Texas Migrant Education Program Evaluation

Final Report **May 2011**

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Running head: TEXAS MIGRANT EDUCATION PROGRAM EVALUATION

Texas Migrant Education Program Evaluation: Final Report

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MGT of America, Inc. (MGT), is a national research and consulting firm that has committed the past 36 years to providing the most creative yet practical solutions to the challenges our clients face in public education. Through this diverse experience, we offer a thorough understanding of education policy and practice, evaluation and statistical expertise, and sound management capability.

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Glossary of Acronyms

AEIS	Academic Excellence Indicator System
BMEI	Bi-national Migrant Education Initiative
CFR	Code of Federal Regulations
CISD	Consolidated Independent School District
CNA	Comprehensive Needs Assessment
CREDE	Center for Research in Education, Diversity, and Excellence
DIRC	Data and Information Review Committee
ECE	Early Childhood Education
ELA	English Language Arts
ELL	English Language Learner
ESC	Education Service Center
ESEA	*Elementary and Secondary Education Act of 1965*
ESL	English as a Second Language
ESTRELLA	Excellent Schools, Teaching, and Research for English Language Learner Achievement Project
GED	General Educational Development
ID&R	Identification and Recruitment
IPD	Independent Project District
ISD	Independent School District
ISSS	Instructional and Support Services Survey
LEA	Local Education Agency
LEP	Local Education Provider
LSD	Local School District with TMEP Programs
MAP	Migrant Acceleration Program
MAS	Migrant Achievement=Success
MATEMATICA	Math Achievement toward Excellence for Migrant Students and Professional Development of Teachers in Math Instruction Consortium Arrangement
MCPS	Migrant Coordinator Perceptual Survey
MEP	Migrant Education Program
MGT	MGT of America, Inc.
MSGEP	Migrant Student Graduation Enhancement Program
MSIX	Migrant Student Information Exchange
NASDME	National Association of State Directors of Migrant Education
NCLB	*No Child Left Behind Act of 2001*
NCPIE	The National Coalition for Parent Involvement in Education
NCSL	National Center for Summer Learning
NGS	New Generation System
NOGA	Notice of Grant Award
NPFS	Non-Priority for Service
OME	Office of Migrant Education
OSY	Out of School Youth
PAC	Parent Advisory Council
PART	Panel Alignment and Review Tool
PASS	Portable Assisted Study Sequence
PBS	Public Broadcasting System
PEIMS	Public Education Information Management System
PFS	Priority for Service
PSJA	Pharr-San Juan-Alamo Independent School District
PSM	Propensity Score Matching

RESC	Regional Education Service Center
RFL	Resources for Learning, L.L.C.
SAT	Scholastic Aptitude Test
SDP	Service Delivery Plan
SEP	Secretaria de Educacion Publica
SMART	Summer Migrants Accessing Resources through Technology
SSA	Shared Services Arrangement
SSAD	Shared Services Arrangement Member Districts
SSI	Student Success Initiative
TAKS	Texas Assessment of Knowledge and Skills
TBD	To Be Determined
TEA	Texas Education Agency
TEKS	Texas Essential Knowledge and Skills
TMEP	Texas Migrant Education Program
TMIP	Texas Migrant Interstate Program
TRACK	TAKS Readiness and Core Knowledge
UG	Ungraded
USDE	United States Department of Education
UT	University of Texas at Austin

Executive Summary

In September, 2008 the Texas Education Agency (TEA) contracted with MGT of America, Inc. (MGT), and their subcontractor, Resources for Learning, L.L.C. (RFL), to conduct a two-year evaluation of the effectiveness of the Texas Migrant Education Program (TMEP), as required by Section 1304(c)(5) of Title I of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB), and by Code of Federal Regulations (CFR) Section 34 CFR 200.84 and 200.85.

Five overarching evaluation objectives guided the TMEP evaluation study:

1) Conduct a literature review of best practices in migrant education.
2) Determine the instructional and support services for migrant students implemented in Texas.
3) Review alignment of TMEP services with best practices from the literature and make recommendations for additional migrant programs and services that are likely to be effective at helping migrant students in Texas.
4) Determine stakeholder perceptions of implementation success and patterns of participation in local and statewide longstanding Texas migrant education programs to include the TMEP and two special programs: the Texas Migrant Interstate Program (TMIP) and the Migrant Student Graduation Enhancement Program (MSGEP)[1].
5) Compare trends in academic achievement of migrant and non-migrant students in Texas.

[1] Data were not available to examine the effectiveness of the TMIP or MSGEP on educational performance outcomes. See discussion on pages 5, 6, and 7 of the report.

The TMEP interim evaluation report[2] published in August 2009 includes a detailed description of the TMEP as well as the state's service delivery plan (SDP) and comprehensive needs assessment (CNA) for providing migrant services. Findings from the first two evaluation objectives were addressed within the interim report. This final report presents findings from the comprehensive evaluation addressing all five of the research objectives. A summary of the findings for each of the evaluation objectives follows.

Evaluation Objective 1: Best Practices Literature Review

Efforts to identify best practices in migrant education literature were limited by a lack of empirical research and large-scale studies of effectiveness. However, the literature did include ethnographic studies and qualitative studies of migrant education programming. Additionally, best practice research from other fields could be applied, to some extent, to migrant education, especially in the areas of early childhood education, language and literacy development, dropout prevention, and parent involvement. The findings of the literature review identified a set of interrelated themes that reflect what is known about effective programming within the migrant education community. These themes, or best practice principles, included the following:

- *Responsiveness.* Innovative and flexible programming that reflects intentional knowledge of the particular needs of the community, families, and students served;
- *Communication, Collaboration, and Relationships.* Coordinated data and information sharing systems and networks, partnerships between service providers, and personal relationships built on trust and caring;
- *Adequate and Appropriate Staffing.* Staffing to provide the level of advocacy and individualized services migrant students require;

[2]The interim TMEP evaluation report can be found at: http://ritter.tea.state.tx.us/opge/progeval/Other/TMEP_Interim_0809.pdf.

- *Instructional Quality and High Expectations*. High quality and relevant instruction focused on high expectations; and
- *Focus on Language Issues*. Attention to the language needs of migrant students and families.

Evaluation Objective 2: TMEP Instructional and Support Services

In early 2010 TMEP coordinators within the state of Texas completed the TMEP Instructional and Support Services Survey (ISSS) developed for this evaluation study. ISSS yielded information about the types and prevalence of migrant education services provided throughout the state of Texas. The most prevalent instructional services (i.e., services provided by the largest percentage of the districts) were those relating to New Generation System (NGS)[3] services, translation services, identifying students for preschool, professional development (e.g., staff TMEP conferences), tutoring and interventions, monitoring student progress (i.e., toward meeting learning goals and graduation requirements), credit accrual and recovery services, and providing homework and assistance tools.

The most prevalent support services included those related to Parent Advisory Councils (PACs) and holding PAC meetings (e.g., offering childcare or snacks during meetings), conducting home visits, providing materials and supplies to meet basic needs for attending school (e.g., clothes, school supplies), making referrals to community programs and health providers, and providing vision screenings. The services that were the least likely to occur were typically those provided during summer school or intersession, such as distance learning programs, out-of-state Texas Assessment of Knowledge and Skills (TAKS) training and testing, and out-of-state summer migrant program coordination.

[3] The New Generation System is one of three Internet-based systems in use nationally that is specifically designed for the interstate transfer of migrant student educational and health records (USDE, 2005).

In addition to these survey data, site visits were conducted during the second phase of the evaluation at select district sites as well as at the two special statewide programs supported by TMEP that are designed to provide support to local programs, TMIP and MSGEP. Site visits were conducted to gather additional data about instructional and support services, including qualitative information from migrant staff, students, and parents. Site visit data were used to develop case studies, and a cross-case analysis was conducted to identify common instructional and support services. These included:

- Comprehensive identification and recruitment and screening processes for eligible students
- Coordination and collaboration with existing programs to provide supplemental instructional support, TAKS remediation/retesting, and credit recovery/accrual
- Additional MEP-funded academic support at times/locations convenient to migrant families including technology-based support
- Informal mentoring through local TMEP staff
- Student enrichment and recognition activities
- Personalized support from MEP staff to support students in school, engage families, and address their needs
- Comprehensive record keeping processes and monitoring
- Attention to language needs through existing district programming, bilingual staff, and family outreach and services

The cross-case analysis was also used to identify common facilitators and barriers to local TMEP implementation. Commonly reported facilitators included: strong and informed leadership; formal and informal organizational and communication structures that supported collaboration; Parent Advisory Councils; access to technology; high level of staff knowledge, experience, and commitment. Common barriers included: changes in MEP funding and eligibility

criteria as well as local and federal immigration policy and practices; district transportation and travel restrictions; need for migrant-specific mentoring/dropout prevention programs; need for additional language support; and conflicting family needs, goals, and values.

Evaluation Objective 3: Alignment of TMEP Services with Best Practices

The cross-case analysis developed from the site visit data was used in conjunction with survey data to provide an overall assessment of alignment of instructional and support services for migrant students currently being implemented in Texas with best practices identified in the research. Broadly speaking, evidence from these data sources indicated a high degree of alignment with best practice principles from the literature review and diverse and effective approaches at the local level in serving the needs of the migrant community. These include:

- Responsiveness to migrant student and family needs;
- Communication/Collaboration/Relationships necessary to ensure effective TMEP services;
- Adequate and appropriate staffing; and
- Quality instruction and high expectations.

Based on these findings, and an overall assessment of the TMEP CNA, SDP, and knowledge of the field, the expert panel provided the following suggestions and recommendations for TEA's TMEP:

- Continue to collect data on local implementation of services, including data on quality of implementation, to inform discussions of how best to promote best practice strategies.
- Provide support to local operating agencies on developing a local needs assessment and determining priority for services (PFS).

- Consider how NGS might further support program evaluation and the collection of measurable program outcomes data.
- Emphasize language support across strategies.
- Further explore the impact of professional development for TMEP and non-TMEP staff.
- Provide support for implementation of a mentoring curriculum.
- Clarify how health services are provided.
- Enhance interstate coordination during the summer.
- Provide strategies to support Texas' binational students.
- Consider offering graduation enhancement activities in the lower grades.
- Provide additional technical assistance and training support to local TMEPs.
- Focus on increased coordination with English as a Second Language (ESL)/bilingual staff.
- Increase access to technology.
- Marshal resources for out-of-school youth.

Evaluation Objective 4: Perceived Effectiveness of the TMEP Statewide and Special Programs

To understand the effectiveness with which TMEP is implemented and meets the goals of reducing hindering factors associated with OME's seven areas of concern, the TMEP Migrant Coordinator Perceptual Survey (MCPS) was developed. The initial ISSS provided information on what TMEP services were being implemented throughout Texas. The perceptual survey extended these findings by gathering perceptions on the extent to which TMEP grantees' accomplishments are aligned with established TMEP goals and the degree of success with which migrant services are provided through the TMEP and longstanding special programs (TMIP and MSGEP). MSGEP provides alternative credit options for migrant secondary school

students through distance learning courses. TMIP facilitates intra- and interstate coordination of programs for migrant children. The MCPS was developed in line with the best practices derived from the literature review and the goals and objectives established in the state's SDP and CNA.[4]

To meet the state's established TMEP delivery goals and objectives, districts were expected to demonstrate increases in students demonstrating certain educational performance outcomes (e.g., required core credits earned by migrant secondary students for on-time graduation) or receiving certain services (e.g., timely attention and appropriate interventions related to academic and non-academic problems and concerns). During the 2008-09 academic year, districts typically reported either showing increases or remaining the same in terms of the proportion of students demonstrating a performance outcome or receiving a service. Districts that began the year with larger proportions of students meeting the state's established TMEP delivery goals were more likely to report remaining stable over the school year. Districts beginning the year with smaller proportions of students meeting the established goals were more likely to report increases over the school year. Accomplishments demonstrated by TMEP districts were most well aligned to these established goals:

- Increasing the proportion of migrant students who failed TAKS in any content area that then participated in a summer TAKS remediation program; and
- Increasing the proportion of required core credits for on-time graduation earned by migrant secondary students.

Regarding the effective implementation of migrant best practices through TMEP, most services were perceived by TMEP coordinators to be implemented with some degree of success (somewhat or very successful implementation) in a large percentage of districts (typically over 90 percent) during 2008-09. Most districts that provided a given service reported a somewhat

[4] A description of the state's SDP and CNA can be found in the TMEP evaluation interim report at: http://ritter.tea.state.tx.us/opge/progeval/Other/TMEP_Interim_0809.pdf

or very high degree of implementation success. The most effectively implemented practices reported included those related to providing appropriate staff training for using NGS and identifying migrant students for provision of services. Although the overall pattern of results suggests that TMEP coordinators perceive TMEP implementation to be generally successful, there was variation in success rates with the majority of services reported to be implemented very successfully by less than 60 percent of the districts. Services that were least likely to be implemented or implemented successfully were those services related to collaboration and communication with parents and other key stakeholders within the state and across the country. This suggests that support and training in the best practice area of communication, collaboration, and relationships may be useful to TMEP districts.

Services implemented through TMIP and MSGEP relating to facilitating on-time graduation through offering flexible methods of completing coursework and earning necessary credits toward graduation also were typically perceived to be implemented somewhat to very successfully. A service deserving more exploration and perhaps an area for improvement is providing opportunities for state academic achievement testing outside of Texas, when needed, for grade-level promotion or graduation requirement for Texas home-based migrant students. A relatively high percentage (13%) of districts did not know whether this service was provided and a correspondingly low percentage (43%) of districts indicated that the service was very successfully implemented.

In terms of the frequency with which NGS was used by TMEP districts, typically high rates of usage were reported (70% to 80% of districts reported always/almost always or often implementing most NGS activities). The least frequently implemented NGS activity was: Used NGS to provide student data to students leaving the district. Across NGS activities, rates of seldom or never occurring ranged from 8% to 25%; so while data are frequently input into NGS

and used by school and district staff to support migrant students, some improvements could be made in the usage and communication regarding NGS and corresponding migrant student data.

Evaluation Objective 5: Academic Achievement of Migrant and non-Migrant Students

In addition to understanding the success with which TMEP services are implemented, another critical objective of this study was to understand the educational performance outcomes (i.e., achievement scores [TAKS], dropping out, graduating, school attendance, and post-secondary performance [Scholastic Aptitude Test or SAT] scores) experienced by migrant students and the impacts of the TMEP on these outcomes. A quasi-experimental design was used to examine the impact of participation in the TMEP within each of six study years (2003-04 through 2008-09). Specifically, a non-migrant sample, matched to the migrant sample on background factors and early achievement, was selected for comparison of outcomes between the migrant student sample and a similarly high-risk group of students[5]. In addition to examining the impact of migrant status (migrant or matched non-migrant group), two migrant exposure factors were examined to understand the trends in outcomes for students receiving more migrant services or being exposed for a longer period of time to the migrant program.[6] Furthermore, outcomes for PFS-migrant and non-PFS migrant students were compared for each of the evaluation years.

First, it is important to note that all findings are correlational and no causal statements can be made about the impact of program participation on PFS or non-PFS status on student educational performance outcomes; rather, the findings can only be used to help understand the size, direction, and significance level of the correlational finding. Interpretation of findings must

[5] Random assignment was not possible for this study because all migrant students who meet the federal migrant definition are eligible for services through the TMEP. Additionally, it was not feasible to capture a true pre-program baseline measure for migrant and non-migrant students as student data were collected retrospectively. Finally, examining within-student growth over time longitudinally was not feasible due to the highly mobile nature of the migrant sample and the types of outcome measures available. Therefore, a matched-comparison group design combined with a within year cross-sectional design examining trends in findings from year to year was the most rigorous option for this evaluation study.

[6] Length of exposure was based on the cumulative number of years a student participated in the migrant program as of a given year.

be made within the correlational context of the study. Taking this important fact into consideration, migrant students tended to have poorer outcomes at each study year as compared to non-migrant students. Migrant students were less likely to stay in school, attend school regularly, pass TAKS exit exams, and obtain high scores on the SAT. These findings are not surprising given that migrant students are likely at higher risk than non-migrant students even with a matched comparison group, as not all risk factors are accounted for with the available data. Findings were mixed regarding graduation rates for migrant as compared to non-migrant students. Migrant students were more likely than non-migrant students to graduate during three study years, but the effect was significant during only one of those years. In contrast, migrant students were significantly less likely to graduate than non-migrant students during two study years.

In general, the number of years that a student participated in TMEP and the number of supplemental services received was not significantly linked to TAKS pass rates or SAT scores. Receiving more services was significantly related to attending school more often. Additionally, there was a significant relationship between participating in the TMEP for a greater number of years and receiving a larger number of supplemental services and being less likely to drop out of school. However, receiving more services was also related to being less likely to graduate across years, with significant effects for five of the six years.

In addition, trends in outcomes were examined for PFS and non-PFS migrant student groups. PFS students had poorer outcomes at each study year as compared to non-PFS students. PFS students were less likely to stay in school, attend school regularly, graduate, pass TAKS exit exams, and obtain high scores on the SAT. These findings are not surprising given that PFS students are, by federal definition, at higher risk than non-PFS students. There was a trend toward a reduction in the size of the difference in performance for PFS as compared to non-PFS students on 8^{th} and 11^{th} grade TAKS passing rates from earlier to later study years. The odds of

a non-PFS student being more likely to pass than a PFS student were smaller in later evaluation years compared to earlier years.

All Texas school districts and charter schools are required to determine if migrant students are enrolled in the district. The majority of Texas school districts are non-project districts. School districts without migrant children are called non-project districts. School districts or charter schools with TMEP grant awards and which operate programs for migrant students are called Independent Project Districts (IPDs). Districts and charter schools also may contract with a regional education service center (RESC) or another entity to provide services under a Shared Service Arrangement (SSA). Districts that contract are called SSA districts (SSAD). IPDs or SSAs may expend funds for migrant students not only from the grant awards under Title I, Part C Migrant Education but also from the basic Texas school finance awards for general operating expenditures, from special Texas grants, and from other federal programs such as grants for Special Education, bilingual education, or compensatory education. This report includes only expenditures made from Title I, Part C Migrant Education funds, not expenditures from other sources because details on these expenditures are not available from IPDs or SSAs.

Financial data available for this study included reported data for five years, 2003-04 through 2007-08; data for 2008-09 were not available in time to include in the analyses. Not all IPDs or SSAs[7] participated in all five years examined. In 2003-04, IPDs and SSAs expended a total of $50.9 million to provide services to migrant students and their families, while regional Education Service Centers (ESCs) spent $4.8 million for technical assistance activities. Total expenditures for migrant programs in 2003-04 were $56,394,210, including expenditures for special programs such as TMIP and MSGEP. By 2007-08, the total of Title I Part C funds expended for migrant programs had declined slightly to $54,755,951, with corresponding declines in expenditures for

[7] School districts may participate in the TMEP as IPDs or SSADs. The IPDs independently operate TMEP projects. For SSADs, the TMEP project is operated by the regional education service center (ESC).

IPDs. It is noteworthy that the 57% decline in the number of migrant students was much greater than the 3.4% reduction in funding. This decline in the number of students likely can be attributed, at least in part, to changes in the federal TMEP qualification requirements and the economic downturn or recession in the economy requiring fewer migrant workers.[8]

In terms of special programs, over the five years examined in this analysis, TMIP funding increased from $295,850 in 2003-04 to $467,735 in 2007-08. As for MSGEP, over the five years included in this report, funding was approximately $350,000 per year. During that time period, migrant students in the MSGEP successfully completed more than 5,000 courses.

Summary across Evaluation Objectives

To summarize across the objectives, activities, and findings of this comprehensive TMEP evaluation study, MGT collected, analyzed, and synthesized a wealth of extant and primary data to understand TMEP implementation; examined trends in outcomes for and impacts of the TMEP program on migrant and non-migrant and PFS and non-PFS migrant students; examined the patterns of expenditures for TMEP funding throughout Texas; and formulated recommendations for improvement of program implementation.

Overall, these findings suggest that the program reflects best practices as found in the literature and is perceived by TMEP coordinators to be effectively implemented with grantee accomplishments aligned to the state established program goals. TMEP students, particularly PFS students, tended to have poorer achievement and post-secondary outcomes than non-migrant and non-PFS students, respectively. Importantly, migrant students who received more years of programming and more migrant services were less likely to drop out of school. Additionally, for some outcomes (TAKS pass rates for grades 8 and 11), the gap in performance for PFS and non-PFS students decreased from earlier to later study years, implying that the

[8] The federal requirements for eligibility were made more stringent during the time period in this study.

odds of PFS-migrant students performing more poorly were not as high over time. This was not true of all outcomes. Additionally, there were some mixed findings when comparing trends from one year of the evaluation to another year. For instance, migrant students were significantly more likely to graduate during 2007-08 and significantly less likely to graduate during 2005-06.

It is important to consider possible confounding factors that cannot be accounted for which may be related to the evaluation findings. For example, the federal definition for being a migrant student changed, becoming more conservative during the six year timeframe of this study. Additionally, not all risk factors or impacts on migrant student educational performance outcomes could be accounted for in this study. Overall, these findings offer some preliminary evidence that the accumulation of multiple years of programming and greater numbers of services may have some positive effects on the likelihood of not dropping out of school and attending more days of school, but as indicated, causal statements cannot be made based on the study findings. An alternative explanation is that students who are in school (attending regularly and have not dropped out) and are available for more services are more likely to receive services. Perhaps the greater utility of the findings relating to the quantity of TMEP exposure is that they point to a possible profile of the type of students who are more likely to receive services: those who are attending school more regularly and who have not exited through dropping out or graduating.

Recommendations for changes in Texas migrant service delivery and data collection specifically related to service delivery include:

- **Provide support to local operating agencies on developing a local needs assessment and determining PFS.** To assist with data collection efforts, state support for development of a local needs assessment is indicated. In addition, because of staff attrition, local TMEPs need technical assistance and resource

materials to assist in consistently and coherently identifying student needs and monitoring the progress of students who have been determined through an established process to have priority for services.

- **Improve awareness of and participation in special programs: TMIP and MSGEP.** Only about 30% of districts reported on the MCPS that they participated in MSGEP and TMIP. Improving awareness of and understanding of how to access and benefit from these programs may help improve usage rates and further improve perceptions of success of special program implementation.
- **Improve opportunities for state academic achievement testing outside of Texas, when needed, for grade-level promotion or graduation requirement for Texas home-based migrant students.** A relatively high percentage of districts did not know whether this service was provided and a correspondingly low percentage of districts indicated that the service was very successfully implemented.
- **Enhance interstate coordination during the summer.** Texas has recommended in its SDP that receiving states provide TAKS remediation. The expert panel suggested that strategies for communication and coordination activities with receiving states be included along with suggestions for how to prepare students for TAKS testing during the short summertime window of time that they are in the receiving states. The panel also suggested that the SDP contain ways that Texas might address TAKS remediation services during the summer in Texas before students travel to the receiving states (typically the month of June). Offering additional strategies for how Texas and the receiving states can partner for more effective communication would add an important safeguard to support students who migrate from Texas.
- **Improve NGS usage rates.** The NGS was reported to be used relatively frequently across MCPS items but usage rates were still lower than expected. Gathering information from TMEP coordinators to better understand barriers specifically related

to NGS usage would provide a good starting point for helping to improve usage rates.

Consider how NGS might further support program evaluation and the collection of measurable program outcomes data. Data collection across Texas' local TMEPs is a large undertaking that is facilitated through NGS. It will be beneficial to program implementation to ensure a complete alignment between the required data fields within NGS and the data elements that local TMEPs need to collect to determine if the measurable program outcomes are met.

- **Further explore foundational functions**. Areas of the TMEP that merit further exploration include health, records transfer, and interstate/intrastate coordination because these pivotal areas are common to all migrant programs. Capturing data on the quality of services in these key areas will help illuminate what is lacking to support the achievement of desired program outcomes measured in the evaluation.
- **Emphasize language support across strategies.** The state should emphasize efforts to embed language development within and across all strategies that are recommended through the SDP. This includes strategies to ensure the accurate assessment of student language proficiency**.** While systems and procedures may be in place for the ongoing and accurate assessment of students' language proficiency, more information needs to be collected by the state to monitor this aspect of language support. In addition, more specific guidance could be provided by the state to clarify the role of the TMEP in providing language development services to allocate funds appropriately.
- **Further explore the impact of professional development for TMEP and non-TMEP staff.** The state should survey the extent and quality of training provided to professional and support staff serving migrant students. The practicality of preparing educators to meet the needs of migrant students deserves further study. As part of this effort, the state should identify staff development resources for local TMEP

operating agencies, including training for non-TMEP staff. The research literature indicates that training to raise awareness and staff ability to provide culturally and linguistically respectful services to migrant students and families reflects best practice.

- **Provide support for implementation of a mentoring curriculum.** As indicated in the state-level strategies of the SDP, there is a need to develop a mentoring curriculum for local TMEPs. Enhanced student-to-student and adult-to-student relationships may help students see the positive potential for achievement and the importance of regular attendance, credit accrual, and graduation, as well as post-secondary opportunities. With a K-12 mentoring curriculum to rely upon, TMEP sites are more likely to implement this potentially successful strategy.
- **Clarify how health services are provided.** The expert panel suggested setting measurable program outcomes in the service delivery plan to reflect this core area of concern.
- **Improve collaboration and communication with parents and other key stakeholders within the state and across the country.** Through the MCPS, coordinators reported relatively lower rates of implementation and implementation success with regard to collaboration and communication. TMEP coordinators and other key service delivery providers would benefit from professional development and support relating to how and when to communicate with parents and other service delivery providers throughout the state and country. Perhaps it would be helpful to leverage the PACs to support this effort. PACs reportedly helped facilitate parental understanding of the TMEP.
- **Provide strategies to support Texas' binational students**. Strategies to coordinate with Mexico's public school system, the *Secretaría de Educación Pública*, in supporting Texas' substantial binational migrant student population are warranted because of the large number of students who cross the border in both directions. Help

teachers in Texas understand the use of the “Transfer Document” (which transfers students among the countries) and how the educational systems and the grade levels between the two countries are aligned. Explore partnerships with the university systems and the U.S. Binational Migrant Education Initiative, as well as key agencies in the U.S. and Mexico to help binational migrant students and eligible binational migrant youth obtain needed access and resources.

- **Consider offering graduation enhancement activities in the lower grades**. High dropout findings for migrant students call for strategies to be introduced at the lower grade levels. Visits/field trips to colleges and universities, discussions about post-secondary education opportunities, and the involvement of parents in graduation enhancement are a few ways that schools might address dropout prevention at the lower grades.
- **Provide additional technical assistance and training support to local TMEPs**. Additional training is needed on the use of funds and allowable activities in the supportive services areas of health, nutrition, medical/dental, and referrals to community agencies.
- **Focus on increased coordination with ESL/bilingual staff**. To maximize the resources of the TMEP, more coordination with ESL/bilingual staff and programs is needed. The state should model formal and informal networks, provide examples of successful coordination networks, and consider offering incentives for sharing information and resources such as an information roundup of best practices in coordination.
- **Increase access to technology**. As a means of expanding services and sharing effective practices, work with local TMEPs and regional configurations to increase advanced technological options and access to the Internet. Access to the internet was found to be a barrier to some districts.

Recommendations related to the financial data are the following:

- **Include the number of students for each school district.** The file containing information on grant awards should include not only the amount of the award but also the numbers of PFS and non-PFS students used in the formula determining the grant award.
- **Collect expenditure information on all funds used to provide services to migrant students.** This report includes only expenditures made from Title I, Part C Migrant Education funds, not expenditures from other sources because details on these expenditures are not available from IPDs or SSAs. If data were available on other resources from other sources, additional analysis on cost-effectiveness could be completed.

1.0 Introduction and Background: Texas Migrant Education Evaluation Study

The Texas Education Agency (TEA) contracted with MGT of America, Inc. (MGT), and their subcontractor, Resources for Learning, L.L.C. (RFL), to conduct a two-year evaluation of the effectiveness of the Texas Migrant Education Program (TMEP), as required by Section 1304(c)(5) of Title I of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB), and by Code of Federal Regulations (CFR) Section 34 CFR 200.84 and 200.85.[9] The evaluation study began in September 2008 and continued through June 2010. The goals of this evaluation were to determine the degree of effectiveness of the state's TMEP at meeting the needs of priority for services (PFS) and non-PFS[10] migrant students and to provide guidance for ongoing programmatic improvements.

This two-year evaluation of the state's TMEP included the following five overarching study objectives:

1) Conduct a literature review of best practices in migrant education.
2) Determine the instructional and support services for migrant students implemented in Texas.
3) Review alignment of TMEP services with best practices from the literature and make recommendations for additional migrant programs and services that are likely to be effective at helping migrant students in Texas.
4) Determine stakeholder perceptions of implementation success and patterns of participation in local and statewide longstanding Texas migrant education programs to include the TMEP

[9] An interim report (http://ritter.tea.state.tx.us/opge/progeval/Other/TMEP_Interim_0809.pdf) published in August 2009 includes a detailed description of the TMEP as well as the state's service delivery plan (SDP) and comprehensive needs assessment (CNA) for providing migrant services.

[10] Generally speaking, PFS migrant students are in greater need of services and may be considered at relatively higher risk than non-PFS migrant students. Formally, PFS migrant students are defined as migrant students who: Have their education interrupted during the previous or current regular school year; AND Are in grades 3-12, Ungraded (UG) or Out of School Youth (OSY) and have failed one or more sections of the Texas Assessment of Knowledge and Skills (TAKS), or are designated Absent, Exempt, Not Tested or Not Scored; OR Are in grades K-2 and have been designated as Limited English Proficient (LEP) in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level.

and two special programs: the Texas Migrant Interstate Program (TMIP) and the Migrant Student Graduation Enhancement Program (MSGEP)[11].

5) Compare trends in academic achievement of migrant and non-migrant students in Texas.

A TMEP interim report[12] published in August 2009 included findings from the first two of these objectives: literature review of best practices in migrant education and summary of TMEP instructional and support services being implemented by TMEP recipient Independent Project Districts (IPDs) and Shared Services Arrangement (SSA) member districts (SSADs)[13]. The other evaluation objectives have subsequently been addressed and integrated with the findings from the first two objectives, resulting in a comprehensive evaluation of the TMEP, presented in this report. In this chapter, a brief description of the context and background for this evaluation is presented, the findings from the first two evaluation objectives conducted during the first phase of the evaluation are briefly summarized, and then an overview of the evaluation purpose and activities for the other three objectives conducted during the second phase of the evaluation is provided. Subsequent chapters provide complete descriptions of the methodology and findings and conclusions from evaluation activities conducted during the second phase of the evaluation.

National Context

According to the latest available data from the National Center for Farmworker Health (n.d.), more than three million migrant farmworkers reside in the United States with the largest concentrations in California, Texas, Washington, Florida, and North Carolina. Living conditions and educational opportunities for the children of migrant families are among the worst in the

[11] Data were not available to examine the effectiveness of the TMIP or MSGEP on educational performance outcomes. See discussion on pages 5, 6, and 7 of the report.
[12] The TMEP interim report can be found at http://ritter.tea.state.tx.us/opge/progeval/Other/TMEP_Interim_0809.pdf.
[13] School districts may participate in the Texas MEP as IPDs or SSADs. The IPDs independently operate MEP projects. For SSADs, the MEP project is operated by the regional education service center (RESC).

nation (Gouwens, 2001; Green, 2003; Kindler, 1995). In fact, out of all student groups, migrant students are among the most likely to drop out of school (DiCerbo, 2001; Green, 2003).

The federally funded TMEP was initiated in 1966 with an amendment to Title I of ESEA to serve these students. Subsequent regulatory changes through the *Improving America's Schools Act of 1994* and the NCLB Act increased emphasis on accountability and student performance.

As one of the states serving the largest concentrations of migrant students, Texas has played a key role in migrant education initiatives nationally. For example, Texas was one of four states that participated in a two-year federal pilot of a comprehensive needs assessment (CNA) process for the U.S. Department of Education's (USDE) Office of Migrant Education (OME). This process was designed to create a tool to support data-driven decision making in migrant education programming and policy at the state and local levels (USDE, n.d.).

As a result of the CNA pilot, the OME identified seven common "areas of concern" in migrant education (TEA, 2007a). These were:

- Educational Continuity;
- Instructional Time;
- School Engagement;
- English Language Development;
- Educational Support in the Home;
- Health; and
- Access to Services.

Title I, Part C, of the ESEA, as amended by the NCLB, requires that state educational agencies deliver and evaluate TMEP-funded services to migrant children based on a state plan that reflects the results of a current statewide comprehensive needs assessment (CNA; Section

1306, PL 107–110). Texas' state plan for migrant education, detailed in its statewide Service Delivery Plan (SDP; TEA, 2007b), reflects the results of a CNA published in September 2007 (TEA, 2007a).[14]

State Context

All Texas school districts and charter schools are required to determine if migrant students are enrolled in the district. The majority of Texas school districts are non-project districts. School districts without migrant children are called non-project districts. School districts or charter schools with TMEP grant awards and which operate programs for migrant students are called Independent Project Districts (IPDs). Districts and charter schools also may contract with a regional education service center (RESC) or another entity to provide services under a Shared Service Arrangement (SSA). Districts that contract are called SSA districts (SSAD).

Through the pilot CNA process, the TMEP identified eight statewide needs related to four of the OME areas of concern. These areas of concern were instructional time, school engagement, educational support in the home, and educational continuity.[15] The eight statewide needs were focused on target populations and were aligned to measurable objectives (TEA, 2007a). Based on the CNA, Texas developed a state plan for service delivery to migrant students that outlined services and supplemental programming that local education agencies (LEAs) could implement to address the identified needs. The Texas state plan also provided a set of state-level recommendations to support local implementation efforts.

In addition, the state has operated two longstanding statewide programs designed to provide support to local TMEP and migrant students. These are the MSGEP and the TMIP.

[14] In 2004, Texas participated in a two-year federal pilot project to develop a CNA that states could use to identify the needs of migrant children. Based on the results of the CNA, TEA submitted a statewide SDP to the OME in November 2007 (TEA, 2007b). The CNA and SDP identified statewide needs related to four of the OME's seven areas of concern.

[15] The preliminary identified needs and areas of concern identified through the pilot CNA process and reflected in the 2007 service delivery plan (SDP) will be revised with a planned state revision to the CNA and SDP.

MSGEP, housed in the K–16 Education Center at the University of Texas at Austin, provides free credit recovery via distance learning to high school migrant students. The program offers 42 courses aligned with the Texas Essential Knowledge and Skills (TEKS) and Texas Assessment of Knowledge and Skills (TAKS). Since the program began in 1987, approximately 20,000 migrant students have participated in coursework. Grant funding is provided by TEA and gifts have been provided by several private sources.

The following are the main grant requirements of the MSGEP:

- Provide alternative credit options for migrant secondary students via distance learning offered through a variety of accessible delivery systems to include print, electronic, and Internet formats.
- Provide preparation materials for the exit-level TAKS test for participating students.
- Offer bilingual instruction support through a toll-free 1-800 number for participating students.
- Offer a variety of grading options to include on-site and mail-in grading.
- Issue credit as a credit-granting institution for all coursework completed.
- Employ multiple strategies that result in at least a 75 percent credit completion rate for participating students.
- Record coursework information on the state's migrant student database.
- Provide a certificate of completion for participating students who complete coursework.
- Develop awareness and recruitment materials for the correspondence coursework for secondary migrant students among Texas districts, other states that receive Texas migrant students, migrant students, and their parents.
- Maintain communication with participating migrant students and educators inside and outside of Texas.

The purpose of the other longstanding program, TMIP, is to facilitate intra- and interstate coordination in order to help meet the educational needs of migrant children from Texas who migrate out of state. The TMIP program has been in existence for over 25 years, and Texas is one of only two states in the nation with such a program. The overall goals of the program are:

- Provide intra- and interstate coordination resulting in exchange of critical student information and progress in meeting the needs of Texas home-based migrant students.
- Provide intra- and interstate coordination aimed at increasing the number of Texas home-based migrant students being served in out-of-state summer migrant programs.
- Provide assistance to high school counselors in meeting the needs of migrant secondary students identified as Priority for Service (PFS).
- Provide opportunities for state academic achievement testing outside of Texas when needed for grade level promotion or graduation requirement for Texas home-based migrant students.

The following sections provide information on the five evaluation objectives.

1.1 Best Practices Literature Review

The purpose of the literature review was to summarize best practices in migrant education to provide the national context for evaluation of the TMEP and to assess the alignment of current local practice in TMEP implementation with research-based best practices. The findings of the literature review identified a set of interrelated themes that reflect what is known about effective programming within the migrant education community. These themes, or best practice principles—responsiveness; communication, collaboration, and relationships; adequate and appropriate staffing; instructional quality and high expectations; and focus on language issues—

could be used as the basis for assessment of local TMEPs. Specifically, as indicated in the literature,[16] programs should reflect the following:

- Innovative and flexible programming that reflects intentional knowledge of the particular needs of the community, families, and students served;
- Coordinated data and information sharing systems and networks, partnerships between service providers, and personal relationships built on trust and caring;
- Staffing to provide the level of advocacy and individualized services migrant students require;
- High quality and relevant instruction focused on high expectations; and
- Attention to the language needs of migrant students and families.

To read the full literature review, please see the Interim Report (TEA, 2009).

1.2 TMEP Instructional and Support Services

The purpose of assessing the implementation of instructional and support services was to determine what specific services were being provided by TMEP grant recipients to serve students participating in TMEP throughout the state of Texas, as reported by TMEP coordinators. Two activities, a survey of TMEP coordinators conducted during the first phase of the evaluation and a series of site visits to sample sites in phase two, were used to provide information related to Evaluation Objective 2 (Determine the instructional and support services implemented in Texas).

1.2.1 TMEP Instruction and Support Services Survey

TMEP Instructional and Support Services Survey (ISSS) findings were organized around the seven areas of educational concern derived from the OME identified areas of concern.[17] TMEP

[16] See references in the Interim Report at http://ritter.tea.state.tx.us/opge/progeval/Other/TMEP_Interim_0809.pdf.

elected to address only four of the seven areas because of the data that were available. The four areas of concern that the survey findings were organized around included the following:

1) *Educational Continuity/Instructional Time*;
2) *School Engagement/Educational Support in the Home*;
3) *Health/Access to Services*; and
4) *English Language Development*.

For each service, migrant coordinators from each IPD or SSAD were asked to indicate whether the service was provided within their district and the perceived priority level for each service provided. In addition, survey respondents indicated whether provided services were supported through TMEP funds or non-TMEP funds such as special education, bilingual, or compensatory education funds. Migrant related services may be funded entirely by TMEP funds, by other non-TMEP funds, or a combination of funding sources to best meet the educational needs of migrant students and their families.

The survey findings revealed considerable variation in provision rates for instructional and support services across participating districts ranging from 94% of districts providing NGS Transfer[18] services, to 9% providing out-of-state TAKS testing. **Table 1-1** displays a summary of the most and least commonly provided services.

[17] As a result of a migrant education CNA pilot study, the OME identified seven common "areas of concern" in migrant education (TEA, 2007a). These were: Educational Continuity; Instructional Time; School Engagement; English Language Development; Educational Support in the Home; Health; and Access to Services.
[18] The New Generation System is one of three Internet-based systems in use nationally that is specifically designed for the interstate transfer of migrant student educational and health records (USDE, 2005).

Table 1-1: Most and Least Commonly Provided Services across All TMEP Districts

Educational Continuity/Instructional Time	School Engagement/Educational Support in the Home	Health/Access to Services
Most Common Services (Above 70%)		
Providing records transfers through the NGS	Establishing a PAC	Providing school supplies
Coordinating with programs offering options for partial and full credit accrual and recovery including accessing and reviewing academic records from NGS	Providing childcare and light snack during PAC meetings	Providing clothing
Attending state and national conferences for MEP staff	Providing translation services	Providing referrals to community programs
Providing in-school tutoring and TAKS tutorials	Providing Information on requirements for graduation	Providing referrals to health providers
Monitoring student progress toward meeting graduation requirements	Providing family/home visitation regarding students' academic progress	Providing vision screenings
Identifying preschool-age children for enrollment	Collaborating to provide timely and appropriate interventions for academic and non-academic issues	
Coordinating, monitoring, and documenting progress regarding learning and study skills	Coordinating resources and information for homework assistance/tools for students and parents	
Least Common Services (Below 20%)		
Providing distance learning programs (NovaNet, Work Study, and PASS)		
Providing out-of-state TAKS training, testing, and remediation		
Coordinating with Even Start		
Providing out-of-state summer migrant program coordination		

Source: MGT TMEP Instructional and Support Services Survey, Winter 2009.
Note: *English Language Development* related services were provided by approximately 50% to 60% of all districts (only two survey items were included for this need area).
PAC = Parent Advisory Council

Priority ratings tended to be in the medium to high range across services. Services with lower priority ratings were typically services provided through special programs or activities and were also lower prevalence services. In terms of the source of funding for services implemented, a consistently higher percentage of services were reported to have been funded by non-TMEP funds. This was not surprising given that TMEP funds are used to supplement funds from other sources to ensure migrant services provided to students are as comprehensive as possible. The services most likely to have been funded by TMEP funds were instructional services.

For a full summary of the literature review (section 1.1) and the survey instructional and support services findings (section 1.2), the reader is encouraged to review the interim report. This final report presents findings from evaluation activities that were conducted during the second phase of the evaluation after the publication of the interim report. An overview of these activities is presented in the following sections and includes qualitative findings related to instructional and support services (part of Evaluation Objective 2) and Evaluation Objectives 3-5 which examine alignment of the TMEP with best practices, perceived success and participation rates for longstanding TMEP programs, and impacts of the TMEP on migrant students.

1.2.2 Site Visits

To further address Evaluation Objective 2 (Determine the instructional and support services implemented in Texas), qualitative data were collected during site visits to a sample of IPDs and SSADs are summarized in case studies and a cross-case narrative. Qualitative data included interviews and focus groups with regional, district, and campus staff; students; and parents regarding their perceptions of effective programs and services and implementation barriers and facilitators. Findings from the site visits are summarized in chapter 2 in the cross-case analysis and the individual case studies are available in **Appendix B-1**.

1.3 Expert Review and Alignment of TMEP Services with Best Practices

To address Evaluation Objective 3 (Review alignment of local TMEP services with best practices from the literature and make recommendations for additional migrant programs and services), a cross-case analysis of case study data was conducted to assess evidence of best practice principles at the local TMEP sites visited during the second phase of the evaluation. These data, in conjunction with data from the TMEP ISSS were used by an expert panel convened in August 2009 to assess the alignment of the TMEP to best practices found in the literature and to develop recommendations for future programming. An expert panel was convened to assess the alignment of the TMEP to best practices found in the literature and to develop recommendations for future programming. The findings from the literature review, the TMEP ISSS, and the site visits were used to guide the expert panel's assessment of the alignment of Texas services with best practices and to formulate their recommendations for additional programs and services. A summary of the cross-case analysis, alignment review, and panel recommendations can be found in chapter 2.

1.4 Perceived Success of the TMEP Statewide and Special Programs

The focus of Evaluation Objective 4 was to determine the effectiveness of both local and statewide longstanding Texas migrant education programs. This objective included an examination of the perceived implementation success of the TMEP overall, as well as two special programs, TMIP and MSGEP,[19] through addressing the following:

- Successfully aligning program accomplishments with TMEP goals outlined in the Texas SDP and CNA;

[19] These two longstanding special Texas migrant programs are described in greater detail later in this report. Generally speaking, MSGEP provides alternative credit options for migrant secondary school students through distance learning courses. The TMIP facilitates intra- and interstate coordination of programs for mobile migrant children.

- Helping migrant students meet the same academic standards as non-migrant students;
- Helping migrant students overcome the *hindering* factors[20] identified in OME's seven areas of concern;
- Preparing migrant students for successful transition to postsecondary education or employment; and
- Successfully tracking intrastate and interstate migrating students and providing timely transfer of educational and health records.

To address Evaluation Objective 4, MGT developed and administered a Migrant Coordinator Perceptual Survey (MCPS) to gather data on the extent to which each participating district's accomplishments are aligned with the TMEP goals outlined in the Texas CNA, and the state SDP[21] and the degree of success with which migrant services are provided through the TMEP and the TMIP and MSGEP programs. Findings from the MCPS are summarized in chapter 3.

1.5 Trends in Academic Achievement for Migrant and non-Migrant Students

Evaluation Objectives 4 and 5 overlap to some extent in that both objectives focus on understanding outcomes for migrant students. To further address outcomes for migrant students and the trends in outcomes for students participating in TMEP and its special programs (TMIP and MSGEP), existing data maintained by TEA, including the Public Education Information Management System (PEIMS), Texas Assessment of Knowledge and Skills (TAKS), Scholastic Aptitude Test (SAT) scores, NGS, financial, and other program data, were obtained and analyzed. These data were used to examine achievement and post-secondary outcomes for

[20] The seven areas of concern (also known as hindering factors) impacting migrant students as determined by OME include: Educational Continuity, Instructional Time, School Engagement, English Language Development, Educational Support, Health, and Access to Services. See the TMEP Interim Report for a definition of each of these seven areas of concern.

[21] A description of the state's SDP and CNA can be found in the TMEP evaluation interim report at http://ritter.tea.state.tx.us/opge/progeval/Other/TMEP_Interim_0809.pdf.

migrant students relative to a matched non-migrant sample (matched on demographic factors and early achievement outcomes) and effects of exposure to the migrant program over time. Outcomes also were examined by PFS and non-PFS migrant student groups. Specific outcomes examined in this evaluation included: graduation, drop out, academic achievement (TAKS pass/fail), and attendance.

Trends in academic and post-secondary outcomes were examined across six academic years; 2003-04 through 2008-09, to the extent data were available at the time of this report. The 2003-04 school year was chosen as the starting year for this evaluation because it corresponded with the publication of the most recent CNA which included a set of established goals and objectives for the TMEP. Financial data were available only for 2003-04 through 2007-08.

Findings for Evaluation Objectives 4 and 5 are summarized in chapters 3 through 5 of this evaluation report. Included are a summary of the effectiveness of the TMEP and its special programs (chapter 3), trends in achievement and post-secondary outcomes as well as program impacts on migrant students (chapter 4), and program expenditures (chapter 5). The data collection and design and analysis methodologies used to address the evaluation objectives are described within chapters 2 through 5. The final chapter of this report includes a summary and integration of the findings across research objectives, limitations to this research, and recommendations for future data collection and evaluation for the TMEP.

2.0 Site Visits and Expert Review

This chapter provides information obtained from evaluation activities that were designed to provide additional information on Evaluation Objective 2 (Determine the instructional and support services implemented in Texas) and address Evaluation Objective 3 (Review alignment of TMEP services with best practices from the literature and make recommendations for additional migrant programs and services).

This chapter presents information from the following study activities:

- Site visits to a sample of local TMEP sites across the state;
- Case studies of programs and services at selected sites;
- Cross-case analysis of case study programs and services; and
- Expert panel review and recommendations.

Based on site visits to a sample of local TMEP sites across the state, a cross-case summary of case studies of local TMEP strategies was developed. The cross-case analysis provided information across sites about local TMEP programming and facilitators and barriers to implementation. The cross-case analysis also provided information to be used in conjunction with survey data to review alignment of local practice with the best practices principles identified through the literature review. This review of alignment was conducted by an expert panel of TMEP researchers and educators to make recommendations for future migrant education programming. In the remainder of this chapter, we summarize the methodological approach and findings for the case studies, cross-case analysis, and expert panel review and recommendations, with further information provided in **Appendices A-D**.

2.1 Site Visits, Case Studies, and Cross-Case Analysis

The external evaluation team conducted visits to a total of 10[22] local district TMEPs, as well as two longstanding statewide TMEP support programs funded through grants from the TEA (TMIP and MSGEP). The site visit selection process and methodology are presented below followed by a summary of the cross-case findings. Case studies that were developed for each site visited are available in **Appendix B-1**.

2.1.1 Site Visit Selection

Site visit districts were selected from those regions of the state serving the highest percentages of migrant students. Because the relatively small identified migrant population is dispersed across such a large geographic area in the state of Texas, site visit districts were selected from those regions of the state serving at least one percent or more of the migrant student population.

Site selection was intended to provide broad representation of different sizes of programs in different areas of the state that, based on recommendations from regional ESC TMEP staff and high campus-level TAKS performance for migrant students, were likely implementing effective programs and services. The site visit sample was not intended to be a fully representative sample of districts or program services. ESC staff were asked to make their recommendations for possible sites based on their perceptions of effective programs (overall) or effective services/program components (e.g., parent involvement or recruitment). Sites with high student performance (within the top 50 campuses across the state on reading/English language arts [ELA] and/or mathematics performance) that were also recommended by the ESC TMEP staff representatives were considered for the site visit sample. Of this sample, districts that

[22] An additional site was selected but was not visited due to local staff circumstances. Staff at this site were interviewed by phone.

participated in a recent series of visits from OME were eliminated as possible case study sites for the evaluation to reduce the data collection burden on those sites and redundancy with existing OME reports. See **Table 2-1** for districts included in site visits.

Two of the selected districts, El Paso ISD and Sherman ISD, provided TMEP programming and services through SSADs with their regional ESC TMEP program. The other districts selected for site visits operated programs and services as IPDs.[23]

In addition to district site visits, two state-funded programs designed to support local TMEP sites across the state, TMIP and MSGEP, were visited as part of this study.

2.1.2 Site Visit Procedures and Data Collection

The data collected during the spring 2009 site visits represented regional, district, and campus staff perceptions of effective programs and services as well as implementation facilitators and barriers. Site visits were one- to two-day events that included the following activities:

- Interviews with district TMEP coordinators;
- Interviews or focus groups with key district TMEP staff;
- Interviews with principals (if applicable); and
- Interviews or focus groups with campus staff (if applicable; e.g., TMEP coordinators, tutors, counselors, and teachers).

[23] "A shared services arrangement exists when two or more local education agencies (LEAs) enter into an agreement for the performance and administration of a program when such arrangement will strengthen the operation of the program. This arrangement may be made in agreement with an LEA or regional ESC, either of which may serve as a fiscal agent." (See http://ritter.tea.state.tx.us/nclb/nclbaa/ap20.pdf)

Table 2-1: TMEP Site Visit Districts

TMEP Evaluation Site Visit Selection					
Geographical Area	**ESC Region**	**District**	**ESC Recommendation**	**TAKS ELA/math top 50 ranking for a campus**	**Migrant Count**
West	18	Fort Stockton	General programming	ELA ONLY	134
Far West	19	El Paso	Graduation enhancement	No	777
Central	20	Eagle Pass	Comprehensive program	Yes	1316
East	4	Goose Creek	General programming	Yes	904
North	17	Muleshoe	Tutoring program	No	137
		Littlefield[24]	N/A	Yes	113
	16	Hereford	Building Bridges program	No	654
Northeast	10[25]	Sherman	ELL Bridge program, parent involvement	No (small n)	17
		Irving	Recruitment, parent involvement, data collection	No (small n)	96
South	1	Weslaco	Comprehensive program	Yes	2446
		Edinburg	Comprehensive program	4 campuses in ELA 2 campuses in Math	2024

NOTE: The data source for the migrant count was January 2009 NGS data.

[24] Phone interview conducted at this site.
[25] No TAKS data for Region 10 were available due to small numbers.

In addition, in two regions of the state (ESC Regions I and XIX), parent and student focus groups were included in the site visits and conducted by bilingual researchers with assistance from local TMEP staff. A summary of site visit activities is available in **Appendix A**.

Based on data collected during the site visits, cases studies that included the following information were developed for each site:

- Demographic data from the Academic Excellence Indicator System (AEIS) and NGS data provided by TEA;
- Description of recommended program components/services;
- Reported facilitators and barriers; and
- To the extent possible, alignment with recommended TMEP strategies (as identified in the 2007 SDP) and best practice principles identified in the literature review conducted in the first phase of this evaluation.

As stated previously, the area of focus for data collection during site visits was based on the ESC recommendation. For example, if ESC TMEP staff recommended the site for "comprehensive programming," the researchers collected information on all major components of the program. If the recommendation was based on a specific effective program or service, such as parent involvement or identification and recruitment (ID&R), data collection was limited to these service areas, though, in some cases, related program/service areas were described as well if appropriate. Case studies, which are provided in **Appendix B-1**, were used to conduct a cross-case analysis. The results of the cross-case analysis are reported next.

2.2 Cross-Case Analysis Findings

The cross-case analysis of site visit case studies provided a summary of information on local practices and implementation strategies, including common approaches, as well as information on reported facilitators and barriers. Findings from the cross-case analysis are presented in the following sections as described in **Table 2-2.**

Table 2-2: Organization of Cross-Case Analysis

Section	Focus
2.2.1: Summary of Common Practices	Common program approaches and examples of innovative features of service delivery organized by OME seven areas of concern
2.2.2: Facilitators and Barriers	Summary of facilitators and barriers to program implementation common across many or all sites, including reported factors contributing to the success of local programs or obstacles to local programming
2.2.3: Alignment with Best Practice Principles	Assessment of local practices being implemented in Texas that reflect the five best practice principles from the literature review and recommendations to promote best practices

2.2.1 Summary of Common Practices

As stated previously, the cross-case analysis should not be assumed to represent evidence of the overall effectiveness of individual programs. Nor should findings be assumed to represent a full picture of the extent to which local TMEP programming was aligned with state-required or suggested strategies for TMEP implementation in the 2007 Texas SDP. Rather, the analysis was used to identify common strategies and unique approaches to provide a snapshot of existing practices in the field.

The information provided below is organized by OME area of concern with discussion of practices followed by a few illustrative examples. A summary of common practices is included in **Appendix B-2** with additional examples from site visits provided in **Appendix B-3**.

OME Area of Concern—Instructional Time

> *Family mobility and delays in enrollment procedures may impact attendance patterns and the amount of time migrant students spend engaged in learning. (Texas SDP, 2007, p. 11)*

The Texas SDP provides recommended and optional supplemental strategies in two areas: (1) early childhood education and (2) TAKS remediation services in Grades 3-11 to address the Instructional Time area of concern (TEA, 2007b).

(1) Early Childhood Education

The Texas SDP recommends timely identification of, and service provision for, eligible preschool age migrant children, implementation of the state-developed Building Bridges early childhood curriculum for migrant children of three and four years of age who cannot be served through existing resources, and supplemental instructional support for migrant students in prekindergarten through Grade 1.

Data collected from site visits indicated that identification of migrant preschool children was typically accomplished through comprehensive identification and recruitment practices (described later in this section under the Access to Services area of concern) that documented all children in an identified migrant family. Procedures for tracking birthdays of infants and young children with targeted eligibility dates for preschool services were reported in several districts. Ongoing recruiter relationships with families and both formal and informal needs assessment processes contributed to timely documentation of the needs of already identified young children and new children born into the family after initial contacts.

Site visit districts reporting on this service area took a variety of approaches to providing early childhood education (ECE) services to migrant children. In some districts, ECE services were

often provided through referrals and coordination with area Head Start programs or existing district-provided ECE programs. In others, local TMEPs implemented the Building Bridges program as needed for young migrant children through home-based or school-based delivery. Common implementation features included initial screening and referrals. During the first home visit, TMEP staff assessed children using a behavioral checklist related to speech and language, hearing, vision, social-emotional, and health-related items. Staff then made referrals for children for services based on this assessment. Staff also conducted a pre-assessment of academic content aligned with the Building Bridges program.

Most districts that implemented Building Bridges indicated that staff had developed and integrated significant enhancements and supplements to the curriculum. Staff reported that modifications to the curriculum were necessary to provide more in-depth coverage of preschool academic and developmental skills and to address outdated content.

Supplemental instructional support by TMEP-funded instructional aides was reported specifically for students in prekindergarten through Grade 1 in one of the site visit districts recommended for comprehensive programs. Migrant instructional aides supported teachers at both the preschool and elementary level in this district. However, many sites reported employing TMEP-funded tutors to provide school- or home-based support for any struggling migrant student, across all grade levels.

Examples of local approaches included:

- Edinburg CISD's TMEP supplements twice-weekly home-based Building Bridges programming with monthly group meetings for participating parents to build community and engage in "make and take" activities to supplement their Building Bridges work with their children. Staff also lead school tours for Building Bridges parents and children prior to enrollment.

- Hereford ISD's TMEP implements an iPod-based enhancement to Building Bridges sponsored by the regional ESC. Using this portable delivery method, in-home educators are able to provide additional, engaging support for oral language fluency, an important bridge between word decoding and reading comprehension. Podcasts are used during weekly sessions to present audio books and activities linked to educational resources, such as the Public Broadcasting Service (PBS) nationwide series for early childhood, Discovery Channel, and NOVA, programs which might otherwise be unavailable to migrant families living in rural communities.

For additional examples, see **Appendix B-3**.

(2) TAKS Remediation and Tutoring Support

To address Instructional Time issues for students in Grades 3−11, the Texas SDP recommends that local TMEP staff coordinate with the TMIP to ensure that migrant students are accessing opportunities for summer TAKS remediation and to provide TAKS remediation services at alternative times during the year if migrant students have not had access to summer services (TEA, 2007b).

TMIP is a long-standing, state-funded special project[26] to support the state and local TMEPs. Its purpose is to facilitate intra- and interstate coordination to help meet the educational needs of migrant children from Texas who migrate out of state. The program is administered by the Pharr-San Juan-Alamo (PSJA) Independent School District in the Rio Grande Valley of Texas, in ESC Region 1. Program services related to TAKS remediation include the following:

- Maintaining a toll-free telephone line to facilitate intra- and interstate coordination inquiries to assist students in meeting graduation requirements.

[26] The TMIP program has been in existence for over 25 years. Texas is only one of two states in the nation with such a program.

- Maintaining ongoing coordination activities, in partnership with Pearson Educational Measurement in Austin, with states receiving Texas migrant students during the fall, spring, and summer. Services are designed to facilitate verification of student eligibility, preparation of students for TAKS, and dissemination of materials to all testing sites.

District TMEP staff reporting on this area of programming indicated extensive collaboration with TMIP staff in finding and sharing information as students moved out of districts for the summer work months. In particular, TMIP was critical in providing contact information for receiving schools and districts in northern states so that TMEP staff could follow up with receiving state staff to make arrangements for TAKS remediation and retesting. TMEP staff reported faxing student records to TMIP to facilitate this interstate coordination and using TMIP in tracking students. Local staff also regularly reported to TMIP on expected student moves. Local TMEP staff typically reported specific interactions with TMIP around TAKS testing and ensuring that students who had left the district were administered (or re-administered) the TAKS. At one site located in the same region, TMIP staff also made presentations about their services for parents.

Site visit district TMEPs reporting on the area of TAKS remediation provided options during the year, typically through coordination with existing tutoring and TAKS remediation services offered through Title I and other campus and district programs.[27] Examples of existing programs included regular afterschool tutorials based on nine-weeks failures, TAKS and LEP tutorials, Saturday programs, and TAKS camps. However, in addition, site visit districts also implemented TMEP-funded supplemental academic support or tutoring and TAKS remediation programs specifically for migrant students. This migrant-specific support included small group or one-on-

[27] Please note that this discussion of program approaches is broadened to address tutoring and supplemental academic support beyond TAKS remediation and could be seen to also address the state-recommended strategy of providing tutoring programs to assist students with make-up coursework under the Educational Continuity area of concern described later in this section.

one tutoring offered at times and in locations convenient to migrant families. These supplemental services provided a higher quality of academic support in districts where existing services for large numbers of low-income students (such as Title I funding for group tutoring) were already stretched. Migrant-specific programs also provided responsive, tailored, or innovative alternatives for migrant students who were not able to participate in existing remediation programs. Districts also used technology-based resources such as online tutoring or mobile laptops to support TAKS remediation and support.

Examples of local approaches included:

- El Paso ISD's site-based program provides tutoring support for migrant students at community housing sites for migrant families, minimizing transportation barriers. Tutors provided through the district's SSA with ESC 19 meet weekly with campus/district instructional officers to plan and discuss student needs and progress. The program is offered after school during the academic year, during school breaks, and over the summer. Students are also allowed to bring younger siblings if they have babysitting responsibilities.
- Muleshoe ISD's Migrant Acceleration Program (MAP) provides small group and one-on-one tutoring by paid peer tutors in the evening hours. Peer tutors are supported by paid certified teachers from campuses in the district, with regular reporting structures between campus teachers, peer tutors, and teacher supervisors of tutors. The program also provides a mobile laptop computer lab with refurbished computers that are loaded with educational resources for research and homework support and activities for younger siblings of students being tutored. Tutoring time is also used for supplemental programming as needed by TMEP staff and teacher/tutors, such as programs related to self-esteem needs or creative expression for conflict resolution.

To increase participation, migrant staff has been able to provide transportation through district purchase of a TMEP vehicle.

For additional examples, see **Appendix B-3**.

OME Area of Concern—School and Social Engagement

> *Migrant students often face difficulties associated with adjusting to new school settings, making new friends, and gaining social acceptance, issues which can be grouped according to (a) behavioral engagement, which relates to opportunities for participation in academic, social, or extracurricular activities; (b) emotional engagement, which relates to positive and negative reactions to teachers, classmates, academic materials, and school, in general; and (c) cognitive engagement, which relates to investment in learning and may be a response to expectations, relevance, and cultural connections. (Texas SDP, 2007, p. 11)*

To address this area of concern, the Texas SDP recommends strategies to support student engagement that include mentoring and extracurricular clubs and leadership organizations for migrant students in Grades 3-11 (TEA, 2007b).

TMEP staff in site visit districts did not report implementing formal mentoring programs although many staff indicated a need for such programs. However, staff at most sites, and parents participating in some of the site visits, reported that the support, dedication, and commitment of local TMEP staff was a critical component in keeping migrant students engaged and provided, in many cases, informal mentoring support for migrant students. In other words, through the TMEP, migrant students had access to or were directly or indirectly supported by a caring adult in the school environment. In many cases, local TMEP staff and tutors served as informal role models in their contacts with migrant students.

TMEPs also implemented strategies for bolstering migrant student academic, social, and emotional well being, encouraging academic engagement, high academic expectations and goal setting, and recognition of migrant student achievement. Most sites interviewed about this service area indicated that local TMEPs have been successful in providing some level of enrichment activities to support migrant student engagement. These include extracurricular academic and cultural programming, college awareness and preparation programs and services, including trips to visit colleges, student leadership and civic education workshops, school-based clubs, and efforts to highlight and recognize migrant student and family successes.

These efforts to enhance migrant student school and social engagement typically offered exposure to rich academic, social, cultural programming and promoted high expectations through traditional methods (e.g., camps, workshops, travel, school-sponsored organizations, and recognition ceremonies). In addition, some programming provided access to enrichment programs through technology. Some TMEP sites reported using technology-based incentives (such as laptop loans or iPods loaded with educational materials) to engage migrant students and families and provide access to a much wider range of resources. These incentives also included training in the use of the technology for parents and students.

Local TMEPs also implemented programs focused on recognition of migrant student success through ceremonies for graduation, awards, and celebration. Initiatives included engaging speakers who were successful former migrant students to provide examples and role models for students and families. Staff reported that these types of activities had a powerful influence on migrant students and parents.

Examples of local approaches included:

- Irving ISD provides laptops to all high school students, and the district includes many wireless locations where students can access the Internet. At the request of the district's migrant PAC, the district also implemented a program directed by ESL coordinators at the middle school level to provide all migrant middle school students with laptops in order to increase migrant family access to technology. All middle school teachers create class educational websites and teachers distribute flash drives with homework and educational activities. The district's technology department trains students in use of the computers, and students are allowed to take the computers with them when they leave for the summer. The district also sponsors several college-focused afterschool activities for migrant students using online college and career exploration and planning tools.
- Both TMIP and the MSGEP support enrichment and recognition programs for migrant students. Activities in support of these programs include: managing the annual process for nominations and selection of the Exemplary Migrant Students from Texas High Schools, which includes production of a booklet featuring the students and a video presentation that is shown during the opening general session of the Texas Migrant Education Conference. In coordination with some of the regional ESCs, TMIP also sponsors some students to attend the annual Bert Corona Leadership Institute in Washington, DC.

For additional examples, see **Appendix B-3**.

OME Area of Concern—Educational Support in the Home

> *While many migrant parents value education very highly for their children, they may not have the educational resources or knowledge to provide the support expected by school staff. (Texas SDP, 2007, p. 11)*

Required and supplemental strategies in the Texas SDP to address the Educational Support in the Home area of concern focus on activities to increase awareness of migrant issues, outreach and support strategies to serve migrant parents and families, and student leadership (TEA, 2007b). Specific strategies include awareness training for school staff, information and coordination of resources for migrant families to support and advocate for their child's success, and workshops and leadership training for students to increase school engagement and build student ability to self-advocate.

Because the required and supplemental strategies targeting students (workshops and leadership training) duplicate strategies recommended under the School Engagement area of concern, this discussion will include what was learned about district approaches to building staff awareness of migrant student issues and efforts to effectively involve migrant parents.

Formal training about migrant student issues for non-TMEP staff was not widely reported in the districts visited and was primarily limited to counselors and teachers. Although one district reported the need for training for administrators to support campus implementation of TMEP programming, local TMEP staff did not report a significant need to build teacher awareness. More typically, local TMEP staff worked one-on-one with teachers of migrant students in monitoring and support roles.

District efforts to engage migrant parents, on the other hand, constituted a central activity of most local TMEPs and included systematic reporting on student progress, migrant-specific meetings and workshops, efforts to draw migrant families into the broader school community, support for migrant groups, and migrant parent education programs. In some districts, group parent meetings were limited to one or two activities per year with more personalized support provided by local TMEP staff directly to families constituting the bulk of parent involvement. In other districts, local TMEP staff was able to organize regular workshops and training for parents based on parent requests for information or interest and to include migrant families in other school and district events. One district was able to effectively include migrant parents in the district's parent education programming that provided computer literacy, General Educational Development (GED) classes and language/literacy training with transportation and childcare support services.

Data collected from sites reporting on this programming area indicated that the success of parent involvement was largely defined and determined by the level of parental trust and relationships with TMEP staff. Connections with migrant families were often forged and maintained by one or a few key staff members who served as ongoing liaisons between schools/districts and families. These staff regularly conducted needs assessments to ensure access to services, visited or communicated with parents about student progress, invited parents to school and district functions, and provided other related services such as transportation, childcare, or translation when parents visited the district or school for meetings or events. These relationships were often initiated through the identification process, and the recruiters/initial contacts continued to serve as vital links for families in negotiating access to the school and community services as children moved through the school system. The success of these initial contacts and relationships translated into successful parent involvement activities, including PACs.

Examples of local approaches included:

- Eagle Pass ISD's TMEP promotes migrant family participation as a priority at the campus level, and campus events are held when migrant families are in the area. All other district migrant family and parent activities are held at the district's Title I Parent and Community Resources Center (The Center). TMEP staff support migrant parent participation in general programming offered at The Center, including GED, ESL, computer literacy, and fitness classes. TMEP district recruiters share responsibility for providing transportation to The Center for migrant parents using a district TMEP vehicle. Childcare is also provided at The Center. In addition, in collaboration with a state university, the district's TMEP supports a GED class at The Center for migrant parents that offers a financial incentive for participation.
- Sherman ISD's one-person TMEP office established a system of monthly phone calls to all migrant families in the district to develop rapport with families as the district's previous efforts at parent involvement had been sporadic and largely unsuccessful. Sherman's TMEP director then created a series of monthly parent trainings based on parent interest. The trainings include sessions on instructional strategies used in the district and provide suggestions and activities for how parents can support their children with homework. Childcare is provided by a district bilingual teacher and sessions end with joint activities in which parents work with their children on projects or strategies introduced in the training. The use of bilingual materials and bilingual staff were cited as important components of the training program. As parent interest in district activities has grown, the district TMEP reestablished district participation in the regional ESC-sponsored PAC.

For additional examples, see **Appendix B-3**.

OME Area of Concern—Educational Continuity

> *Due to their mobility, migrant students often face differences in curriculum, academic standards, homework policies, and classroom routines, as well as inconsistent course placements. (Texas SDP, 2007, p. 11)*

The Texas 2007 SDP includes numerous required and supplemental strategies for addressing educational continuity for secondary migrant students (TEA, 2007b). Strategies are related to opportunities for credit accrual and credit and award policies; coordination of resources and tuition and fee support for student participation in supplemental classes, summer school, and other credit recovery options; enhanced recordkeeping and monitoring of student participation in credit accrual options; staffing to provide summer support and graduation enhancement; tutoring and alternatives for credit recovery and course make-up work; and extracurricular activities to support migrant students.

It should be noted that most districts that reported on strategies to support educational continuity and graduation enhancement were those districts recommended for comprehensive programming that served large percentages of migrant students. This discussion, therefore, does not necessarily reflect practices or strategies in districts serving medium or small percentages of migrant students and/or that were interviewed based on other specific areas of effective service.

In addition to the academic support options discussed under the Instructional Time area of concern, districts frequently provided more than one option for credit accrual/credit recovery that typically featured print and online correspondence courses. Several districts, though not all, reported use of external programs to support secondary credit accrual. Of those districts reporting on this area, several mentioned using MSGEP. One district reported using the national

Portable Assisted Study Sequence (PASS) program, which is coordinated in Texas through the NCLB program coordination office at TEA.

The MSGEP, which is housed in the K–16 Education Center at the University of Texas at Austin, provides free credit recovery via distance learning to high school migrant students. The program offers 42 courses aligned with the Texas Essential Knowledge and Skills (TEKS) and TAKS. Primary services related to this area of concern include the following:

- Alternative credit options for migrant secondary students via distance learning offered through a variety of accessible delivery systems, including print, electronic, and Internet formats; and
- Instructional differentiation for English language learners and bilingual instruction support through a toll-free 800 number for participating students.

Across the districts reporting on this area of programming, use of the MSGEP and/or similar programs appeared to be based on TMEP staff familiarity with the program or longstanding use. Some districts reported that they did not use the program.

Other reported credit recovery/accrual resources included NOVANet and teacher-developed partial course make-up packets. Additionally, the MSGEP and many districts supported distance-learning options through laptop loan programs.

Recordkeeping processes, close monitoring of secondary student progress, and regular contacts with students by local district TMEP staff were commonly reported as supporting secondary credit accrual. Migrant student counselors were identified as critical in some of the districts reporting on this area, especially those serving the largest populations of migrant students. In other districts, NGS staff assumed multiple roles, providing counseling and support

for secondary students and serving as a summer contact and troubleshooter when students traveled to other districts.

Credit award and placement decisions appeared to be largely determined by staff through communications with other receiving district staff and consultation with principals and other academic leaders, rather than through established policies. While many reported communicating regularly with TMEP staff in receiving school districts about placement and credit as well as summer school, formal policies and procedures to support credit and placement decisions were not evident.

Broadly speaking, district approaches to staffing to support graduation enhancement and recordkeeping and documentation were reported to be significant contributing factors in support of secondary credit accrual, and districts demonstrated varied and creative approaches to addressing this area of concern. Though a few districts included middle school programming, most of the reported activities targeted migrant students at the high school level. TMEP staff in several districts reported that migrant student dropout rates were still problematic, and staff in several districts reported that efforts to address credit issues, student engagement, and other challenges contributing to dropout rates needed to begin in middle school, rather than at the high school level.

Examples of local approaches included:

- Eagle Pass ISD's TMEP employs a year-round TMEP counselor and clerk to serve migrant students at the district's two high schools. The district also provides training for all counselors on migrant student needs and services at the elementary and middle school levels, and assigns migrant students to specific middle school counselors. Counselors are responsible for tracking migrant student participation in supplemental academic services, TAKS remediation, and credit recovery. Counselors

are also responsible for working with state TMIP staff to ensure students have access to testing and TAKS remediation. At the high school level, the TMEP counselor and clerk develop individual graduation plans for migrant students, work with principals and the TMEP director in making placement and credit award decisions, and assist students with college applications. Eagle Pass ISD has also developed comprehensive documentation and recordkeeping procedures and forms for all TMEP staff. Documentation is used not only for student monitoring (both individually and for campus reports), but also for evaluation of TMEP programming and TMEP staff performance. The district's three NGS staff members have developed a layered system of data entry and verification to ensure accuracy and completeness of NGS data. These NGS staff members work closely with TMIP staff, and serve as summer contacts for migrant families and students when some campus-based staff members are on leave.

- Weslaco ISD's TMEP has established computer labs for migrant students with full-time trained staff to review student course and credit needs and facilitate course completion and credit recovery. Migrant student use of the lab is incorporated into the students' daily schedules (during elective class times), allowing the students formal structured time to catch up on missed work. The lab is also accessible after school for students who may not be eligible to use it during the regular daytime class period. Many migrant students also use the lab for completing college applications, writing their application essays, and college research.

For additional examples, see **Appendix B-3**.

OME Areas of Concern—English Language Development, Health, and Access to Services

These areas of concern were not identified as priority areas of need through the state's participation in the pilot CNA. Therefore, they were not specifically addressed with recommended strategies in the 2007 Texas SDP. Interview protocols for the site visits were aligned broadly with the areas of concern addressed in the SDP and thus did not include specific questions about services and implementation in these areas. However, as many strategies to address migrant education programming overlap, some information was collected about issues and activities related to these areas of concern and summaries are included below.

English Language Development

> *Many migrant students have a home language other than English and may face language barriers which impact content area learning. However, in this particular area, it is important to note that providing TMEP-funded services to meet needs related to a student's limited English proficiency is rarely appropriate, due to the high risk of supplanting activities more appropriately funded through State bilingual/ESL or, when appropriate, Title III or other Federal programs. (Texas SDP 2007, p. 11)*

Site visit districts reported that migrant students were included in district bilingual and/or ESL programming as needed. Many districts had in place organizational structures that facilitated close monitoring of migrant student language needs and services. For example, while departmental configurations in some districts placed migrant and bilingual/ESL programming under the same leadership, other districts identified campus bilingual/ESL teachers to serve as TMEP district/campus liaisons. Further, several of the site visit districts served student populations that included high percentages of Spanish speakers and already had in place

comprehensive bilingual/ESL programming. In other large districts with smaller populations of migrant students, better coordination with separate bilingual/ESL departments was indicated.

TMEP staff members in almost all the sites visited were fluent Spanish speakers, which facilitated communication with families and students. Materials for parents were typically provided in the parent's primary language, and translators for migrant parents were present as needed at school or district events that were conducted in English only. Parent language and literacy programming was also available in many of the site visit districts.

Accurate assessment of student language proficiency for placement was identified as an issue, especially in the context of receiving districts in northern states (such as Minnesota or Wisconsin), or states that did not typically serve a large Spanish-speaking population. Some staff reported that based on last name, students were often placed in immigrant or newcomer classes or beginning language classes when they enrolled in other districts. One site specifically reported the need for NGS documentation of language proficiency and coordinated policy and standards with receiving schools concerning language proficiency assessment and course placement.

Health

> *Migrant children face higher proportions of dental, nutritional, acute and chronic health problems than non-migrant children and are more likely to be uninsured and have difficulty accessing health care to address health problems which are interfering with a student's ability to succeed in school. (Texas SDP 2007, p. 11)*

Site visit districts reported that information about family access to health-related services was typically provided by families during needs assessments conducted by district staff in identifying eligible children for migrant early childhood education and other services. Health-related

programs/services to the extent reported are thus discussed in the Instructional Time section. Identification, recruitment, and facilitation of access to community services are described below.

Access to Services

> *As a result of language barriers or the mobile family's newcomer status, migrant children and families often face difficulties accessing educational and educationally-related services to which they are entitled. (Texas SDP 2007, p. 11)*

Identification and recruitment (ID&R) strategies included multi-layered efforts to ensure that migrant students were identified. ID&R procedures and ongoing family contacts also incorporated referrals for school and community services, including health, housing, legal, and other needs.

Most districts conducted multi-pronged approaches to ID&R involving migrant surveys at the time of registration/enrollment with follow-up phone and home visits, word-of-mouth from other families, and referrals from community or local government agencies. Door-to-door visits in neighborhoods and flyers posted in key community locations frequented by migrant families (apartment complexes, laundromats, stores, and churches), and mass mailings were routinely used to identify and recruit migrant families. Because many migrant recruiters had been migrants themselves and/or had worked as recruiters in the area for a long time, many migrant families sought out recruiters themselves or referred other families.

ID&R activities were implemented year-round. Many of the same strategies were employed by site visit districts regardless of size of the migrant student population. A key part of the identification process included needs assessments and referrals for any needed services. Recruiters typically served ongoing roles in communicating with students and families, working

with counselors and other TMEP staff in monitoring student performance, and organizing or implementing parent involvement activities. ID&R staff members were often viewed as the bridge between families and the districts.

Recruiter relationships with families were viewed as critical links to family access to service as recruitment procedures also typically included screening and referrals for health and related needs. TMEP staff also systematically conducted formal ongoing needs assessment processes through required home visits, through more informal or group contacts with families at parent involvement events, when reporting to families on student progress, and through other communications with families. Migrant family access to services was improved by established relationships between TMEP staff and representatives of governmental and community service agencies, as well as district TMEP participation in communitywide organizations providing comprehensive services to low-income families, including migrants.

Examples of local approaches included:

- Irving ISD offers a weekly evening language-development program to migrant families to encourage family reading in the home. For nine weeks, this bilingual program models strategies for parents to work with books with their children at home. Parental literacy is not imperative, and the program focuses on how parents can engage their children with books, through discussion of colors, pictures, and story structure. Childcare is provided where children are engaged in related activities. Each week, parents are assigned an activity to conduct with their children at home and the next week report back to the group about their experience and share strategies. Materials for the program, which are part of a series purchased through the Latino Family Literacy Project, are provided in English and Spanish and are related to migrant family concerns.

- Edinburg CISD works with a local community health organization to present healthcare information twice a year at PAC meetings. The healthcare group also distributes information through the TMEP about immunizations, doctors offering services for free or reduced fees, and discount prescription programs. The group also provides referral information about health screenings in the community, and school nurses conduct some screenings (e.g., eye exams) on the campuses.
- Eagle Pass ISD TMEP staff participatesin a monthly committee meeting of community agencies to identify needs of low-income families in the area, coordinate referrals, and address needs on a case-by-case basis. In addition, the district publishes and regularly updates a comprehensive booklet of school, district, and community resources for migrant families, including school and district schedules, testing, tutoring, and contacts for community agencies.

For additional examples, see **Appendix B-3**.

2.2.2 Facilitators and Barriers

This section summarizes the primary themes reported as implementation facilitators and barriers across the case studies.

2.2.2.1 Facilitators

Staff knowledge, experience, and dedication

A significant contributing factor to the success of local TMEPs, as is documented in the literature, was the level of knowledge, experience, and dedication of TMEP staff. These qualities allowed TMEP staff to be successful through respect and cooperation within both the migrant and the larger school and district communities.

Many TMEP programs were staffed by individuals who were either migrants themselves or who had a deep understanding of migrant families as a result of living in the same area for many years with migrant families, and enhanced by shared backgrounds, language, and culture. Further, in most TMEP projects visited for the evaluation, many staff had worked in the local TMEP, or in the district, for many years—10, 20, and 30 years. This longevity afforded the TMEP the benefit of longstanding community relationships, a reputation of service, and word-of-mouth credibility in the migrant community.

Finally, it was indisputable from the data collected that the majority of TMEP staff viewed their work not as a job, but as a passion. Staff compassion and respect for migrant farm workers and their children was reflected in the quality and quantity of service they provided, even at sites where resources and the ability to innovate were limited. Migrant students and families needed and responded to this level of caring and commitment. As one migrant parent put it, “We owe it to them [the TMEP staff] to come to the meetings because they help us so much.” TMEP staff members were responsible in many districts for building a sense of community among migrant families and students within the context of the school and district and offering self-perpetuating energy and encouragement that supported the aspirations and success of migrant children.

Leadership and policy

Strong and informed leadership at the district level in serving migrant students and families was apparent in some of the site visit districts, though not all. In the districts serving larger migrant populations in particular, many district leaders and TMEP staff members had been migrants themselves, or, because of the large migrant population in their areas, were very familiar and knowledgeable about migrant family issues. This level of familiarity and knowledge resulted in a high priority assigned to TMEP and migrant student success. In some large districts, this was evidenced by articulated district-level goals for migrant education in district improvement plans.

In others, district departmental leadership strategies seamlessly integrated migrant students into district-wide programming. In smaller districts, typically those serving populations of less than 100 migrant students, dynamic TMEP directors and committed TMEP staff were often the singular force driving the success of programs. Many reported that they were able to provide effective leadership and service because district leadership granted them a high level of autonomy and flexibility in meeting the needs of migrant students and families.

Structures to support coordination and collaboration in service provision

Site visit districts provided various examples of coordination and collaboration that supported TMEP service provision at different levels. These included collaboration with regional ESCs, both formal and informal district and community collaboration; district organizational and departmental structures that supported coordinated service provision; and district and campus communication, staffing, and reporting procedures that ensured a high degree of coordination and collaboration in serving migrant students.

Two of the site visit districts had SSAs with regional ESCs to provide programs and services. Independent district programs sometimes participated in ESC TMEP-sponsored workshops for parents, trainings for staff, or enrichment activities such as camps and college tours. These collaborations allowed local TMEPs to provide enhanced service or access to programs they could not otherwise have provided. TMEP staff also reported a great deal of collaboration with regional ESC TMEP staff in questions and troubleshooting related to NGS issues.

District and community partnerships reported by local TMEP staff ranged from one-on-one relationships between TMEP staff and staff at other area service providers (health, housing, legal, etc.) to formally organized community partnerships in which the district TMEP participated in communitywide efforts to address the needs of the community's neediest families. These personal and institutional collaborations supported migrant family access to services and

provided coordinated one-stop resource approaches, often through the school district, in addressing migrant family needs.

District interdepartmental structures and procedures—often through consolidation or coordination of federal programming (for example, Title I, Title III, and special populations)—facilitated cross-departmental coordination. Several districts had organizational structures that grouped program oversight for programs such as bilingual/ESL, migrant, and parent involvement or early childhood education, or other special programs, which facilitated coordination and monitoring of service delivery to migrant students and families. These organizational structures helped to ensure students did not fall through the cracks, that student support was coherent, and that information and resources for parents were coordinated, well advertised, and accessible. A common result was that migrant families not only were served well but also were included in the broader district and school community.

Intra-departmental structures and procedures that facilitated coherent service provision were especially evident in smaller districts, often by necessity, because TMEP staff served in multiple roles. For example, NGS staff also served as recruiters, informal counselors, and primary family contacts.

Finally, district/campus coordination of staff responsibilities and appointment of campus-based TMEP liaisons supported stronger relationships with families, district/campus provision and monitoring of services, and campus-level accountability for migrant student success. Districts appeared to be thoughtful especially in staffing responsibilities as they related to parents, providing one trusted contact with responsibility for coordinating with other campus and district staff. Assigning staff based on feeder patterns to serve whole families, rather than multiple staff at different schools, was another strategy. Appointing bilingual/ESL coordinators as TMEP campus liaisons was a strategy that facilitated service provision in alignment with language

needs. Finally, assigning TMEP staff, such as recruiters, to campuses who reported first to campus principals (rather than the district TMEP) integrated responsibility and accountability for TMEP program services at the campus level.

Parent Advisory Councils (PAC)

Effective parent involvement and programs that developed parent understanding of educational systems, issues, schedules, requirements, and expectations were cited by many districts as critical to the success of their programs. Effective partnerships between TMEP staff and families were the cornerstone for building strong PACs, allowing migrant families to organize themselves and implement their own learning and activities in supporting their children in school. PACs were especially effective in building parent knowledge of the school system and developing parent ability to negotiate and advocate for their children.

Some districts reported that, through intensive parent education efforts, some families decided to either stay in the area or leave their children with relatives until after TAKS testing was complete. Staff reported that they had been particularly focused on the Student Success Initiative (SSI)[28] grades and that parents understood they needed to keep their children in school, if at all possible.

Access to technology

Some districts were able to enhance student educational experiences and family access to information through technology, either through providing laptops or portable handheld devices loaded with educational resources, including language development software, or developing

[28] Student Success Initiative (SSI): Enacted by the 76th Texas Legislature in 1999 and modified by the 81st Texas Legislature in 2009, the Student Success Initiative (SSI) grade advancement requirements apply to the TAKS reading and mathematics tests at grades 5 and 8. As specified by these requirements, a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after additional instruction. Similar grade advancement requirements at grade 3 were discontinued beginning in spring 2010. For more information, see http://www.tea.state.tx.us/index3.aspx?id=3230&menu_id3=793.

enrichment programming through online resources. Student interest in technology provided an incentive for participation in programming. Districts provided training for students and their parents in the use of technology, and students enjoyed teaching their parents how to use these new tools. Not all districts could provide advanced technological options and access to the Internet was still a barrier; however, laptop loaning programs were prevalent.

2.2.2.2 Barriers

Funding and changing eligibility criteria

Many districts reported that changing eligibility requirements and reductions in funding meant the district's ability to provide services fluctuated, and established services often had to be scaled back or alternative funding sources had to be identified to continue programming. At some sites, staff reported that changes in eligibility criteria had the unintended consequence of making it more difficult for migrant families to seek stable work outside the agricultural and fishing industries, with the net impact of encouraging families to maintain their migrant lifestyle or lose their TMEP support.. Since some migrant families seemed to need every support they could find, loss of TMEP support had a significant impact.

Policy and perceptions related to immigration status

TMEP staff in most districts reported that changes in policy (both nationally and locally) over the last decade, especially after the September 11 tragedies, inhibited migrant student identification and recruitment, primarily due to migrant family fears related to immigration status. As a result, some migrant families were reluctant to self-identify as migrants. Some families were also hesitant to travel to events or activities, or allow their children to do so, due to fear of encountering checkpoints. Staff in all sites reported that the numbers of migrant students identified and served had decreased substantially over the last decade.

Transportation and travel restrictions

Limited access to or high cost of existing district transportation restricted the extent to which many district TMEPs could address transportation barriers of many migrant families. District buses were often expensive to use or unavailable, although some districts were able to purchase vehicles for migrant programs. Some districts also reported that district travel restrictions limited the ability of TMEP staff to participate in regional, state, and national training and conferences or to travel with migrant families to migrant-oriented conferences.

Need for migrant-specific mentoring/dropout prevention programs

Some districts reported the need to identify mentoring and dropout prevention programs that more adequately addressed migrant student concerns. Formal mentoring activities were typically not reported, although TMEP staff often served as informal mentors. Many student engagement activities, such as enrichment experiences or leadership activities targeted middle and high school level students. However, specific secondary graduation enhancement efforts targeting at-risk students were reported as being offered too late to be effective. Existing dropout prevention programs in many districts were not effective for migrant students, and TMEP staff in many districts were concerned about continuing high migrant student dropout rates. The need to implement both types of programming earlier, at the middle school level, was reported by staff at several sites. While the SDP recommends mentoring programs at the middle school level, it appears that local TMEPs have thus far been conservative in directing funding toward these programs, possibly in light of “supplement not supplant” restrictions or a lack of mentoring and dropout prevention programs that specifically address migrant student issues.

Language

Although not reported at all sites, some TMEP staff reported the need for more academic language support in school and ways to collaborate more effectively with district ESL service providers (especially in larger districts). Inclusion of information related to language proficiency in NGS also was suggested as a way to address the challenges faced by students moving to other states. This has been an issue especially with students moving to northern states, who were often inappropriately placed in low-level ESL courses with new immigrants from other countries. Staff reported that these practices discouraged migrant students from enrolling in receiving states. Staff also cited concern about appearing to supplant existing language services as a reason for not providing more support.

Family circumstances and values

Finally, many staff related the challenge associated with migrant family financial situations and family values as well. Specifically, in advocating for migrant family support for their children's education, staff had to be respectful of migrant families' extreme financial need and values centered on the priority of hard work over education in supporting migrant family survival. Staff reported struggling to persuade some families to see education as a long-term investment when faced with the immediacy of basic needs.

2.2.3 Alignment with Best Practice Principles

Review of alignment of individual site visit data is included in the case studies in **Appendix B-1.** The cross-case analysis summarized alignment information across the case studies and is provided below.

The evaluators assessed the alignment of site visit data with best practice principles identified through the literature review conducted during the first phase of the evaluation (see the Interim

Report at http://ritter.tea.state.tx.us/opge/progeval/Other/TMEP_Interim_0809.pdf). Best practice principles emerging from this review focused on the following characteristics of effective programs.

- Responsiveness;
- Communication, collaboration, and relationships;
- Adequate and appropriate staffing; and
- Instructional quality and high expectations.
- Focus on language issues

As with the OME's areas of concern, many of the best practice principles identified in the literature are interrelated and manifest across multiple components of service provision. The discussion that follows summarizes local TMEP practices in relation to these five characteristics.

Responsiveness

Data collected from case study districts indicated a high degree of responsiveness to migrant student and family needs facilitated by the following:

- Effective ID&R practices that employed multiple strategies to locate and engage migrant families and establish relationships with TMEP staff who served as ongoing liaisons with migrant families and a bridge between families and schools;
- Systematic assessments and documentation of family and student needs through initial and regularly scheduled contacts;
- District efforts to communicate and collaborate with community and other service agencies in providing information about community services to migrant families and establishing referral and follow-up procedures that increased migrant family access to services;

- Parental feedback on programming interests and needs through parent involvement activities;
- Use of technology to engage students and families and provide access to services; and
- Recordkeeping and documentation procedures that facilitated ongoing monitoring.

Communication/Collaboration/Relationships

Data collected from site visit districts indicated that communication, collaboration, and relationships were facilitated by:

- Priority given to TMEP by leadership and/or organizational structures;
- Both formal and informal collaborations with area agencies that resulted in the regular practice of referrals and follow-up between district and outside service providers;
- TMEP staff who shared similar backgrounds and/or language and culture and who demonstrated a high level of commitment, compassion, and respect for migrant families; and
- TMEP staff members who provided regular quality service to migrant families and functioned as caring adults on whom migrant students could rely. These relationships were largely informal and organic, and no site visit districts reported formal mentoring programs for migrant students. Enrichment activities, such as leadership workshops and migrant student trips, as well as migrant student clubs, were examples of group activities that provided opportunities for migrant student-to-student relationships.

Adequate and Appropriate Staffing

TMEPs in site visit districts adopted a variety of staffing strategies including the following:

- In districts serving large populations of migrant students, TMEPs often were able to adequately staff their programs. TMEP staffing in other districts was enhanced by well-coordinated district and campus structures that increased collaboration within and across district departments and campuses. In districts serving smaller populations with extremely limited resources, TMEPs maximized service provision through staff performance of multiple additional roles. For example, NGS staff served as both recruiters and counselors, ensuring that information and recordkeeping were accurate and monitoring and coordinating service provision.
- Key TMEP staff with important student support roles worked year-round, providing a link, often only a phone call away, for students negotiating enrollment in other districts, or ongoing coursework in their home districts.
- To increase awareness and accountability for migrant students, TMEP staff worked closely with campus principals in monitoring migrant student data. Work with individual teachers in monitoring migrant student progress and interventions also extended TMEP staff capacity to serve students. Some districts also reported some limited training for non-TMEP staff to raise awareness among teachers and campus administrators.
- Almost all districts employed TMEP staff members who were bilingual and shared language and cultural backgrounds with migrant families, affording them greater access in the community and the ability to develop trusting relationships quickly.

Instructional Quality and High Expectations

Site visit districts supported quality instruction and high expectations for migrant students through:

- Additional academic support, typically one-on-one support, specifically for migrant students to enhance existing services;
- Use of trained specialists to support teachers or the use of tutors or instructional aides who were certified teachers or who received district professional development;
- Enrichment activities or visits to quality educational institutions and/or use of more advanced technology, especially in career and college programming for migrant students; and
- Consistent emphasis on college awareness and support for postsecondary education, even in TMEPs with the most limited resources.

Language

Language was not emphasized in the site visit data collection due to the fact that it was not identified in the 2007 Texas SDP as an area of concern. However, some common practices as well as some issues related to students' language needs were identified at sites, including the following:

- In districts serving large Spanish-speaking majorities, migrant family/student language needs were addressed somewhat seamlessly through existing programs and practices. In others, a need for more coordination with bilingual/ESL staff or programs and TMEP monitoring of migrant student language development needs and progress is indicated;

- All TMEPs employed bilingual staff, and in all but one site visited, TMEP directors were Spanish speakers as well. TMEP staff served as a critical language link for migrant families in some large districts with small migrant student populations;
- Communication with parents and written materials, such as parenting curricula, were provided in appropriate languages; and
- Literacy and language programming for parents was also provided in several districts through self-paced resources available at parent centers, or through more formal instruction through classes and district parent education programs.

In addition to this cross-case analysis of alignment, a summary of survey data related to current instructional and support services offered by TMEPs statewide, as well as state TMEP documents, were reviewed by an expert panel in migrant education convened to provide recommendations for improvement of the TMEP. A description of the expert review process and recommendations are included in the following sections.

2.3 Expert Panel

To assist with evaluation activities, the evaluators developed a list of potential panelists to conduct an expert review. Panelists were considered based on their expertise in migrant education, experience in administering migrant education programs and developing CNA and SDPs, and knowledge about how to evaluate migrant education programs and use the results for planning state and local services to meet the identified needs of migrant students.

From an initial list of eight experts, TEA selected three panelists, each with decades of experience in migrant education. The panelists included Shawn Cockrum, Bob Levy, and Brenda Pessin. The panel was facilitated by another expert in migrant education, Dr. Susan Durón, who served as a technical advisor to the evaluation. These individuals are nationally recognized and have collective experience at all levels of service delivery, including: teaching;

administering local, state, regional, and federal programs; serving on nationwide TMEP committees; and delivering training and technical assistance. See **Appendix C-1** for biographical summaries of the expert panel.

During the panel review session, panelists were asked to:

- Review relevant research and best practices on instructional and support service strategies and programs for migrant students;
- Review alignment of instructional/support service strategies and programs currently implemented in Texas with best practices; and
- Review state documents to suggest considerations and recommendations to promote best practices.

Data sources for the expert panel included the following:

- the interim evaluation report, which contained a literature review including relevant research on best practices in migrant education, as well as findings from the evaluation's statewide survey on instructional and support services currently provided by local TMEPs;
- draft case studies and the cross-case analysis from the evaluation site visits;
- the evaluation work plan;
- the TMEP CNA and SDP; and
- pertinent links to the TEA website.

To review the alignment of existing services with best practices, an instrument called the Panel Alignment and Review Tool (PART) was developed to help guide recommendations made by the panel (see **Appendix D**). Details on the expert panel review materials and activities are included in **Appendices C-2** and **C-3**.

Panel members agreed that the lack of data about quality of implementation of services limited the panel's ability to judge the extent to which sites were implementing best practices. However, the results of the PART activity were useful in assessing broad evidence of alignment with best practices and for formulating future guidance for how to support implementation of best practice strategies locally and statewide.

2.4 Expert Review Findings

The panel concluded that survey and site visit data broadly indicated evidence of the five best practice principles drawn from the literature on migrant education. The panel also concluded that many of the examples of effective practices described in the preceding sections, and especially facilitators and barriers, can be used to further define or refine state resources to support local TMEP implementation.

In reviewing information on existing TMEP programming and strategies and state guidance for local TMEPs, panelists identified key issues to consider for the next update of the state's CNA and SDP and developed recommendations for the state to consider in promoting best practices in migrant education. The suggestions and recommendations that follow are offered to TEA TMEP staff based on panelists' experience in the field and their consideration of the evidence contained in the materials provided.

2.4.1 Ideas for Improving TMEP Service Delivery

- **Continue to collect data on local implementation of services, including data on quality of implementation, to inform discussions of how best to promote best practice strategies.** As demonstrated through the survey and the cross-case analysis, local education agencies are implementing a wide variety of services and appear to be providing support across the areas of concern identified through the

CNA process. As the alignment review indicated, existing services to support migrant students broadly align with best practice strategies but evidence related to the quality of implementation was not available. Ongoing state collection of detailed data on services provided will enhance the state's understanding of how to improve state guidelines and support for TMEP implementation in the SDP. Support for local needs assessments and NGS reporting requirements for program evaluation, as described below, could enhance this process.

- **Provide support to local educational agencies on developing a local needs assessment and determining PFS.** To assist with data collection efforts described above, state support for development of a local needs assessment is indicated. In addition, because of staff attrition, local TMEPs need technical assistance and resource materials to assist them in consistently and coherently identifying student needs and monitoring the progress of students who have been determined through an established process to have priority for service.
- **Consider how NGS might further support program evaluation and the collection of measurable program outcomes data.** Data collection across Texas' local TMEPs is a large undertaking that is facilitated through NGS. Ensure that there is a complete alignment between the required data fields within NGS and the data elements that local TMEPs need to collect to determine if the measurable program outcomes are met. Alignment also will be useful for disaggregating data for program improvement purposes. Areas of the TMEP that merit further exploration include health, records transfer, and interstate/intrastate coordination because these pivotal areas are common to all migrant programs. Capturing data on the quality of services in these key areas will help illuminate what is lacking to support the achievement of desired program outcomes measured in the evaluation.

- **Emphasize language support across strategies.** The state should emphasize efforts to embed language development within and across all strategies that are recommended through the SDP. This includes strategies to ensure the accurate assessment of student language proficiency**.** While systems and procedures may be in place for the ongoing and accurate assessment of students' language proficiency, more information needs to be collected by the state to monitor this aspect of language support. In addition, more specific guidance could be provided by the state to clarify the role of the TMEP in providing language development services to allocate funds appropriately.
- **Further explore the impact of professional development for TMEP and non-TMEP staff.** The state should survey the extent and quality of training provided to professional and support staff serving migrant students. The practicality of preparing educators to meet the needs of migrant students deserves further study. As part of this effort, the state should identify staff development resources for local TMEP educational agencies, including training for non-TMEP staff. The research literature indicates that training to raise awareness and staff ability to provide culturally and linguistically respectful services to migrant students and families reflects best practice.
- **Provide support for implementation of a mentoring curriculum.** As indicated in the state-level strategies of the SDP, there is a need to develop a mentoring curriculum for local TMEPs. Enhanced student-to-student and adult-to-student relationships will help students see the positive potential for achievement and the importance of regular attendance, credit accrual, and graduation, as well as post-secondary opportunities. With a K-12 mentoring curriculum to rely upon, TMEP sites will see less of an obstacle in implementing this potentially successful strategy.
- **Clarify how health services are provided.** The panel suggests setting measurable program outcomes in the SDP to reflect this core area of concern.

- **Enhance interstate coordination during the summer.** Texas has recommended in its SDP that receiving states provide TAKS remediation. The panel suggested that strategies for communication and coordination activities with receiving states be included along with suggestions for how to prepare students for TAKS testing during the short summertime window of time that they are in the receiving states. It was also suggested that the SDP contain ways that Texas might address TAKS remediation services during the summer in Texas before students travel to the receiving states (typically the month of June). Offering additional strategies for how Texas and the receiving states can partner for more effective communication would add an important safeguard to support students who migrate from Texas.
- **Provide strategies to support Texas' binational students**. Strategies to address coordination with the *Secretaría de Educación Pública* (SEP), Mexico's public school system, to support Texas' substantial binational migrant student population are warranted because of the large number of students who cross the border in both directions. Help teachers in Texas understand the use of the Transfer Document and how the educational systems and the grade levels between the two countries are aligned. Explore partnerships with the university systems and the U.S. Binational Migrant Education Initiative (BMEI), as well as key agencies in the U.S. and Mexico to help eligible binational migrant youth obtain needed access and resources.
- **Consider offering graduation enhancement activities in the lower grades**. High dropout findings for migrant students call for strategies to be introduced at the lower grade levels. Visits/field trips to colleges and universities, discussions about post-secondary education opportunities, and the involvement of parents in graduation enhancement are a few ways that schools might address dropout prevention at the lower grades.

- **Provide additional technical assistance and training support to local TMEPs**. There were areas for which activities were not noted, such as the use of funds and allowable activities in the supportive services areas of health, nutrition, medical/dental, and referrals to community agencies. The panel suggests a review of current training and providing additional training where necessary.
- **Focus on increased coordination with ESL/bilingual staff**. To maximize the resources of the TMEP, more coordination with ESL/bilingual staff and programs is needed. The state should model formal and informal networks, provide examples of successful coordination networks, and consider offering incentives for sharing information and resources such as an information roundup of best practices in coordination.
- **Increase access to technology**. As a means of expanding services and sharing effective practices, work with local TMEPs and regional configurations to increase advanced technological options and access to the Internet. Access to the Internet was found to be a barrier to some districts.
- **Marshal resources for out-of-school youth**. There was little or no mention of strategies or programs for eligible migrant out-of-school youth (OSY). The expert panel suggests the state consider allocating educational and supportive service resources to identify and provide for youth who are recovered from drop out status as well as those who are here to work.

2.4.2 Ideas for Improving the CNA and SDP Processes

- **Prepare an update to the CNA that uses the most recent data.** An update to the CNA is needed to ensure that the data reflect recent demographic shifts and changes in student needs.

- **Ensure the representativeness of the CNA committee membership**. As part of an update to the CNA, review the committee membership to ensure that there is a broad representation of members from across the state and migrant community. Include parents, educators, program administrators, content area experts, and business, community, and higher education representatives.
- **Revisit the definition of mobile and highly mobile**. Clarify these terms in the CNA and work to ensure that they are being applied uniformly across programs and that they have practical significance.
- **Transfer the possible solutions determined through the CNA update to the revised SDP**. Transfer the implications and possible solutions addressing the concern statements from the CNA to an updated SDP as a starting point for using the data to determine performance targets, measurable program outcomes, and strategies.
- **Prepare an update to the SDP after the CNA is completed**. An update to the SDP is needed to ensure that it matches an updated CNA and reflects changes in student needs for services and programs. Include a description of key elements of the TMEP such as parent involvement, interstate and intrastate coordination including communication with receiving states during the summer, identification and recruitment, data collection and data quality control, professional development, monitoring, and technical assistance, etc. Ensure that there is an alignment between the service strategies/programs and the measures that are being used.
- **Include measurable and attainable objectives**. In the revision to the SDP, set reasonable and obtainable objectives with the standards for the measurable outcomes being determined based on the data collected when the CNA is updated.
- **Refine the standards and include reasonable timelines in the SDP**. Standards in the SDP often are defined as “100 percent will meet ‘x’.” Restating this standard to show incremental gain would allow for measuring intermediate progress and more

accurately reflect the realities in the field. Additionally, the state should consider refining the comparison groups examined in the SDP data analysis sections and include groups similar to migrant students (e.g., Hispanic students, students who are economically disadvantaged).

- **Narrow the focus of services**. The panel suggested that TEA limit the number of issues/strategies addressed in the SDP and prioritize a few strong, sound strategies to allow for it to provide deeper support and more targeted resources. If local TMEP sites do not wish to use the state-recommended strategies, give them a time period (e.g., one year) during which they must show that the appropriate measurable program objectives are met using their own strategies. Institute a provision whereby if they do not meet the measurable program outcomes, they must implement the state-recommended strategies. The state could select a few areas on which to focus statewide resources each year and invest in professional development and an evaluation targeted toward them.
- **Update the SDP to include disaggregated data for out-of-school youth.** The expert panel recommends that data for OSY be disaggregated and targeted service strategies for OSY should be included when the CNA is updated.
- **Address numerous items referenced in the existing SDP as "To Be Determined" (TBD) in the updated SDP.** Throughout the SDP report, items specified as TBD need to be addressed in an update to the SDP to ensure that the report provides a blueprint for the delivery of services to migrant students.

3.0 Migrant Education Program Perceptual Survey

3.1 Survey Administration

To address Evaluation Objective 4, TMEP coordinators from each participating district were asked to complete a perceptual survey to provide information on the extent to which each local program's accomplishments are aligned with established TMEP goals, the perceived effectiveness of TMEP best practice implementation, and NGS usage. MGT developed the Web-based TMEP Migrant Coordinator Perceptual Survey (MCPS) (see **Appendix E**) in collaboration with TMEP state staff and pilot-tested the survey with individuals knowledgeable about the TMEP program. The development of the MCPS followed TEA protocol for survey development and approval including receiving TEA's Data and Information Review Committee (DIRC) approval.

The survey consisted of eight sections:

- Section 1: Overall Program Impact
- Section 2: Responsiveness
- Section 3: Communication, Collaboration, and Coordination
- Section 4: Staffing
- Section 5: Language Services
- Section 6: U.T. MSGEP
- Section 7: TMIP
- Section 8: NGS[29]

[29] The NGS is a nationally used Internet-based system specifically designed for the interstate transfer of migrant student educational and health records (USDE, 2005). TMEP grantees are required, as outlined in the Texas SDP, to ensure consolidation of partial secondary credits and proper course placement for on-time graduation by (1) accessing and reviewing academic records from NGS; and (2) encoding recommended course information into NGS at time of withdrawal or at the end of the school year for all migrant students in Grades 8–11 and, if applicable, Grade 12.

Each Section 1 survey item represented a goal statement derived from the TMEP objectives specified in the Texas SDP and CNA. Each of the TMEP objectives along with the associated area of concern is listed below. Note that these goals fit within the four areas of concern focused on within the Texas SDP and CNA.[30]

- *Instructional Time*—increase the number of migrant first-graders who develop sufficient affective, cognitive, and psychomotor skills to be promoted to Grade 2; and increase the number of migrant students who failed TAKS in any content area who participate in a summer TAKS remediation program.
- *School and Social Engagement*—increase the number of migrant middle school students who use effective learning and study skills.
- *Educational Support in the Home*—increase the number of migrant middle school students who receive timely attention and appropriate interventions related to problems and concerns that are academically and non-academically related; and increase the number of migrant middle school students who have access to necessary homework assistance and homework tools at home.
- *Educational Continuity*—increase the number of required core credits earned by migrant secondary students for on-time graduation; increase the number of migrant secondary students who make up coursework lacking due to late enrollment in and/or early withdrawal from Texas schools; and increase the number of migrant students migrating outside of Texas during summer months who are served in summer migrant programs through the efforts of interstate coordination. (TEA, 2007b, pp. 6, 14-26).

The objectives outlined in the SDP and CNA focused on demonstrating increases in the percent of students meeting the outcome or receiving the service. However, for districts that began the 2008-09 academic year with a larger proportion of students demonstrating a given outcome or

[30] Refer to chapter 2, which discusses the four areas of concern.

receiving a given service, there would be less room for increases compared to districts that began the year with a smaller proportion meeting the goal. Therefore, in Section 1, survey respondents were asked to report the size of the proportion of migrant students within their district that demonstrated an outcome or received a service at the beginning of the 2008-09 school year. Respondents were given the option to select a small, moderate, or large proportion at the beginning of 2008-09 with proportion size defined as:

1) Began Small = Up to approximately 25% of students demonstrated the outcome/received the service;
2) Began Moderate = Between approximately 26% and 50% of students demonstrated the outcome/received the service; and
3) Began Large = Above approximately 50% of students demonstrated the outcome/received the service.

Survey respondents were then asked to indicate whether the proportion of migrant students increased, decreased, or remained about the same over the past academic year. If a survey respondent indicated an increase or decrease in the proportion of students demonstrating the outcome/receiving the service, the respondent was asked to indicate whether the increase or decrease was small, moderate, or large. Guidelines for defining small, moderate, and large increases or decreases were as follows:

1) Small Increase or Decrease = Up to approximately 25% increase/decrease in the proportion of students demonstrated the outcome/received the service;
2) Moderate Increase or Decrease = Between approximately 26% and 50% increase/decrease in the proportion of students demonstrated the outcome/received the service; and
3) Large Increase or Decrease = Above approximately 50% increase/decrease in the proportion of students demonstrated the outcome/received the service.

In Sections 2 through 7, survey respondents were asked to indicate whether a service or activity had occurred during the 2008-09 school year. If a survey respondent indicated that the activity had occurred, the respondent was then asked to rate the degree of successfulness with which that service was implemented using the following scale: *very successful, somewhat successful, somewhat unsuccessful, or very unsuccessful*.

Sections 2 through 5 of the TMEP MCPS addressed migrant practices or services that are aligned with best practice themes derived from the literature review including responsiveness; communication, collaboration and relationships; adequate and appropriate staffing; instructional quality and high expectations; and focus on language needs. The best practices surveyed can be conceptualized as methods for helping students overcome hindering factors associated with areas of concern, helping migrant students successfully transition to postsecondary education or employment; and helping migrant students achieve the same outcomes as non-migrant students.

MCPS Sections 6 and 7 focused on services provided by districts implementing the TMIP and MSGEP through the TMEP. Items included on these sections of the survey aligned with services central to the two special programs.[31]

[31] See chapter 2 for a description of the TMIP and MSGEP programs. In general, they are long standing programs designed to help migrant students make up credits for graduation across state lines and offer students opportunities for TAKS remediation, test taking, and other supplemental services that may require interstate agreements and coordination.

In Section 8, survey respondents were asked to indicate how often NGS activities occurred using the following scale: *always/almost always, often, sometimes, or seldom/never*. Findings from the Migrant Instructional and Support Services Survey (ISSS) summarized in the Interim Report showed that most districts provided records transfers through the NGS (94%) and coordinated with programs offering options for partial and full credit accrual and recovery including accessing and reviewing academic records from NGS (76%). The TMEP MCPS extended these findings by examining the frequency with which NGS activities occurred.

3.1.1 Survey Response Rates

Prior to the release of the survey, correspondence explaining the survey was sent to all school districts receiving TMEP funds. In this correspondence as well as subsequent reminders, respondents were highly encouraged to complete the survey. As shown in **Table 3-1**, during the four week survey period, MGT obtained a very high response rate from each respondent group with an overall response rate of approximately 98%. Migrant coordinators from a total of 468 districts responded to the survey.

Table 3-1: Response Rates for the TMEP Perceptual Survey

Respondent Group	Number Surveyed	Number of Survey Completions	Survey Response rate
Independent School Districts	192	181	94.3%
Shared Services Arrangement	287	287	100.0%
Weighted average			97.7%

Source: MGT TMEP Perceptual Survey, January/February 2010.

3.2 Organization of Findings

The findings of the survey are described within the following four sections:

1) Actual Accomplishments Aligned with TMEP Goals
2) Success of TMEP Best Practice Area Service Implementation
3) Success of Special Program Service Implementation
4) Use of the NGS

Findings are presented within the context of the following key areas of program effectiveness assessed through Evaluation Objective 4 (summarized in chapter 1):

- Aligning program accomplishments with the TMEP goals outlined in the Texas SDP and CNA;
- Helping migrant students meet the same academic standards as non-migrant students;
- Helping migrant students overcome the *hindering* factors[32] identified in the Seven Areas of Concern;
- Preparing migrant students for successful transition to postsecondary education or employment; and
- Tracking intrastate and interstate migrating students and providing timely transfer of educational and health records.

[32] The seven areas of concern (also known as hindering factors) impacting migrant students as determined by OME include: Educational Continuity, Instructional Time, School Engagement, English Language Development, Educational Support, Health, and Access to Services. See the TMEP Interim Report for a definition of each of these seven areas of concern.

3.3 Actual Accomplishments Aligned with TMEP Goals

Survey Section 1 examined the extent to which TMEP districts met the established TMEP goals. As indicated, TMEP coordinators reported how their district began the school year in terms of the size of the percentage of students demonstrating an outcome/receiving a service (began small, began moderate, began large); whether there had been an increase, decrease, or stability (Remained the Same) in the percentage of students demonstrating an outcome/receiving a service; and if reporting an increase or decrease, whether that increase/decrease was small, moderate, or large in size.

Table 3-2 displays the frequency and percentage of districts reporting either an increase or remaining stable over the 2008-09 school year, broken out by whether the district began the year with a small, moderate, or large proportion of students demonstrating an outcome/receiving a service. There was variation across TMEP goals on whether districts began the year with a small, moderate, or large proportion of students demonstrating the outcome or receiving the service. Of note, most districts (70% or more) began the school year with a large proportion of first graders promoted and a large proportion of core credits earned for on-time graduation whereas most districts began the year with a small proportion of students migrating outside of Texas served in the summer program through interstate coordination. Respondents could also report that a goal statement was not applicable to their district (e.g., if the district served students from only elementary or only secondary grades) or that they did not know or did not have enough evidence to determine the size of the proportion meeting the goal at the beginning of the year.

Table 3-2: Number and Percentage of Districts Reporting Stable or Increasing Proportions of Students Meeting Outcomes or Receiving Services by Initial Status[1].

	Increased			Remained the Same		
	Began Small[1]	Began Moderate	Began Large	Began Small	Began Moderate	Began Large
Statewide Needs (N=469)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)
The proportion of migrant first-graders who were promoted to second grade. (DK=8; NA=144)	60 (82%)	3 (20%)	21 (9%)	12 (16%)	12 (80%)	207 (90%)
The proportion of migrant students who failed TAKS in any content area who participated in a summer TAKS remediation program. (DK=10; NA=155)	51 (39%)	8 (7%)	9 (14%)	64 (49%)	94 (89%)	53 (80%)
The proportion of required core credits earned by migrant secondary students for on-time graduation. (DK=12, NA=128)	8 (31%)	50 (68%)	73 (33%)	12 (46%)	21 (28%)	147 (66%)
The proportion of migrant secondary students who made up coursework due to late enrollment and/or early withdrawal. (DK=20; NA=177)	8 (5%)	7 (24%)	8 (8%)	136 (92%)	22 (76%)	86 (92%)
The proportion of migrant students migrating outside of Texas during summer months who were served in summer migrant programs through the efforts of interstate coordination. (DK=75; NA=203)	3 (2%)	1 (7%)	0 (0%)	156 (93%)	14 (93%)	5 (83%)
The proportion of migrant middle school students who used effective learning and study skills. (DK=56; NA=120)	48 (71%)	46 (38%)	43 (42%)	19 (28%)	74 (61%)	58 (57%)
The proportion of migrant middle school students who received timely attention and appropriate interventions related to problems and concerns that were academically and non-academically related. (DK=43; NA=121)	49 (72%)	39 (58%)	59 (36%)	17 (25%)	26 (39%)	104 (63%)
The proportion of migrant middle school students who had access to necessary homework assistance and homework tools at home. (DK=45; NA=120)	57 (69%)	7 (9%)	35 (25%)	26 (31%)	70 (91%)	101 (73%)

Source. MGT TMEP Perceptual Survey, January/February 2010
Note: DK = Don't Know; NA = Not Applicable.

[1]Districts reported whether they began the year with a small, moderate, or large proportion of students meeting the outcome or receiving the service per TMEP goal statement. Initial status categories included: Began Small = Up to 25% of the students demonstrated the outcome/received the service at the beginning of 2008-09; Began Moderate = Between approximately 26% and 50% of the students demonstrated the outcome/received the service at the beginning of 2008-09; Began Large = Above approximately 50% of the students demonstrated the outcome/received the service at the beginning of 2008-09. The percentages for the size of the increases in Section 1 were calculated by dividing the number of respondents indicating a given increase in size (small, moderate, or large increase) by the number of respondents who indicated that an increase had occurred.

Across beginning size groups (began small, began moderate, began large), the percentage of districts reporting an increase ranged from 2% to 49%. The percentage of districts reporting either increased or remained the same ranged from 92% to 99%. The percentage of districts reporting declines across beginning size groups was typically not more than 5% of districts indicating declines with exception of the proportion of migrant students who failed TAKS and participated in summer TAKS remediation for which about 8% of districts providing a change rating indicated a decline.

Across beginning size groups, the highest increased rates (percentage of districts reporting increases) were found for the following goal statements:

- The proportion of migrant middle school students who received timely attention and appropriate interventions related to problems and concerns that were academically and non-academically related (49%).
- The proportion of migrant middle school students who used effective learning and study skills (47%).
- The proportion of required core credits earned by migrant secondary students for on-time graduation (40%).

The lowest increased rates were found for the following goal statements:

- The proportion of migrant secondary students who made up coursework due to late enrollment in and/or early withdrawal (9%).
- The proportion of migrant students migrating outside of Texas during summer months who were served in summer migrant program through the efforts of interstate coordination (2%).

Districts that reported that they “began small” typically indicated the largest increases. Two notable exceptions for which a high percentage of all districts reported remaining the same included: “Made up coursework” and “Migrating outside of Texas during summer months served through interstate coordination.”

The largest increases reported were for the districts that “began small” for the following goals:

- Migrant first-graders who were promoted to second grade.
- Students who used effective learning and study skills.
- Received timely attention and intervention for academic and non-academic concerns.
- Had access to necessary homework assistance and tools in the home.

Since the TMEP goals require increases in the percentage of students demonstrating an outcome or receiving a service, increase rates for each beginning size group are provided. **Tables 3-3** to **3-5** show the percentage of districts that demonstrated increases and began the year with a small proportion meeting the goal (**Table 3-3**), a moderate proportion meeting the goal (**Table 3-4**), or a large proportion meeting the goal (**Table 3-5**).

Of those districts that began small and reported an increase in the proportion of students demonstrating the outcome or receiving the service (Table 3.5), the size of the increase was **typically large** for the following goal statements:

- The proportion of migrant first-graders who were promoted to second grade (77% large Increase).
- The proportion of migrant middle school students who used effective learning and study skills (98% large Increase).

- The proportion of migrant middle school students who received timely attention and appropriate interventions related to problems and concerns that were academically and non-academically related (98% large Increase).
- The proportion of migrant middle school students who had access to necessary homework assistance and homework tools at home (84% large Increase).

Of those districts that began small and reported an increase, the size of the increase in the proportion of students demonstrating the outcome or meeting the service was **typically small** for the following goal statements:

- The proportion of migrant students who failed TAKS in any content area who participated in a summer TAKS remediation program (96% small Increase).
- Required core credits earned by migrant secondary students for on-time graduation (100% small Increase).
- Migrant secondary students who made up coursework due to late enrollment in and/or early withdrawal (100% small Increase).
- Migrant students migrating outside of Texas during summer months who were served in summer migrant programs through the efforts of interstate coordination (100% small Increase).

Of those districts that began moderate and reported an increase in the proportion demonstrating the outcome or receiving the service (Table 3.4), the size of the increase was generally small to moderate with wide variation in the rates between the small (8% to 100%) and moderate (0% to 92%) increase size groups. Of those districts that began large and reported increases (Table 3.5), there was variation in the percentage of students demonstrating the outcome/receiving the service across the three increase size groups with the largest increases for the “began large” group being reported for the three middle school student goals.

Table 3-3: Number and Percentage of Districts that Began Small and Reported Increases in the Proportion of Students Meeting Outcomes or Receiving Services by Size of Increase[1].

Statewide Needs	Small Increase[1]	Moderate Increase	Large Increase
The proportion of migrant first-graders who were promoted to second grade.	2 (3%)	12 (20%)	46 (77%)
The proportion of migrant students who failed TAKS in any content area who participated in a summer TAKS remediation program.	48 (96%)	2 (4%)	0 (0%)
The proportion of required core credits earned by migrant secondary students for on-time graduation.	7 (100%)	0 (0%)	0 (0%)
The proportion of migrant secondary students who made up coursework due to late enrollment and/or early withdrawal.	8 (100%)	0 (0%)	0 (0%)
The proportion of migrant students migrating outside of Texas during summer months who were served in summer migrant programs through the efforts of interstate coordination.	2 (100%)	0 (0%)	0 (0%)
The proportion of migrant middle school students who used effective learning and study skills.	1 (2%)	0 (0%)	47 (98%)
The proportion of migrant middle school students who received timely attention and appropriate interventions related to problems and concerns that were academically and non-academically related.	1 (2%)	0 (0%)	47 (98%)
The proportion of migrant middle school students who had access to necessary homework assistance and homework tools at home.	8 (14%)	1 (2%)	48 (84%)

Source. MGT TMEP Perceptual Survey, January/February 2010.

[1]Size of increase categories included: Small Increase = Up to 25% increase in the proportion of students that demonstrated the outcome/received the service over the school year; Moderate Increase = Between approximately 26% and 50% increase in the proportion of students that demonstrated the outcome/received the service over the school year; Large Increase = Above approximately 50% increase in the proportion of students that demonstrated the outcome/received the service over the school year. The percentages for the size of the increases in Section 1 were calculated by dividing the number of respondents indicating a given increase size (small, moderate, or large increase) by the number of respondents who indicated that an increase had occurred.

Table 3-4: Number and Percentage of Districts that Began Moderate and Reported Increases in the Proportion of Students Meeting Outcomes or Receiving Services by Size of Increase[1].

Statewide Needs	Small Increase[1]	Moderate Increase	Large Increase
The proportion of migrant first-graders who were promoted to second grade.	1 (33%)	2 (67%)	0 (0%)
The proportion of migrant students who failed TAKS in any content area who participated in a summer TAKS remediation program.	2 (33%)	2 (33%)	2 (33%)
The proportion of required core credits earned by migrant secondary students for on-time graduation.	35 (70%)	15 (30%)	0 (0%)
The proportion of migrant secondary students who made up coursework due to late enrollment in and/or early withdrawal.	3 (50%)	3 (50%)	0 (0%)
The proportion of migrant students migrating outside of Texas during summer months who were served in summer migrant programs through the efforts of interstate coordination.	1 (100%)	0 (0%)	0 (0%)
The proportion of migrant middle school students who used effective learning and study skills.	5 (12%)	38 (88%)	0 (0%)
The proportion of migrant middle school students who received timely attention and appropriate interventions related to problems and concerns that were academically and non-academically related.	3 (8%)	34 (92%)	0 (0%)
The proportion of migrant middle school students who had access to necessary homework assistance and homework tools at home.	2 (50%)	2 (50%)	0 (0%)

Source. MGT TMEP Perceptual Survey, January/February 2010.

[1]Size of increase categories included: Small Increase = Up to 25% increase in the proportion of students that demonstrated the outcome/received the service over the school year; Moderate Increase = Between approximately 26% and 50% increase in the proportion of students that demonstrated the outcome/received the service over the school year; Large Increase = Above approximately 50% increase in the proportion of students that demonstrated the outcome/received the service over the school year. The percentages for the size of the increases in Section 1 were calculated by dividing the number of respondents indicating a given increase size (small, moderate, or large increase) by the number of respondents who indicated that an increase had occurred.

Table 3-5: Number and Percentage of Districts that Began Large and Reported Increases in the Proportion of Students Meeting Outcomes or Receiving Services by Size of Increase [1.]

Statewide Needs	Small Increase[1]	Moderate Increase	Large Increase
The proportion of migrant first-graders who were promoted to second grade.	10 (48%)	4 (19%)	7 (33%)
The proportion of migrant students who failed TAKS in any content area who participated in a summer TAKS remediation program.	4 (57%)	3 (43%)	0 (0%)
The proportion of required core credits earned by migrant secondary students for on-time graduation.	12 (18%)	53 (78%)	3 (4%)
The proportion of migrant secondary students who made up coursework due to late enrollment in and/or early withdrawal.	2 (29%)	3 (43%)	2 (29%)
The proportion of migrant students migrating outside of Texas during summer months who were served in summer migrant programs through the efforts of interstate coordination.	0 (0%)	0 (0%)	0 (0%)
The proportion of migrant middle school students who used effective learning and study skills.	9 (22%)	14 (35%)	17 (42%)
The proportion of migrant middle school students who received timely attention and appropriate interventions related to problems and concerns that were academically and non-academically related.	11 (26%)	17 (40%)	15 (35%)
The proportion of migrant middle school students who had access to necessary homework assistance and homework tools at home.	4 (15%)	8 (30%)	15 (56%)

Source. MGT TMEP Perceptual Survey, January/February 2010.

[1] Size of increase categories included: Small Increase = Up to 25% increase in the proportion of students that demonstrated the outcome/received the service over the school year; Moderate Increase = Between approximately 26% and 50% increase in the proportion of students that demonstrated the outcome/received the service over the school year; Large Increase = Above approximately 50% increase in the proportion of students that demonstrated the outcome/received the service over the school year. The percentages for the size of the increases in Section 1 were calculated by dividing the number of respondents indicating a given increase size (small, moderate, or large increase) by the number of respondents who indicated that an increase had occurred.

3.4 Success of TMEP Best Practice Area Service Implementation

MCPS Sections 2 through 5 addressed services within key areas of migrant best practices related to helping migrant students overcome hindering factors associated with areas of concern, helping migrant students meet the same academic standards as non-migrant students, preparing migrant students for post-secondary success, and successfully tracking intrastate and interstate migrating students and providing timely transfer of records.

Survey respondents were asked whether their district had implemented a specific service. If the answer to the question on a specific service implementation was “yes”, then the respondent was asked to evaluate how successfully that service was implemented. If the respondent replied that a specific service was not implemented in their district, then they were not asked to evaluate implementation success.

Implementation percentages in Sections 2 through 8 were calculated by dividing the number of respondents who implemented an activity by the total number of respondents. The percentages for the degree of successfulness in Sections 2 through 7 were calculated by dividing the number of respondents who rated the activity as very successful, somewhat successful, or unsuccessful (a combination of somewhat and very unsuccessful) by the number of respondents who implemented the activity. Usage rates reported for Section 7 were calculated by dividing the number of respondents providing a frequency response by the number of respondents who reported implementing the activity

Findings by best practice area are shown in **Tables 3-6** to **3-9**.

Table 3-6: TMEP Service Alignment Practices: Implementation and Successfulness Ratings

			Degree of Successfulness		
	Implemented	Not Implemented	Very Successful	Somewhat Successful	Unsuccessful[1]
Activity	*n* %	*n* %	*n* %	*n* %	*n* %
Identified migrant students and families for the provision of migrant services. (DK=22; 5%)	436 (93%)	11 (2%)	336 (77%)	95 (22%)	2 (1%)
Used strategies developed to encourage migrant students to participate in migrant services. (DK=31; 7%)	420 (90%)	18 (4%)	223 (53%)	190 (45%)	7 (2%)
Used the State TMEP goals established by TEA. (DK=41; 9%)	409 (87%)	19 (4%)	183 (45%)	188 (46%)	7 (2%)
Used information obtained from a local needs assessment for making migrant service delivery decisions. (DK=31; 7%)	373 (80%)	65 (14%)	153 (41%)	210 (56%)	5 (1%)
Prioritized services based on the needs of migrant children and families. (DK=29; 6%)	419 (89%)	21 (4%)	278 (66%)	139 (33%)	2 (1%)
Used strategies developed to ensure flexibility regarding provision of services to fit the migrant students' schedule and needs. (DK=39; 8%)	409 (87%)	21 (4%)	219 (54%)	186 (46%)	2 (1%)
Used policies developed for timely data entry and retrieval. (DK=34; 7%)	422 (90%)	13 (3%)	293 (69%)	124 (29%)	4 (1%)
Used findings from an evaluation of migrant services conducted for improvement purposes. (DK=49; 10%)	386 (82%)	34 (7%)	166 (43%)	182 (47%)	2 (1%)

Source: MGT TMEP Perceptual Survey, January/February 2010

[1]Unsuccessful = somewhat or very unsuccessful ratings combined. Implementation percentages in Sections 2 through 8 were calculated by dividing the number of respondents who implemented an activity by the total number of respondents. The percentages for the degree of successfulness in Sections 2 through 7 were calculated by dividing the number of respondents who rated the activity as very successful, somewhat successful, or unsuccessful (a combination of somewhat and very unsuccessful) by the number of respondents who implemented the activity.[33]

[33] Percentages do not add to 100 due to “don’t know” and “not applicable” responses.

Table 3-7: TMEP Communication, Collaboration, and Coordination Practices: Implementation and Successfulness Ratings

			Degree of Successfulness		
	Implemented	Not Implemented	Very Successful	Somewhat Successful	Unsuccessful[1]
Activity	n %	n %	n %	n %	n %
Used strategies developed for communications with parents of migrant students. (DK=28; 6%)	426 (91%)	15 (3%)	237 (56%)	183 (43%)	5 (1%)
Used strategies developed to promote relationships between TMEP staff, families, and students. (DK=33; 7%)	419 (89%)	17 (4%)	240 (57%)	175 (42%)	4 (1%)
Used strategies developed to involve parents. (DK=28; 6%)	428 (91%)	13 (3%)	191 (45%)	190 (44%)	46 (11%)
Used strategies developed to involve the migrant community. (DK=43; 9%)	364 (78%)	62 (13%)	134 (37%)	172 (47%)	46 (13%)
Used strategies developed to facilitate communication among TMEP staff throughout Texas. (DK=61; 13%)	338 (72%)	70 (15%)	154 (46%)	175 (52%)	4 (1%)
Used strategies developed to foster communication and collaboration among TMEP staff across the country. (DK=100; 21%)	275 (59%)	94 (20%)	91 (33%)	157 (57%)	5 (2%)
Coordinated with other services and/or service providers. (DK=36; 7%)	413 (88%)	20 (4%)	220 (53%)	184 (45%)	6 (2%)

Source: MGT TMEP Perceptual Survey, January/February 2010

[1]Unsuccessful = somewhat or very unsuccessful ratings combined. Implementation percentages in Sections 2 through 8 were calculated by dividing the number of respondents who implemented an activity by the total number of respondents. The percentages for the degree of successfulness in Sections 2 through 7 were calculated by dividing the number of respondents who rated the activity as very successful, somewhat successful, or unsuccessful (a combination of somewhat and very unsuccessful) by the number of respondents who implemented the activity.[34]

[34] Percentages do not add to 100 due to “don’t know” and “not applicable” responses.

Table 3-8: TMEP Staffing Practices: Implementation and Successfulness Ratings

			Degree of Successfulness		
	Implemented	Not Implemented	Very Successful	Somewhat Successful	Unsuccessful[1]
Activity	n %	n %	n %	n %	n %
Provided staff to support record exchange and credit accrual. (DK=34; 7%)	387 (82)	48 (10%)	270 (70%)	113 (29%)	1 (0%)
Provided additional staff to offer individualized support to students throughout the school year. (DK=22; 4%)	392 (84%)	55 (12%)	207 (53%)	171 (44%)	3 (1%)
Provided additional knowledgeable specialists to offer support to teachers. (DK=77; 16%)	229 (49%)	163 (35%)	116 (51%)	105 (46%)	2 (1%)
Ensured staff received necessary training in using NGS to track students. (DK=40; 8%)	396 (84%)	33 (7%)	334 (84%)	22 (6%)	38 (10%)

Source: MGT TMEP Perceptual Survey, January/February 2010

[1]Unsuccessful = somewhat or very unsuccessful ratings combined. Implementation percentages in Sections 2 through 8 were calculated by dividing the number of respondents who implemented an activity by the total number of respondents. The percentages for the degree of successfulness in Sections 2 through 7 were calculated by dividing the number of respondents who rated the activity as very successful, somewhat successful, or unsuccessful (a combination of somewhat and very unsuccessful) by the number of respondents who implemented the activity.[35]

[35] Percentages do not add to 100 due to “don’t know” responses.

Table 3-9: TMEP Language Service Practices: Implementation and Successfulness Ratings

	Implemented		Not Implemented		Degree of Successfulness: Very Successful		Somewhat Successful		Unsuccessful[1]	
Activity	n	%	n	%	n	%	n	%	n	%
Identified needs that were determined to be related to the migrant students' limited English proficiency. (DK=60; 13%)	378	(81%)	31	(7%)	208	(55%)	167	(44%)	2	(1%)
Provided coordination services to help meet language-related needs. (DK=59; 13%)	378	(81%)	32	(7%)	205	(54%)	169	(45%)	2	(1%)
Provided materials, resources, and support in appropriate languages. (DK=56; 12%)	383	(82%)	30	(6%)	241	(63%)	138	(36%)	2	(1%)
Addressed language barriers during outreach activities. (DK=68; 14%)	365	(78%)	36	(8%)	233	(64%)	128	(35%)	2	(1%)

Source: MGT TMEP Perceptual Survey, January/February 2010

[1]Unsuccessful = somewhat or very unsuccessful ratings combined. Implementation percentages in Sections 2 through 8 were calculated by dividing the number of respondents who implemented an activity by the total number of respondents. The percentages for the degree of successfulness in Sections 2 through 7 were calculated by dividing the number of respondents who rated the activity as very successful, somewhat successful, or unsuccessful (a combination of somewhat and very unsuccessful) by the number of respondents who implemented the activity.[36]

Across best practice areas, most practices surveyed were reported to be implemented by approximately 80% to 90% of the districts. Services that were reported as least frequently implemented primarily fell within the Communication, Collaboration, and Relationships and Adequate and Appropriate Staffing best practice categories. The following services were reported as not implemented by 10% or more of the districts:

- Used information obtained from a local needs assessment for making migrant service delivery decisions (14%).
- Used strategies developed to involve the migrant community (13%).
- Used strategies developed to facilitate communication among TMEP staff throughout Texas (15%).

[36] Percentages do not add to 100 due to “don’t know” responses.

- Used strategies developed to foster communication and collaboration among TMEP staff across the country (20%).
- Provided staff to support record exchange and credit accrual (10%).
- Provided additional staff to offer individualized support to students throughout the school year (12%).
- Provided additional knowledgeable specialists to offer support to teachers (35%).

It is noteworthy that a “Not Applicable” option was not offered to respondents for Sections 2-5 of the MCPS because it was assumed that each of these practices should be applicable in all districts. However, providing records exchange and credit accrual would not have been applicable for districts serving the primary grades. Also, the last two practices listed above relating to providing additional staffing to support students and teachers may not have been needed within districts where they were not implemented.

Across best practices services, approximately 5% to 21% of districts indicated that they did not know whether a particular service was implemented. Services for which the largest percentage of districts reported that they did not know if the service was being implemented included:

- Used strategies developed to foster communication and collaboration among TMEP staff across the country (21%); and
- Provided additional knowledgeable specialists to offer support to teachers (16%).

In districts that reported implementing a service and provided a successfulness rating, coordinators overwhelmingly reported that services were being implemented with some degree of success. Of those districts that provided a success rating (excluding “Don’t Know” responses), at least 98% indicated that implementation of the service was somewhat or very successful across services with the exception of three practices. These three practices were still overwhelmingly reported as successful or somewhat successful (excluding “Don’t Know”

responses) but had higher ratings of somewhat to very unsuccessful relative to other survey items. Two of these practices were within the Communication, Collaboration, and Relationships area and one was within the Adequate and Appropriate Staffing area:

- Used strategies developed to involve parents (11% somewhat or very unsuccessful).
- Used strategies developed to involve the migrant community (13% somewhat or very unsuccessful).
- Ensured staff received necessary training in using NGS to track students (10% somewhat or very unsuccessful).

Districts had the strongest views regarding staff training for using the NGS. Although this practice was reported by 10% of districts as being somewhat or very unsuccessful, 84% of districts reported that this practice was very successfully implemented. This rating was the highest “very successful” implementation rate across all practices surveyed within the best practice areas. Another practice that was perceived to be very successfully implemented was identifying migrant students and families for the provision of migrant services (77% of districts reported very successful).

Although nearly all services were reported to be implemented with some degree of success by most districts, success rates suggest there is still some room for improvement in the implementation of migrant practices. Rates of reporting “Very Successful” implementation ranged from 33% to 84% percent across practices and were below 60% for over two-thirds of the practices surveyed within the best practice areas. Additionally, as previously reported, there were several practices that were reported to be not implemented or not implemented successfully by 10% or more of the districts. Most commonly, these relatively lower incidence and less successful practices related to collaboration and communication with parents and other key stakeholders within the state and across the country. In summary, these best practice

survey findings indicate that districts perceived program implementation to be effective overall, but districts may still benefit from additional support and training, especially relating to TMEP communication, collaboration, and relationships activities.

3.5 Success of Special Program Service Implementation

In Sections 6 and 7, districts were asked about their efforts to facilitate on-time graduation through offering flexible methods of completing coursework and earning necessary credits toward graduation through implementation of the MSGEP and the TMIP. These programs help students overcome hindering factors associated with areas of concern, successfully transition to postsecondary education or employment, and help track students within and across the state for purposes of providing migrant services.

As shown in **Table 3-10**, almost 30% of MEP districts reported that they had participated in MSGEP. Of these districts, about 97% indicated that they perceived their efforts to be successful, i.e., 53% Very Successful and 44% Somewhat Successful (excluding Don't Know responses). Among MEP districts participating in MSGEP, the rates of MEP districts reporting "Don't Know or Unsuccessful (i.e., Somewhat and Very Unsuccessful) were low (i.e., 2% or less across items). Of the MEP districts participating in MSGEP, about 53% reported that these efforts were Very Successful.

Table 3-10: TMEP MSGEP Practices: Implementation and Successfulness Ratings

		Degree of Successfulness			
	Implemented	Not Implemented	Very Successful	Somewhat Successful	Unsuccessful[1]
Activity	n %	n %	n %	n %	n %
Provided alternative ways for migrant secondary students to earn credits toward graduation. (DK=2; 2%)	131 (28%)	338 (72%)	70 (53%)	58 (44%)	1 (1%)
Made coursework available in multiple modes of delivery. (DK=3; 2%)	131 (28%)	338 (72%)	68 (52%)	58 (44%)	2 (2%)

Source: MGT TMEP Perceptual Survey, January/February 2010

[1]Unsuccessful = somewhat or very unsuccessful ratings combined. Implementation percentages in Sections 2 through 8 were calculated by dividing the number of respondents who implemented an activity by the total number of respondents. The percentages for the degree of successfulness in Sections 2 through 7 were calculated by dividing the number of respondents who rated the activity as very successful, somewhat successful, or unsuccessful (a combination of somewhat and very unsuccessful) by the number of respondents who implemented the activity.[37]

As shown in **Table 3-11**, approximately 31% of districts reported participating in the TMIP. Nearly all districts (72% to 98%) that participated in TMIP and provided a successfulness rating (excluding "Don't Know" responses) reported that their TMIP efforts were at least somewhat successful. However, a relatively high percentage of districts (27%) reported that they did not know whether one of the TMIP practices was implemented successfully: Providing opportunities for state academic achievement testing outside of Texas, when needed, for grade-level promotion or graduation requirement for Texas home-based migrant students.

[37] Percentages do not add to 100 due to "don't Know" responses.

Table 3-11: TMEP TMIP Practices: Implementation and Successfulness Ratings

			Degree of Successfulness		
	Implemented	Not Implemented	Very Successful	Somewhat Successful	Unsuccessful[1]
Activity	n %	n %	n %	n %	n %
Provided intra- and interstate coordination resulting in exchange of critical student information and progress in meeting the needs of Texas home-based migrant students. (DK=5; 4%)	143 (31%)	325 (69%)	76 (53%)	61 (43%)	1 (1)
Provided intra- and interstate coordination to increase the number of Texas home-based migrant students being served in out-of-state summer migrant programs. (DK=13; 9%)	143 (31%)	325 (69%)	62 (43%)	68 (48%)	0 (0%)
Provided assistance to high school counselors in meeting the needs of migrant secondary students identified as priority for service. (DK=1; 1%)	143 (31%)	325 (69%)	96 (67%)	44 (31%)	2 (1%)
Provided opportunities for state academic achievement testing outside of Texas, when needed, for grade level promotion or graduation requirement for Texas home-based migrant students. (DK=39; 27%)	143 (31%)	325 (69%)	42 (29%)	61 (43%)	1 (1%)

Source: MGT TMEP Perceptual Survey, January/February 2010

[1]Unsuccessful= somewhat or very unsuccessful ratings combined. Implementation percentages in Sections 2 through 8 were calculated by dividing the number of respondents who implemented an activity by the total number of respondents. The percentages for the degree of successfulness in Sections 2 through 7 were calculated by dividing the number of respondents who rated the activity as very successful, somewhat successful, or unsuccessful (a combination of somewhat and very unsuccessful) by the number of respondents who implemented the activity.[38]

Very few districts reported TMIP services to be unsuccessful (1% or less across services). However, the percentage of districts reporting the highest degree of implementation success (Very Successful) varied considerably across services ranging from 29% to 67%. The most successful reported activity was providing assistance to high school counselors for meeting the needs of PFS secondary migrant students (67% Very Successful). This service may have been more successfully implemented because of the focus of the TMEP on PFS students or it may be

[38] Percentages do not add to 100 due to “don’t know” responses.

that this service was more easily implemented successfully because it could be implemented within the state rather than involving coordination across states.

3.6 Use of the New Generation System (NGS)

In section 8 of the survey, TMEP coordinators were asked to indicate the frequency with which their district conducted student tracking and data transfer activities through the NGS. The NGS activities surveyed address the extent to which TMEP grantees are successfully tracking intrastate and interstate migrating students and providing timely transfer of records. For most of the activities surveyed, 70% or more of the districts reported conducting the activity always or often. (See Table 3-12.) For example, 73% to 84% of districts reported a high frequency (Always or Often) of timely inputting of student data into the NGS and providing those data to school staff assisting migrant students or retrieving data when migrant students return to the district. Approximately 80% of districts reported a high frequency of successful communication with coordinators within Texas and other states specifically regarding student records. However, one activity was implemented less frequently with 24% of districts indicating that they *Seldom* or *Never* implemented the activity: Used NGS to provide data to students leaving the district.

Across NGS activities, rates of *Seldom* or *Never* occurring ranged from 8% to 24%; therefore, while data are frequently input into the NGS and used by school and district staff to support migrant students, some improvements could be made in the usage and communication regarding the NGS and corresponding migrant student data. (See **Table 3-12**.)

Table 3-12. NGS Activities: Frequency of Use

	Always/ Almost Always	Often	Sometimes	Seldom or Never
Used NGS to provide data to students leaving the district. (DK=36; 8%)	218 (46%)	48 (10%)	52 (11%)	115 (24%)
Used NGS to retrieve data for migrant students returning to the district. (DK=34, 7%)	295 (63%)	89 (19%)	8 (2%)	43 (9%)
Provided retrieved data to school staff for the purposes of assisting migrant students. (DK=31, 7%)	296 (63%)	48 (10%)	52 (11%)	42 (9%)
Input all student data when student withdraws from school in a timely manner. (DK=31; 7%)	380 (81%)	13 (3%)	7 (2%)	38 (8%)
Had successful communication with coordinators within Texas and in other states regarding student records. (DK=39; 9%)	268 (57%)	93 (20%)	19 (4%)	50 (11%)

Source: MGT TMEP Perceptual Survey, January/February 2010

Usage rates reported for Section 8 were calculated by dividing the number of respondents providing a frequency response by the number of respondents who reported implementing the activity. [39]

3.7 Summary and Conclusions

TMEP coordinators from each participating district were asked to complete a perceptual survey to provide information on the extent to which each local program's accomplishments are aligned with established TMEP goals, the perceived effectiveness of TMEP best practice implementation, and NGS usage. MGT obtained a very high response rate from each respondent group (i.e., IPDs and SSADs), and an overall response rate of about 98%.[40]

Nearly all services were reported to be implemented with some degree of success by most districts; however, perceived success rates suggest there is still some room for improvement in the implementation of migrant practices. Rates of reporting "Very Successful" implementation

[39] Percentages do not add to 100 due to "don't know" responses.
[40] Respondents were grouped by the proportion of the migrant population within their district that demonstrated an outcome or received a service at the beginning of the 2008-09 school year. Three groups were established: *Began Small, Began Moderate,* and *Began Large.*

ranged from 33% to 84% percent across practices and were below 60% for over two-thirds of the practices surveyed within the best practice areas. Additionally, there were several practices that were reported to be not implemented or not implemented successfully by 10% or more of the districts. Most commonly, these relatively lower incidence and less successful practices related to collaboration and communication with parents and other key stakeholders within the state and across the country. These best practice survey findings indicate that districts perceived program implementation to be effective overall, but districts may still benefit from additional support and training, especially relating to TMEP communication, collaboration, and relationships activities.

Districts also were surveyed about their efforts to facilitate on-time graduation through offering flexible methods of completing coursework and earning necessary credit toward graduation through implementation of MSGEP and TMIP. Only 28% of the TMEP districts reported participating in MSGEP; however, of those TMEP districts, about 97% indicated that they perceived their efforts to be successful, i.e., 53% “Very Successful” and 44% “Somewhat Successful.” Similarly, only 31% of TMEP districts reported participating in TMIP; however, of those TMEP districts, the majority (from 72% to 98%) reported that they perceived their efforts to be successful, i.e., “Very Successful” and “Somewhat Successful.” These findings suggest that while the TMEP district efforts in these two special programs are considered to be successful by the majority of the respondents whose students participated in these programs, the participation rate needs to improve significantly to have a meaningful impact on graduation rates. In addition, it was noted that a relatively large proportion of TMEP districts that were participating in TMIP responded “Don’t Know” when asked to evaluate the success of one of their TMIP efforts: Providing opportunities for state academic testing outside of Texas, when needed, for grade-level promotion or graduation requirements for Texas home-based migrant students.

Related to NGS activities, 70% of districts reported conducting NGS activities always or often. One NGS activity, using NGS to provide information on students leaving the district, was implemented seldom or never by almost 25% of districts. This suggests that some improvements could be made in the use of and communication about NGS and migrant student data since all districts should be using NGS.

4.0 Trends in Migrant and Non-Migrant Student Achievement and Post-secondary Outcomes

This chapter examines trends in academic achievement and post-secondary preparedness of migrant students participating in the TMEP as well as two distinct sub-groups of participating migrant students: PFS and non-PFS students. Recall that PFS students are at higher risk than non-PFS students.[41] An important outcome of the TMEP program is to help migrant students achieve the same academic and post-secondary success levels as non-migrant students with a heavy emphasis on helping to ameliorate hindering factors for PFS migrant students. Thus, part of this evaluation objective is to examine the impact of program participation on student outcomes. In addition to examining the impact of the statewide TMEP, this study sought to examine the patterns of participation in and the perceived effectiveness of two special programs, TMIP and MSGEP, on student outcomes.[42] Perceived success of the TMIP and MSGEP were reported in chapter 3. In this chapter, the participation rates of one aspect of each program (per available data) are reported.

4.1 Migrant Student Characteristics

Table 4-1 displays the number of migrant students participating in the TMEP along with the number of TMEP-participating migrant students classified as PFS and non-PFS for each study year. **Table 4-2** displays the demographic information for Texas migrant students during the most recent study year, 2008-09. Demographic findings were similar across years and therefore

[41] Generally speaking, PFS migrant students are in greater need of services and may be considered at relatively higher risk than non-PFS migrant students. Formally, PFS migrant students are defined as migrant students who: Have their education interrupted during the previous or current regular school year; AND Are in grades 3-12, Ungraded (UG) or Out of School (OS) and have failed one or more sections of the TAKS, or are designated Absent, Exempt, Not Tested, or Not Scored; OR Are in grades K-2 and have been designated as LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level.

[42] Limited student level data were available for addressing special program impact and therefore only a description of participation rates and stakeholder perceptions of effectiveness could be provided within this report. Specifically, TMIP data were available for only one component of the program (participation in out-of-state TAKS testing). For MSGEP, data available at the student level only included whether a student participated in UT Correspondence Coursework as reported by their district.

only the most recent study year is presented in this chapter. The reader is encouraged to refer to **Tables F-1** to **F-6** within **Appendix F** for the demographic make-up of Texas migrant students for each year in this study. Multiple data sources were used to capture these migrant student characteristics, including data from the NGS and PEIMS databases. It is important to note that the data within these tables and the tables in Appendix F were drawn from multiple data sources and reflect the sample of migrant students for which data matched across the multiple data sources needed for descriptive analyses on student demographic factors. Some NGS data are not checked for accuracy and do not match PEIMS data.

Table 4-1: PFS and non-PFS Migrant Students, 2003-04 through 2008-09

	All Migrant	PFS	Non-PFS
2003-04	109,797	30,124	79,673
2004-05	89,884	23,818	66,066
2005-06	69,789	17,816	51,973
2006-07	53,566	14,228	39,338
2007-08	48,946	13,059	35,887
2008-09	46,874	10,524	36,350

Source: NGS database.

As can be seen in **Table 4-1**, there was a decline in the number of Texas migrant students between 2003-04 and 2008-09. The decline is, at least in part, a function of federal policy changes restricting the criteria for participation in the federal TMEP. These changes occurred during the timeframe in this evaluation.

The demographic make-up of TMEP students was similar across study years. Migrant students within Texas typically are Spanish-speaking, Hispanic, and are about as likely to be male as female. Approximately 35% speak English and about 65% speak Spanish. A high percentage (about three-quarters across years) of migrant students is identified as at risk of dropping out of school as defined by Texas criteria. Not surprisingly, the rates of risk for dropping out of school are higher for PFS migrant students (80% to 90% across years) as compared to non-PFS

migrant students (about 70% across years), although rates are relatively high for both groups.

Table 4-2 displays the demographic make-up of migrant education students for 2008-09.

Table 4-2: TMEP Student Demographic Characteristics, 2008-09

	Migrant N=39,338	PFS N=7,700 (19.6%)	Non-PFS N=31,638 (80.4%)
At Risk			
Yes	29,084 (73.9%)	6,948 (90.2%)	22,136 (70.0%)
No	10,254 (26.1%)	752 (9.8%)	9,502 (30.0%)
Grade			
1	3,093 (8.9%)	708 (10.0%)	2,385 (8.6%)
2	2,918 (8.4%)	609 (8.6%)	2,309 (8.4%)
3	2,895 (8.3%)	370 (5.2%)	2,525 (9.2%)
4	2,896 (8.3%)	446 (6.3%)	2,450 (8.9%)
5	2,911 (8.4%)	544 (7.7%)	2,367 (8.6%)
6	2,900 (8.4%)	468 (6.6%)	2,432 (8.8%)
7	2,921 (8.4%)	519 (7.3%)	2,402 (8.7%)
8	2,981 (8.6%)	548 (7.7%)	2,433 (8.8%)
9	3,706 (10.7%)	1,062 (15.0%)	2,644 (9.6%)
10	2,810 (8.1%)	773 (10.9%)	2,037 (7.4%)
11	2,568 (7.4%)	609 (8.6%)	1,959 (7.1%)
12	2,086 (6.0%)	441 (6.2%)	1,645 (6.0%)
Gender			
Male	20,416 (51.9%)	4,096 (53.2%)	16,320 (51.6%)
Female	18,922 (48.1%)	3,604 (46.8%)	15,318 (48.4%)
Race			
American Indian	22 (0.1%)	5 (0.1%)	17 (0.1%)
Asian	187 (0.5%)	87 (1.1%)	100 (0.3%)
African American	135 (0.3%)	26 (0.3%)	109 (0.3%)
Hispanic	38,614 (98.2%)	7,525 (97.7%)	31,089 (98.3%)
White	380 (1.0%)	57 (0.7%)	323 (1.0%)
Bilingual			
Transitional Bilingual/ Early Exit	5,994 (15.2%)	1,366 (17.7%)	4,628 (14.6%)
Transitional Bilingual/ Late Exit	1,478 (3.8%)	295 (3.8%)	1,183 (3.7%)
Dual Language Immersion/ Two-Way	321 (0.8%)	66 (0.9%)	255 (0.8%)
Dual Language Immersion/ One-Way	1,438 (3.7%)	363 (4.7%)	1,075 (3.4%)
Not Applicable	30,107 (76.5%)	5,610 (72.9%)	24,497 (77.4%)
LEP			
Yes	15,587 (42.0%)	4,105 (55.2%)	11,482 (38.7%)
No	21,540 (58.0%)	3,330 (44.8%)	18,210 (61.3%)
ESL			
ESL Content-Based	3,990 (10.1%)	1,348 (17.5%)	2,642 (8.4%)
ESL Pull-out	1,377 (3.5%)	379 (4.9%)	998 (3.2%)
Not Applicable	33,971 (86.4%)	5,973 (77.6%)	27,998 (88.5%)
Language Spoken			
Spanish	25,570 (65.3%)	5,575 (73.2%)	19,995 (63.4%)
English	13,500 (34.5%)	2,010 (26.4%)	11,490 (36.4%)
Other	88 (0.2%)	26 (0.4%)	62 (0.2%)
Gifted			
Yes	1,361 (3.5%)	49 (0.6%)	1,312 (4.1%)
No	37,977 (96.5%)	7,651 (99.4%)	30,326 (95.9%)
Special Education			
Yes	4,115 (10.5%)	1,302 (16.9%)	2,813 (8.9%)
No	35,223 (89.5%)	6,398 (83.1%)	28,825 (91.1%)

Source: TEA, NGS, and PEIMS datasets, 2009.
Footnote: N values are equal to the number of students in the NGS dataset with a record in the PEIMS dataset.

4.2 Research Design

To assess the extent to which TMEP has had the intended impact on migrant students and whether those effects have varied over time, for each of six evaluation years, a quasi-experimental design was used in combination with a series of cross-sectional studies. Specifically, a non-migrant sample, matched to the migrant sample on background factors and early achievement, was selected for comparison of outcomes between the migrant student sample and a similarly high-risk group of students. Random assignment was not possible for this study because all migrant students who meet the federal migrant definition are eligible for services through the TMEP. Additionally, it was not feasible to capture a true pre-program baseline measure for migrant and non-migrant students as student data were collected retrospectively. Finally, multi-level within-student growth modeling across the six study years was not used due to the highly mobile nature of the migrant sample and the types of outcome measures available.

Therefore, a matched-comparison group design combined with a within-year cross-sectional design (within year study) examining trends in findings from year to year was used for this evaluation study. In addition to examining the impact of migrant status (migrant or matched comparison group), two migrant exposure factors were examined to understand the trends in outcomes for students receiving more migrant services or being exposed for a longer period of time to the migrant program. Outcomes for PFS-migrant and non-PFS migrant students were compared for each of the evaluation years. These analyses allowed the study to address the following questions related to impact on student educational performance outcomes:

1. Is migrant status (migrant or matched non-migrant group) significantly related to student educational performance outcomes? What are the trends in the relationship between migrant status and educational performance outcomes over the six study years?

2. Is the number of TMEP participation years and number of migrant services received significantly related to student educational performance outcomes and if so, how are these factors related over the six study years?
3. Is PFS status (PFS migrant or non-PFS migrant group) significantly related to student educational performance outcomes? What are the trends in the relationship between PFS migrant status and student educational performance outcomes over the six study years?

4.3 Sample Selection: Non-Migrant Matched Sample

Propensity Score Matching (PSM) was used to select a sample of non-migrant students matched to the migrant sample on background and initial achievement factors including sex, ethnicity, limited English proficiency status, bilingual status, economic disadvantage, at-risk for dropping out of school, and 3rd grade TAKS pass/not pass. PSM is a correction technique that allows for a reduction in some of the biases that may be present in the data when random assignment and selection are not possible. See **Appendix F** for more details on the PSM analysis that was conducted. Also found in **Appendix F** are tables depicting descriptive statistics for the two samples which demonstrate the similarities between the two groups on the matching factors (See **Tables F-7** through **F-12**).

4.4 Measures and Variables

The sample of non-migrant students was compared to the migrant sample on performance on state assessments, attendance rates, graduation rates, SAT performance, outcomes, and demographic and background factors.

4.4.1 Student Outcomes

TAKS Performance. TAKS is the standardized state level assessment of skills within content areas required by the Texas education standards for grades 3 through 11. TAKS reading and

TAKS math indicators of whether or not the student met standard, separately for grades 5, 8, and 11, were included in this study. A composite variable was created across the reading and mathematics "met TAKS standard" variables for each of the three focal grades. This composite variable was defined as meeting standard on both the reading and mathematics TAKS exams (coded as 0 if not meeting standard on reading and mathematics TAKS exams and 1 if meeting standard on reading and mathematics TAKS exams).

Attendance Rate. Student attendance data were obtained from PEIMS. Rates were calculated by aggregating the days enrolled and days present based on student ID to create an actual attendance percentage for each student. A composite variable then was created aggregating across grades 9 through 12 to examine high school attendance rates.

Graduated. Data from PEIMS were used to create a variable indicating whether a student graduated from school at the end of 12th grade.

Dropped Out. Data from PEIMS were used to create a variable indicating whether a student dropped out of high school (dropped out at any time during grades 9 to 12).

SAT Performance. SAT scale scores aggregated across grades 11 and 12 and across content areas were examined in this study. These data were provided to MGT by TEA through the College Board.

4.4.2 Predictors of Student Outcomes: Student Groups and Program Factors

Migrant Status. A variable was created coding students either as a TMEP student or a non-TMEP matched comparison student.

Migrant Exposure. Two migrant exposure variables were examined. These included the number of supplemental services provided to migrant students during a given year and the cumulative

number of years a student participated in the migrant program as of a given year. The number of supplemental services reported within the NGS database was used to derive the within-year sum of services received. Migrant students may receive migrant services not recorded in the NGS if they receive services through funding sources other than the federal TMEP funds. These services are not measured through the NGS and are not captured within this study.

The number of years participating in the migrant program was the cumulative number of years dating to the 1990-91 academic year. Tracking student participation in the program back to this year would include the full number of years from the student's initial year in the program (as far back as preschool for some students) to the current year in the program. The TMEP years of participation data were obtained from PEIMS.

PFS Status. Students were coded as either PFS students or non-PFS students based on their classification within the NGS database and PFS status is dependent on meeting the state criteria for PFS status.[43]

TMIP/non-TMIP. Students receiving TAKS out-of-state testing services were coded as eligible for and participating in TAKS out-of-state testing. TAKS out-of-state testing services are only one component of TMIP services and were the only TMIP data available at the student level.

MSGEP/non-MSGEP. Students were coded as participating in UT Correspondence Coursework based on whether they were reported in the NGS to have participated in this service. There are no data at the student level to indicate whether these students passed the course, only whether the student participated in UT Correspondence Coursework. Participating in the UT

[43] PFS migrant students are defined as migrant students who: Have their education interrupted during the previous or current regular school year; AND Are in grades 3-12, Ungraded (UG) or Out of School (OS) and have failed one or more sections of the TAKS, or are designated Absent, Exempt, Not Tested, or Not Scored; OR Are in grades K-2 and have been designated as LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level.

correspondence Coursework is only one component of MSGEP services and was the only MSGEP data available at the student level.

4.4.3 Demographic and Background Factors

Demographic and background factors were included in analyses to control for the impact they may have on the relationship between key program factors of interest and student educational performance outcomes. These demographic/background variables included sex, ethnicity, limited English proficiency status, bilingual status, economic disadvantage, and at-risk for dropping out of school status.

4.5 Analyses Results

To examine the research questions relating to impact on student educational performance outcomes, a series of stepwise regression analyses were conducted. Logistic regression was used for binary outcomes (Passed TAKS/did not Pass TAKS; Dropped-out/did not Drop-out; Graduated/did not Graduate). Multiple regression was used for continuous outcomes (attendance rates and SAT scores). Appropriate demographic factors were controlled for in each set of analyses. Detailed findings from each of the regression analyses can be found in **Appendix F**.

4.5.1 Educational Performance Outcomes Analyses and Findings

In the sections that follow, highlights from each set of regression analyses are provided. In the last section of the results, descriptive analyses examining the participation rates for participation in a component of the TMIP and MSGEP are presented.

4.5.1.1 Migrant Program Exposure Findings

Table 4-3 displays the size, direction, and significance of the impact of participation in the program, number of years in TMEP, and number of services received on each student outcome for each study year. Note that odds ratios from logistic regression analyses are presented for dichotomous outcomes (drop out/not, TAKS pass/not, and graduate/not) and standardized beta coefficients from multiple regression analyses are presented for continuous outcomes (attendance and SAT scores).

Migrant students had significantly poorer outcomes than non-migrant students during each study year on TAKS, attendance, drop out, graduated, and SAT scores. Across years, receiving more services and participating in the program for more years was not generally significantly related to TAKS pass rates or SAT scores and the direction of effects was mixed. Students receiving more services and participating in the MEP for more years were significantly less likely to drop out of school between 9th and 12th grades and students receiving more services had significantly higher attendance rates. However, students receiving more services were also less likely to graduate from high school.

- Migrant students were significantly less likely to pass the TAKS exam across all grades than non-migrant students for each evaluation year. To put this into context, non-migrant students were typically about twice as likely to pass the TAKS as migrant students.
- Migrant students had significantly lower attendance rates than non-migrant students but the size of the effect was small.
- Migrant students were 1.7 to 2.6 times more likely to drop out of school than non-migrant students.

- Migrant students had significantly lower SAT scores across three years for which data were available. The effect was moderate in size across years. Findings for graduated/not graduated were inconclusive. Migrant students were more likely to graduate than non-migrant students during three study years, although the effect was only significant for 2007-08. The odds of graduating across these three years were about 1.2 to 1.4 times more likely for a migrant student as compared to a non-migrant student. However, there was a significant effect in the opposite direction during 2005-06 and 2006-07 during which time non-migrant students were about 1 to 2 times more likely to graduate than migrant students. Receiving more services was positively and significantly related to attendance rates during the first five of the evaluation years. However, during 2008-09, receiving more services was significantly linked to lower attendance rates.
- Across study years, students participating in more years of the MEP and students receiving more services were significantly less likely to drop out of school.
- Students receiving more services were less likely to graduate. This effect was significant for four of the five study years for which data were available.

Table 4-3: Effect Sizes, Direction of Effects, and Significance Levels of the Analytical Model for Outcomes: TMEP Exposure

	Study Years					
Variable	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
TAKS Grade 5						
MEP/Non	-0.54**	-0.49**	-0.42***	-0.45**	-0.47**	-0.52**
# of MEP Years	-0.98	-0.99	-1.00	1.01	1.01	1.01
# of Services	-0.98**	-0.99	1.00	-1.00	-.99	-0.97
TAKS Grade 8						
MEP/Non	-0.86	-0.42**	-0.45**	-0.66**	-0.57**	-0.53**
# of MEP Years	-0.99	1.00	1.02	-1.00	1.01	1.00
# of Services	-1.00	-1.01	1.01	-0.96**	-0.98	-0.96*
TAKS Grade 11						
MEP/Non				-0.51**	-0.52**	-0.70**
# of MEP Years				1.02	1.02	1.00
# of Services				-0.99	1.00	1.00
Attendance						
MEP/Non	-0.09**	-0.07**	-0.07**	-0.09**	-0.08**	-0.04**
# of Services	0.06**	0.07**	0.02**	0.05**	0.04**	-0.04**
# of MEP Years	0.01	-0.01	-0.01	0.01	-0.01	-0.05**
Dropout						
MEP/Non	1.82**	2.64**	1.69**	1.95**	1.70**	
# of MEP Years	-0.94**	-0.93**	-0.98*	-0.98*	-0.98*	
# of Services	-0.96**	-0.81**	-0.93**	-0.93**	-0.93**	
Graduated						
MEP/Non	1.16	1.24	-0.53**	-0.82	1.39*	
# of MEP Years	1.02	-0.99	1.05**	1.00	-1.00	
# of Services	-0.92**	-0.89**	-0.97	-0.96*	-0.91**	
SAT						
MEP/Non			-0.36**	-0.31**	-0.31**	
# of Services			-0.07*	-0.03	0.01	
# of MEP Years			0.03	0.00	-0.01	

*P<.05; ** p<.01

Note. Odds ratios are reported for TAKS, Dropout, and Graduate. For ease of interpretation, the inverse of the odds ratio is provided for TAKS and Graduate in 2005-06 and 2006-07. The direction of the effect is also included for interpretation purposes. Standardized beta coefficients are reported for Attendance and SAT. Unstandardized coefficients can be found in Appendix F. Grey cells indicate missing or insufficient data to conduct analyses. Statistics are presented for key predictors from the final step of each regression analysis, after controlling for background factors.

4.5.2 PFS/non-PFS Classification

Table 4-4 displays the size and significance of the impact of PFS/non-PFS migrant student status on student achievement and post-secondary outcomes. As with migrant exposure analyses, multiple regression and logistic regression analyses were conducted depending on the scale of the outcome (continuous or binary). Appropriate demographic factors were controlled for in each PFS/non-PFS analysis (PFS/non-PFS migrant status was the predictor variable in analyses). Odds ratios from logistic regression analyses are presented for dichotomous outcomes (drop out/not, TAKS pass/not, and graduate/not) and standardized beta coefficients from multiple regression analyses are presented for continuous outcomes (attendance and SAT scores).

Summary findings are listed below.

- PFS migrant students were significantly less likely to pass the TAKS than non-PFS migrant students during each evaluation year. Non-PFS migrant students were between 4 and 32 times more likely to pass the TAKS across grades and evaluation years for which those data were available. The odds were lowest in the final study year for which the odds were 4 to 5 times more likely.
- PFS students were significantly less likely to attend school than non-PFS students during each evaluation year. The size of this effect was small and stable over time.
- PFS students were significantly more likely to drop out and less likely to graduate than non-PFS students across years for which these data were available. Non-PFS students were 4 to 5 times more likely to stay in school and 2 to 4 times more likely to graduate than PFS students. There was one deviation to this pattern of effects; during 2004-05, PFS migrant students were significantly less likely to drop out than non-PFS migrant students.

- PFS students had significantly lower SAT scores across years for which those data were available. Effect sizes were in the moderate range and remained stable from year to year.

Table 4.4: Effect Sizes, Direction of Effects, and Significance Levels for Final Step of the Analytical Model for Outcomes: PFS Status (PFS/non-PFS).

	Study Years					
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Variable						
TAKS Grade 5	-6.67**	-4.55**	-8.33**	-5.26**	-7.69**	-4.76**
TAKS Grade 8	-25.00**	-20.00**	-32.20**	-20.00**	-11.11**	-5.30**
TAKS Grade 11				-9.09**	-12.50**	-3.85**
Attendance	-0.13**	-0.13**	-0.16**	-0.13**	-0.13**	-0.13**
Dropout	3.79*	-0.44*	3.99*	3.63*	5.25*	
Graduate	-3.12*	-3.33*	-2.38*	-2.38*	-3.70*	
SAT			-0.55**	-0.49*	-0.48*	

Note. Log odds ratios are reported for TAKS, Dropout, and Graduate. For ease of interpretation, the inverse of the odds ratio is provided for TAKS and Graduate. The direction of the effect is also included for interpretation purposes. Standardized beta coefficients are reported for Attendance and SAT scores. Unstandardized coefficients can be found in Appendix F. *P<.05; ** p<.01. Statistics are presented for key predictors from the final step of each regression analysis, after controlling for background factors. Grey cells indicate missing or insufficient data to conduct analyses.

4.6 Special Program Participation: Descriptive Findings

TMIP and MSGEP participation across study years was examined. Descriptive data are provided to show rates for participation in one component of the TMIP (Out-of-State TAKS testing) and one component of the MSGEP (UT Correspondence Coursework).

4.6.1 TMIP Participation

The frequency with which migrant students participated in the TMIP Out-of-State TAKS testing ranged from 19 to 339 students across years. The number of students participating for each year is shown below. Also shown are the overall TAKS pass rates aggregated across exit exam grades (5, 8, and 11) and content areas. There were low pass rates for those participating in the TMIP Out-of-State TAKS testing each year.

- 19 took the TAKS and 0 passed in 2003-04
- 291 took the TAKS and 13.4% passed in 2004-05
- 339 took the TAKS and 10.3% passed in 2005-06
- 293 took the TAKS and 13.3% passed in 2006-07
- 142 took the TAKS and 1.41% passed in 2007-08
- 142 took the TAKS and 1.41% passed in 2008-09

4.6.2 MSGEP Participation

The frequency with which migrant students participated in the UT Correspondence Coursework MSGEP activity as reported in the NGS ranged from 30 to 84 students across years. Rates of course completion were around 30% during three study years, approximately 50% to 60% during two study years and slightly over 80% during one study year. The number of students participating for each year is shown below:

- 30 in 2003-04
- 47 in 2004-05
- 84 in 2005-06
- 58 in 2006-07

- 31 in 2007-08
- 34 in 2008-09

4.7 Summary and Conclusions

This chapter reported on trends in academic achievement and post-secondary preparedness of migrant students participating in the TMEP as well as two distinct groups of migrant students: PFS and non-PFS students. In addition to examining the impact of the statewide TMEP, this study sought to examine the impact of two special programs, TMIP and MSGEP, on student outcomes. However, limited student level data were available for addressing special program impact and therefore only a description of participation rates could be provided within this report.

Migrant students were significantly less likely to pass the 5th, 8th, or 11th grade TAKS exam than matched non-migrant students for each evaluation year, and indeed, non-migrant students were approximately 1.5 to 2 times more likely to pass the TAKS than a migrant student. Migrant students had significantly lower attendance rates than non-migrant students. Migrant students were more likely to drop out of school than non-migrant students. Migrant students had lower SAT scores than non-migrant students but findings for graduated/not graduated were inconclusive. Migrant students were more likely to graduate than non-migrant students for three out of five study years, although the effect was only significant for 2007-08. The odds of graduating across these years were about 1.2 to 1.4 times more likely for a migrant student as compared to a non-migrant student. Receiving more services was positively and significantly related to attendance rates during the first five of the evaluation years. Receiving more services was significantly related to being less likely to drop out of school but more likely not to graduate. Students participating in more years of the MEP were significantly less likely to drop out during the first five evaluation study years.

When the results were examined for PFS compared to non-PFS students, PFS students were less likely to pass the TAKS, less likely to attend school, had lower SAT scores, and were more likely to drop out and less likely to graduate. Again, it is important to note that findings comparing migrant and non-migrant students and findings for PFS and non-PFS migrant students are based on correlational analyses and therefore, causal conclusions should not be drawn.

5.0 Funding of the Texas Migrant Education Program

TEA makes grant awards directly to school districts and charter schools through IPDs and indirectly through SSAs with ESCs, and directly to regional service centers and other educational entities to meet the needs of migrant children and their families.[44] Grants are awarded from Title I, Part C, Migrant Education according to a complex formula based on a projected migrant student count that provides extra resources to meet the needs of PFS and non-PFS migrant children. The funding formula changes periodically; however, the funding levels change from year-to-year based on a projected number of migrant students that is determined by the number of migrant students reported in past years, and the characteristics of the migrant students, as well as the level of resources available through other funding. An example of the formula used by TEA is shown in **Appendix G**.

Federal migrant grant funds received by TEA have a life of 27 months, after that time they revert, i.e., are no longer eligible for use. TEA uses a FIFO (i.e., first in, first out) method to fund the grants it awards. Amounts left unused in a given year (in which TEA received the funds from the federal government), may serve to fund grants provided to grantees (LEAs) in subsequent years. This fact makes alignment of the year federal funds are received by TEA to the same year it is awarded to an IPD impossible. For example, a grant issued in 2009 to a grantee (IPD) may actually be paid, in part, from funds received in prior years. Thus, total funds budgeted for IPD migrant activities consists of current year allocations that are distributed on a formula basis using IPD flow-through available funds, in addition to carryover funds available to a specific IPD from their prior award years.

[44] All Texas school districts and charter schools are required to determine if migrant students are enrolled in the district. School districts without migrant children are called non-project districts. The majority of Texas school districts are non-project districts. School districts or charter schools with TMEP grant awards and which operate programs for migrant students are called Independent Project Districts (IPDs). Districts and charter schools also may contract with a regional education service center (RESC) or another entity to provide services under a Shared Service Arrangement (SSA). Districts that contract are called SSA districts (SSAD).

Grant awards are distributed to the serving entity based on a reimbursement basis for expenditures made for the purposes of serving the needs of migrant students. Because the distributions are made on a reimbursement basis, entities may draw down funds from one grant award in any of three fiscal years, depending upon when funds were used. Some ESCs and many IPDs draw the full amount of a grant award in the year the award is made, but many others do not.

TEA also awards technical assistance grants to the twenty Texas regional ESCs to provide assistance to IPDs in carrying out the purposes of TMEP.[45] In addition, TEA funds two TMEP-related statewide, special programs, TMIP and MSGEP. TEA awards grants to the Pharr-San Juan-Alamo Independent School District (PSJA) to administer TMIP and to the University of Texas at Austin for MSGEP. During the years reviewed in this program evaluation, TEA also provided a grant to St. Edward's University, but discontinued the grant after 2006-07.[46]

To serve their migrant students, districts receiving TMEP funding may independently operate TMEP projects, i.e., IPDs, or they may contract with an ESC or another educational group under a SSA. When a contractual arrangement is established between an ESC and a school district or districts in which the ESC serves as the fiscal agent and program lead for the TMEP, the districts involved are referred to as SSADs. An SSA may offer a broader array of services than the IPD could offer with limited funding to a small number of students. More than 80 SSADs enroll fewer than 10 migrant students in any one year, although a few districts with more than 500 migrant students use the services of an SSA.

[45] Texas school districts and charter schools are assigned to a region for special services, and for certain reporting responsibilities. A map of the twenty regions is shown in Appendix G. Migrant students are not distributed evenly across the regions, as is shown in Table 5-3.
[46] An evaluation of this program is available from TEA upon request.

5.1 Funding of the TMEP

IPDs may expend funds for migrant students not only from the grant awards made under Title I, Part C Migrant Education but also from the basic Texas school finance awards for general operating expenditures, from special Texas grants, and from other federal programs such as IDEA grants for Special Education, bilingual education grants, or compensatory education grants. This report includes only expenditures made from Title I, Part C Migrant Education funds, not expenditures from any other sources. This is a major limitation because the majority of migrant services are funded with non-migrant funds, as was noted in the Interim Report.

Financial data are reported for five years, 2003-04 through 2007-08; data for 2008-09 were not available in time to include in the analyses. Not all IPDs or SSAs participated in all five years shown in the following tables. Cells in the tables with "0" indicate no funding for a particular year. For each of the five years, **Table 5-1** displays amounts expended in each of the twenty regions by IPDs and the SSA (in those regions that had SSAs).

In 2003-04, IPDs providing services to migrant students and their families expended a total of $46.8 million, while SSAs expended a total of $4.6 million. By 2007-08, IPDs expended $44.2 million, a 5.7% decrease; and SSAs expended $4.0 million, a 13.8% decrease. There was a greater decrease in the percentage of students served by SSAs as compared to the percentage served by IPDs.

Table 5-1: TMEP Expenditure Amounts by IPDs and SSAs, 2003-04 through 2007-08

	2003-04	2004-05	2005-06	2006-07	2007-08
Expenditures by IPDs:					
Region I	24,766,416	23,027,690	22,882,449	25,625,220	25,499,736
Region II	2,437,208	2,682,372	2,406,897	1,901,103	2,007,863
Region III	117,776	93,960	67,705	84,026	75,969
Region IV	1,780,481	1,815,402	1,682,914	987,148	1,766,198
Region V	29,670	102,922	105,720	206,255	171,378
Region VI	146,974	167,031	173,628	160,874	8,292
Region VII	305,880	300,692	202,979	181,862	128,258
Region VIII	451,041	436,833	468,991	478,248	366,705
Region IX	417,874	390,539	271,837	240,082	175,390
Region X	709,811	774,551	440,874	243,049	140,123
Region XI	637,966	584,668	367,498	200,931	154,949
Region XII	717,370	867,395	674,113	542,403	539,686
Region XIII	717,370	867,395	674,113	542,403	539,686
Region XIV	351,020	354,436	329,242	355,534	321,782
Region XV	1,555,810	1,553,806	1,465,316	1,179,782	1,226,933
Region XVI	3,900,260	3,779,707	3,320,595	3,262,420	2,638,925
Region XVII	2,966,509	3,015,556	2,648,427	2,720,855	2,891,275
Region XVIII	668,501	580,074	545,040	647,638	723,879
Region XIX	1,000,293	922,084	1,052,571	908,485	1,154,760
Region XX	3,725,384	3,733,234	3,477,425	3,648,080	4,106,775
Subtotal, IPDs	46,849,767	45,360,403	42,746,006	43,682,419	44,183,785
Expenditures by SSAs:					
Region V	9,660	13,118	11,437	7,797	2,146
Region VI	110,748	110,846	137,625	93,196	164,435
Region VII	0	0	37,452	104,735	67,614
Region VIII	766,244	562,252	532,235	435,064	325,897
Region X	265,908	376,999	260,095	401,707	427,074
Region XI	186,307	149,612	120,102	149,012	288,975
Region XII	217,701	253,863	190,944	203,957	187,962
Region XIII	316,268	244,796	186,320	262,930	247,694
Region XV	0	0	0	5,363	34,402
Region XVI	923,930	878,150	705,834	668,745	494,385
Region XVIII	102,170	71,019	65,855	53,021	89,899
Region XIX	1,731,373	1,620,690	1,324,386	1,364,860	1,291,123
Region XX	0	167,719	136,381	315,972	367,756
Subtotal, SSAs	4,630,309	4,449,064	3,708,666	4,066,359	3,989,362
Total, IPDs and SSAs	$50,881,924	$49,809,467	$46,454,672	$47,738,440	$48,274,160

Source: Calculated by MGT from Texas NCLB Grant Applications and NOGAs (Texas Education Agency, 2004-09).

For each of the five years, **Table 5-2** displays ESC expenditures for technical assistance, the amounts expended for the TMIP program administered by PSJA, funding for MSGEP, and the total expenditures to all grantees (which includes the amounts shown in **Table 5-1**). ESCs expended $4.8 million for technical assistance in 2003-04, and $5.8 million in 2007-08, a 22.6% increase.

Table 5-2: TMEP Expenditure Amounts for Technical Assistance and Special Programs, 2003-04 through 2007-08

	2003-04	2004-05	2005-06	2006-07	2007-08
Technical Assistance Funds:					
Region I	1,237,133	1,565,211	1,607,848	1,586,951	1,602,231
Region II	281,223	341,400	390,142	487,967	386,352
Region III	72,667	78,629	86,972	64,395	104,710
Region IV	124,830	187,334	183,786	184,107	199,277
Region V	49,988	65,000	65,000	57,000	47,257
Region VI	45,295	97,926	124,586	115,101	73,908
Region VII	75,976	70,148	135,693	129,871	89,046
Region VIII	168,092	209,585	198,871	183,886	178,409
Region IX	70,146	84,808	82,240	78,368	75,199
Region X	206,606	269,264	284,671	286,944	287,245
Region XI	184,557	234,131	230,339	222,865	197,570
Region XII	191,325	244,726	231,781	220,987	227,892
Region XIII	188,867	238,258	228,313	216,804	219,928
Region XIV	112,608	142,073	135,228	131,052	127,326
Region XV	169,896	193,976	186,184	174,770	164,800
Region XVI	330,283	437,174	430,595	409,419	393,552
Region XVII	285,573	345,175	329,389	332,995	326,941
Region XVIII	116,880	106,290	133,530	127,385	58,854
Region XIX	147,885	188,488	183,600	178,405	176,857
Region XX	699,735	763,498	785,601	887,047	895,822
Subtotal, Technical Assistance	4,759,564	5,863,094	6,034,369	6,076,319	5,833,176
Special Programs:					
University of Texas- MSGEP	361,945	364,930	349,967	349,985	349,507
St. Edward's University	94,927	99,775	100,000	95,169	0
PSJA ISDTMIP	295,850	206,744	389,238	434,083	467,735
Subtotal, Special Programs	752,722	671,449	839,205	879,237	817,242
GRAND TOTAL, TMEP*	56,992,362	56,344,011	53,328,246	54,704,334	54,823,565

Source: Calculated by MGT from Texas NCLB Grant Applications and NOGAs (Texas Education Agency, 2004-09).
*__NOTE__ that the grand total includes funds shown in Table 5-1.

5.2 Migrant Students Served

The number of students served by migrant education programs varies among the regions, as is shown in **Table 5-3**. Migrant children may be enrolled in more than one IPD or SSA during a school year. For purposes of the data in this section of the report, children are counted in all IPDs or SSAs in which services were provided during a year. Therefore, these counts may not align with the count of students served shown in other sections of the report.

Table 5-3: Number of Migrant Students Served, 2003-04 through 2007-08

Region	2003-04	2004-05	2005-06	2006-07	2007-08
REGION I	57,591	47,429	39,432	32,905	30,755
REGION II	7,899	6,161	4,450	2,705	2,224
REGION III	263	195	143	121	141
REGION IV	5,412	4,443	3,444	2,699	2,653
REGION V	448	447	397	328	251
REGION VI	753	611	371	187	155
REGION VII	859	636	420	215	190
REGION VIII	2,694	1,906	1,426	868	363
REGION IX	669	440	251	128	80
REGION X	2,152	1,683	1,180	717	545
REGION XI	1,701	1,051	676	492	373
REGION XII	959	673	433	237	178
REGION XIII	2,841	2,056	1,448	1,081	951
REGION XIV	990	792	614	428	321
REGION XV	4,582	3,557	2,243	1,429	1,350
REGION XVI	12,546	9,332	6,496	3,693	3,239
REGION XVII	7,098	5,885	4,302	3,296	2,696
REGION XVIII	2,101	1,960	1,556	1,295	1,083
REGION XIX	6,931	5,427	4,062	3,191	2,710
REGION XX	10,113	8,173	6,670	5,388	4,603
TOTAL MIGRANT STUDENTS	128,602	102,857	80,014	61,403	54,861

Source: Calculated by MGT from NGS data files.

Region I IPDs served almost half of the migrant students in 2003-04, 2004-05, and 2005-06, and over half in the other two years for which data are shown. Total numbers of migrant students declined from 128,602 in 2003-04 to 54,861 in 2007-08. As indicated earlier in this report, these declines are likely due to changes in the qualification requirements and changes in the economy resulting in fewer migrant workers and thus, fewer migrant families.

Table 5-4 displays the number of PFS migrant students served by IPDs in each region. These numbers do not agree with numbers of PFS students shown in chapter 4 because of the differences in the sources of data. In 2003-04, IPDs served 31,071 of the 32,194 PFS migrant students, or 93.6%. By 2007-08, the percentage had increased to 94.6%, or 14,134 PFS students out of a total of 14,949 PFS students.

Table 5-4: Number of PFS Migrant Students Served by IPDs, 2003-04 through 2007-08

Region	2003-04	2004-05	2005-06	2006-07	2007-08
REGION I	17,600	14,362	11,756	9,798	9,317
REGION II	1,806	1,193	749	433	383
REGION III	47	51	46	30	50
REGION IV	1,047	782	589	503	491
REGION V	112	90	109	91	16
REGION VI	127	84	43	34	29
REGION VII	151	86	41	24	21
REGION VIII	286	203	100	63	47
REGION IX	126	76	36	23	24
REGION X	194	139	75	36	60
REGION XI	269	150	69	32	37
REGION XII	98	50	31	16	13
REGION XIII	444	279	184	140	118
REGION XIV	167	171	101	74	72
REGION XV	958	712	402	275	263
REGION XVI	2,202	1,417	925	704	763
REGION XVII	1,948	1,662	1,225	898	784
REGION XVIII	272	273	219	160	148
REGION XIX	655	463	366	345	269
REGION XX	2,562	2,264	1,816	1,459	1,229
TOTAL PFS MIGRANT STUDENTS SERVED BY IPDs	31,071	24,507	18,882	15,138	14,134
PERCENT OF TOTAL PFS STUDENTS	93.60%	94.16%	94.45%	93.41%	94.55%

Source: Calculated by MGT from NGS data files.

5.3 TMIP

The goal of TMIP is to facilitate intra- and interstate coordination of programs for mobile migrant children. Specifically, TMIP has four major goals:

1. Provide information on students and progress in meeting the needs of Texas home-based migrant students.
2. Provide coordination to increase the number of Texas home-based students being served in out-of-state summer migrant programs.
3. Provide assistance to high school counselors in meeting the needs of PFS students.
4. Provide opportunities for state academic achievement testing outside of Texas when needed for grade level promotion or graduation requirements for home-based Texas migrant students.[47]

Table 5-5 displays the funding received by Pharr-San Juan-Alamo ISD, the fiscal agent for the program, from 2003-04 through 2007-08. The lowest amount of funding occurred in 2003-04, when TMIP received $206,744 for operations, and increased to $467,735 in 2007-08.

Table 5-5: Funding of TMIP, 2003-04 through 2007-08

Year	Amount
2003-04	$295,850
2004-05	$206,744
2005-06	$389,238
2006-07	$434,083
2007-08	$467,735

Source: Calculated by MGT from Texas NCLB Grant Applications and NOGAs (Texas Education Agency, 2004-09).

[47] For further information about specific services, see chapter 1 as well as Appendix A.

Table 5-6 provides information on the number of students tested for academic achievement under TMIP. It is noted that only a small number of students were tested during the 2003-04 year. While testing of students is only one of the activities carried out by TMIP, data were not available to quantify other goals of the TMIP.

Table 5-6: Students Tested, 2003-04 through 2007-08

Year	Students Tested
2003-04	19
2004-05	291
2005-06	339
2006-07	293
2007-08	142

Source*:* TMIP program reports, 2004-08.

5.4 MSGEP

The University of Texas at Austin administers MSGEP which serves six objectives:

1. Provide alternative credit options for migrant secondary school students through distance learning courses in a variety of delivery formats.
2. Offer a variety of grading options for coursework.
3. Provide preparation materials for the exit level TAKS.
4. Identify and enroll students, issue transcripts and credits to students who complete courses, and support enrolled students.
5. Promote this program among Texas school districts, receiving states, migrant students, and their parents.
6. Implement multiple strategies that result in at least a 75% course completion rate.[48]

[48] Please see chapter 1 and Appendix A for additional information on the program.

Table 5-7 displays the funding received by the University of Texas at Austin for MSGEP over the five year time period, 2003-04 through 2007-08. The maximum received for this project was $364,930 in 2004-05. In all years since, the program has expended approximately $350,000.

Table 5-7: Funding of the MSGEP, 2003-04 through 2007-08

Year	Amount
2003-04	$361,945
2004-05	$364,930
2005-06	$349,967
2006-07	$349,985
2007-08	$349,507

Source: Calculated by MGT from MSGEP program reports and Texas NCLB Grant Applications and NOGAs (Texas Education Agency, 2004-09).

Table 5-8 displays the number of courses completed in the MSGEP. It should be noted that MSGEP does more than assist students in completing courses.

Table 5-8: Course Completions, 2003-04 through 2007-08

	Course Completions
2003-04	856
2004-05	872
2005-06	1,033
2006-07	1,096
2007-08	1,177

Source: Calculated by MGT from MSGEP program reports, 2004-08.

5.5 Summary

IPDs may expend funds for migrant students not only from the grant awards made under Title I, Part C Migrant Education but also from the basic Texas school finance awards for general operating expenditures, from special Texas grants, and from other federal programs such as IDEA grants for Special Education, bilingual education grants, or compensatory education grants. This report includes only expenditures made from Title I, Part C Migrant Education funds. This is a major limitation of the study, because the majority of services to migrant students and their families are funded from other sources.

Financial data are reported for five years, 2003-04 through 2007-08. Not all IPDs or SSAs participated in all five years shown in the exhibits. In 2003-04, IPDs and SSAs providing services to migrant students and their families expended a total of $50.9 million, while RESCs provided $4.8 million of funding for technical assistance activities. Total expenditures for migrant programs, including special programs, in 2003-04 were $57.0 million. By 2007-08, the total expended for migrant programs had declined slightly to $54.8 million, of which $48.3 million was expended through IPDs and SSAs and $5.8 million for technical assistance through RESCs (See **Tables 5-1 and 5-2**).

It is noteworthy that the number of students and amount of expenditures declined over time. These declines can likely be attributed, at least in part, to changes in the federal MEP qualification requirements and changes in the general economy requiring fewer migrant workers.

TMIP facilitates intra- and interstate coordination of programs for mobile migrant children. Over the five years included in this report, TMIP funding increased from $295,850 in 2003-04 to $467,735 in 2007-08. MSGEP provides alternative credit options for migrant secondary school students through distance learning courses. Over the five years included in this report, funding

was approximately $350,000 per year. Migrant students in the program completed more than 5,000 courses over the five years.

It is difficult to draw conclusions from these data because information on other funds used to provide services to migrant students was not available. It is recommended that such revenue and expenditure data be collected by the TMEP so that analyses of the value-added by the TMEP can be completed. To do this likely would require that IPDs and SSAs submit more detailed information on the sources of all expenditures for migrant services.

In addition, it would be helpful in future evaluations if the numbers of students as well as other factors used in the calculation of grant awards were made available to the evaluators and to TEA program staff.

6.0 Conclusions

This TMEP evaluation yielded information on the migrant practices implemented within the state of Texas and the impact of the program on migrant student outcomes. A panel of national migrant experts reviewed the alignment of migrant best practices within the migrant and related literature and made recommendations for future TMEP service delivery within the state of Texas. This study also examined participation in and stakeholder perceived effectiveness of two special migrant programs implemented throughout Texas: TMIP and MSGEP.

This comprehensive evaluation used a mixed methods approach to data collection and evaluation and spanned, when possible, six years of the TMEP implementation from 2003-04 through 2008-09. In the sections that follow the overarching conclusions and recommended next steps for program implementation, student outcomes, expenditures, and evaluation are provided along with caveats regarding the limitations that were experienced in the evaluation of programs designed to support the migrant population.[49]

6.1 Migrant Service Delivery

A review of the migrant literature revealed a lack of empirical research and large-scale studies of effectiveness. However, through a review of smaller-scale ethnographic and qualitative studies of migrant students as well as other related literature, migrant best practice principles were identified: Responsiveness; Communication, Collaboration, and Relationships; Adequate and Appropriate Staffing; Instructional Quality and High Expectations; and Focus on Language Issues.

[49] An interim report (http://ritter.tea.state.tx.us/opge/progeval/Other/TMEP_Interim_0809.pdf) published in August 2009 includes a detailed description of the TMEP as well as the state's service delivery plan and comprehensive needs assessment for providing migrant services.

Overall, the evidence from this study suggests that TMEP instructional and support services being implemented within the state of Texas generally are well-aligned to the best practice principles derived from the literature and that those services are implemented at least somewhat successfully. However, this study also revealed areas for improvement in service delivery through data collected from TMEP coordinator perceptual surveys, interviews and focus groups with stakeholders conducted during site visits to local TMEPs, and recommendations based on an expert panel review. Additionally, there are areas of improvement for two special migrant programs examined within this study: TMIP and MSGEP.

Recommendations for changes in Texas migrant service delivery and data collection specifically related to service delivery include:

- **Provide support to local operating agencies on developing a local needs assessment and determining PFS.** To assist with data collection efforts described in earlier chapters, state support for development of a local needs assessment is indicated. In addition, because of staff attrition, local TMEPs need technical assistance and resource materials to assist in consistently and coherently identifying student needs and monitoring the progress of students who have been determined through an established process to have priority for services.
- **Improve awareness and participation in special programs: TMIP and MSGEP.** Only about 30% of districts reported on the TMEP Coordinator Perceptual Survey that they participated in MSGEP and TMIP. Of those districts that did indicate participation in the programs, most were at least somewhat successful. However, rates of very successful ranged from 20% to 70% with most falling within the 40% to 50% range across special program survey items. Improving awareness of and understanding of how to access and benefit from these programs may help improve usage rates and further improve perceptions of success of special program implementation.

- **Improve opportunities for state academic achievement testing outside of Texas, when needed, for grade-level promotion or graduation requirement for Texas home-based migrant students.** A relatively high percentage of districts did not know whether this service was provided and a correspondingly low percentage of districts indicated that the service was very successfully implemented.
- **Enhance interstate coordination during the summer.** Texas has recommended in its SDP that receiving states provide TAKS remediation. The panel suggested that strategies for communication and coordination activities with receiving states be included along with suggestions for how to prepare students for TAKS testing during the short summertime window of time that they are in the receiving states. It was also suggested that the SDP contain ways that Texas might address TAKS remediation services during the summer in Texas before students travel to the receiving states (typically the month of June). Offering additional strategies for how Texas and the receiving states can partner for more effective communication would add an important safeguard to support students who migrate from Texas.
- **Improve NGS usage rates.** The NGS was reported to be used relatively frequently across TMEP Coordinator Perceptual Survey items but usage rates were still lower than expected. Gathering information from TMEP coordinators to better understand barriers specifically related to NGS usage would provide a good starting point for helping to improve usage rates.
- **Consider how NGS might further support program evaluation and the collection of measurable program outcomes data.** Data collection across Texas' local TMEPs is a large undertaking that is facilitated through NGS. It will be beneficial to program implementation to ensure a complete alignment between the required data fields within NGS and the data elements that local TMEPs need to collect to determine if the

measurable program outcomes are met. This also will be useful for disaggregating data for program improvement purposes.

- **Further explore foundational functions**. Areas of the TMEP that merit further exploration include health, records transfer, and interstate/intrastate coordination because these pivotal areas are common to all migrant programs. Capturing data on the quality of services in these key areas will help illuminate what is lacking to support the achievement of desired program outcomes measured in the evaluation.
- **Emphasize language support across strategies.** The state should emphasize efforts to embed language development within and across all strategies that are recommended through the SDP. This includes strategies to ensure the accurate assessment of student language proficiency**.** While systems and procedures may be in place for the ongoing and accurate assessment of students' language proficiency, more information needs to be collected by the state to monitor this aspect of language support. In addition, more specific guidance could be provided by the state to clarify the role of the TMEP in providing language development services to allocate funds appropriately.
- **Further explore the impact of professional development for TMEP and non-TMEP staff.** The state should survey the extent and quality of training provided to professional and support staff serving migrant students. The practicality of preparing educators to meet the needs of migrant students deserves further study. As part of this effort, the state should identify staff development resources for local TMEP operating agencies, including training for non-TMEP staff. The research literature indicates that training to raise awareness and staff ability to provide culturally and linguistically respectful services to migrant students and families reflects best practice.
- **Provide support for implementation of a mentoring curriculum.** As indicated in the state-level strategies of the SDP, there is a need to develop a mentoring

curriculum for local TMEPs. Enhanced student-to-student and adult-to-student relationships may help students see the positive potential for achievement and the importance of regular attendance, credit accrual, and graduation, as well as post-secondary opportunities. With a K-12 mentoring curriculum to rely upon, TMEP sites will see less of an obstacle in implementing this potentially successful strategy.

- **Clarify how health services are provided.** The expert panel suggested setting measurable program outcomes in the service delivery plan to reflect this core area of concern.
- **Improve collaboration and communication with parents and other key stakeholders within the state and across the country.** TMEP coordinators reported through a perceptual survey relatively lower rates of implementation and implementation success with regard to collaboration and communication. TMEP coordinators and other key service delivery providers would benefit from professional development and support relating to how and when to communicate with parents and other service delivery providers throughout the state and country. Perhaps it would be helpful to leverage the PACs to support this effort. PACs reportedly helped facilitate parental understanding of the TMEP.
- **Provide strategies to support Texas' binational students**. Strategies to address coordination with Mexico's public school system, the *Secretaria de Educación Pública*, to support Texas' substantial binational migrant student population is warranted because of the large number of students who cross the border in both directions. Help teachers in Texas understand the use of the Transfer Document and how the educational systems and the grade levels between the two countries are aligned. Explore partnerships with the university systems and the U.S. Binational Migrant Education Initiative, as well as key agencies in the U.S. and Mexico to help eligible binational migrant youth obtain needed access and resources.

- **Consider offering graduation enhancement activities in the lower grades**. High dropout findings for migrant students call for strategies to be introduced at the lower grade levels. Visits/field trips to colleges and universities, discussions about post-secondary education opportunities, and the involvement of parents in graduation enhancement are a few ways that schools might address dropout prevention at the lower grades.
- **Provide additional technical assistance and training support to local TMEPs**. There were areas for which activities were not noted, such as training on the use of funds and allowable activities in the supportive services areas of health, nutrition, medical/dental, and referrals to community agencies.
- **Focus on increased coordination with ESL/bilingual staff**. To maximize the resources of the TMEP, more coordination with ESL/bilingual staff and programs is needed. The state should model formal and informal networks, provide examples of successful coordination networks, and consider offering incentives for sharing information and resources such as an information roundup of best practices in coordination.
- **Increase access to technology**. As a means of expanding services and sharing effective practices, work with local TMEPs and regional configurations to increase advanced technological options and access to the Internet. Access to the internet was found to be a barrier to some districts.
- **Marshal resources for out-of-school youth**. There was little or no mention of strategies or programs for eligible migrant out-of-school youth. Consider allocating educational and supportive service resources to identify and provide for youth who are recovered from drop out status as well as those who are here to work.

6.2 Summary of Migrant and PFS/non-PFS Migrant Student Outcomes

In addition to understanding the implementation of migrant services and perceived success of program implementation, another critical objective of this study was to understand the educational performance outcomes experienced by migrant students and the impacts of the TMEP on student achievement and post-secondary success. A quasi-experimental design was used to examine the impact of participation in the TMEP. Specifically, a non-migrant sample, matched to the migrant sample on background factors and early achievement, was selected for comparison of outcomes between the migrant student sample and a similarly high-risk group of students. Of course, the matched sample is inherently different on one key factor that cannot be held constant: meeting the migrant federal definition and the criteria pertaining to that definition. Random assignment was not possible for this study because all migrant students who meet the federal migrant definition are eligible for services through the TMEP. Additionally, it was not feasible to capture a true pre-program baseline measure for migrant and non-migrant students as student data were collected retrospectively. Therefore, a matched-comparison group design combined with separate cross-sectional studies (within study year design) was used to examine program impacts and trends over six study years was the most rigorous option for this evaluation study.

A summary of the key findings for each research question related to student educational performance outcomes follows. Also provided for each major finding is an interpretation of the finding.

1. Is migrant status (migrant or matched non-migrant group) significantly related to student educational performance outcomes? What are the trends in the relationship between migrant status and student educational performance outcomes over the six study years?

Findings. Migrant status was significantly related to TAKS pass rates, attendance rates, SAT scores, and dropping out of school for all study years. Students in the migrant group were less likely to pass the TAKS, attended fewer days of school, had lower SAT scores, and were more likely to drop out of school. Migrant status was significantly related to graduation rates for two study years but in opposite directions. The trend in terms of direction of effects for the relationship between migrant status and graduating in 12th grade was such that migrant students were more likely to graduate during three study years but less likely to graduate during two study years. Effect sizes for each of the educational performance outcomes were generally similar over time and in the small to moderate range.

Interpretation. Overall, these findings suggest that migrant students are at higher risk than non-migrant students of having poorer educational performance outcomes, even when compared to non-migrant students who are matched on demographic risk factors and on prior academic achievement. The analysis conducted in this study allowed for a comparison of migrant students with students similar on several factors. Although comparable on a host of demographic factors and on early achievement (grade 3 TAKS), the migrant student group can still be expected to be at higher risk than the non-migrant comparison group given the very nature of qualifying for the federal TMEP which is associated with a variety of *hindering* factors[50] which could not all be controlled for in this study. Thus, while the "comparison" students were similar to the migrant students on many factors associated with risk, migrant students were still at higher risk overall. Program effect sizes were similar across years for TMEP status on student educational performance outcomes so there is no evidence of shifts in the relationship between TMEP status and the study outcomes over time.

[50] The seven areas of concern (also known as hindering factors) impacting migrant students as determined by OME include: Educational Continuity, Instructional Time, School Engagement, English Language Development, Educational Support, Health, and Access to Services. See the TMEP Interim Report for a definition of each of these seven areas of concern.

2. Is the number of TMEP participation years and number of migrant services received significantly related to student educational performance outcomes and if so, how are these factors related over the six study years?

Findings. Students receiving more TMEP supplemental services were significantly less likely to graduate from school but also less likely to drop out across study years and more likely to attend school more regularly. Students participating in the TMEP for more years were also significantly less likely to drop out. Effect sizes were generally small.

Interpretation. It could be that receiving more services and participating in more TMEP years buffers migrant students and allows them to have better educational outcomes in terms of school attendance and not dropping out of school. However, the contrasting finding of migrant students receiving more services and participating in more TMEP years also being less likely to graduate may suggest an alternative explanation, that being that students who are more available for services (at school more often and have not exited either through dropping out or graduating) are more likely to have a greater exposure to the program. The correlational nature of the study limits our interpretation of these findings and it is very possible that both explanations are viable.

3. Is PFS migrant status (PFS migrant or non-PFS migrant group) significantly related to student educational performance outcomes? What are the trends in the relationship between PFS migrant status and student educational performance outcomes over the six study years?

Findings. *PFS* migrant status was significantly related to TAKS passing rates, attendance rates, SAT scores, graduating in 12^{th} grade, and dropping out of school across study years. PFS students had poorer outcomes than non-PFS students controlling for demographic factors. PFS migrant students performed significantly poorer than non-PFS migrant students on all of the

educational performance outcomes examined in this study. Findings were consistent across study years with the exception of dropout rates for one year. The effect sizes varied across years for TAKS passing rates and likelihood of dropping out of school.

Interpretation. It is not surprising that PFS status was linked to poorer educational performance outcomes since being classified as a PFS migrant student, by definition, infers a higher level of risk than being classified as a non-PFS migrant student. It is unclear why the size of the effect varied over time. For TAKS passing rates, the size of the odds of not passing tended to decline in the final year of the study which could be a sign that the gap between non-PFS and PFS student groups is becoming smaller but the correlational nature of the study and the sometimes variable effect sizes across years make this explanation very tentative.

This study could not examine the impact of the MSGEP and TMIP on migrant students due to limited student-level data. Participation rates varied across years but were relatively low each year. However, it is important to emphasize that only one aspect of each program could be examined at the student level.

6.3 TMEP Expenditures

IPDs may expend funds for migrant students not only from the grant awards made under Title I, Part C Migrant Education but also from the basic Texas school finance awards for general operating expenditures, from special Texas grants, and from other federal programs such as IDEA grants for Special Education, bilingual education grants, or compensatory education grants. This report includes only expenditures made from Title I, Part C Migrant Education funds, not expenditures from any other sources. This is a major limitation of the study, because many TMEP services are funded from other sources.

Financial data are reported for five years, 2003-04 through 2007-08. Not all IPDs or SSAs participated in all five years. In 2003-04, IPDs and SSAs providing services to migrant students and their families expended a total of $50.9 million, while RESCs provided $4.8 million of funding for technical assistance activities. Total expenditures for migrant programs in 2003-04 were $57.0 million. By 2007-08, the total expended for migrant programs had declined slightly to $54.8 million, of which $48.1 million was expended through IPDs, and SSAs.

TMIP facilitates intra- and interstate coordination of programs for mobile migrant children. Over the five years included in this report, TMIP funding increased from $295,850 in 2003-04 to $467,735 in 2007-08. MSGEP provides alternative credit options for migrant secondary school students through distance learning courses. Over the five years included in this report, funding was approximately $350,000 per year. Migrant students in the program completed more than 5,000 courses.

6.4 Study Strengths and Limitations

This study allowed for a comprehensive examination of the participation, stakeholder perceived success, and impacts on student educational outcomes of the TMEP based on a wealth of qualitative and quantitative data. This study also synthesizing the migrant and related literature to identify best practice themes in migrant programming and offers an expert panel review of the alignment of the TMEP with best practices gleaned from the literature. Furthermore, expenditures for the TMEP and two longstanding programs were also examined. This comprehensive view of the TMEP in a state with a relatively large group of migrant participating students offers a useful contribution to those with a vested interest in the migrant program.

The design of this study was limited by the nature of the TMEP. Services are provided based on need. It was not possible to randomly assign students to exposure groups or extent of exposure or to experimentally alter when or how students receive services as provision of services is

necessarily based on need. In this study, a matched sample of non-migrant students was identified to identify the closest possible comparison sample in terms of student characteristics.

In addition to this design limitation, data limitations also created challenges. For example, multiple sources of data from multiple databases were necessary to conduct this study. Merging data across files and inclusion of multiple variables in analyses resulted in deletion of students, reducing the sample of students for inclusion in the study. Some data were not available for certain years, reducing the number of years for which trend analyses could be examined. The efforts required for data processing and manipulation of the extant data also added a level of complexity to the study. Financial data were limited to those funds allocated under Title I, Part C Migrant Education and did not include significant funds expended from other sources that were used to meet the needs of migrant students and their families. In addition, IPDs and SSAs could draw down funds from one grant award in any of three years, so the number of students used in the calculation of the grant award did not always match the number of students served in the years in which funds were drawn down.

The way data are maintained on the NGS sometimes created challenges as well. For example, the NGS tracks primarily only migrant services provided through TMEP funding although migrant services may be provided through a variety of sources. Most notably, there were very limited data at the student level, in particular for examining the services provided through the MSGEP and TMIP. The mobile nature of the sample resulted in high attrition rates across years. Furthermore, student outcome measures were not vertically scaled for the study years. A within-year analysis and comparison of trends in effect sizes across years was used. Additionally, the findings in this study are correlational, meaning we can only say there are significant relationships between factors (such as between number of years receiving TMEP services and TAKS passing rates) and cannot say that one factor caused or did not cause the other.

A final consideration is that we cannot quantify the extent to which changes in the federal definition of qualifying for participation in the TMEP may have impacted the evaluation findings, particularly the trends in effects over time.

6.5 Future Study

An examination of trends in outcomes across years subsequent to the federal definition change may help rule out the impact of the shift in federal policy on the evaluation findings. Additional data should be collected for services provided through the TMIP and MSGEP if the state wishes to understand the trends and outcomes of students participating in those programs.

Furthermore, qualitative data should be collected from TMEP coordinators and other service delivery staff regarding NGS usage and communication with parents and TMEP staff within Texas and across states to better understand why there are some gaps in usage and implementation success within these areas. More data on outcomes and service delivery for out-of-school youth should be also collected and analyzed to better understand outcomes and target services for this group.

Regarding financial information, funding from all sources that is used to provide services to migrant students should be clearly identified and collected so that an accurate cost-benefit analysis can be completed. Currently, expenditure data for services to migrant education students is not collected across all funding sources. In addition, the numbers of students and other factors used in the grant calculation should be provided both to TEA TMEP program staff and future evaluators of the program so that a more robust matching of students and expenditures could be completed.

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Appendix A. TMEP Site Visit Event Summary Chart

District/Program	Interviews/Focus Groups *Staff Title (Number of participants)*	Total Number Interviewed
Eagle Pass	Coordinator Identification & Recruitment (ID&R) staff (7) New Generation System (NGS) staff and TMEP Administrative Associate (4) Elementary Principals (4) Secondary staff, Counselors (7)	23
Edinburg	Coordinator, Federal Programs Coordinator Middle School Principal Middle School Migrant Counselor Middle School Migrant Secretary, NGS clerk/recruiter NGS staff, Data Entry Specialist High School Principal High School Migrant Counselor High School Migrant Education Secretary, NGS Clerk/Recruiter Parents (10) Middle/high school students (17)	11 staff, 27 parents/students
El Paso	Coordinator Social Worker, Instructional Officers (3) Counselors (2) At-Risk Coordinators (2)	8
Fort Stockton	District TMEP staff (2), Compliance Monitor	3
Goose Creek	Coordinator Counselor Home-School Liaison NGS and ID&R staff (4) Tutors (5) PAC Members (3)	15
Hereford	Coordinator, Principal, NGS, ID&R, and Building Bridges staff, Migrant Interventionist	6
Irving	Coordinator, Migrant Facilitators (2), Parent Involvement Coordinator	3
Littlefield	Coordinator	1 (phone)
Muleshoe	Coordinator, NGS and ID&R staff	3
Sherman	Coordinator ESC staff	2
Weslaco	Coordinator NGS Supervisor, Migrant Secondary Specialists (3), Migrant Technology Strategist, Head Recruiter Migrant Aide High School Principal, Head Counselor High School Migrant Education Lab Teacher Elementary Principal Parents (7) Elementary students (2) High School students (8)	12 staff, 17 parents/students

(continued)

District/Program	Interviews/Focus Groups Staff Title (Number of participants)	Total Number Interviewed
MSGEP	Coordinator, Assistant Coordinator	2
TMIP	Program Director Administrative Assistant Program Specialists (3)	5

Appendix B-1 Individual Case Studies

Migrant Student Graduation Enhancement Program (MSGEP) Case Study

1.0 Context

The Migrant Student Graduation Enhancement Program (MSGEP), housed in the K-16 Education Center at the University of Texas at Austin, provides free credit recovery via distance learning to high school migrant students. The program offers 42 courses aligned with the Texas Essential Knowledge and Skills (TEKS) and Texas Assessment of Knowledge and Skills (TAKS). Since the program began in 1987, approximately 20,000 migrant students have participated in coursework. Grant funding is provided by Texas Education Agency (TEA) and gifts have been provided by several private sources.

MSGEP is included in this report because it is a long-standing TMEP support system.

2.0 Services/Programming

Graduation Enhancement

The main goal of the program is to increase the graduation rate of Texas migrant students by providing alternative credit recovery via distance learning.

Six MSGEP staff implement all distance learning activities. Staff consist of one project manager, one student development specialist, one administrative associate, one administrative assistant, and two part-time college workers. The project manager has been with the program since its inception in 1987 and oversees grant renewal applications, program services, reporting, and communication with stakeholders. The student development specialist, with the program since 2004, oversees student services, administrative duties, parent presentations and trainings, and assists the coordinator with renewal applications and reporting.

The following are the main grant requirements of the MSGEP:

- Alternative credit options for migrant secondary students via distance learning offered through a variety of accessible delivery systems to include print, electronic, and Internet formats.
- Preparation materials for the exit-level TAKS test for participating students.
- Bilingual instruction support through a toll-free 1-800 number for participating students.
- A variety of grading options to include on-site and mail-in grading.
- Issue credit as a credit-granting institution for all coursework completed.
- Multiple strategies that result in at least a 75 percent credit completion rate for participating students.
- Record coursework information on the state's migrant student database.

- Provide a certificate of completion for participating students who complete coursework.
- Awareness and recruitment materials for the correspondence coursework for secondary migrant students program among Texas districts, states that receive Texas migrant students, migrant students, and their parents that result in 1,100 migrant student enrollments.
- Maintain communication with participating migrant students and educators inside and outside of Texas.

Alterative credit options are available to students through several coursework delivery systems, including print, electronic, and internet formats. Participating students are also eligible to apply for laptops, which are available for those who would like to complete coursework at home or are traveling between states. The Microsoft Foundation has provided the program with free laptops. A high demand for laptops occurs during the summer, when many migrant students are traveling, and there are often waitlists which fluctuate with the seasons. Out-of-date laptops are often presented to the students as gifts. Program enrollment varies by season with the program serving approximately 1200 students during the school year and an additional 400 students during the summer. Around 53 districts and 14 individual schools in the state receive MSGEP services.

Preparation materials for coursework are structured around the TEKS and TAKS and contain differentiation for English Language Learners (ELLs). Approximately 60 credit-bearing courses are available to program participants. Each course requires 80 hours of coursework activity. If a student has mastered most of the coursework for a specific class but left prior to completing the class and receiving credit, they may be able to gain credit by taking the course by examination (CBE) only. MSGEP staff collaborate with a student's teacher to assure coursework is relevant and completed efficiently. In the 2007–08 school year, 858 participants gained credit by CBE, 162 participants by onsite-graded print courses, and 95 participants by onsite-graded CD-ROM courses.

Bilingual instructional support for students is provided through coursework that contains differentiation for English Language Learners (ELLs). The language learners at the University of Texas at Austin's Center for Hispanic Achievement (LUCHA) Program, targeted for students who have emigrated recently from Mexico, provides online supplemental instruction and course credit for Spanish-speaking secondary students. A toll-free 1-800 number is available to offer bilingual instruction support.

Grading options include on-site, mail-in, and electronic grading. On-site grading is provided by department instructors certified in a Texas secondary core content area. Students can submit assignments for grading through a variety of ways: fax, mail, or an online course delivery tool. LEA staff are provided with assignment answer keys to facilitate the grading process. MSGEP covers shipping costs of any materials sent to students, as well as sends postage-paid envelopes to students needing to mail in assignments.

Credit is issued upon course completion and a transcript is issued to the school the student is attending. Credit may be issued from the University of Texas Austin High School in certain cases.

Multiple strategies to maintain a 75 percent credit completion rate are implemented throughout the school year. For all courses, a final exam review is provided for participants. Additional time on exams is given to students with language barriers. If a student only needs to cover partial coursework, MSGEP staff coordinate with LEA staff to determine lessons needing to be covered. A packet, including guidelines for partial work, is provided for LEA staff, to assist coordination in planning student work.

Coursework is recorded into a database including student demographic information, assignment grades, and final exam grades. This data can be disaggregated by course, delivery system, or geographic location and provides quantitative data analysis on various aspects of the program. Student progress reports are sent to teachers, parents, and TMEP staff every six weeks. MSGEP enrollment and course completion information are updated daily and this information contributes to a monthly report showing how data aligns to program goals associated with enrollment, completion, reaching priority-for-services students, and number of districts and schools receiving services.

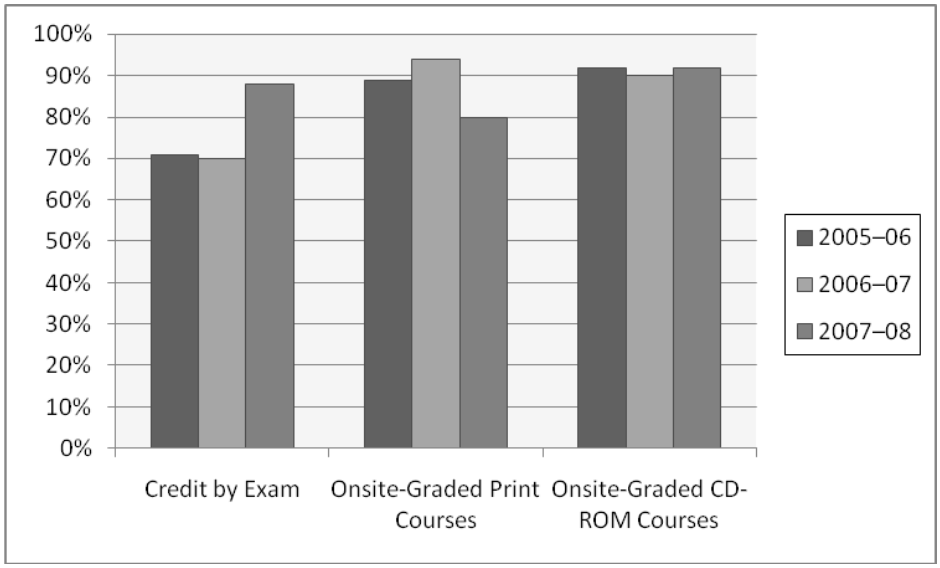
A certificate of completion is presented to all participants upon fulfilling coursework requirements at a ceremony. Recognition and motivation include an Exemplary Student Program in which students apply to be recognized in a booklet of 40 exemplary students selected by former program participants. Five scholarships from Exxon Mobile are also awarded annually to participants.

Awareness and recruitment materials for the correspondence coursework for secondary migrant students program among Texas districts, states that receive Texas migrant students, migrant students, and their parents are provided at national and state presentations and trainings. Staff also promote the program through brochures, website material, meetings with regional Educational Service Centers (ESCs), professional development, and word-of-mouth communication. Many students find out about the MSGEP program from LEA TMEP staff, rarely do students initiate contact with the program. LEA TMEP staff also invite MSGEP staff to Parent Advisory Council (PAC) meetings to disseminate program information. Often, the program will serve all siblings of a family as they reach the secondary level.

Communication is highly dependent on the MSGEP staff's relationship with LEA TMEP staff. LEA TMEP staff are the main contact for communicating program information and increasing student participation. LEA staff notify the program if a student has migrated to another state. Upon notification, MSGEP staff contact the receiving state and explain the program and ways to assist the student in completing coursework. Students may also report migrations to the program through a postage-paid postcard or by calling the toll-free 1-800 number. When participants return to Texas, MSGEP staff inform LEA staff of credits earned and of partial work completed.

Program assessment is completed through an annual evaluation based on disaggregation of student data collected throughout program participation and is presented to any school, district, ESC, or receiving state that has participants in the program. MSGEP staff also use informal feedback from students, educators, and parents during enrollment, course completion process, trainings, conferences, and meetings. A database of training sessions and participant information is maintained to store feedback. MSGEP uses the data that is gathered to inform decision-making for future planning as well as determine if program goals and objectives have been met. See **Table 1** for information on completions by credit options.

TABLE 1
Percent Compiled by Credit Options



Source: *Final Evaluation Report to the Texas Education Agency from the Migrant Special Project Correspondence Coursework for Migrant Secondary Students at the University of Texas at Austin, September 2008.*
NOTE: Data was only reported for the top three most populated credit options.

3.0 Facilitators

Factors that supported and facilitated successful program implementation and service delivery included the following:

- Access to UT part-time staff and IT staff
- Various delivery systems allow for flexibility in grading options
- UT development office helps with gifts like laptops
- Strong monitoring, data collection, evaluation

4.0 Barriers

Factors that presented challenges or barriers to successful program implementation and service delivery included the following:

- Funding/resources
- Loss of 200 participants due to the closure of a partnering graduation enhancement program at St. Edward's University
- Little collaboration with other universities in Texas, but MSGEP staff are hoping to work with the new program at University of Texas Pan American, depending upon enrollment
- No dual credit coursework is offered

Texas Migrant Interstate Program (TMIP) Case Study

1.0 Context

The Texas Migrant Interstate Program (TMIP) is a special project of the Texas Education Agency, division of No Child Left Behind program coordination. Its purpose is to facilitate intra- and interstate coordination in order to help meet the educational needs of migrant children from Texas who migrate out of state.

The TMIP program has been in existence for over 25 years. Texas is only one of two states in the nation with such a program.

The overall goal of the program is:

To increase the graduation rate of Texas migrant students by promoting coordination and cooperation among migrant education programs (TMEPs) throughout the United States.

This is accomplished by four major working goals:

- Provide intra- and interstate coordination resulting in exchange of critical student information and progress in meeting the needs of Texas home-based migrant students.
- Provide intra- and interstate coordination aimed at increasing the number of Texas home-based migrant students being served in out-of-state summer migrant programs.
- Provide assistance to high school counselors in meeting the needs of migrant secondary students identified as Priority for Service (PFS).
- Provide opportunities for state academic achievement testing outside of Texas when needed for grade level promotion or graduation requirement for Texas home-based migrant students.

Emphasis is placed on serving those migrant students identified as Priority for Service (PFS), students who are failing or most at risk of failing to meet the state's content and performance standards, and whose education has been interrupted during the regular school year.

2.0 Services and Programming

The TMIP is housed in the Pharr-San Juan-Alamo (PSJA) Independent School District in the Rio Grande Valley of Texas, in Education Service Center Region I (ESC Region I). PSJA serves as the fiscal agent for the program, and the deputy superintendent of the district serves as the district's oversight for the program. According to the TMIP director, the program was set up to be housed within Region I because, at the time, the region had the largest number of migrant students in the state.

The program staff consist of a director, three program specialists, an administrative assistant, and two program clerks. The program specialists, while all cross-trained, have some primary responsibilities. One specialist is responsible for coordinating activities related to the Bert Corona Leadership Institute and the Exemplary Migrant Student (EMS) Project. Another specialist is responsible for TAKS testing related activities and another for the program's required mid-year and final reports. Within those broad responsibilities, the program staff execute many tasks and activities, including:

- An annual interstate secondary credit accrual workshop.
- Maintaining a toll-free telephone line to facilitate intra- and interstate coordination inquiries to assist students in meeting graduation requirements.
- Maintaining ongoing coordination activities, in partnership with Pearson Education Measurements in Austin, with states receiving Texas migrant students during the fall, spring, and summer, to facilitate verification of student eligibility, preparation of students for TAAS and TAKS testing, and dissemination of materials to all testing sites. Since 1991, over 2,500 students have participated in this testing process.
- Managing the annual process for nominations and selection of the Exemplary Migrant Students (EMS) from Texas high schools. The TMIP produces an EMS booklet featuring the students, and prepares a video presentation which is shown during the opening general session of the Texas Migrant Education Conference, where the students are showcased and honored. Since 1981, over 4,300 exemplary students have been recognized through this project.
- Sponsoring, along with ESCs, students to attend the annual Bert Corona Leadership Institute in Washington, DC Since 2006, TMIP has sponsored 63 students for the institute.
- Maintaining a Web-based directory of Rio Grande Valley migrant counselors.
- Maintaining a program website with online resources to support interstate coordination efforts.
- Providing information to interested parties on scholarships for migrant students.
- Making presentations to parents, students, and school personnel on the academic needs of migrant students and the assistance resources available through TMIP.

3.0 Facilitators

- Local Texas districts contact TMIP for assistance if they are having trouble tracking down a student or a family. Receiving states contact TMIP if they have trouble reaching a child's Texas district or if they are unsure which district to contact. TMIP is a point of contact for any liaison efforts among the students' migration locations. While some larger school districts have adequate staffing to manage these issues, with the large number of

smaller school districts in the state, many have small staffs that may not have the time for managing these issues on their own, and TMIP is a resource for them. The TMIP serves all Region ESCs district in Texas and 48 states.

- Testing is an integral part of this facilitation. Out-of-state testing of Texas students began in 1992. This effort allows Texas students who migrate to other states an equal opportunity to test as if they had remained in Texas, thus ensuring they do not fall behind in school progress. In years past, TMIP sent staff to conduct the Texas students' TAAS and TAKS testing in their migrant states. However, this was not a cost-effective or time-effective way to conduct this program component, nor could it reach many students. TMIP now trains select staff in receiving states to administer the training themselves. The training is done at the national migrant education conference, which has been found to be a cost-effective way of doing so. TMIP ensures training standards remain high, all testing is done according to the state standard protocols and procedures, and facilitating for testing occurs. Presently, 14 states have TAKS test administrators:

Delaware	Missouri
Georgia	Montana
Illinois	North Dakota
Indiana	Ohio
Maryland	Washington
Michigan	Wisconsin
Minnesota	Wyoming

- Additionally, six states provide TAAS testing only: Arkansas, California, Colorado, Iowa, Pennsylvania, and Virginia.
- The TMIP office is fully staffed year round. This is especially beneficial in the summer months, when migrating students need assistance with facilitation of testing and TAKS remediation, since many of their Texas school districts are not fully staffed, making the receiving state's needs for communication with the home state/district problematic. The TMIP staff are available to fill this void and facilitate any needs of the receiving state to ensure the students are adequately served.
- Presently, all TMIP staff come from a migrant family background. The director reported that a migrant background provides the staff with the most passion and commitment for program's work.

4.0 Barriers

- TMIP receives annual funding through a competitive grant process. While the current program has managed the grant since the inception of the program in 1981, the need to write an application annually for continued funding places a strain and stress on the staff. With small staff, the grant application process takes time away from program service delivery. Also, with year-to-year funding, it is difficult to maintain long-term quality staff

because staff reported worrying about the longevity of their positions. The most recent grant application cycle funded the project for two years. Consideration of continued multi-year funding would create a sense of stability and sustainability for the program. Subsequent year funding could remain contingent upon meeting certain performance measures and accountability targets, but would allow for more flexibility in that staff does not need to prepare a full competitive grant application once a year.

- Program funding from the state increased in 2006. It remained constant in 2007 and 2008, while operating costs in several areas continue to rise. With a small-staffed program, such as TMIP, serving a state the size of Texas, and with interstate responsibilities as a core component of the program, travel is an integral part of conducting business. Mileage rates continue to increase, as do feasible travel-per-diem costs and personnel costs such as benefits. A program that has a statewide and interstate focus also must rely on quality and reliable communications, many electronic and technology driven. The costs for maintaining reliable, up-to-date technology are crucial. With a constant annual budget that does not factor in any increases in business costs, services could suffer and decrease. For example, the number of exemplary migrant students the program recognizes has decreased from 15 to 5, due to budget issues.
- Options for increasing funding should be considered, such as increased state funding, some contribution from the host site/fiscal agent, discretionary grant writing or other fund raising efforts, or a combination of some of these options.
- If more states were to participate in the interstate testing process, more students could access the program. Understanding that the chief state school officer must be a signatory to any such agreement for a state to participate, concerted efforts from Texas might be beneficial for striving to add more states to the participating roster.
- The TMIP director indicated he has noticed a trend of decreasing migrant counselors in school districts. He sees a possibility for TMIP to fill this void if the program could obtain funding for migrant counselor positions at the TMIP level that could have some liaison responsibilities, specifically with schools without migrant counselors.

Eagle Pass ISD Case Study

1.0 Context

The Eagle Pass Independent School District (EPISD) is located in south Texas, less than five miles from the Mexico border. The district includes 2 comprehensive high schools, 2 junior high schools, and 15 elementary schools, serving 13,797 students. Student enrollment in the district has increased by more than three percent over the past five years, growing from 13,385 students in 2003–04 to 13,797 in 2007–08. During this five-year period, the student group identified as limited English proficient (LEP) increased by approximately two percentage points. In contrast, the student group identified as economically disadvantaged decreased by more than five percentage points, followed by the student group identified as at risk, which dropped by nearly four percentage points. All other student groups have remained stable. **Table 1** provides EPISD enrollment and demographic data from 2003–04 through 2007–08.

According to a January 2009 New Generation System (NGS) count, the district identified and recruited 1,603 migrant students for participation in EPISD Migrant Education Program (TMEP) services. Comparing the 2004 and 2008 academic years, the NGS migrant count decreased by 30.5 percent. The NGS count includes three- and four-year-old students participating in early childhood education programs, as well as older students who are out of school pursuing GED certification.

Staff reported that an additional 200 students had been identified as eligible in the district but were not enrolled. These students were mainly 3 and 4 year olds and those between the ages of 18 and 22. According to district staff, the migrant population has been steadily declining over the last 20 years from close to 5,000 students in the late 1970s to just over 1,500 in 2009. The migrant population served by the district is not composed primarily of recent immigrants from Mexico, but, rather, families that have lived in the area for generations. Staff reported that about 10-20 new families are identified each year, often young married couples who were already existing residents. While in Eagle Pass, most migrant family members work temporarily or part-time in the construction, automotive repair, or home daycare industries. Often they are unemployed for some of the approximately five months they reside in the area. The majority of families migrate to Minnesota and Wisconsin during the spring/summer months, working in food processing facilities and doing field work associated with the sugar beet industry in these states. Most families leave the district March through May, though, increasingly, staff reported that they have been able to convince families to stay (or have children stay with relatives) until school is out for TAKS testing purposes.

TABLE 1
Enrollment and Demographic Profile

Academic Year	Total Students	Student Group*								NGS Migrant Count
		AA	H	W	NA	A/PI	ED	LEP	AR	
2007–08	13,797	0.1%	97.3%	1.1%	1.4%	0.2%	86.2%	40.1%	64.5%	1652
2006–07	13,816	0.1%	97.6%	1.0%	1.1%	0.2%	86.9%	38.4%	67.4%	1894
2005–06	13,740	0.1%	97.6%	1.1%	1.1%	0.1%	87.7%	37.9%	71.0%	2137
2004–05	13,531	0.1%	97.4%	1.1%	1.3%	0.2%	90.3%	38.2%	68.1%	2096
2003–04	13,385	0.1%	97.1%	1.3%	1.3%	0.2%	91.3%	37.9%	--	2372
Change**	**+3.1%**	**0.0%**	**+0.2%**	**-0.2%**	**+0.1%**	**0.0%**	**-5.1%**	**+2.2%**	**-3.6%**	**-30.5%**

Source: *AEIS district reports; TEA-provided NGS data October, 2009.*

**Indicates AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient; AR = At-Risk*

***Indicates the increase (+) or decrease (-) in a population between the 2004 and 2008 academic years. For AR, because at-risk student data was not reported in 2003–04 district AEIS, percentage increase/decrease is between the 2005 and 2008 academic years.*

2.0 District TMEP Staffing

District TMEP staff included the coordinator and secretary, 3 NGS staff, 4 district-based recruiters, 14 campus-based recruiters (partially funded), 2 Building Bridges teachers, 2 Building Bridges instructional aides, 2 migrant pre-k instructional aides, TMEP-funded instructional aides at the district's elementary schools (8 part-time, 5 full-time, dependent on percentage of migrants at schools), and 1 designated migrant counselor and clerk serving the district's two high schools.

3.0 Services/Programming

Education Service Center-Region XX (ESC Region XX) TMEP staff recommended the EPISD TMEP because of its overall delivery of strong comprehensive programming. EPISD migrant students also demonstrated strong performance on the Texas Assessment of Knowledge and Skills (TAKS) in both English language arts (ELA) and mathematics.

Key components of EPISD's TMEP include:

- Recruitment
- Data collection, record keeping and evaluation
- Early childhood education
- Supplemental academic support
- Secondary credit accrual/credit recovery
- Migrant counseling services/college bound services
- Enrichment activities
- Parent education and involvement
- TAKS preparation/remediation/interstate TAKS coordination

Recruitment

The district partially funds a staff member (15 percent of full-time equivalent) with migrant recruitment responsibilities at each campus in the district. The district refers to these recruiters as Service Advocate Recruiters (SARs) and they are responsible for recruiting families in the school zone during the school year. They have other duties associated with Title I and Title III services, which fund the remainder of their salaries. Four 100 percent TMEP-funded district-level recruiters work year round and coordinate with the campus-based recruiters. Campus-based recruiters work closely with campus counselors and play a major role in communicating with migrant families throughout the school year, finding out when each family plans to move and return so that appropriate services can be coordinated. Recruiters meet regularly to share identification information, coordinate referrals, and ensure no duplication of service (for instance, when a family has children at multiple campuses).

Key recruitment strategies used by SARs include the following:

- SARs review campus enrollment/registration information to identify migrant students and to ensure that already identified migrant students enroll. Because many migrant students enroll on an individual basis after the start of the school year, SARs visit the campus on a daily basis to be available for identifications and recruitment when new students come to register. An ESC Region XX survey is included in the registration process to identify migrant families.
- SARs make house-to-house visits in their assigned zone, knocking on doors and visiting families that other families have indicated are migrants.
- SARs post flyers about TMEP services at locations in the migrant community, such as stores, churches, apartment complexes, and at the area housing authority offices.
- SARs conduct blanket mailings to addresses in communities where most migrants live.

Once potential migrant families/students are identified, a SAR sets up an appointment with the family for a home visit. The SAR interviews the family to make a final determination on eligibility, conduct a family needs assessment, make referrals, and fill out any necessary forms. The SAR communicates regularly with parents throughout the year about student progress and issues, especially those related to Priority for Service students. These communications occur about every four and half weeks if the student is performing well, and more frequently, sometimes weekly, if there are performance, attendance, or discipline issues. SARs also mail out progress reports to families and follow up when necessary. Because many recruiters also have other roles on campus, they are able to monitor student participation and progress in supplemental services funded through Title Part A. and Title III. As the primary campus and district liaison for migrant families, SARs personally invite parents to all parent involvement activities at the campus (such as coffee with the principal, campus wide instructional meetings, or migrant-specific family literacy or other programs) and/or district-sponsored activities. SARs regularly participate in events and activities that migrant parents and students attend, such as college tours or campus wide parent involvement activities and serve as translators or migrant family facilitators at campus wide or district wide events. Recruiters mail or call all their assigned migrant families with reminders about campus and district events and advertise in the local media.

SARs reported trying new strategies to increase parent involvement and helping families manage the large number of meetings that migrant families with children at several grade levels can or should attend. SARs also ensure that transportation, snacks, and childcare issues are addressed for migrant families at all campus and district meetings.

The district has implemented a comprehensive data collection system that recruiters use to document all family contacts, ongoing needs assessments and referrals, and student monitoring. Forms for phone logs and home visits that include a family needs checklist are provided as part of the district's overall Title I and Title III parent involvement initiatives. SARs are required to fill out a Family Needs Checklist every time they visit a family.

Families are also given a district-published migrant information booklet that provides contact information for recruiters and designated district and campus-based migrant services staff, school calendars, bus and transportation information, contact details and telephone extension lists for school administrators and all school staff, class schedules for programs offered at the EPISD Parent and Community Education Center, contact information for all public community resources (health, housing, education, legal, and other community and health/human service agencies), information on migrant eligibility, graduation requirements and course taking sequences for high school, a comprehensive list of available migrant education services, school-year and summer schedules for distance learning, TAKS remediation, and other extended learning opportunities, dates and locations for Reading Is Fundamental book distributions, information on family literacy events held at each elementary campus, scholarship research resources, and monthly college admissions testing registration deadlines and testing dates.

To ensure migrant family access to services, the district maintains close contact with an extensive group of community service agencies providing health, counseling, childcare, education, and human services, as well as representatives from the Texas Workforce Commission. The district Federal Programs Director arranges monthly committee meetings between district and agency staff with emphasis on eligibility and service coordination for low income families, including migrants. Collaboration with colleges, nursing and technical skills programs, and career education programs is included in the district's service coordination efforts.

Migrant recruiters are required to maintain service provision binders for their campuses. At the end of the year, the district TMEP director reviews this data in the binder and creates a report for the campus (Migrant Education Services Compliance Data and Duties) that is provided to campus principals. The report assesses the level of service related evidence that campus-based SARs are completing for the following required services:

- Priority for Service (PFS) ledgers
- PFS progress reports
- PFS home visits
- Identification and recruitment home visits
- Referrals to community service agencies
- Employment surveys (August and November)
- Out-of-school youth services referrals

Campus principals are encouraged to follow-up with the SAR to ensure any necessary improvements are made. The director plans to adopt this process as a formal evaluation process for campus SARs.

Data Collection, Record Keeping, and Evaluation

The district TMEP initiated data collection and documentation systems at each level of migrant education. Required district-developed reports, checklists, and record-keeping protocols are submitted on a regular schedule to the district TMEP director. Details of data collection requirements associated with various TMEP staff responsibilities are included in each section of this report. The extensive and systematic collection and reporting of TMEP data assists in ongoing evaluation of the program.

In terms of student performance, the district TMEP director collects and reviews migrant student TAKS data over the summer. He prepares campus level reports and meets with principals to discuss migrant student outcomes. ESC Region XX staff reported that the migrant-funded counselor at the high school levels also provides close monitoring of student performance and progress.

In addition, the district TMEP office collects and reviews a wide range of data to ensure migrant student and family needs are met through coordinated and timely service provision, to identify new areas of need, and to evaluate overall program activities. Examples of some the data collected and regularly reviewed by the district TMEP office include:

- Completed Campus Migrant Employment Surveys (used to collect information about family moves)
- Family Needs Checklists
- Credit Recovery Reports
- Instructional Aides Ledgers
- TAKS Performance Reports for Principals and Instructional Officers
- Nine Week Cycle Reports/PEIMS Report Cards
- College Applicants/Scholarships

Three designated staff are responsible for data collection and data entry into NGS. These staff have specific roles in collecting, verifying, and inputting migrant data, especially COEs, to ensure that accurate and complete data is entered into the system. Their work involves contacting other districts in receiving states, identifying conflicts, and notifying SARs about conflicting information.

NGS staff serve as another important contact for parents, students, and school staff when migrants are in other states and districts. They work with TMIP staff, as well as staff from CAMP programs, who need specific student information to supplement applications. NGS staff receive required annual state training; and, because they have been working in migrant education in the district for a long time, find repeat trainings somewhat redundant. Staff reported that as the NGS system has evolved, the additions and improvements to the system have made their work easier. NGS staff most frequently work with counselors,

registration clerks, and nurses at the campus level. Staff reported that the district systems for documenting services (GED, books, clothing, supplies for students, service referrals) make their jobs easier.

NGS staff serve a key role in monthly record checking to verify records as young children become eligible for services. For example, NGS staff generate monthly lists by birthdates for a family's children so SARs can make contact with the family, make sure they are still in the district, and enroll or refer them for pre-kindergarten services. ESC Region XX staff reported that the district's NGS staff ensure data is accurate and timely and that all state requirements for NGS staff are followed. In addition, the TMEP-NGS specialist provides monthly reports to recruiters about migrant families expected to return and the current families in their school zone area.

Early Childhood Education

Many of the area's migrant families use the area's five community-based Head Start programs for early childhood education, primarily because their children started participating in the program as infants and eligibility requirements are more flexible than migrant programs. The district migrant office makes referrals to these programs and works together in meeting district-eligible migrant family needs.

In addition, the district funds two Building Bridges teachers and two classroom aides to serve migrant three- and four-year olds in the area of the district where most migrant families live. Thirty-one students were served in 2008–09. Both teachers have taught the Building Bridges program for many years (over 30, collectively) and have substantially supplemented the curriculum over that time period. In addition, the district TMEP director researched and selected a pre-school observation checklist and evaluation tool (Pocet, available from the Excellence Learning Corporation) that provides pre-school developmental guidelines and scope and sequence in all basic pre-school skills in language, literacy, mathematics, creative arts, approaches to learning, science, and physical health and safety. This helped align the preschool curriculum with state standards to standardize, update, and enhance the Building Bridges curriculum. Staff reported that supplementing the Building Bridges curriculum was essential, as it was limited in scope and outdated.

The district TMEP supports two additional migrant instructional aides (100 percent funding) at two of the district's five pre-kindergarten campuses serving the highest numbers of migrant pre-kindergarten students.

Supplemental Academic Support

A wide range of supplemental extended day/week academic services are provided through Title I, Title III, and state compensatory education funding and the TMEP program coordinates extensively to ensure migrant students participate in these services.

Elementary level supplemental services include:

- Regular tutorials based on nine-weeks failures
- TAKS mathematics and reading tutorials
- LEP tutorials

- Saturday reading program
- Super science academy

At the secondary level supplemental services include:

- Regular tutorials
- TAKS remediation
- LEP tutorials
- PLATO credit recovery

In addition, the TMEP supports instructional aides at each campus (50 percent funded at some campuses, 100 percent at campuses serving the highest numbers of migrant students) to provide individualized in-class support to struggling migrant students. TMEP staff reported that this strategy was adopted due to the high numbers of low-income students receiving tutoring support through Title I funded programs; the aides provide an additional level of quality of academic support for migrant students.

TAKS Remediation and Secondary Credit Accrual

In addition to Title I-supported TAKS remediation programming, the district offers a full range of credit accrual/recovery programs. Migrant-funded programming at the high school level or at middle schools serving high numbers of migrant students includes:

- Summer Distance learning (PLATO credit recovery)
- Summer PASS
- MySatori Online TAKS prep
- Saturday TAKS camp (for middle school)
- UT Migrant Student Graduation Enhancement Program (MSGEP)

A district PLATO lab teacher, based at one of the district's high schools serving the majority of migrant students, coordinates all credit recovery and TAKS remediation (school-based or distance learning) for migrant students working closely with the counselors from their schools. For online, computer-based programs, the district issues students laptops for the summer. The migrant counselors create credit recovery plans with individual students, and work with campus staff to provide accelerated coursework for students who know they will be returning to the district late, so they can complete the coursework ahead of time. This pre-planning for credit accrual typically occurs in March. Nine-week, partial, and full credit recovery options are offered by the district. For school-based credit accrual or course makeup services, if students are unable to attend after-school programs, the counselor arranges makeup course packets which students can complete at home.

Migrant Counseling Services

The district TMEP director provides annual training on migrant services to all district counselors. In addition, the district has identified regular ("foundation") counselors at each middle school who are responsible both for a group of general students based on alphabetical last name and the campus' migrant students. ESC Region XX staff reported that these counselors are aware of guidelines and requirements to graduate on time and help to ensure a smooth transition from elementary to secondary school. The TMEP funds a year-round migrant counselor and a migrant clerk at the high school level who serve migrant students only at the district's two comprehensive high schools. Migrant counselors serve as year-round contacts for migrant students and work closely with campus SARs. Counselors are responsible for tracking student participation in supplemental academic services, TAKS remediation, and credit recovery. They work with SARs in contacting parents about educational issues as well as additional services (clothing, supplies, etc.). They are responsible for establishing where students will be over the summer and work with their counterparts in receiving states to track student enrollment and participation in educational programming. Counselors are responsible for collecting information, filling out forms, and reporting to the Texas Migrant Interstate Program (TMIP) to ensure students who withdraw early take the TAKS in the receiving state. District staff have comprehensive records from the campus-based instructional aides and provide records and information for students when receiving states call.

Migrant counseling records include the following information:

- Counselors log of sessions with student
- Academic Progress Charts by nine-week cycles
- Counseling services provided
- PFS ledgers/supplemental services/grades
- PFS progress reports
- PFS student plans
- College admissions data
- CAMP applicant list and status
- College applicant lists/College tour data
- Acceptance letters
- PSAT/SAT/ACT testing records
- Scholarships lists
- FAFSA completion

Counselors are also required to provide the following individual migrant student records:

- Personal graduation plans
- Academic achievement records
- TAKS exit-level data
- Migrants in AP courses
- Credit-by-exam

- Migrants in dual-credit courses
- GED/PLATO participation and schedules
- UT MSGEP participants

The high school migrant counseling staff, who split time between the district's two high schools, have a high degree of personal contact with students and assist with reviewing student data and credit recovery plans, scheduling conferences or calls with parents of migrant students, academic scheduling, annual revisions to graduation plans, and college admissions tests, applications, and scholarship support. The migrant counselor works directly with the principal in making placement and credit awards decisions, often reviewing course descriptions from schools attended in receiving states.

At the middle school level, foundation counselors help migrant students develop graduation plans aimed at RHSP/DAP diplomas. These plans are reviewed each year at the high school level.

The district reported that dropout prevention is an area of concern. Currently, counselors refer migrant students to existing dropout prevention services, but the district is researching a migrant-specific program to address migrant dropout rates. Counselors also invest in recovery of migrant student dropouts through tracking, contact with families and referrals, and information about options.

Enrichment Activities

Campus-level staff reported both districtwide and personal efforts to make migrant students feel respected and proud, facilitated by the large number of staff who come from migrant backgrounds. Campus principals at the elementary level make special efforts to personally welcome migrant students when they enroll in school, include new migrant student enrollments as a topic in campus meeting agendas, and work with individual teachers to get prepared for new migrant students in their classrooms. Elementary principals also reported encouraging staff through newsletters and other communications to focus some classroom activities on the unique knowledge and experiences that migrant students bring to the classroom.

Campus staff were appreciative of the research and recommendations provided by the district TMEP director for supplemental and enrichment support materials for migrant students, as well as funding at some campuses for the purchase and pilot implementation of technology-based supplemental instruction and enrichment programs targeting migrant students.
The district organizes a range of enrichment activities for migrant students with recruitment coordinated through campus-based counselors. These include:

- Educational tours
- College tours and college awareness
- Summer leadership activities

Educational Tours

Three tours for migrant students in grades 3–6 are organized per year to educational institutions, such as museums, science centers, or university-based educational events such as UT Explore.

College Tours and College Awareness

The district coordinates four visits to regional and state colleges and universities during the year. In addition, the district supports the Path to Scholarships program, which is offered two times per year at high school level and one time per year at middle school level.

Summer Leadership Activities

Several summer activities available to secondary migrant students are focused on leadership, character education, postsecondary planning, and civic education. These include Camp of Champs, Empowerment Today, Bert Corona Institute, and Lone Star Leadership Academy. Students who will remain in the area through event dates are recruited for participation in these activities by counselors.

Parent Education and Involvement

As described above, as the primary liaison with migrant families, SARs conduct much of the outreach to parents and facilitate migrant family participation. The district's parent involvement director also works directly with migrant families and has accompanied migrant parents to state and national training and events designed to address their needs. The district's parent involvement strategies are used to build migrant parent knowledge and understanding of educational services and requirements and to empower them to serve as resources for other parents.

At the campus level, principals reported that migrant family participation is a priority and parent involvement activities such as award ceremonies, family literacy, and science fair, are scheduled intentionally after migrant families arrive back in the area.

At the elementary level, when migrant students leave the district for the summer, they leave with a list of activities/suggestions for parents that families can do together or that provide mini-lessons in reading or English practice (for example, reading menus or signs and going to the library). Each campus is required to sponsor a reading-focused event at every grade level as the introduction to a summer reading initiative that features activities such as book parties or plays. These events are offered during different times of the days so parents can attend all the events when they have children in multiple grades. Books and activities are distributed at these events and each grade level creates a Web site of activities that parents and students can refer to throughout the summer.

Migrant staff report to parents on student performance on a monthly basis. Staff reported that campuses do a good job of informing migrant parents about educational requirements, especially testing, and emphasis in all parent contacts on understanding SSI testing requirements has resulted in an increasing trend of parents either leaving the area later so students can participate in testing, or letting students stay with relatives or other families to participate in testing, especially in the SSI grades.

In addition to Parent Advisory Council (PAC) meetings, which are held monthly from October – April, several district wide migrant parent workshops are organized each year (after migrant families have returned to the area) to address key topics such as attendance, makeup/credit recovery supplemental programs, college awareness, and financial aid. High school parent meetings are also held several times per year. ESC Region XX staff reported that the district effectively involves parents in program decisions and discussions and makes a concerted effort to reach parents of students at all grade levels.

The district operates a Title I Parent and Community Resources Center at a district building that offers comprehensive parent education program (GED, ESL, Computer Literacy, and Citizenship classes) with a full-time staff childcare facility. All migrant family meetings and activities are held at the center. A van is available for those families requiring transportation, and all of the district's four district-level recruiters have time available in their schedules to coordinate and provide family transportation to programs and services.

Through an arrangement with Texas A&M, migrant parents receive a $50 financial incentive for completing ten or more hours in the GED program.

4.0 Facilitators

Factors that supported and facilitated successful program implementation and service delivery included the following:

- The majority of the district's migrant program staff were raised in migrant families themselves. The superintendent of the district was a migrant as a child. Thus, the priority placed on migrant education and understanding of the challenges faced by migrant families is extremely high. For instance, the superintendent mandates that goals and objectives related to each of the Office of Migrant Education's seven areas of concern in migrant education are specified in the district's improvement plan. In addition, the district migrant staff's experience as migrants affords the program and staff a high level of credibility and trust with migrant families.
- While many school staff were also migrants themselves, or, from living in the area, have a high level of awareness of migrant family challenges, the district TMEP director has implemented management and communication structures to increase buy-in and cooperation from campus principals and other administrators. For example, the director reviews campus-based SARs reports with the principals in order to engage them in monitoring migrant student identification objectives and performance of TMEP staff members.
- The high degree of coordination and organization of all federally-funded programs (Title I, Title III, state compensatory education) at the district level facilitates adequate TMEP staffing and services at all campuses districtwide. With partially or fully funded TMEP staff persons, the district is able to provide a high level of personalized service to migrant students at each campus.

- The district TMEP coordinator initiated communications with and works on an ongoing basis with the state migrant director in Minnesota. Contacts typically pertain to credit recovery or data transfer issues with specific districts in the receiving state.
- Many district/campus TMEP staff, having served in their positions for a long time, including the recruiters, benefit the EPISD TMEP through deep institutional knowledge of the history of the migrant population, a consistent and familiar face and reputation in the community, and longstanding relationships between migrants and the school system.
- Staff reported that having designated TMEP staff based at the campus (recruiters, counselors, and instructional aides) facilitated everything from parent involvement, to local level coordination and provision of services to families and students, to a high level of personalized communication and relationships between staff, students, and families.

5.0 Barriers

Factors that presented challenges or barriers to successful program implementation and service delivery included the following:

- District staff reported that the lack of language/literacy information in NGS created barriers/challenges for EPISD migrant students traveling to other schools and districts. Staff believe that some migrant students are placed automatically in English-as-a-Second Language classes or newcomer/immigrant programs based on their surnames. Sometimes language testing in other states is based on different state standards. Consequently, students and parents are discouraged by the perception of discrimination due to placement in lower-level classes. Students believing they should be in mainstream classes in receiving states can sometimes be reluctant to enroll. Similarly, some staff reported that lower standards in other states were sometimes problematic for students.
- Staff also reported that racism and prejudices associated with being members of a border community were barriers to providing migrant students with quality, consistent services when they moved from the district. Some staff reported that receiving schools in some other states don't "respect" district data, sometimes because of cultural biases, and that this is especially problematic when students remain in a receiving district for a year or two, and receive a lower level of services during that time.
- Staff reported that TAKS re-testing at the high school and exit level is difficult to coordinate when students move to out-of-state districts.

6.0 Alignment with Texas Migrant Education Strategies and Best Practice Principles

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[51]
The district employs campus and district based recruiters to identify migrant families and systematically assess and document family needs.	Access to Services Educational Support in the Home	Responsiveness: Recruiters conduct needs assessments with every contact and work with campus counselors to ensure ongoing services. Communication/Collaboration Relationships: Recruiters continue to serve as trusted liaisons between families and schools. Staffing: The district employs adequate staff to facilitate recruiter efforts with campus-based structures to continue family support.	Provide supplemental information to migrant parents.
The district offers extensive information and services to parents through coordinated resources.	Access to services Instructional Time	Responsiveness: The district TMEP participates in a communitywide services committee and provides extensive service coordination with other area service providers.	Provide comprehensive coordination of services.
The TMEP provides the Building Bridges Early Childhood Program to migrant children not served by Head Start. Local staff have supplemented and expanded the curriculum.	Instructional Time	Responsiveness: The district supplemented and expanded the curriculum to align with state standards. Staffing: TMEP funds instructional aides to provide support for Building Bridges.	Provide a lead teacher to train support staff and implement Building Bridges Early Childhood Program. Provide a TMEP-funded teacher to provide supplemental instructional support.

[51] Full text of required and supplemental strategies is available in the SDP.

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[51]
The district has developed effective systems for documentation and record keeping to improve and evaluate service provisions.	Access to Services	Responsiveness: The district is committed to systematic and ongoing evaluation of improvement of TMEP services.	
TMEP and NGS staff coordinate with TMIP to serve as summer contacts and have effective systems for migrant data collection and record keeping.	Instructional Time Educational Continuity	Staffing: The district TMEP provides adequate trained staff for NGS, ensuring effective and accurate TMEP data collection, record keeping, and evaluation.	Coordinate with school staff and TMIP. Assist in coordination. Designate and enter summer contact information into NGS for a district contact person. Ensure consolidation of partial secondary credits and proper course placement for on-time graduation.
The district provides a range of options for TAKS remediation, and staffing is allocated to coordinate and monitor student participation in these services.	Instructional Time	Responsiveness: The district effectively coordinates district programs to provide options and support, which allow tailored options for students.	Provide TAKS remediation during alternative times.

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[51]
The district identified staff to serve as counselors to migrant students at the middle and high school levels.	Educational Continuity	Staffing: Designated TMEP counseling staff ensure coordination of services, work with families, provide individualized credit recovery and graduation plan support, and assist with the college application process.	Employ migrant counselor or qualified specialized staff to provide graduation plan support.
The district TMEP provides multiple opportunities for credit recovery and accrual.	Educational Continuity	Responsiveness: Students have a range of options for academic support and credit recovery that can be tailored to their circumstances and needs. Staffing: Assigned TMEP staff are responsible for credit recovery plans, credit award decisions, and monitoring of participation in TAKS remediation and credit recovery services.	Coordinate with available programs offering options for credit accrual and recovery. Coordinate to ensure access to available resources for making up coursework. Implement a variety of credit accrual and recovery options.
The TMEP provides enrichment and leadership activities for migrant students.	School and Social Engagement	Quality Instruction: The district provides multiple enrichment options throughout the year for migrant students of all ages.	Create an extracurricular club or leadership organization.

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[51]
Migrant families and their experiences and backgrounds are treated with respect by district and school staff, many of whom were migrants themselves. Campuses provide information to staff on migrant students, and encourage teachers to address migrant student experiences and interests in their teaching.	Educational Support in the Home	Staffing: Identification of staff who are knowledgeable about students' backgrounds, community, and language. Quality Instruction: Teachers incorporate relevant classroom activities focused on migrant family experiences into teaching.	Provide presentation/ information to school staff.
The district makes parent involvement a priority.	Educational Support in the Home Access to Services	Responsiveness: Programming is scheduled to align with migrant family availability. Communication/ Collaboration/ Relationships: Recruiters encourage family participation in all district parent activities and campuses are effective in outreach.	Provide supplemental information to migrant parents. Provide coordination of resources.

Edinburg CISD Case Study

1.0 Context

The Edinburg Consolidated Independent School District (ECISD) is located in the city of Edinburg in the Rio Grande Valley of Texas. The district is comprised of 27 elementary schools, 5 middle schools, and 3 high schools. Over the past five years, the district's enrollment has increased by nearly 20 percentage points, growing from 25,250 students during the 2003–04 school year to 29,762 students in 2007-08. The district is predominantly Hispanic, with 96.9 percent Hispanic students, a figure that has remained constant over the five years of district data reviewed, 2003-04 through 2007-08. Also during this five-year period, the student group identified as limited English proficient (LEP) increased by approximately two percentage points, while all other identified student groups have remained stable. **Table 1** provides ECISD enrollment and demographic data from 2003–04 through 2007–08.

According to a January 2009 New Generation System (NGS) count, the district identified and recruited 2,426 migrant students for participation in ECISD Migrant Education Program (TMEP) services. Comparing the 2004 and 2008 academic years, the NGS migrant count decreased by 67.2 percent. The NGS count includes three- and four-year-old students participating in early childhood education programs, as well as older students who are out of school pursuing GED certification.

The majority of migrant families work in agriculture in the area. They travel to many states for planting and harvesting seasons, including Michigan, Ohio, Kentucky, Montana, California, and Washington State.

TABLE 1
Enrollment and Demographic Profile

Academic Year	Total Students	Student Group*								NGS Migrant Count
		AA	H	W	NA	A/PI	ED	LEP	AR	
2007–08	29,762	0.4%	96.9%	1.9%	0.1%	0.7%	85.5%	32.8%	60.3%	2500
2006–07	28,677	0.3%	96.9%	2.1%	0.1%	0.6%	85.6%	30.9%	61.4%	2612
2005–06	27,332	0.2%	96.9%	2.3%	0.0%	0.5%	85.9%	30.8%	62.4%	3151
2004–05	26,393	0.3%	96.9%	2.4%	0.0%	0.4%	85.3%	30.4%	59.3%	3571
2003–04	25,250	0.2%	96.8%	2.6%	0.0%	0.4%	85.2%	31.0%	--	4182
Change**	**+17.9%**	**+0.2%**	**+0.1%**	**-0.7%**	**+0.1%**	**+0.3%**	**+0.3%**	**+1.8%**	**+1.0%**	**-67.2%**

Source: *AEIS district reports; TEA-provided NGS data October, 2009.*

**Indicates AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient; AR = At-Risk*

***Indicates the increase (+) or decrease (-) in a population between the 2004 and 2008 academic years. For AR, because at-risk student data was not reported in 2003–04 district AEIS, percentage increase/decrease is between the 2005 and 2008 academic years.*

2.0 District TMEP Staffing

The district's Migrant Education Program (TMEP) coordinator, two New Generation System (NGS) clerks, and a secretary are based at the district's central office. Approximately half of the elementary schools are staffed with a TMEP staff member with the dual role of NGS clerk/recruiter and parental involvement assistant (PIA). The middle schools and high schools are staffed with a migrant counselor, an NGS clerk, and a secondary credit accrual staff person. Depending on the enrollment numbers, some campuses may have one staff person who does both the NGS clerk duties and credit accrual work. All of the school staff are housed at their respective campuses.

3.0 Services/Programming

Education Service Center Region I (ESC Region I) TMEP staff recommended the ECISD TMEP for strong comprehensive programming. ECISD migrant students also demonstrated strong performance on the Texas Assessment of Knowledge and Skills (TAKS) in English language arts (ELA) at four campuses and in mathematics at two campuses.
District TMEP goals are to:

- Increase migrant students' participation in AP classes.
- Reduce migrant student dropout rate.
- Increase migrant students taking entrance exams i.e.: ACT, SAT, TASP, and other tests.
- Increase migrant student rate of entering two and four year higher education institutions.
- Increase migrant students taking concurrent enrollment and dual credit courses.

These all tie in to the overall goal of ensuring students are on target for high school graduation. The key focus of the program is instruction in English, Math, Science and Social Studies, and related interventions and services, first for the Priority for Services students, and then other migrant students.

Key components of the program include:

- Identification and recruitment
- Building Bridges
- TAKS tutoring/remediation
- Migrant clubs
- Credit recovery
- Coordination with the Texas Migrant Interstate Program
- Parent Involvement

Identification and Recruitment (ID&R)

The ECISD TMEP takes an aggressive and comprehensive approach to identification and recruitment (ID&R). Parents register their children for school at individual campuses. The initial screening for migrant status is done at that time and the Certificate of Eligibility (COE) form is completed there. At the high schools, there is an "arena" process for registration with parents moving from table to table, including a migrant education/NGS table where initial identification is made. Once the COE is completed, a copy of it is made, and the original is sent to the central office for approval. When the COEs are received at central office, the NGS staff review them for accuracy and to ensure they contain no errors. Staff verify documentation, and then approve them with a "sign off" to the campuses to identify the students as migrants. The original remains at the district office, where it is filed, and the information is entered into the electronic NGS system, with a copy at the respective campus. The campus-level NGS clerk inputs the data from the COE along with other student data such as immunization records, grades, and TAKS scores, to create a migrant student cumulative folder. If a child is verified as school age, residing in Edinburg, and eligible for the program based on the COE, they must be recruited for the program. Telephone calls or home visits are done by the respective campus recruiters if any discrepancies are found when the central office staff attempts to verify the COE information. Parents receive a list of available migrant program services from their child's campus at the time of enrollment.

The district NGS clerks collect monthly counts of migrant program students from the campus clerks, weekly the first three weeks of the school year. The district-level NGS staff also conducts campus audits to check migrant student folders for accurate information. They check every folder to make sure every child has been recruited and is receiving eligible services. They pay particular attention to families with non-school age children. Those children who are non-school age go into the system as "non-enrollees." This allows staff to identify prospective participants for the early childhood education Building Bridges program and to track them for future school enrollment.

While most of the ID&R work occurs between the beginning of the school year and the beginning of November, it is a year-round effort, since the migrant patterns of the students' families do not always align with the school calendar.

Some campus-level program staff also reported conducting neighborhood recruitment activities such as knocking on doors, and attendance and/or presentations at neighborhood and church meetings. However, staff reported these strategies are supplemental to the more coordinated and streamlined efforts using district documentation and data. While the TMEP coordinator does not discourage these activities, in his view, large-scale neighborhood recruitment efforts have not been successful in the past because many people are afraid of strangers coming to their neighborhoods and asking questions, especially about their residency status.

Building Bridges Program

ECISD Building Bridges program component staff consists of three paraprofessionals who have been trained through the regional ESC. ECISD has structured its program geographically, with each staff person having responsibility in the attendance areas of specific elementary school zones. The elementary school serves as "home base" for staff checking in and out of work each day.

At the beginning of the year, Building Bridges staff present a video about the program to PAC parents in Spanish as a recruitment tool. They also present to campus-level migrant staff at the beginning of the year to inform them about the program. All migrant parents with age-appropriate children are eligible. It is an "opt-in" program, as some parents have young children in other programs. Each home educator has a maximum of 20 families, and the program is conducted in the respective homes. Twice weekly visits to each home are conducted on a rotation basis; more if time permits. In 2008–09, 58 families were enrolled in the program.

The staff teach parents how to work with their children to prepare them for school when the time comes to enroll. Parents learn hands-on activities and work with manipulatives that they can use with their children.

In addition to the in-home programming, monthly meetings for parents and their children are held at the district's transportation annex. This allows the families in the program to develop a sense of community with one another, and to partake of group "make and take" activities that enhance the work being done in the home. The staff also conduct school tours of the respective future elementary campuses for the children and their parents.

The three Building Bridges staff meet with the district's TMEP coordinator monthly to review the curriculum progress and themes being covered in the home sessions. Staff also submit their monthly planning calendars to the TMEP coordinator for review.

At the end of the year, the parent participants in the program are given an evaluation to complete, and this input and feedback is used to review for the next year's program planning.

TAKS Tutoring/Remediation

The program has established systems in place for identifying students in need of TAKS tutoring and TAKS remediation and making the appropriate services available to them.

At the middle and high school levels, academic reports are checked by the migrant counselor after each six weeks grading period. If a middle school student is failing reading or math he/she is placed in a TAKS intervention class. Students who are barely passing take part in a TAKS reading or math lab.

At the high school level, daily tutorials are offered for TAKS study and credit recovery and on Saturdays from 8:00 a.m. to 12:00 noon. According to a TMEP high school migrant counselor, the science and math labs provide tremendous assistance for migrant students.

TAKS remediation classes are also offered in the summer during the normal summer school schedule.

The TMEP coordinator stressed the district's philosophy that not just those students failing, but also those barely passing, are served with interventions and remediation.

Migrant Clubs

A program component that appears as a strong facilitator of student success is the migrant clubs. Every middle school and high school has its own migrant club and some of the elementary schools do as well.

Students participating in a focus group shared that many of them arrive after the start of the school year due to their families' migration patterns. Cliques have been formed, clubs have begun their activities, and athletic teams have been selected. They shared that without the migrant clubs, they would find it much harder to integrate into the full school experience. First, late entry into the migrant club is natural. Second, they have a place to "call their own" with their peers. It also gives them the self-confidence to join already established clubs and teams because they have the support of other migrant club members and adult sponsors.

Some migrant clubs start meeting on October 1st and end earlier than the school year does, more closely mirroring many of the students' migration patterns. At one high school, the principal said the migrant club is a key organization in the school's extracurricular activities. The students are trained to serve as officers and run the club themselves, thus developing leadership skills. Since the focus of the club is achievement and success, the club was named "La Excelencia" when it was formed. The club has social, community service, and school service activity components. This particular club has its own float in the homecoming parade. There is no stigma or stereotype attached to it. On the contrary, it is viewed so positively that non-migrant students were repeatedly asking to join. They are now eligible to join, although they cannot join trips paid for exclusively with federal program funds. Staff reported the club has served as a bridge between migrant and non-migrant students and allowed non-migrant students to understand some of the challenges their migrant school mates overcome.

Some parents shared that the migrant clubs help turn their children into "responsible young adults," while developing character, poise, and confidence. They also appreciate that some of the clubs help facilitate the migrant program's college visit trips for their children.

Credit Recovery

The high school migrant counselors prepare an action plan for migrant students, not just those specifically identified as PFS. Graduation plans for each student include a check list that counselors review with the student's parents. Remaining credits needed are identified this way and monitored on an ongoing basis to ensure on-time graduation.

The migrant counselors meet with each student a minimum of once every six weeks to discuss his/her progress and conduct follow up communications with parents as necessary.

For credit recovery, the migrant counselors work with the Migrant Student Graduation Enhancement Program (MSGEP). Students have three months to take a course this way. Students are issued the course books they need and a laptop for online study. Counselors meet with the student's subject matter teachers to make them aware of the student's needs in the particular academic area and asks them to assist in any way they can with reviewing the material needed. Migrant counselors administer the tests as needed.

The migrant students in the district are also offered a summer program, Project Smart (MAS), Mathematics Achievement=Success, to strengthen and maintain their mathematics skills over the summer.

Coordination with the Texas Migrant Interstate Program

ECISD TMEP also employs a structured format to keep track of students who will miss TAKS testing when they migrate out of state before testing time. Any student withdrawing from school before the TAKS is administered is put on a list with their migration location and contact information. The list is forwarded to the district's TMEP coordinator who in turn forwards it to the director of the Texas Migrant Interstate Program (TMIP). The TMIP director then contacts the student's campus with information on how the student can take the TAKS at an out-of-state location near where they are migrating. A wallet-sized card produced by the TMIP is given to the student with the details related to where to go for TAKS testing.

The district reported a good working relationship with TMIP staff. TMIP staff presents formally at district PAC meetings to inform the parents about the resources available to their children through TMIP when they migrate out of state.

Parental Involvement

The ECISD migrant program has a strong parental involvement component and Parental Advisory Council (PAC). According to the TMEP coordinator, while the state requires three PAC meetings a year, ECISD holds nine, essentially one per month during the school year. PAC meetings provide an open forum for parents and serve as a communication vehicle between the district and its campuses and the parents. The district has worked very hard to make parents realize the PAC is theirs and that the staff merely serve as facilitators. The PAC has a president, first vice president, second vice president, secretary, and parliamentarian.

Parents who participated in a focus group commended the district and TMEP for the frequency of the meetings and their high quality programs. Following each meeting parents evaluate the event and give input into what topics of interest they would like on future meeting agendas. The meetings are televised on a local access channel, so that those parents who cannot attend have an opportunity to avail themselves of the information that is presented at the meetings. Parents reported that they receive written notification of the meetings, as well as telephone reminders. Programs parents mentioned that have been presented by the PAC include information on adult education opportunities (GED), financial aid for students for post secondary opportunities, the Texas Migrant Interstate Program, Texas Workforce Solutions, the Texas Medicaid Health Partners Program, and a holiday crafts event.

A variety of scheduling models were tried in the past. The PAC meetings are now held on a set day and time and at a set location each month. It appears that this consistency has helped to increase attendance.

In addition to the strong PAC, the district TMEP engages parents in a variety of other ways. Most school campuses also have meetings for migrant parents. These are smaller and allow parents more direct involvement with their children's education. Through these parents get to develop personal relationships with TMEP staff at their child's school. There is also a

monthly newsletter from the district's Federal Programs Director, that includes highlights about the migrant program, as well as newsletters from the individual campus programs. Parents said receiving these newsletters make them feel "included" and "special." Through campus-based Parental Involvement Assistants (PIAs), parents are given the opportunity to participate in English classes, literacy sessions, classes on how to use a computer (Word, database management, spreadsheets, etc.) and sometimes have laptops assigned to them. The PIAs provide "hands on" experiences for parents. Sometimes services offered are strictly personal in nature. One parent mentioned that last Thanksgiving her husband was detained for deportation, thus leaving the family with little financial means. The migrant program delivered a turkey and holiday meal to the family so they did not have to go without during their time of crisis.

Parents also feel very favorably toward the end-of-year survey they complete about the program. This evaluation is used by the staff for future planning and is another means of important and valued parental input into the program.

Parents also expressed their pleasure at being included in the end-of-year annual senior migrant awards banquet in honor of the top ten graduating migrant students from each of the three high schools. While the banquet is held in honor of the students, they attend with their parents. A video presentation is shown with a feature on each student in which they discuss the role their parents have had in their academic success. Presenters and speakers at the banquet also address special comments to the parents, lauding their involvement in their child's educational journey.

One parent reported: "In other states you know you are migrant, but you do not know all the resources available to you. Here in Edinburg we are well informed about the many resources available to us and to our children." Another parent said that the level of inclusion they feel in ECISD gets them motivated to be actively involved because they feel comfortable knowing they are welcome to do so. Another parent said, "We owe it to them (the migrant staff) to come to the meetings, because they help us so much."

Other

The migrant program also makes presentations about the program at the mandatory teacher/staff in-service trainings before the beginning of the school year. These PowerPoint aided presentations explain the program, its requirements, and overall information about the migrant students' unique experiences and academic challenges. Trainings of this nature raise awareness and understanding of migrant students' needs with the general school faculty and staff.

The migrant program also works in collaboration with a host of community programs and services to link migrant families with a myriad of resources to assist them with overall quality of life issues. One example is in the area of healthcare. Working with the Texas Medicaid Health Partners, they present healthcare information twice a year at the PAC meetings. At the beginning of the year, they distribute a healthcare information brochure. At the end of the year they provide information on immunizations. They partner with local physicians who provide free services for migrant families, and provide information on low cost, discounted prescription programs. They provide referral information about ongoing free health screenings services in the community, such as one provided by the local university in conjunction with the regional service center.

4.0 Facilitators

Factors that supported and facilitated successful program implementation and service delivery included the following:

- One of the primary facilitators is the program staff at all levels, from central office to the campuses, from administrative support staff to teachers and counselors, and parental liaison staff. It is evident that they are dedicated to the program and to encouraging the students to achieving their maximum academic success and potential in full partnership with their families.
- Many of the staff persons are either former migrant students themselves, or the children of parents who were migrant students. This close identification with the lives and struggles of migrant students does help them have a personal bond and empathy for the students, in addition to their professional interest and commitment to their work. They serve as role models. Indeed, the superintendent of the district at the time of the site visit was a former migrant student, so the interest and dedication to the program is strong throughout the district.
- Another evident facilitator is the open lines of communication and collaboration between migrant and non-migrant staff on behalf of the migrant students. The collaborations and communication take many forms. First, the communication between the migrant counselors on the campuses provide dialogue about the students' needs to the teachers so they are aware of issues they may need to focus on to help the students succeed in the classroom. The migrant counselors are a resource to the teachers in helping them meet the migrant students' needs. At the high school level, the migrant counselor is an added resource to the general counselors, who have large student caseloads. The migrant counselors help with focused attention on the migrant students. The migrant counselors have good lines of communication with their campus principals, many of them meeting regularly with their principals, in some cases even weekly. This allows the program to be fully incorporated into the general school experience.
- In addition, at registration at the beginning of the school year, school nurses conduct health screenings. These nurses are available on campuses to assist with other health care issues such as eye exams.

5.0 Barriers

Factors that presented challenges or barriers to successful program implementation and service delivery included the following:

- Staff reported some interest in a middle school mentoring program. Unlike at the high school, middle school students do not have much direct contact with persons who can serve as individual role models and provide support such as help with homework.

- School administrators and program staff also expressed concerns about the declining program numbers in recent years. Some parents and staff indicated that the current tightened eligibility requirements are perhaps a factor in the declining numbers of migrant students seen in recent years.
- While the use of PLATO software was considered a boon to the program in terms of instructional support, there seems to be an issue with the different levels of implementation among campuses. The TMEP coordinator felt that those campuses that had not wholly implemented PLATO were not using it as successfully as those campuses that had embraced it more fully.
- One administrator also shared a desire for the program to give more emphasis to vocational education opportunities, citing that not all students may go on to college, and they should not feel like a vocational path or a trade is not as valued as a college path.

6.0 Alignment with Texas Migrant Education Strategies and Best Practice Principles

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[52]
Identification and recruitment staff take a comprehensive, approach to ID&R, with a "check and balance" system between central office and campus level staff.	Access to Services	Communication/Collaboration/Relationships: TMEP staff have developed trusting relationships with, and gained access to, the migrant community, ensuring early identification of students.	
Parental involvement is encouraged and promoted through active engagement in the Parental Advisory Council, campus-level parent meetings, and PIA-led activities.	Access to Services Educational Support in the Home	Responsiveness: Parent trainings and activities reflect community needs and include evaluations. The program involves partnerships with families and service providers to ensure access to needed services. Communication: TMEP staff serve as a bridge between families and the school.	Provide coordination of resources. Provide supplemental information to migrant parents.

[52] Full text of required and supplemental strategies is available in the SDP.

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[52]
Identification and recruitment staff take a comprehensive, approach to ID&R, with a "check and balance" system between central office and campus level staff.	Access to Services	Communication/Collaboration/Relationships: TMEP staff have developed trusting relationships with, and gained access to, the migrant community, ensuring early identification of students.	
The strong migrant clubs component in the district facilitates students' full integration into school life.	School and social engagement	Community/Collaboration/Relationships: Programs are designed to build student-to-student relationships, engage students academically and socially, and provide leadership opportunities.	Create an extracurricular club/leadership organization.
The program provides multi-level approaches to TAKS tutoring/remediation.	Instructional Time	Responsiveness: The program offers a range of services tailored to different student needs during the school year.	Provide TAKS remediation during alternative times.
Credit recovery options are available to ensure students meet their on-time graduation plans.	Educational Continuity Instructional Time	Responsiveness: The program offers and supports multiple options structured for credit recovery with individualized plans and regular monitoring of progress toward graduation.	Coordinate with available programs offering options for credit accrual and recovery. Implement a variety of credit accrual and recovery options.
The TMEP coordinates closely with TMIP to provide information to students on how to take the TAKS when they migrate to another state.	Instructional Time Educational Continuity Access to Services	Responsiveness: Partnerships with families and service providers.	Coordinate with school staff and the Texas Migrant Interstate Program. Coordinate to ensure access to available resources for making up coursework.

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[52]
Identification and recruitment staff take a comprehensive, approach to ID&R, with a "check and balance" system between central office and campus level staff.	Access to Services	Communication/Collaboration/Relationships: TMEP staff have developed trusting relationships with, and gained access to, the migrant community, ensuring early identification of students.	
Campus migrant counselors at the high school level develop individual graduation plans with each student that are shared with the student's parents.	Educational Continuity	Staffing: The district employs staff to provide individualized support for migrant students at all times of the year. .	Employ migrant counselor or qualified specialized staff to provide graduation plan support.
The TMEP works actively to inform families about affordable and accessible healthcare options available to them.	Health Access to Services	Responsiveness: The TMEP creates partnerships to ensure migrant families have access to needed services.	
The TMEP strives to collaborate closely with the general education staff to ensure the migrant students' needs are met fully.	Educational Continuity School Engagement Educational Support in the Home Access to Services	Responsiveness: The TMEP provides training to build staff awareness about migrant student issues. Staffing: TMEP staff are based at campuses to build relationships and work closely with teachers and administrators.	Provide presentation/information to school staff.
The TMEP employs strategies to improve programming based on participant feedback.		Responsiveness: In all aspects of programming, the district engages in process to collect feedback and evaluate services.	

El Paso ISD Case Study

1.0 Context

The El Paso Independent School District (EPISD) is located in West Texas, along the borders of both Mexico and New Mexico. The district includes 11 comprehensive high schools, 15 middle schools, and 53 elementary schools, serving 61,839 students. Student enrollment in the district has decreased by approximately two percentage points over the past five years, from 63,101 students in 2003–04 to 61,839 in 2007–08. During this five-year period, student groups identified as limited English proficient or at risk decreased by approximately two percentage points each. All other student groups remained stable. **Table 1** provides EPISD enrollment and demographic data from 2003–04 through 2007–08.

According to a January 2009 New Generation System (NGS) count, the district identified and recruited 958 migrant students for participation in the EPISD Migrant Education Program (TMEP) services. Considering the 2004 and 2008 academic years, the NGS migrant count decreased by 63.2 percent. The NGS count includes three- and four-year-old students participating in the early childhood program, as well as older students who are out of school pursuing GED certification.

Because EPISD serves an urban area, many migrants travel to nearby rural areas, such as Deming, New Mexico, to harvest crops. The major crops in the area include chilies, onions, melons, and pecans. The migrant community is relatively stable, although recent numbers of identified students have declined due to stricter immigration policies.

TABLE 1
Enrollment and Demographic Profile

Academic Year	Total Students	Student Group								NGS Migrant Count
		AA	H	W	NA	A/PI	ED	LEP	AR	
2007–08	61,839	4.8%	81.3%	12.2%	0.3%	1.4%	68.2%	29.0%	61.0%	1031
2006–07	62,635	4.6%	81.2%	12.4%	0.3%	1.4%	69.2%	27.4%	61.3%	1186
2005–06	63,674	4.7%	81.0%	12.6%	0.3%	1.4%	69.8%	30.0%	61.7%	1486
2004–05	63,133	4.5%	80.9%	12.9%	0.3%	1.4%	70.4%	30.8%	62.5%	2244
2003–04	63,101	4.4%	80.7%	13.3%	0.3%	1.3%	67.9%	30.5%	--	2805
Change*	**-1.9%**	**+0.4%**	**+0.6%**	**-1.1%**	**0.0%**	**+0.1%**	**+0.3%**	**-1.5%**	**-1.5%**	**-63.2%**

Source: *AEIS district reports; TEA-provided NGS data October 2009.*

AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient; AR = At-Risk

**Indicates the increase (+) or decrease (-) in a population between the 2004 and 2008 academic years. For AR, because at-risk student data was not reported in 2003–04 district AEIS, percentage increase/decrease is between the 2005 and 2008 academic years.*

2.0 District TMEP Staffing

EPISD participates in the Education Service Center Region XIX (ESC Region XIX) Shared Services Arrangement (SSA) which includes five districts. EPISD TMEP staff supporting the district's migrant graduation enhancement programming include: one director, one coordination leader, two instructional officers, one instructional technology specialist, and one social worker. The current TMEP director began two years ago and restructured programming. The director reported that TMEP instructional officers now spend approximately 70 percent of their time providing direct services to students representing a considerable increase relative to prior years. Additionally, TMEP positions are now filled by certified teachers, both as instructional officers as well as tutors.

3.0 Services/Programming

ESC Region XIX TMEP staff recommended the EPISD TMEP because of its strong graduation enhancement programming.

Graduation Enhancement

The goal of EPISD's TMEP graduation enhancement programming is to ensure that migrant students stay on track and graduate in four years. The TMEP instructional officers and instructional technology specialist work collaboratively with campus staff on specific areas of need for migrant students.

Academic Progress and Attendance Monitoring

TMEP instructional officers at each EPISD high school conduct migrant student monitoring activities. An assigned feeder pattern ensures that instructional officers are able to work with whole families over time. Instructional officers work closely with high school campus at-risk coordinators, and often visit campuses to monitor the academic progress and the attendance of secondary migrant students. Academic and attendance reports are monitored to identify students that need individualized attention and follow-up. Students meet individually or in groups with instructional officers during the school day to discuss progress and upcoming events. This support is ongoing and extends beyond academics, since TMEP staff members become very familiar with families. Parents interviewed during the site visit reported that the TMEP program provides their children with important support. Parents also indicated that the TMEP staff was very diligent about informing them of their child's progress.

On-Site Tutoring

Certified teachers, supported through the SSA, provide one-on-one tutoring at the different housing sites in the area served by the district to minimize the need for transportation. Tutoring is offered Monday through Thursday during after-school hours and in the summer. On Fridays, tutors meet with TMEP instructional officers to plan and discuss student needs. This model of community tutoring was implemented to minimize transportation barriers and allow older students to bring younger siblings to after-school programming. Tutoring support is ongoing and is available to all secondary migrant students. Parents interviewed during the site visit reported being appreciative of this service,

especially its availability during school breaks and the summer. Parents indicated that they rely on this service because they themselves are unable to assist with homework.

Summer at Creative Kids

The district partners with a non-profit, educational, community-based arts center to provide a summer camp for migrant students. The summer camp offers secondary migrant students the option of attending one of the following workshops: sculpture, photography, culinary arts, digital media, drawing, painting, or printmaking. Camp activities extend into the fall when the students' work is recognized in an exhibition at the gallery and published in a calendar. The calendar, featuring pictures of migrant life taken by migrant students, was featured at the 2009 National Migrant Education Conference. Additionally, the Creative Kids program has been expanded and now offers on-site programming in the housing communities. Parents indicated that they were very satisfied with this program and with activities offered in an accessible location.

Paths to Scholarships

Paths to Scholarships is a one-day seminar that introduces students to the process of applying for scholarships and guides them in the composition of a personal essay. The seminar is presented by instructional officers during the fall semester and is for migrant students in grades 9–12.

Annual Teen Leadership Conference

This conference for migrant secondary students provides information on various social and motivational topics including dropout prevention, career pathways, self-esteem, and drug and alcohol prevention. The conference occurs during the fall semester.

Graphing Calculator Class

The EPISD TMEP organizes a three-day training for migrant students in the use of graphing calculators. At the completion of the class, students receive a free graphing calculator. This seminar is available each semester for migrant students in grades 9–12. Parents interviewed during the site visit valued this seminar and receipt of the calculator, since they would not be able to afford one otherwise.

Austin Capitol Summit

The summit is an enrichment activity in which migrant students in grades 11 and 12 visit the state capitol to learn about the Texas Legislature and meet state representatives. It occurs each spring semester. Parents indicated that the opportunities for their children to interact with role models and students from other places were invaluable.

Lending Laptops Program

The Lending Laptops program provides high school migrant students with laptops. Computers are assigned to students on as-needed basis, and students keep them as long as necessary. Parents appreciate the use of computers, as this technology would not be available to their children otherwise.

UT Austin Migrant Student Graduation Enhancement Program (MSGEP)

SSA staff at ESC Region XIX coordinate with MSGEP staff to facilitate credit recovery and advancement opportunities for migrant students. Students can work on laptops provided through the MSGEP or through the SSA, or use the SSA computer lab.

College Night

Schools invite migrant students and their parents to a college night, giving them an opportunity to talk to representatives both local and non-local institutions. Participating colleges include University of Texas at El Paso, St. Edward's University, University of Texas at Austin, and Our Lady of the Lakes University. This activity occurs in the fall semester for grade 11 and grade 12 migrant students. Students in the focus group indicated they would like to have more information related to the transition to college and to receive more one-on-one assistance with college preparation.

Science Camp at Prude Ranch

This camp provides grade 11 and 12 migrant students a hands-on learning experience in earth sciences and team work. This activity occurs in the spring semester.

Graduation Summit

All graduating migrant students and their parents are invited to a dinner and presentation by a keynote speaker for the Graduation Summit. The TMEP provides caps and gowns for the event as well as for school graduation ceremonies. The theme of the event is continuing education.

Other Services

Additional important services provided by the EPISD TMEP include supplying students with materials such as books, basic school supplies, dictionaries, and computers. Parents indicated that this assistance was important to them and their families.

4.0 Facilitators

Factors that supported and facilitated successful program implementation and service delivery included the following:

- The EPISD TMEP is able to provide a host of graduation enhancement activities through the SSA and other partnerships.
- TMEP staff has significant contact with migrant families because of the extensive number of activities provided through the graduation enhancement program. This allows TMEP staff to gain parent trust and support families beyond academic needs. Parents view the TMEP staff as helpful and willing to go out of their way to make each parent feel comfortable. Staff uses multiple resources to inform the parents of the local resources to meet their specific needs.

- Close collaboration between school personnel and TMEP staff allows for seamless services extending beyond academics.
- Parents reported they very much appreciated the effort of the TMEP staff to provide transportation to events for their children as well as the adults. Otherwise, many would not be able to attend.

5.0 Barriers

Factors that presented challenges or barriers to successful program implementation and service delivery included the following:

- One barrier for the graduation enhancement programming is that many activities are focused on high school students. TMEP staff reported the need to focus on middle school students in order to involve them earlier.
- Another barrier to programming success is accommodating all students' needs given the size of the district. TMEP staff, parents, and students all indicated that students needed more language support, especially concerning academic language. EPISD does not offer an ESL program for non-immigrant high school students. The TMEP does not have the resources to meet the language needs of students.
- Parents and students both reported needing more mentoring programs for migrant students, especially targeted at youth at risk of dropping out of school, and that such support should begin in the early grades.
- High school students suggested that more TAKS-specific services be offered or included as part of the tutoring help.

6.0 Alignment with Texas Migrant Education Strategies and Best Practice Principles

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[53]
Instructional officers monitor academic progress of students in feeder patterns using NGS reports, grades, and attendance, as well as resources provided by campus at-risk coordinators. Instructional officers meet with students based on priority to increase student awareness of academic progress.	Educational Continuity	Responsiveness: TMEP staff uses data from a variety of sources to conduct monitoring activities. Staffing: TMEP staff has structured relationships with campus-based personnel to assist in keeping migrant students on track for graduation.	Employ qualified specialized staff to provide graduation plan support. Ensure consolidation of partial secondary credits and proper course placement for on-time graduation.
On-site tutoring and enrichment activities are provided in housing communities to in increase access to services.	Educational Continuity	Responsiveness: TMEP staff provide services that address transportation and childcare barriers. Staffing: Certified teachers are hired as tutors.	Implement a tutoring program.
The district TMEP sponsors a wide range of enrichment activities to support graduation enhancement.	School and Social Engagement Educational Continuity	Quality Instruction and High Expectations: The district TMEP provides access to a host of activities that enrich student's academic experiences, provide leadership opportunities, and expose students to art and civic education.	Coordinate with available mentoring programs or support organizations. Create an extracurricular club/leadership organization. Conduct a full-day retreat or half-day workshop.

[53] Full text of required and supplemental strategies is available in the SDP.

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies
Through the SSA and other collaborations (MSGEP, community housing projects, arts and science groups), EPISD's TMEP supports migrant students and families with both their academic and non-academic needs.	Educational Continuity School and Social Engagement	Communication/Collaboration/ Relationships: TMEP staff collaborates effectively to provide enhanced services.	Coordinate with available programs offering options for credit accrual and recovery. Use TMEP funds to pay for tuition or fees. Coordinate with available mentoring or support organizations.

Fort Stockton ISD Case Study

1.0 Context

The Fort Stockton Independent School District (FSISD) is located in West Texas in Pecos County. The district includes one comprehensive high school, one middle school, one intermediate school, and two elementary schools, serving 2,233 students. Student enrollment in the district has decreased by more than two percentage points over the past five years, dropping from 2,285 students in 2003-04 to 2,233 in 2007-08. During this five-year period, the Hispanic student population increased by approximately three percentage points, followed by both student groups identified as either at-risk or limited English proficient, which grew by approximately two percentage points each. By contrast, the student group identified as economically disadvantaged decreased by more than five percentage points, along with the white student population, which fell by approximately three percentage points. All other identified student groups have remained stable. **Table 1** provides FSISD enrollment and demographic data from 2003-04 through 2007-08.

According to a January 2009 New Generation System (NGS) count, the district identified and recruited 167 migrant students for participation in the FSISD Migrant Education Program (TMEP) services. Comparing the 2004 and 2008 academic years, the NGS migrant count decreased by 30.7 percent. The NGS count includes three- and four-year-old students participating in the early childhood program, as well as older students who are out of school pursuing GED certification.

Migrant families served by the district are typically involved in the onion and cantaloupe industries in nearby towns and counties and migrate within the state, though there are some migrant families from California. Staff reported that families typically move around the school schedule, so students don't usually have credit issues related to late enrollment/early withdrawal. In addition, staff said that later in the summer months (end of June/early July), an additional group of migrant families (including approximately 50-60 students) moves into the area to harvest cantaloupes. These families are typically from the Rio Grande Valley and are hired by a harvesting company that has a contract with the growers. District migrant staff work to identify these eligible students, but because these families don't typically arrive until the end of summer school, district services are usually limited to book distribution through Reading is Fundamental, supplies, distribution of grade-level materials from summer school for families requesting them, and referral for other services (e.g., health and housing). Due to their late arrival, staff primarily work with these families to document their most frequent move and share information with their home schools.

TABLE 1
Enrollment and Demographic Profile

Academic Year	Total Students	Student Group*								NGS Migrant Count
		AA	H	W	NA	A/PI	ED	LEP	AR	
2007–08	2,233	0.4%	83.5%	15.6%	0.1%	0.4%	60.5%	13.8%	55.3%	169
2006–07	2,174	0.4%	83.7%	15.6%	0.0%	0.3%	60.6%	11.9%	60.1%	179
2005–06	2,174	0.5%	82.2%	17.0%	0.0%	0.3%	65.1%	11.5%	58.0%	200
2004–05	2,239	0.4%	80.9%	18.3%	0.0%	0.4%	65.9%	12.1%	53.4%	220
2003–04	2,285	0.4%	80.7%	18.5%	0.0%	0.4%	65.6%	12.2%	--	244
Change **	**-2.3%**	**0.0%**	**+2.8%**	**-2.9%**	**+0.1%**	**0.0%**	**-5.1%**	**+1.6%**	**+1.9%**	**-30.7%**

Source: *AEIS district reports; TEA-provided NGS data October, 2009.*

**Indicates AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient; AR = At-Risk*

***Indicates the increase (+) or decrease (-) in a population between the 2004 and 2008 academic years. For AR, because at-risk student data was not reported in 2003–04 district AEIS, percentage increase/decrease is between the 2005 and 2008 academic years.*

2.0 District TMEP Staffing

The FSISD TMEP is staffed by two district-level staff members with the titles of Data Entry Specialist and Recruiter. These staff report to the District's Compliance Monitor who has oversight for federal programs. The Data Entry Specialist is in her 37th year with the district and has an established reputation leading the provision of services to the district's migrant families. The TMEP Recruiter has worked with the district TMEP program for over ten years, and both staff members have a high profile within the migrant community.

3.0 Services/Programming

The Educational Service Center Region XVIII (ESC Region XVIII) TMEP staff recommended the FSISD TMEP for providing quality service despite limited funding. FSISD migrant students demonstrated strong performance on the Texas Assessment of Knowledge and Skills (TAKS) in English language arts (ELA).

District TMEP staff emphasized services in the areas of recruitment; parent outreach, involvement, and support; accurate migrant recordkeeping, and assistance to migrant students in aspiring to and applying for college.

Recruitment and Family Involvement

District TMEP staff recruit and maintain contacts with migrant families through a variety of strategies, particularly through strong existing relationships between TMEP staff and the migrant community that facilitates word-of-mouth self-identification. Staff review existing migrant records and registration/enrollment and conduct outreach in the community through:

- Home visits (door to door)
- Flyers in community facilities (laundromats, grocery and convenience stores, churches) and migrant camps
- Bulletin boards, and
- Occasional media use

Staff reported that the migrant families themselves regularly share information about other families they know of in the region who might be in need of migrant services. Further, based on their long-standing relationships within the community, district TMEP staff has contacts with community members who are the most knowledgeable about the migrant farm workers and their movement in and out of the area. For example, TMEP staff work with the manager of a local migrant housing camp who informs them about arrival and departure dates of trucks transporting migrant families.

Staff also communicate with families through letters, home visits, and phone calls. Staff occasionally enlist regular participants in migrant family activities to communicate with other family members, though staff believed that the personalized outreach from district staff was extremely important in forging relationships with families.

Parent meetings are held twice per year, with an orientation for migrant families at the beginning of the year and a December migrant family potluck and celebration. Staff reported that turnout is usually about 50 percent or more. A primary purpose of the meetings is to share information about educational issues such as summer school, program funding for the upcoming year, and testing dates. Staff reported being able to arrange student enrollment/registration for migrant families who came to the meetings and whose children were not yet enrolled in school. Staff also used the meetings to provide information about incentives offered by the program to encourage attendance or participation in specific events. For example, staff provided pictures of school shoes that students could get if their attendance at a program was satisfactory. No childcare was offered, but students attended the meetings with their parents. Staff indicated that meetings were held in evening hours. They had previously tried holding them during the day when most mothers could more easily attend without childcare issues. However, the evening schedule was adopted to ensure that fathers could participate.

Members of the district's Parent Advisory Committee (PAC) serve as points of contact in the migrant community and work closely with district TMEP staff to distribute information to other families, explain benefits, encourage participation or attendance at school or district events, and serve as spokespersons for the district's program. Some PAC members and some additional migrant parents from the district participate in regional PAC meetings. The location and long distances between towns in the region, as well as district staff travel restrictions, have limited parent participation in some regional and state migrant education activities. However, in 2009, because the National Migrant Education Conference was held in San Antonio, district TMEP staff was able to take a parent to the conference. Staff reported that the parent's participation would help with recruitment because the parent, and other migrant families, felt the parent's participation was a "big deal." Other parents have since indicated interest in participating, and staff discussed ways to support parent involvement in these types of activities.

Record Keeping

Migrant staff requested, and were granted by the district, responsibility for entry of migrant student records into PEIMS. This ensures that data on migrant students is accurate and up-to-date and fewer data entry issues arise between PEIMS and NGS resulting in compliance or monitoring errors (e.g., inaccurate or inconsistent data entry, duplication of data). Staff members are usually seen as regional NGS experts at ESC meetings, and local, informal networking and information sharing with ESC staff and TMEP staff in other districts in the region are typical ways in which staff members seek support or answers to questions related to NGS.

College Awareness

Because the high school counseling department is short staffed, TMEP staff work to provide college-related information and direct assistance to migrant students and their families, emphasizing college awareness and encouraging and assisting migrant students in applying for college and financial aid. In the fall, staff give students and families information about college admissions testing and college and financial aid application deadlines. Staff distribute ongoing reminders about upcoming deadlines and help students with registration and fees for testing, completion and review of application forms, obtaining required documents, and submission of college applications. One parent meeting is dedicated to college awareness and staff tries to offer incentives for attendance such as bags with school supplies or other items that would be helpful to families. The district coordinates with the local Hispanic Chamber of Commerce to personally invite migrant families to an annual chamber-sponsored event on college awareness and scholarships.

Other Services

Staff reported on a districtwide needs assessment process that identified campus-based issues relating to migrant students. All teachers and staff are asked to voluntarily participate in an online survey developed by the district based on the correlates of effective schools (for more information, see http://www.effectiveschools.com/). Parents can complete the survey, but the primary respondents (with a good response rate) are teachers. The purpose of the district's needs assessment is to inform staff about needs for all federal programs. The district superintendent reviews the data and schedules meetings with principals during the summer to help develop campus improvement plans that address the needs identified in the survey. While specific survey results related to migrant students are not always indicated and/or vary by campus to campus or year to year, issues such as staffing patterns and the need for small group instruction are typically noted by staff as ways in which migrant education is impacted by the needs assessment results.

Staff reported that the district does not currently offer Building Bridges as there are no eligible children in the district at this time and most early childhood education for younger children is offered through Head Start programs. Every year, the district TMEP tests all appropriate-age children for placement. When there are eligible children for Building Bridges, a TMEP staff member visits the children's homes once a week to deliver lessons and train parents or siblings in lesson delivery and review.

4.0 Facilitators

Factors that supported and facilitated successful program implementation and service delivery included the following:

- Staff reported that the district's trust in TMEP staff members' experience, expertise, and judgment, resulted in minimal barriers or road blocks in serving individual migrant family needs. Staff were allowed to make timely judgment calls about provision of services because the district was flexible and worked with staff to meet the needs of families. This, in turn, engendered a great deal of trust and respect with migrant parents.
- The length of time that TMEP staff members have served the community also served as a program facilitator. Staff members were well known in the community and worked closely with parents and families over many years, seeing generations through grades preK-12.

5.0 Barriers

Factors that presented challenges or barriers to successful program implementation and service delivery included the following:

- The remoteness of the district and travel distances to external resources (meetings, colleges and universities, training) limit the opportunities the TMEP can offer to its staff and migrant families.
- A regional obstacle to keeping older migrant students in school was the availability of lucrative work in the region's oil industry. Staff also said parents sometimes valued hard work over education, and some were reluctant or nervous about sending their children to college. Local TMEP staff reported that they worked personally with parents to talk about and overcome negative feelings or fears related to higher education. Because a parent's "blessing" was culturally so important, staff said, when a student wanted to pursue college goals, helping parents to see college as an investment, and finding personal stories or examples to illustrate it, was an important part of their work.

6.0 Alignment with Texas Migrant Education Strategies and Best Practice Principles

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[1]
TMEP staff have high profiles in the community and a collaborative informal network that facilitates identification and recruitment of migrant families.	Access to Services	Communication/Collaboration / Relationships: District staff, migrant families, and community entities communicate through an effective informal network in identifying migrant families. Staffing: Staff is knowledgeable about the migrant community.	
The district allows TMEP staff flexibility and authority to take timely actions to meet migrant family needs.	Access to Services	Staffing: Experienced staff are trusted to make appropriate decisions in addressing family needs.	
TMEP staff are available during the summer, communicating with students and families about educational needs.	Access to Services Educational Continuity	Staffing: Migrant families contact TMEP staff throughout the summer months about educational and other needs.	Designate and enter contact information into NGS for a summer district contact person.
TMEP staff work to increase accuracy of migrant student data in NGS, work through the summer to serve area migrant families who have traveled for work, and document moves of families who have come to work in the area over the summer.	Educational Continuity	Staffing: TMEP staff requested responsibility for migrant data to ensure accuracy.	Designate and enter into NGS a district summer contact person.

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[1]
TMEP staff provide services to encourage migrant students to attend college through timely and regular information about college for parents and families, a schedule of admissions testing dates (and payment of fees), and application assistance.	Educational Support in the Home Educational Continuity	Quality Instruction: TMEP staff focus on raising migrant student and family expectations and educational goals,	Employ migrant counselor or qualified specialized staff to provide graduation plan support. Provide supplemental information to migrant parents. Use TMEP funds to pay for tuition or fees.

[1] Full text of required and supplemental strategies is available in the SDP.

Goose Creek CISD Case Study

1.0 Context

The Goose Creek Consolidated Independent School District (GCCISD) is located 26 miles east of Houston. The district includes 3 comprehensive high schools, 5 middle schools, and 15 elementary schools, serving 20,235 students. Student enrollment in the district has increased by 5.8 percent over the past five years, growing from 19,132 students in 2003–04 to 20,235 in 2007–08. During this five-year period, the Hispanic student population increased by four percentage points, with the African American student population and student groups identified as economically disadvantaged and at risk increasing by approximately two percentage points. In contrast, the White student population decreased by six percentage points and the percentage of students identified as limited English proficient decreased by approximately three percentage points. The Native American and Asian/Pacific Islander student groups remained relatively stable. **Table 1** provides GCCISD enrollment and demographic data from 2003–04 through 2007–08.

According to a January 2009 New Generation System (NGS) count, the district identified and recruited 1,179 migrant students for participation in the GCCISD Migrant Education Program (TMEP) services. Considering the 2004 and 2008 academic years, the NGS migrant count decreased by 30.5 percent. The NGS count includes three- and four-year-old students participating in the early childhood program, as well as older students who are out of school pursuing GED certification.

The main industry and employers in the area served by GCCISD are oil refineries, including those owned by Exxon and Shell. The majority of migrant families come to the area to work at the refineries until company shutdowns, which can last several weeks or months. During shutdown times, these families will travel to other states to work in the agricultural or fisheries industries. The majority of families travel between Texas and Minnesota, North Dakota, Florida, Michigan, Maine, or California. The district TMEP coordinator reported that, while the migrant program serves approximately 1,000 students or about five percent of the district's population, a much larger number of students are migrant (an estimated 35 percent of district students) and move due to parental employment in industries such as construction. However, since these occupations are not in the agricultural or fisheries industries, students do not qualify for migrant services.

TABLE 1
Enrollment and Demographic Profile

Academic Year	Total Students	Student Group*								NGS Migrant Count
		AA	H	W	NA	A/PI	ED	LEP	AR	
2007–08	20,235	19.4%	49.8%	29.4%	0.2%	1.2%	60.1%	11.7%	50.2%	1064
2006–07	20,157	19.8%	48.1%	30.7%	0.2%	1.2%	59.3%	12.3%	50.9%	959
2005–06	20,109	19.9%	46.4%	32.4%	0.2%	1.1%	61.8%	12.1%	50.0%	1178
2004–05	19,316	17.5%	46.9%	34.1%	0.2%	1.1%	58.8%	13.3%	48.5%	1354
2003–04	19,132	17.6%	45.6%	35.4%	0.2%	1.2%	58.1%	14.4%	--	1530
Change**	**+5.8%**	**+1.8%**	**+4.2%**	**-6.0%**	**0.0%**	**0.0%**	**+2.0%**	**-2.7%**	**+1.7%**	**-30.5%**

Source: *AEIS district reports; TEA-provided NGS data October, 2009.*

**Indicates AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient; AR = At-Risk*

***Indicates the increase (+) or decrease (-) in a population between the 2004 and 2008 academic years.*

For AR, because at-risk student data was not reported in 2003–04 district AEIS, percentage increase/decrease is between the 2005 and 2008 academic years.

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2.0 District TMEP Staffing

The GCCISD TMEP is housed in the district's central office and consists of seven staff: one coordinator, one counselor, one home-school liaison, two identification and recruitment (ID&R) staff, one NGS data clerk, and one NGS assistant. Staff reported working collaboratively to provide a high level of care to as many migrant families as possible.

3.0 Services/Programming

Education Service Center Region IV (ESC Region IV) TMEP staff recommended the GCCISD TMEP because of its delivery of strong comprehensive programming. GCCISD migrant students also demonstrated strong performance on the Texas Assessment of Knowledge and Skills (TAKS) in both English language arts (ELA) and mathematics.

GCCISD's TMEP has developed a comprehensive strategic plan for TMEP activities in the district with articulated goals and objectives guiding program implementation and evaluation. Key components of GCCISD's TMEP include:

- Building Bridges Program,
- Tutoring/TAKS Support,
- Counseling and Home-School Liaison Services,
- Recruiting and Record Keeping, and
- Parent Advisory Council.

Building Bridges

The Building Bridges program is based on the TEA-provided curriculum, but local staff has spent extensive time expanding the curriculum to provide more in-depth coverage of pre-kindergarten academic and developmental skills with follow-up activities. The goal of the program is to teach parents how to help their children become school-ready through the following two objectives:

- Ninety-five percent of all children qualifying for Building Bridges will be enrolled in an early education program.
- Ninety-five percent of all children qualifying for Building Bridges will show increase between pre- and post-test.

The program serves approximately 36 three-year-olds (Level I) and 20 four-year-olds (Level II). Three staff from the GCCISD TMEP visit each child and parent in their homes for 45 minutes per week. During this time, staff provide parents with learning activities, model teaching strategies, and other activities to complete as a family between visits.

During the first home visit, children are assessed using a behavioral checklist that considers speech and language, hearing, vision, social-emotional, and health-related items. Additionally, children are given a pre-assessment in the following content areas: recognition of body parts, colors, shapes, positional words, and opposite words. As part of the initial screening, any developmental or health-related needs, such as poor eyesight or the possible need for special education referral, are identified. TMEP staff then facilitate referrals to appropriate services.

The district TMEP provides a two-week summer transition program following participation in Building Bridges that introduces children and parents to the rules and expectations of the district's pre-kindergarten program. It also provides parents with skills for interacting with school staff and understanding the activities of the pre-kindergarten program. The summer program serves approximately 15 families.

Program effectiveness is determined through several factors—testing, monitoring of post-participation outcomes, parent surveys, and annual evaluations. Children are assessed through use of pre- and post-tests. District evaluation reports indicate that 100 percent of children showed growth between the pre- and post-assessment for the 2007–08 academic year. Also in 2007–08, 95 percent of Level II program participants successfully transitioned to pre-kindergarten. The program also surveys parent participants annually and refines program components based on feedback. Yearly evaluation reports are provided to the GCCISD TMEP Coordinator.

Tutoring/TAKS Support

GCCISD provides one-on-one tutoring services to identified migrant middle school and high school students. The program offers one-on-one tutoring in order to supplement group tutoring programs already provided by campuses. The objectives of the program are to ensure migrant student academic success and are defined as:

- Seventy-five percent of students passing TAKS,
- Ninety-five percent of students promoted,

- Ninety-eight percent of students on grade level for his/her age, and
- Eighty percent of students passing all classes.

TMEP supplemental tutoring services are offered based on Priority for Services (PFS) identification. A migrant student can be identified as PFS based on two criteria: (1) the student does not pass TAKS and/or campus courses, and/or has been retained in the same grade for more than one year; and (2) the student attends more than one school during the regular school year. Identified students are provided TAKS remediation and/or assistance in core subject areas. Students recruited from local universities serve as tutors and work with campus staff to identify students and schedule appropriate tutoring times during elective periods. Tutors are encouraged to attend district professional development.

Tutors work closely with both TMEP and school staff to review student performance data and identify areas of academic weakness. Teachers provide tutors with benchmark test results and other classroom materials so the tutoring time can be focused effectively.

The tutors are viewed as role models by the migrant students and help students adjust during difficult situations. For example, a student who was having difficulties at home sought a tutor's help, and the tutor was able to refer her for counseling services. Tutoring staff indicated that the students often view the tutors as adults who understand them and in whom they can trust.

In addition to evaluations of tutors by their campus supervisors, the tutoring component of the GCCISD TMEP is evaluated based on migrant student progress towards meeting program objectives. Based on district provided data for 2007–08, 79 percent of the migrant students passed TAKS ELA/reading, 70 percent passed TAKS mathematics, 86 percent passed TAKS writing, 77 percent passed TAKS social studies, and 53 percent passed TAKS science. Additionally, 75 percent of migrant students passed all classes and 99 percent were at grade level for their age.

Counseling and Home-School Liaison Services

Two GCCISD staff, one counselor, and one home-school liaison provide support to help migrant students graduate and transition to post-secondary education. Staff are based at the district central office and conduct campus and home visits. The goal of these components of the program are achieved through two objectives:

- Analyzing NGS data for progress towards graduation, and
- Informing migrant students of their progress towards graduation.

PFS senior students are a priority for support. Most direct services are provided to students at school by the school counselor. However, home visits are required to ensure all students are contacted.

A significant resource for the counselor in keeping students on track for on-time graduation is the University of Texas at Austin's Migrant Student Graduation Enhancement Program (MSGEP). The program provides flexible programming options, including credit-by-exam or coursework available through several delivery methods: online, CD, or print materials. Additionally, the counselor coordinates with the MSGEP to help students complete courses after migrating to another state.

In addition to the MSGEP, the district offers several flexible high school completion options for migrants students at-risk of dropping out, including night school, school-based credit recovery programming, and the University of Houston High School Equivalency Program (though this program has been discontinued due to low enrollment).

Another focus of the counseling position is supporting students interested in postsecondary education and promoting options such as community college and the College Assistance Migrant Program (CAMP). CAMP is a federal initiative out of the Office of Migrant Education that provides funding to support first-year undergraduate studies for migrant students. Services of CAMP include counseling, tutoring, study skills, financial aid stipends, health services, and housing assistance.

The counselor reported collaborating with the district's TMEP home-school liaison in order to fully support migrant families.

The home-school liaison has many responsibilities under the goal of empowering parents to help their students succeed. The formal objectives of this position are to:

- Conduct home visits for 100 percent of the PFS students, and
- Conduct five parental involvement sessions a year.

Other responsibilities include supervising the Building Bridges staff, supervising and training the summer parent-child staff, conducting home visits, interpreting during admission, review, and dismissal meetings, creating and delivering parent workshops, working with the community to bring in speakers, and working closely with the counselor. Broadly speaking, the home-school liaison is responsible for ensuring that the needs of migrant students identified as PFS are being met (i.e., tutorials, school supplies, clothing, and access to local health services).

Home visits are conducted to update parents on the academic progress of their children. (Though the majority of visits are conducted by the home-school liaison, the counselor spends approximately 50 to 60 percent of their time conducting home visits.) The home-school liaison documents approximately 150 family contacts per month.

District-provided data indicate 94 percent of migrant students were informed of their progress towards graduation, 100 percent of the students academic records were analyzed, and 74 percent of PFS students were visited during the 2007–08 academic year.

Additionally, the home-school liaison helps ensure PFS students receive access to social workers and community social services through Community in Youth Services and Community in Schools programming. Other less formal supports include helping families

negotiate various situations in their lives, for example referrals for behavioral counseling or preparation for court appearances around truancy issues.

Parent workshops are a main avenue for educating and supporting parent empowerment. Recent workshop topics include, immigration legal advice, reading skills, participating in teacher conferences, and steps of the district appeal process. Another recent meeting included a researcher from MD Anderson Hospital who reported on the importance of protecting workers and families from field pesticides.

Together, the counselor and home-school liaison are viewed by the migrant community as advocates for children, but also for their families. Parents interviewed during the site visit reported that families in unfamiliar situations could call the TMEP staff for assistance, even if the situation were not academic related. Services and support extend well beyond academics into every aspect of their lives.

Recruiting and Record Keeping

Two ID&R staff and two NGS data clerks oversee recruiting and record keeping for TMEP. Objectives for the GCCISD identification and recruitment team include:

- Conducting residency verification on time,
- Certificate of eligibility (COE) reviews completed in a timely manner, and
- Validations with no errors.

The primary identification process occurs when a student enrolls in a school and completes a migrant survey. From the survey, follow-up phone calls are conducted to assess eligibility and information is recorded in a database that includes all TMEP participants. ID&R efforts occur year round and rely on a collaborative process between staff and the community. Other identification strategies include word-of-mouth communication among migrant families, work and with businesses and community/government agencies like the Texas Agricultural Extension Service. Home visits are another important strategy in identifying families for services. Recruiters visit potential families asking them to complete a COE form. After families complete the COE, any required forms are submitted and verified so there are no discrepancies between district information and documentation. Once the forms are verified and the student meets eligibility criteria, he/she can receive services.

Recruiters are trained and certified by ESC Region IV. New recruiters shadow lead district recruiters during the first month of training, allowing opportunities for the lead recruiters to monitor new recruiters. Recruiters are also monitored using an ID&R log for documenting recruiting activities.

The NGS maintains accurate records on both current and past migrant students. Objectives of the NGS are for:

- One hundred percent of migrant students encoded in NGS with demographic, health, and academic data, all data entered accurately, and
- Region ESC IV quality control verifies 100 percent accuracy.

COEs are input into NGS within five days of receipt to ensure rapid delivery of services. NGS information includes demographics, enrollment (including summer and intersession), withdrawals, residency verification, formal assessments, terminations, graduation plans, secondary credits, grades, health records, services, supplements, and special needs. Reports are then generated by NGS in order to share pertinent information with TMEP staff, especially regarding PFS students. Staff routinely communicated and coordinated with staff in out-of-state districts.

NGS processes are monitored through several quality control procedures, including internal review and review by the ESC Region. District-provided data indicate all district objectives for ID&R and NGS were met for the 2007–08 academic year.

Parent Advisory Council

GCCISD has a very strong Parent Advisory Council (PAC). As required by the GCCISD TMEP 2008–09 Manual, the PAC convenes at least three times a year. For the 2008–09 academic year, nine PAC-sponsored parental involvement meetings were scheduled. Additionally, PAC members served as critical links to the migrant community, often referring new families to the district for enrollment and services. The PAC representatives interviewed during the site visit included the president, vice president, and treasurer. The president will receive an award for service and present at the National Migrant Education Conference. All three officers have long-standing relationships with the district and have had several children graduate from GCCISD and continue on to post-secondary education. These members described how the GCCISD TMEP staff served as bridges between the migrant community and the district. Parents viewed migrant staff as advocates for their families and their children and relied on them for advice and guidance for issues beyond academics.

PAC members reported that TMEP staff had been helpful in a variety of areas, including high school graduation and post-secondary guidance. Parents reported that staff members assisted with correspondence courses through MSGEP, district appeals processes, college admission and financial aid applications, and court appearances related to behavior or truancy issues. They also provided support to families returning from other states.

These parents repeatedly related stories about how their children's education had been negatively affected by their own lack of knowledge about the education system and how to negotiate and advocate for their children. The TMEP staff served as an essential link in helping these families negotiate the district system and processes.

4.0 Facilitators

Factors that supported and facilitated successful program implementation and service delivery included the following:

- Staff reported one of the most important impacts of the Building Bridges program was the partnership created between GCCISD and the families. The program teaches parents how to interact with the school system. It teaches skills that "will follow [parents] the rest of their lives, and train them to be effective parents socially and academically."

- Migrant tutors reported that the close collaboration between tutors and with school personnel facilitated their work. Additionally, they view the connections they make with the individual students and the increase in student self-esteem and confidence that comes from knowing someone is there to help them as the most important impact of their work.
- The GCCISD TMEP staff collaborates closely across the different areas of programming to ensure migrant students and their families receive the attention and services needed. TMEP staff reported that this collaboration was essential to effectively meeting the needs of the migrant population.
- In addition to the collaboration among staff, individual staff members were incredibly dedicated and committed to working with the migrant population. Several staff members were previously migrant workers. They view their work with the migrant community not as a job, but as a passion. These staff demonstrated extraordinary respect and care for the families with whom they worked.

5.0 Barriers

Factors that presented challenges or barriers to successful program implementation and service delivery included the following:

- District TMEP staff reported that a constant barrier for their programming is funding. For example, there was not enough funding to provide the 2009 transition summer school program for prekindergarten students. Migrant staff requested the district find alternative funding, and through Title I Part A, the TMEP will be able to continue the summer program.
- Migrant tutors reported that they needed more time or more tutors to reach all the migrant students requesting help. For example, one tutor has a total of 110 students between two schools and reported that providing the appropriate level of support was a challenge.
- TMEP staff indicated a need for more principal training to understand what services the TMEP provides and how TMEP staff can be a resource for the school. This training would allow more consistent interactions and relationships across campuses.
- Another challenge is monitoring students without social security numbers who stop going to school. Staff reported difficultly convincing these students to attend school as students perceived graduation as irrelevant since employment associated with a diploma requires a social security number.
- Staff also indicated a need to collaborate more with district ESL services in order to deliver needed language support to migrant students.
- Given the political climate, there is much confusion among migrant families about the difference between migrant and immigrant and how legal status impacts access to services.

- Space and transportation are issues for providing tutoring services to more students.

6.0 Alignment with Texas Migrant Education Strategies and Best Practice Principles

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[54]
The TMEP provides an enhanced Building Bridges program for migrant children not served by Head Start.	Instructional Time Access to Services	Responsiveness: The district's Building Bridges program expanded the curriculum, provides support for the transition to mainstream district early childhood programs, and tracks continuing student enrollment. Communication/Collaboration/ Relationships: Building Bridges staff link families with other TMEP support staff and services based on frequency of interaction.	Provide comprehensive coordination of services. Provide a lead teacher to train support staff and administer the Building Bridges program.
Flexible and tailored academic support is provided through tutoring for secondary students. Using NGS reports, grades, and attendance, tutors and the TMEP counselor meet with students to increase student awareness of academic progress.	Instructional Time Educational Continuity	Responsiveness: The tutoring program offers flexible and tailored academic support to students. TMEP staff uses data from a variety of sources to determine if a student needs at-school tutoring services. Staffing: Tutors serve as caring adults for migrant students and are culturally respectful of migrant students.	Provide TAKS remediation during alternative times. Implement a tutoring program.

[54] Full text of required and supplemental strategies is available in the SDP.

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[54]
The TMEP counselor coordinates options for credit accrual.	Educational Continuity	Responsiveness: TMEP staff assists in keeping students on track for graduation.	Coordinate with available programs offering options for credit accrual and recovery. Implement a variety of credit accrual and recovery options. Employ a migrant counselor or qualified specialized staff to provide graduation plan support.
The TMEP counselor and NGS staff coordinate with other states for students participating in out-of-state summer migrant programs.	Educational Continuity	Responsiveness: TMEP staff provides several options for credit accrual for students traveling between states. Communication/Collaboration/ Relationships: TMEP staff collaborates with receiving state staff. Staffing: NGS staff is well trained and experienced in interstate coordination.	Assist in coordination of Texas migrant students who may be served with out-of-state summer migrant programs.

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[54]
The TMEP home-school liaison visits each migrant family to provide information about how to collaborate with school staff as well as providing service referrals. In addition, the PAC collaborates closely with TMEP staff around academic and non-academic needs.	Educational Support in the Home Access to Services	Responsiveness: TMEP staff provides direct service to migrant families and parent trainings address community needs. TMEP staff members are the primary liaison between families, the school, and many other social and health services in the community. Staffing: TMEP staff members are known to be well-trained, are trusted by migrant families, and demonstrate respect for the migrant community.	Provide supplemental information to migrant parents.
ID&R staff are well known and trusted by the migrant community.	Access to Services	Staffing: TMEP staff has developed trusting relationships with, and gained access to, the migrant community ensuring early identification of students.	

Hereford ISD Case Study

1.0 Context

The Hereford Independent School District (HISD) is located in the Texas panhandle, approximately 50 miles southwest of Amarillo. The district includes one comprehensive high school, one junior high school, and four elementary schools, serving 4,168 students. Student enrollment in the district has increased by approximately nine percentage points over the past five years, from 3,839 students in 2003–04 to 4,168 in 2007–08. During this five-year period, students identified as at-risk increased by seven percentage points, students identified as economically disadvantaged increased nearly six percentage points, and the Hispanic student population increased approximately four percentage points. In contrast, the White student population decreased by approximately four percentage points. All other student groups remained relatively stable. **Table 1** provides HISD enrollment and demographic data from 2003–04 through 2007–08.

According to a January 2009 New Generation System (NGS) count, the district identified and recruited 970 migrant students for participation in the HISD Migrant Education Program (TMEP) services. Considering the 2004 and 2008 academic years, the NGS migrant count decreased by 62.7 percent. The NGS count includes three- and four-year-old students participating in the early childhood program, as well as older students who are out of school pursuing GED certification.

The main industry and employers in the area served by HISD are dairy farms. Many migrant families live in the community during the academic year and migrate to south Texas during the summer months. The migrant population in the area is relatively stable.

TABLE 1
Enrollment and Demographic Profile

Academic Year	Total Students	Student Group*								NGS Migrant Count
		AA	H	W	NA	A/PI	ED	LEP	AR	
2007–08	4,168	1.1%	83.2%	15.5 %	0.0%	0.3%	78.1%	13.7%	62.9%	806
2006–07	4,050	1.1%	81.7%	16.9 %	0.0%	0.3%	76.8%	13.0%	61.6%	840
2005–06	4,031	1.3%	81.2%	17.3 %	0.0%	0.2%	76.6%	13.3%	61.6%	1444
2004–05	3,952	1.3%	80.0%	18.4 %	0.1%	0.3%	72.5%	13.5%	55.9%	1839
2003–04	3,839	1.3%	79.4%	19.0 %	0.1%	0.2%	72.3%	13.0%	--	2161
Change**	**+8.6%**	**-0.2%**	**+3.8%**	**-3.5%**	**-0.1%**	**+0.1%**	**+5.8%**	**+0.7%**	**+7.0%**	**-62.7%**

Source: *AEIS district reports; TEA-provided NGS data October, 2009.*

**Indicates AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient; AR = At-Risk*

***Indicates the increase (+) or decrease (-) in a population between the 2004 and 2008 academic years. For AR, because at-risk student data was not reported in 2003–04 district AEIS, percentage increase/decrease is between the 2005 and 2008 academic years.*

2.0 District TMEP Staffing

HISD's TMEP is organized under the district's Department of Instruction & Student Learning. The executive director of the Department oversees bilingual/ESL and TMEP. Other TMEP staff include one NGS specialist, one identification and recruitment (ID&R) staff member, two Building Bridges staff, and one migrant interventionist for secondary students.

3.0 Services/Programming

Education Service Center Region XVI (ESC Region XVI) TMEP staff recommended the HISD TMEP because of its strong Building Bridges program.

Building Bridges

The Building Bridges program is based on the TEA-provided curriculum, but local staff have expanded the curriculum to provide more in-depth coverage of pre-kindergarten academic and developmental skills with follow-up activities. The goal of the program is to teach parents how to help their children develop and grow.

The HISD program serves approximately 28 children. Two staff from the HISD TMEP visit each child and parent in their home for 45 minutes each week. During this time, staff provide parents with learning activities, model teaching strategies, and other activities to complete as a family between visits.

During the first home visit, children are assessed using a behavioral checklist that monitors speech and language, hearing, vision, social-emotional, and health-related items. Additionally, children are given a pre-assessment over the following content areas: recognition of body parts, colors, shapes, positional words, and opposite words. If any developmental or health-related needs, such as poor eyesight or the possible need for special education referral are identified during this initial screening, TMEP staff then facilitate referrals to appropriate services.

Student progress is assessed using the Building Bridges Individual Development Checklist. Skills are assessed during the first home visit. Children are assessed at the end of the program using the same form. The program also surveys parent participants annually and refines program components based on feedback.

In spring 2008, MISD Building Bridges staff began participation in a Region XVI initiative called the Migrant Building Bridges iPod Pilot Project for Home-Based Migrant Early Childhood Education. The purpose of the project is to address one of the eight identified needs in the Statewide Comprehensive Needs Assessment: More migrant first-graders must develop sufficient affective, cognitive and psychomotor skills to be promoted to grade 2 (Statewide Comprehensive Needs Assessment Texas Migrant Education Program, 2007).

The goals of the project are:

- To provide comprehensible language in an efficient and convenient, portable delivery method

- To provide additional support for oral language fluency, an important bridge between word decoding and reading comprehension, through audio books
- To engage, motivate, and create interest in the learning process and provide parent-child interaction throughout the oral language development period of early childhood
- To provide the most current instructional technology for the migrant early childhood population of preschoolers through connected learning, created learning, and language development
- To develop and build literacy skills through contextualization and links to pre-existing knowledge and experiences by using quality language models for second language learners
- To address the needs as outlined in the Seven Areas of Concern of the Migrant Education Program by addressing the need for educational support in the home of migrant pre-school students
- To provide support for Local Education Agencies (LEA) in providing supplemental access to developing school readiness in the home
- To provide access and portability of educational resources, such as the Public Broadcasting Station's (PBS) nationwide series for early childhood, which may be unavailable to migrant families living in rural communities

The project provides opportunities for parents and children to access educational resources available through podcasts during each weekly session. The materials available through podcasts are intended to enrich the oral language fluency of both parent and child. Professionally created programming is available through resources such as PBS Kids, the Discovery Chanel, and NOVA. These programs are intended as a supplement to the lessons presented in the Building Bridges program.

4.0 Facilitators

Factors that supported and facilitated successful program implementation and service delivery included the following:

- Many District TMEP staff grew up in the area and have a long history with the migrant program. This helps them build a rapport with parents.
- Families appreciate the opportunity to participate in Building Bridges; otherwise, many of these children would not receive enrichment activities.
- Staff reported that parents make as much progress as children in the Building Bridges program. The program helps parents make the transition to school and learn how to interact with school staff.

5.0 Barriers

Factors that presented challenges or barriers to successful program implementation and service delivery included the following:

- One barrier reported by staff can be the conditions of homes. When homes are judged unfit for an in-home educator to visit, families are encouraged to bring their children to the school for services.

6.0 Alignment with Texas Migrant Education Strategies and Best Practice Principles

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[1]
The TMEP provides the Building Bridges Early Childhood Program to migrant children not served by Head Start or Early Start.	Instructional Time Access to Services	Communication/Collaboration/ Relationships: Building Bridges staff are able to link families with other TMEP support staff and services based on frequency of interaction with families.	Provide a lead teacher to train support staff and administer the Building Bridges Early Childhood Program.
Local staff have supplemented and expanded the curriculum. Participation in the iPod pilot project has enriched the Building Bridges Program by providing supplemental resources for parents and students.	Instructional Time Educational Support in the Home	Responsiveness: Building Bridges Program staff expanded and enriched the curriculum.	Provide supplemental information to migrant parents.

[1] Full text of required and supplemental strategies is available in the SDP.

Irving ISD Case Study

1.0 Context

Irving Independent School District (IISD) is located in northeast Texas within in the Dallas/Fort Worth metropolitan area. The district includes 3 comprehensive high schools, 7 middle schools, and 20 elementary schools, serving 32,707 students. Student enrollment in the district has increased by 4.8 percent over the past five years, growing from 31,215 students in 2003–04 to 32,707 in 2007–08. During this five-year period, the student group identified as economically disadvantaged increased by more than 11 percentage points, followed by the Hispanic student population, which grew by approximately 10 percentage points. Also, student groups identified as either limited English proficient or at-risk increased by at least five percentage points. However, the largest decrease was within the White student population, which dropped by approximately eight percentage points. All other identified student groups have remained stable. **Table 1** provides IISD enrollment and demographic data from 2003–04 through 2007–08.

According to a January 2009 New Generation System (NGS) count, the district identified and recruited 110 migrant students for participation in the IISD Migrant Education Program (TMEP) services. Considering the 2004 and 2008 academic years, the NGS migrant count decreased by 70.2 percent. The NGS count includes three- and four-year-old students participating in the early childhood program, as well as older students who are out of school pursuing GED certification.

Over the last six years, staff indicated that the number of migrant students served has decreased significantly, due, primarily, to gasoline prices and the city's Criminal Alien Program wherein the police department turns over any individual who has been arrested for a crime to federal authorities for deportation. The controversial program has received national attention and has resulted in widespread fears in the immigrant community. Consequently, many families are hesitant to enroll their children in school for fear of deportation.

TABLE 1
Enrollment and Demographic Profile

Academic Year	Total Students	Student Group*								NGS Migrant Count
		AA	H	W	NA	A/PI	ED	LEP	AR	
2007–08	32,707	12.2%	67.3%	16.0%	0.4%	4.1%	72.7%	39.3%	68.1%	124
2006–07	32,865	12.5%	65.5%	17.6%	0.4%	4.0%	72.0%	36.4%	68.0%	127
2005–06	32,620	13.1%	62.7%	19.5%	0.4%	4.2%	68.7%	34.5%	65.3%	263
2004–05	31,879	12.1%	60.8%	22.1%	0.4%	4.5%	65.7%	33.7%	63.1%	312
2003–04	31,215	12.7%	57.8%	24.2%	0.5%	4.8%	61.3%	33.8%	--	416
Change**	**+4.8%**	**-0.5%**	**+9.5%**	**-8.2%**	**-0.1%**	**-0.7%**	**+11.4%**	**+5.5%**	**+5.0%**	**-70.2%**

Source: *AEIS district reports; TEA-provided NGS data October, 2009.*

**Indicates AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient; AR = At-Risk*

***Indicates the increase (+) or decrease (-) in a population between the 2004 and 2008 academic years. For AR, because at-risk student data was not reported in 2003–04 district AEIS, percentage increase/decrease is between the 2005 and 2008 academic years.*

2.0 District TMEP Staffing

The district's TMEP program is administered through the Bilingual/ESL/Migrant Department, which has approximately 30 staff. The department director oversees the following programs:

- Elementary Bilingual/ESL
- Secondary ESL grades 6-12
- Migrant Services
- Language Testing Center
- Adult Education
- HIPPY (Home Instruction for Parents of Preschool Youngsters)

This structure allows a high degree of coordination and service provision for migrant students and families.

TMEP staff include a Migrant Recruiter and Migrant Recruiter Facilitator. In addition, a Parent Involvement Specialist was recently integrated into the department.

3.0 Services/Programming

The Migrant Education Program Coordinator at Region X Education Service Center (ESC Region X) recommended IISD's TMEP program for the development of systems, staffing, and communication and collaboration strategies that facilitate identification and recruitment, data collection and progress monitoring, and parent involvement. In addition, IISD TMEP staff reported on a number of TMEP programs and strategies to provide enrichment

experiences for migrant students focused on career and college awareness, planning, and preparation.

Identification and Recruitment

The district takes a multi-pronged approach to identification to ensure that all migrant students are identified and served. These include:

- Surveys to all campuses distributed several times per year and systematic follow-up to ensure that all parents complete surveys.
- Identification-related presentations and training for counselors, administrators, and teachers to increase awareness of migrant student challenges and programming and referrals from campus staff.
- Identification assistance from all staff in the department through their work with campuses in other areas.
- Extensive posting of migrant program information at campuses and community locations.

All families are asked to fill out a registration package at registration, which includes a form that asks questions related to employment and migrant status. Bilingual campus staff are available to assist families in filling out the student/parent survey at enrollment and identify some families as they register or to answer questions. Migrant staff review all forms turned in at registration to identify additional migrant families. Department staff also follow-up after registration to get a list from all campuses about how many forms are turned in so they can follow up with enrolled students who have not submitted the necessary forms.

To ensure that they don't miss students through the annual registration process, department staff distribute the forms at other locations, such as language testing centers, throughout the year and staff at these locations are required to ask students/parents if they have filled out the form. Department staff make presentations at events such as district/campus parent meetings, or in adult education classes to provide information about the TMEP services to parents who may have unidentified migrant students enrolled in the district. District migrant staff survey campuses about possible migrant students several times per year and visit campuses to solicit referrals from administrators, counselors, teachers, ESL tutors, and other campus staff. The department conducts identification-related training to campus staff to build awareness districtwide. Additionally, the department posts information about the availability of services for migrant students/families at every campus and in the community (post offices, apartment buildings, laundry and day care facilities, and at community-based organizations). Finally, other staff in the department involved with non-migrant programs (ESL, special education, etc.) provide word-of-mouth referrals from their contacts with campus staff, students, and families.

Once possible migrant families are identified, district recruiters contact the families and conduct a home visit and interview to ascertain if the student is eligible for migrant services and to identify other family service needs. ESC Region X staff reported that the district has a very experienced recruiter who is very effective in assessing and meeting family needs, following up, and establishing ongoing relationships. If the family has young children, staff

can refer families to the HIPPY program, which provides home-based educational services to children ages 3-5, or Head Start.

Once migrant student eligibility is determined, district staff send a letter to the teachers of migrant students at the campus (with a copy to the principals) identifying the specific student by name as a migrant student, explaining that the student should have access to supplemental services provided by the campus or, where services are not already available, through the TMEP program.

Data Collection and Progress Monitoring

ESC Region X staff reported that IISD's communication and organizational structure (between and within district departments and central office and campuses) facilitates TMEP data collection, record keeping, and progress monitoring. IISD migrant staff have developed systematic processes and collaborative relationships across the district to facilitate accurate and efficient data collection and record keeping through NGS, as well as ongoing progress monitoring processes and relationships to ensure migrant student educational needs are being addressed.

ESC Region X staff reported that IISD staff have a good system of internal communication and teamwork within the migrant department and the district's active participation in NGS training that has resulted in consistently accurate NGS data. Staff also actively contribute ideas for improving NGS processes or new ways of organizing information.

After all migrant students are identified, district staff monitor each migrant student's performance through review of progress reports on the district's online GradeSpeed program every three weeks, as well as failure and incomplete records from PEIMS. Reports provide student information linked to teachers regarding overall student performance and attendance, as well as detailed course-based information such as number of homework assignments turned in, class grades, and classroom test performance. Based on these reports, migrant staff the contact a student's parents (in the case of excessive absences or missing assignments, for example), provide the campus with the reports, and contact designated migrant liaisons at the individual campuses to facilitate student access to existing campus services, such as tutoring or ESL programming, or identify the need for additional services.

Designated campus-level migrant liaisons at the elementary level are campus tutors; at the middle school lead teachers, and at the high schools, ESL specialists. These campus staff contact the student's teachers and work directly with them to implement and monitor interventions. Department staff also monitor student participation in support services, follow up with individual teachers about migrant student progress, and report to families about participation in support activities and progress. Staff reported that the close district-level monitoring of individual student performance and the campus liaison structure increased accountability for migrant students at the campus level and ensured timely interventions. Campus administrators support campus liaisons in working with teachers.

Parent Involvement

IISD TMEP recruiters work to establish a solid and lasting relationship with migrant families, sharing information about and personally inviting parents to the district's range of parent activities. These staff also participate in parent involvement activities on a regular basis. ESC Region X staff reported that the district TMEP was proactive in hiring a coordinator for migrant parent activities based on needs assessments that indicated need for parent information and family activities. Consequently, a wide variety of district programs (both migrant-only and open district or campus parent programs) encourage migrant family involvement, provide access to school and community services, and increase family capacity to provide educational support in the home. ESC Region X reported that IISD TMEP staff are effective in making parents feel welcomed, valued, able, and equipped with resources to enrich their children's lives, and celebrations of migrant student success are recognized as family success. Consequently, staff reported, IISD migrant parents are well-informed of educational and instructional issues, knowledgeable about available resources and how to access them, and have input into their children's education.

Migrant parent involvement strategies are specifically identified in the IISD District Improvement Plan and thus are included in campus improvement plans, facilitating focused efforts at all levels to involve migrant families. Staff incorporated needs assessment strategies into every family contact and program activities, including surveys, informal discussions, activity feedback forms, and debriefing activities to identify continuing or emerging needs. Participation is reported as high with substantial participation by fathers as well as mothers, which staff indicated was reflective of strong and successful communication and relationship building.

Latino Family Literacy Project

In 2008-09, 20 migrant families participated in this weekly evening program to encourage family reading in the home. For nine weeks, this bilingual program models strategies for parents to work with books with their children at home. Parental literacy is not imperative, and the program focuses on how parents can engage their children with books, through discussion of colors, pictures, and story structure. Childcare is provided where children are engaged in related activities. Each week, parents were assigned an activity to conduct with their children at home and the next week report back to the group about their experience and share strategies. Materials for the program, which were part of a series purchased through the Latino Family Literacy Project, were provided in English and Spanish and were related to migrant family concerns. For more information, see http://www.latinoliteracy.com/. The district was not able to provide transportation.

Parenting Classes

During the literacy program, staff surveyed parents during each session about their interests and areas about which they wanted to learn more. Based on parent feedback, a parenting series was created to complement the literacy program and to address identified parenting concerns, such as, how to be a better advocate for their child, how to be a more effective parents, how to set limits, and how to encourage study habits.

Parent Advisory Council (PAC)

Staff reported that 95 percent of migrant families served in the district participate in the district's PAC. The PAC meets four times a year, twice in fall and twice in spring. All parents are personally invited to the meeting through phone calls from district staff and through flyers. When parents miss a meeting, they have requested that district staff follow up to share information from the meeting. Staff also use these follow-up contacts to see if the family has experienced an emergency or has an unmet need.

Migrant Parent Meetings and Trainings

The district aims to hold migrant parent meetings or workshops once a month around parent-identified topics. For example, based on parent interest, staff invited speakers from community and service organizations to discuss community resources, such as health services and legal services. When parents had questions about graduation plans, the department set up a student/parent training workshop called, "What is a graduation plan?" High school counselors helped migrant parents and students develop four-year plans at the workshops.

Other District Parent Involvement Activities

District staff personally invite and sometimes take migrant parents to parent meetings being held in the district, such as gifted and talented meetings, PSAT/SAT or other college awareness workshops, or meetings offered through ESC Region X about school-related issues. While the department cannot provide transportation to these events, it does cover fees or other participation costs for those families that want to attend. Department staff work with the meeting planners to ensure that a translator (or department staff member) will be present and that the meetings include migrant parents and address migrant family concerns. Staff reported parent participation in these events was extremely valuable in building their confidence and knowledge about how to support their children in school. Parents who participate also serve as resources for other migrant parents at PAC or other district migrant parent activities.

To facilitate this level of collaboration with other departments, the district migrant director meets regularly with other district departmental directors to share information about events and activities and collaborate to include migrant families. The goal is ensure that migrant families have access to all the resources that the district offers. (This type of collaboration is identified as a specific strategy in the district's improvement plan.)

Migrant department staff personally contact all migrant families to inform them about and invite them to all district parent involvement activities. Migrant family activities are held at campuses and planned in collaboration with district staff to continue to build staff awareness of migrant education.

Across the department's parent involvement activities, staff collect parent feedback and conduct ongoing needs assessments through surveys, debriefing, and informal discussion. Staff routinely ask about parent interests for programming topics, as well as family access to community services. Staff follow up with targeted programming aligned with parent interests and communicate with community agencies to ensure that specific family

needs are met. Staff emphasized that the high degree of personal contact and personalized service allowed staff to develop relationships with family members.

Other TMEP Services

Staff reported on a number of additional, student-focused programs designed to expose students to educational and career opportunities. Examples of some of these programs (which are provided below) either specifically target migrant students, or are programs offered by the district or other entities in which TMEP supports migrant student participation.

Journey Beyond High School

This college and career readiness program is offered to middle and high school migrant students to build student awareness of and aspiration for higher education. Through the use of career surveys, students review their high school graduation plans and course alignment with future goals.

Academic Travelers

This program is coordinated at secondary campuses by ESL coordinators and provides a laptop for every middle school migrant student. The program was initiated at the middle school level as a result of a survey and request from parents through the PAC. The results of the survey indicated that very few families had access to a computer at home. While all IISD high school students have access to a laptop, the PAC requested that migrant middle school students be issued laptops as well. The department coordinated with middle school teachers of migrant students to create class educational Web sites or Blackboards, where teachers post assignments. Students have access to free software and teachers give students flash drives with additional work. The district's technology department trained students in the use of all the technology. Students are able to take the laptops with them when they travel in the summer.

Summer workshops for PSAT/SAT Preparation

The district TMEP provides information to migrant families about this program, encourages migrant students to participate, and pays program fees.

University of Texas at San Antonio (UTSA) Camp

District staff have personally contacted families of all migrant high school students to invite them to participate in a three-day Region X sponsored camp at UTSA, three-day, meeting with professors and counselors.

4.0 Facilitators

Factors that supported and facilitated successful program implementation and service delivery included the following:

- Staff reported that TMEP has a high profile in the district as a result of, the district leadership's support for the program, a district DIP goal and structure for Title 1 and special populations that facilitates organizational

collaborations, as well as the TMEP director's leadership and constant efforts to collaborate across district departments. The district structure promotes a high level of program coordination, information sharing, and migrant education awareness that impacts all aspects of migrant services, from identification to parent involvement.

- Because the district includes migrant-focused goals in the DIP, campuses must also include migrant students in their Campus Improvement Plans, thereby increasing awareness, priority, and commitment to TMEP programming goals.
- Staff have been proactive and consistent in increasing staff awareness of TMEP districtwide through training and presentations and visits by district migrant staff, in understanding who migrant (versus immigrant) students are and assisting with student identification and understanding of what services are available to support their educational progress. District staff collaborate with campus staff to offer migrant activities for families at campuses to increase staff awareness of TMEP.

5.0 Barriers

Factors that presented challenges or barriers to successful program implementation and service delivery included the following:

- Identification has likely been inhibited recently by the city's immigration policy. Some migrant families may be reluctant to enroll their students in schools.
- The department's inability to provide transportation for parent and student activities was cited as a challenge.

6.0 Alignment with Texas Migrant Education Strategies and Best Practice Principles

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[55]
The district employs multiple, ongoing strategies to identify and recruit migrant students/families and provides training to build campus staff awareness of migrant identification issues.	Access to Services Educational Support in the Home	Staffing: The department uses multiple methods to increase staff awareness districtwide and involve staff in migrant student identification.	Provide presentation/ information to school staff.
Recruitment staff are effective in establishing trust and building family relationships through needs assessments, timely service provision, and regular, ongoing personalized contacts.	Educational Support in the Home Access to Services	Communication/Collaboration/ Relationships: An experienced TMEP recruiter effectively establishes and maintains family relationships, which in turn promotes educational support in the home.	Provide supplemental information to migrant parents.
The district conducts detailed monitoring of individual migrant students' academic progress to ensure student's access to needed services.	Access to Services	Responsiveness: Migrant recordkeeping and monitoring procedures ensure that the program is serving student effectively Staffing: TMEP systems and processes encourage campus and district accountability for migrant student success.	

[55] Full text of required and supplemental strategies is available in the SDP.

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[55]
The district communicates with teachers and designates campus-level staff to serve as liaisons with teachers to ensure student access to services and increase accountability.	Access to Services Educational Continuity	Staffing: The district's TMEP structure of campus-level liaisons that also have instructional and/or language related roles extends the reach and effectiveness of support. Communication/Collaboration/ Relationships: The district structure provides communications channels for TMEP services at the campus level.	Provide presentation/ information to school staff. Employ migrant counselor or qualified specialized staff to provide graduation plan support.
District staff review of performance is specific and detailed to quickly pinpoint the problem and identify the specific services required by the student.	Access to Services	Responsiveness: District staff continually evaluate student needs.	
The district conducts multiple ongoing needs assessments related to parent and family interests and needs.	Educational Support in the Home	Responsiveness: All parent activities include needs assessment and debriefing to identify new areas of need and evaluate programs and services.	Provide supplemental information to migrant parents.

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[55]
The district has identified migrant family involvement as a priority and provides multiple opportunities and supports to ensure migrant families have access to all district educational programs and services	Educational Support in the Home Access to Services	Responsiveness: The district coordinates extensively with other staff and employs personalized outreach strategies to involve parents in district activities. Staffing: Identification of committed and trusted staff to serve as advocates and mentors and facilitate parent participation in school and districtwide events. Language: Outreach to families in appropriate languages or through translators	Provide supplemental information to migrant parents. Provide coordination of resources.
The district provides or facilitates multiple opportunities for families to learn more about the educational system and participate in migrant, campus, and district activities.	Access to Services	Responsiveness: The district has been effective in involving and educating parents about the educational system, opportunities through the PAC and district academic services, empowering parents to advocate for themselves and their children.	Provide supplemental information to migrant parents.
The district supports student and family understanding of graduation plans.	Educational Continuity	Quality Instruction: The district makes an effort to help families focus on high expectations and educational goals.	Employ migrant counselor or qualified specialized staff to provide graduation plan support.
The district supports or provides college and career readiness for migrant students, including access to technology-based enrichment activities and programs.	Educational Continuity	Quality Instruction: The district provides access to technology-rich programs and multiple opportunities for student enrichment, goal setting, and research around college and career goals.	Employ migrant counselor or qualified specialized staff to provide graduation plan support.

Littlefield ISD Case Study

1.0 Context [56]

The Littlefield Independent School District (LISD) is located in northwest Texas, 50 miles from the border of New Mexico. The district includes one comprehensive high school, one middle school, and one elementary school, serving 1,534 students. Student enrollment in the district has increased by approximately four percent over the past five years, growing from 1,481 students in 2003–04 to 1,534 in 2007–08. During this five-year period, the student group identified as economically disadvantaged increased by eight percentage points. In addition, the student group identified as at-risk grew by approximately five percentage points, followed by the Hispanic student population, which grew by just over four percentage points. The White student population, however, decreased by six percentage points. All other identified student groups have remained stable. **Table 1** provides LISD enrollment and demographic data from 2003–04 through 2007–08.

According to a January 2009 New Generation System (NGS) count, the district identified and recruited 187 migrant students for participation in the LISD Migrant Education Program (TMEP) services. Considering the 2004 and 2008 academic years, the NGS migrant count decreased by 25.2 percent. The NGS count includes three- and four-year-old students participating in the early childhood program, as well as older students who are out of school pursuing GED certification.

The main industry and migrant employers in the area are the farming and agricultural industries. Typically, families from the Rio Grande Valley migrate north to Littlefield to assist with harvests.

Region XVII Education Service Center Migrant Education Program Coordinator recommended the LISD migrant education program because of its strong assistant superintendent who is able to meet the needs of migrant families.

[56] Note this visit was scheduled to be an in-person interview but due to extenuating circumstances was rescheduled as a phone interview. The interview was very brief not lasting more than 20 minutes.

TABLE 1
Enrollment and Demographic Profile

Academic Year	Total Students	Student Group*								NGS Migrant Count
		AA	H	W	NA	A/PI	ED	LEP	AR	
2007–08	1,534	7.1%	62.6%	30.0%	0.3%	0.0%	71.2%	6.6%	49.8%	202
2006–07	1,548	6.8%	61.0%	31.8%	0.3%	0.2%	68.1%	6.2%	49.2%	176
2005–06	1,502	6.5%	59.8%	33.2%	0.1%	0.4%	66.3%	5.1%	54.5%	308
2004–05	1,471	5.3%	58.5%	35.6%	0.3%	0.3%	65.4%	4.8%	45.1%	272
2003–04	1,481	5.3%	58.5%	36.0%	0.1%	0.1%	63.2%	4.0%	--	270
Change **	**+3.6%**	**+1.8%**	**+4.1%**	**-6.0%**	**+0.2%**	**-0.1%**	**+8.0%**	**+2.6%**	**+4.7%**	**-25.2%**

Source: *AEIS district reports; TEA-provided NGS data October, 2009.*
**Indicates AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient; AR = At-Risk*
***Indicates the increase (+) or decrease (-) in a population between the 2004 and 2008 academic years. For AR, because at-risk student data was not reported in 2003–04 district AEIS, percentage increase/decrease is between the 2005 and 2008 academic years.*

2.0 District TMEP Staffing

The assistant superintendent directs the TMEP. Additional TMEP staff include two identification and recruitment (ID&R) staff, two program staff, and the data clerk/secretary.

3.0 Services/Programming

Littlefield provides a set of services to meet migrant families' basic needs through the advocacy demonstrated by the assistant superintendent in charge of the TMEP. The assistant superintendent has directed the TMEP in the district for 25 years. The other TMEP staff are also established members of the team, and that has helped build trust with migrant families over the years. The recruiters are the main contacts with families, and family/student needs are usually communicated through them.

The assistant superintendent stated that one of the TMEP's main goals is to meet basic family needs. For example, as staff identify needs for medical and dental assistance, such as glasses or cavities, the TMEP provides students with these basic services. The TMEP program director and assistant superintendent stated that with migrant families in the area, paying for groceries and other bills can take priority over the need for children's medical services.

LISD TMEP also provides on-campus tutoring to migrant students Monday through Thursday and as needed on Fridays. Two TMEP staff help migrant students with homework, English acquisition, TAKS preparation, and other identified academic needs. Staff reported that on average about ten students attend tutoring daily. A main focus of the tutoring is homework support, so students can maintain strong grades. Migrant students know they can contact these staff for help and support. The TMEP program also shares a classroom interpreter with the ESL program to provide language support during class time.

The LISD TMEP focuses on increasing the migrant family awareness of the importance of finishing high school and continuing into secondary education. For example, the staff help families understand the significance of staying in one location as long as possible during the academic year. The program has assisted in increasing the graduation rate for local migrant students. This accomplishment has allowed these students to continue their educations and opened opportunities for them and their families to become stable.

4.0 Facilitators

Factors that supported and facilitated successful program implementation and service delivery included the following:

- Staff reported that the most important support for their programming has been the stability of their staff. Because they have very low turnover, migrant families know and trust their programming and services.
- Some staff are former migrant students and, therefore, understand the needs of the migrant community.

5.0 Barriers

Factors that presented challenges or barriers to successful program implementation and service delivery included the following:

- One obstacle programming staff reported was the change in law stipulating a family needed to move each year to maintain migrant status. While the intent of the law is reasonable, staff stated an unintended consequence was a disincentive for migrant families to find stable work as they lose the migrant education program support. It can take several years for a family to become stable and if critical support is lost during this time, it can disrupt the process.

6.0 Alignment with Texas Migrant Education Strategies and Best Practice Principles

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[57]
TMEP staff are stable, well known, and trusted by the migrant community.	NA	Responsiveness: TMEP staff are stable and have developed trusting relationships with and gained access to the migrant community.	NA

[57] Full text of required and supplemental strategies is available at the end of this document.
*The Texas SDP positions this activity as a supplement service under the area of concern: Engagement and Educational Support in the Home; however, it aligns more closely with the best practices described under School and Social Engagement.

Muleshoe ISD Case Study

1.0 Context

The Muleshoe Independent School District (MISD) is located in northwest Texas, 20 miles east of the New Mexico border. The district includes one comprehensive high school, one junior high school, and two elementary schools, serving 1,488 students. Student enrollment in the district has remained stable, increasing by one percentage over the past five years from 1,473 students in 2003–04 to 1,488 in 2007–08. During this five-year period, there was an increase in the percentage of students identified as at risk of approximately 11 percentage points, and the Hispanic student population grew by 8 percentage points. The student group identified as economically disadvantaged increased by approximately six percentage points, followed by the student group identified as limited English proficient, which grew by nearly five percentage points. In contrast, the White student population decreased by more than seven percentage points. Other student groups have remained relatively stable. **Table 1** provides MISD enrollment and demographic data from 2003–04 through 2007–08.

According to a January 2009 New Generation System (NGS) count, the district identified and recruited 207 migrant students for participation in the MISD Migrant Education Program (TMEP) services. Considering the 2004 and 2008 academic years, the NGS migrant count decreased by 60.3 percent. The NGS count includes three- and four-year-old students participating in the early childhood program, as well as older students who are out of school pursuing GED certification.

The main employers in the area served by MISD are dairy farms. Many migrant families live in community housing specifically designated for migrants and travel to surrounding communities to work on farms, particularly in the silage process. The migrant population in the area is relatively stable with the recent influx of a small number of families from California. Most families in the area travel to south Texas during the summer to harvest there.

TABLE 1
Enrollment and Demographic Profile

Academic Year	Total Students	Student Group*								NGS Migrant Count
		AA	H	W	NA	A/PI	ED	LEP	AR	
2007–08	1,488	0.9%	75.1%	23.8%	0.1%	0.1%	75.5%	17.4%	53.4%	174
2006–07	1,490	0.6%	72.0%	27.1%	0.1%	0.1%	75.2%	16.6%	52.5%	230
2005–06	1,501	0.9%	71.3%	27.5%	0.1%	0.1%	74.8%	16.1%	45.9%	347
2004–05	1,527	1.1%	69.2%	29.5%	0.1%	0.1%	73.9%	14.4%	42.5%	344
2003–04	1,473	1.3%	67.1%	31.2%	0.1%	0.2%	70.0%	12.6%	--	438
Change**	**+1.0%**	**-0.4%**	**+8.0%**	**-7.4%**	**0.0%**	**-0.1%**	**+5.5%**	**+4.8%**	**+10.9%**	**-60.3%**

Source: *AEIS district reports; TEA-provided NGS data October, 2009.*

**Indicates AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient; AR = At-Risk*
***Indicates the increase (+) or decrease (-) in a population between the 2004 and 2008 academic years. For AR, because at-risk student data was not reported in 2003–04 district AEIS, percentage increase/decrease is between the 2005 and 2008 academic years.*

2.0 District TMEP Staffing

Three MISD TMEP staff direct and implement all the migrant programming. Staff consists of the director of federal programs, an NGS clerk/recruiter/program specialist, and a recruiter/program specialist. While the director has been in the position for three years, the other two positions have a combined total of 52 years' experience working with the migrant population in the area.

3.0 Services/Programming

Education Service Center Region XVII (ESC Region XVII) TMEP staff recommended the MISD TMEP because of its strong tutoring program.

Tutorial Services

MISD's tutoring program, Project Migrant Acceleration Program (Project MAP), began in 2006–07 and is designed to provide small group and one-on-one tutoring for migrant students. Tutoring is offered Tuesdays and Thursdays after school from 6:00 p.m. to 8:00 p.m. for students identified as needing assistance through grade and attendance reports. The first year, tutoring was provided for approximately 15 migrant students, the second year the number increased to 32, and currently approximately 42 students participate.

Project MAP uses peer tutors to provide tutoring support. Tutors are selected based on grades and teacher recommendations. TMEP staff reported that they look for peer tutors who are not already leaders in the school but, rather, students who have potential that can be developed through participation in the program. For example, two current tutors were students with discipline problems and trouble keeping up with grades. Being tutors has positively impacted both students academically and non-academically.

Peer tutors are paid for their time, an important program component, because there are not many employment options in the area. Additionally, tutors act as role models for migrant students. Many migrant students have worked as peer tutors, as have several former migrant students whose families have settled in the area.

Students bring in homework assignments and work one-on-one or in small grade-level groups with peer tutors under supervision of certified teachers from campuses and grade levels serving the highest numbers of migrant students needing tutoring. Eight teachers participate and are paid for their time. Supervising teachers work directly with the peer tutors and students, and closely coordinate with campus teachers about the migrant students' tutoring needs and progress.

A mobile laptop computer lab is available during tutorials and is staffed by a certified technology teacher from one of the schools. The computer lab is designed to provide additional support for students, as well as a way to provide education-related activities for siblings who have to attend tutoring with their brothers or sisters. For younger students, the Reading Is Fundamental (RIF) program and online bilingual books are available. Older elementary students can work with the Accelerated Reading program, and secondary students are able to conduct research and work on homework assignments using the computers.

When Project MAP began three years ago with 15 student participants, a major obstacle was transportation. For many migrant families, parents take the only available transportation to work and the hours are very long, leaving students isolated after school. Staff indicated that more students would participate in the tutoring program if there were more transportation options. Because the district is small, school buses were used for other extracurricular events. So vehicles were purchased for TMEP use only. With the available transportation, tutoring participation has increased each year.

Another barrier for some participants was the responsibility of watching younger siblings. So TMEP staff encouraged younger siblings to attend tutoring and provided supervision.

Finally, feedback from Project MAP participants indicated that parents were limited in helping students with homework because of language issues. TMEP staff subsequently initiated efforts to purchase refurbished laptops for all high school migrant students. The computers have Internet access and are loaded with Rosetta Stone language program software with accounts for each family member, including parents and siblings. To qualify for a laptop, a student and a parent must come to an orientation class to learn how to use the computer and software. So far, the program has provided 25 computers.

Specialized Interventions

MISD TMEP staff are able to quickly identify needs and develop specialized interventions for migrant students through access to the district Gradebook software. Staff check grades and missing assignments for migrant students. Reports are run frequently and reviewed by the three TMEP staff with immediate communication with the student, teacher, and tutors. Because the district serves a relatively small number of migrant students, staff are able to keep close watch on academic progress.

Because TMEP staff are based at district campuses, they are also able to track and respond to non-academic needs of migrant students. For example, TMEP staff observed inappropriate behavior between boys and girls who were migrant students. In response, the staff developed a self-esteem program using free material through Dove's The Real You Program.[58] Students attended the regular Project MAP tutoring program twice a week and, during the second hour of each session, a TMEP staff member worked on the self-esteem program with the girls. The project lasted approximately six weeks, and staff reported that the student feedback was very positive and the inappropriate behavior was minimized.

Another example of specialized intervention addressed an increased number of migrant students receiving in-school suspension (ISS). The students attended tutorials and did well, but were behaving inappropriately in class. After investigating, staff observed that students were frustrated in classes by teacher responses they viewed as unfair. A TMEP staff member created a workshop about finding other ways to express frustrations based on a conference presentation she attended, "In the Eyes of an Artist." The purpose of the workshop was to expose and educate students about different forms of art, from drawing to poetry, which could be used as an outlet for their feelings. Students were asked to document situations including a statement about what happened, stop and think about the event and alternative responses, and then create a drawing, poem, or music that expressed their feelings. After tutoring, students would share their work and discuss. TMEP staff described this tutorial as a positive way to prevent more ISS placements by giving students an outlet for frustration.

4.0 Facilitators

Factors that supported and facilitated successful program implementation and service delivery included the following:

- TMEP staff often emphasized the importance of relationships and the value of migrant students knowing there was a caring adult at school. Staff reported that TMEP staff and students benefitted from feeling like a "family."
- Staff also attributed their success to staff members' long history working with the migrant community. Migrant families viewed them as reliable and trustworthy.

5.0 Barriers

Factors that presented challenges or barriers to successful program implementation and service delivery included the following:

- While TMEP staff have been able to address many migrant student needs, the department struggles with several issues. Given the current political climate, it is challenging to identify all families and to get parents to participate in events that involve travel. Some parents feel uncomfortable traveling on a bus or going to locations that may include checkpoints.

[58] Dove True You Self-Esteem Free tools. Accessed 5.12.09, http://www.dove.us/#/makeadifference/downloads.aspx/

Therefore TMEP staff are sensitive to these issues when recruiting families and planning events.

- Participation issues related to transportation continues to challenge the TMEP.
- While TMEP staff reported that most district staff were aware of the unique needs of migrant families and students, there was a need to expand district and campus outreach and support for migrant families. TMEP staff were the primary, sometimes sole, liaison between families and schools.

6.0 Alignment with Texas Migrant Education Strategies and Best Practice Principles

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[59]
The district provides an after-school supervised peer tutoring program for migrant students that offers transportation and childcare support.	Instructional Time Educational Continuity	Responsiveness: The tutoring program offers flexible and tailored academic support and addresses participation barriers. Staffing: Peer tutors, who are role models for students, were closely supervised by certified teachers. Communication/Collaboration/ Relationships: Tutoring program teacher supervisors were thoughtfully identified to maximize coordination with campus staff around student academic needs. Quality Instruction: The program provides academic enrichment opportunities through a computer lab for participating students and their siblings.	Provide TAKS remediation during alternative times. Implement a tutoring program to assist students with make-up coursework. Provide coordination of resources by offering homework assistance.
Selection of peer tutors was designed to build student confidence and leadership skills and provide role models.	Student School and Social Engagement	Responsiveness: The tutoring program provided carefully supervised peer tutoring, an innovative and enhanced approach to providing supplemental academic support that benefitted the tutors as well as the students needing help.	

[59] Full text of required and supplemental strategies is available in the SDP.

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[59]
TMEP staff use the tutoring program to provide specialized interventions based on emerging needs.	Student School and Social Engagement	Responsiveness: Staff have maximized their access to students by provided social and non-academic support programming offered through the tutoring program.	
TMEP staff are well known and trusted by the migrant community.	Access to Services	Staffing: TMEP staff have developed trusting relationships with and gained access to the migrant community, ensuring early identification of students.	

Sherman ISD Case Study

1.0 Context

The Sherman Independent School District (SISD) is located in northeast Texas, 60 miles north of Dallas. The district includes one comprehensive high school, one middle school, one intermediate school, and six elementary schools, serving 6,481 students. Student enrollment in the district has increased by more than two percent over the past five years, growing from 6,329 students in 2003–04 to 6,481 in 2007–08. During this five-year period, the Hispanic student population grew by nearly eight percentage points, along with the student population identified as economically disadvantaged, which grew by over six percentage points. The student group identified as limited English proficient, also increased by approximately five percentage points, followed by the student group identified as at-risk, which increased by over three percentage points. In contrast, the White student population decreased by approximately eight percentage points. All other identified student groups remained stable. **Table 1** provides SISD enrollment and demographic data from 2003–04 through 2007–08.

According to a January 2009 New Generation System (NGS) count, the district identified and recruited 19 migrant students for participation in the SISD Migrant Education Program (TMEP) services. Considering the 2004 and 2008 academic years, the NGS migrant count decreased by 66.2 percent. The NGS count includes three- and four-year-old students participating in the early childhood program, as well as older students who are out of school pursuing GED certification.

Staff reported that the migrant student population has been as high as approximately 35 students in the past. Currently, all students served are in grades PreK−6. Though most of the migrant students served in SISD were born in the U.S., 13 are English language learners with three in bilingual programs and seven in English as a second language (ESL) programs at the elementary level. Migrant families served by the district typically travel out of state (to Oklahoma and Oregon) for work in wheat, tomato, lettuce, and onion fields, but usually come back to the district because of the affordable housing in the area. The district also currently serves a family that has migrated from California.

TABLE 1
Enrollment and Demographic Profile

Academic Year	Total Students	Student Group*								NGS Migrant Count
		AA	H	W	NA	A/PI	ED	LEP	AR	
2007–08	6,481	15.8%	27.6%	53.4%	1.9%	1.3%	54.5%	14.1%	46.6%	26
2006–07	6,419	16.4%	25.8%	54.7%	1.9%	1.2%	54.5%	12.9%	47.1%	34
2005–06	6,348	16.3%	24.0%	56.8%	1.7%	1.1%	54.3%	12.4%	47.3%	52
2004–05	6,371	16.3%	22.1%	59.0%	1.5%	1.1%	52.3%	11.3%	43.5%	68
2003–04	6,329	16.2%	20.1%	61.2%	1.3%	1.1%	48.3%	9.5%	--	77
Change**	**+2.4%**	**-0.4%**	**+7.5%**	**-7.8%**	**+0.6%**	**+0.2%**	**+6.2%**	**+4.6%**	**+3.1%**	**-66.2%**

Source: *AEIS district reports; TEA-provided NGS data October, 2009.*

**Indicates AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient; AR = At-Risk*

***Indicates the increase (+) or decrease (-) in a population between the 2004 and 2008 academic years. For AR, because at-risk student data was not reported in 2003–04 district AEIS, percentage increase/decrease is between the 2005 and 2008 academic years.*

2.0 District TMEP Staffing

The district's TMEP is led by the director of Bilingual/ESL programs, who is also responsible for parent involvement. The director was new to the district in the 2008−09 school year, but ESC staff felt she had already initiated some effective approaches to improving TMEP in SISD. Identification and recruitment are performed through a shared services agreement (SSA) with Education Service Center Region X (ESC Region X).

3.0 Services/Programming

The Migrant Education Program Coordinator at ESC Region X recommended the SISD TMEP for its participation in an ESC-coordinated pilot of an online tutoring program called ELL Bridge, and for parent involvement activities, including participation in the region's Parent Advisory Committee (PAC).

ELL Bridge

The ELL Bridge program provides live online video tutoring (with audio and video) sessions with bilingual educators from Mexico for English language learners (ELLs) who need content area support. Tutors are pre-screened through the program provider and usually have master's degrees. The program is provided by Edunet24, the U.S. division of Aula24horas, a Mexico-based education service. (For more information, see http://www.ellbridge.com/rosetta/news.cfm and http://www.aula24horas.com/). The company approached ESC Region X about conducting the pilot, and ESC Region X contacted district TMEP staff about possible inclusion. To date, three districts (including Sherman) have participated, at some point. The ESC coordinator stressed that the implementation of the program has been a learning experience and the provider, the ESC, and the districts are collaborating on how to improve and support the use of the program for migrant ELLs.

The goal of the ESC's pilot program is to explore ways to improve academic achievement through one-on-one tutoring of migrant students who had previously failed a core area TAKS and who teachers had described as difficult to engage. In deciding to participate in the pilot, the ESC Region X pilot coordinator said the following key features were of interest to TMEP staff:

- Option for native language instruction,
- Interactivity and being able to see and hear the tutor,
- Capacity for distance learning and continuation of service through migrant moves,
- Resource for teachers in home base and receiving states, and
- Possibility for engaging parents in instructional support.

The pilot is supported through ESC Region X TMEP funding, and implementation has been ongoing since fall 2008–09. ESC Region X negotiated with the provider to reduce the $25/hour tutorial fee to $10-15 for participation in the pilot. ESC Region X covers this fee for participating districts, supplies laptops, and funds wireless access for participating students. Plans are to continue the program in 2009–10, expand its use, take full advantage of program features, and collect reliable outcomes data.

In 2008–09, three SISD migrant students (two sixth graders and one fourth-grade student) participated in the ELL Bridge program for tutoring support in mathematics based on low performance on TAKS. The SISD TMEP director talked directly with the parents of the identified students to describe the program and explain the qualifications of the tutors. The director received training from ESC Region X in the use of the program and use of the technology, and she trained the students at their campuses.

SISD chose not to issue laptops through ESC Region X to participating students. The district wanted to ensure students had access to the necessary bandwidth to use the technology and that was best provided through the district. In addition, the district wanted students to participate under the supervision of a certified teacher. Thus, two to three times per week, for a total of 2.5 hours per week, the students went to their campus computer lab (supervised by a teacher) during the ESL pullout time built into their schedules. During this time, students worked online with tutors using an interactive tool to complete problems and two-way audio and one-way visual (student can see tutor) communication. Students could choose which language the tutor and the student use, and staff reported that the content area support through the student's native language was an asset of the program.

The district provided the tutors with a report on the student's needs based on a review of the student's performance on the previous year's mathematics TAKS by objective. The district has also provided more specific guidelines, such as a sample lesson plan, textbook resources, or clarifying information on the TEKS, at tutor request. Based on this information, the tutor develops a plan for structured activities for the student, reporting and providing feedback on student progress and assignments after every session. These reports are available to the SISD TMEP director and the student's regular mathematics classroom teacher and are regularly reviewed by both. As benchmark testing is conducted throughout the year, the district provides the tutor with benchmark data to update and modify the instructional plan to address both the current and previous year's mathematics content.

Monitoring has been ongoing since district implementation in October/November 2009. In addition to reviewing online reports from tutors on a weekly basis, the SISD TMEP director makes monthly phone calls to all migrant parents to ask about their child's perceptions about the program. The TMEP director also asks for feedback from participating students directly, and teachers send feedback to the director on student progress. Teachers are reported to like the program and have been working directly through e-mail with the tutors.

To monitor and evaluate the effectiveness of the program, school staff have relied on tutor reports, teacher reports on student progress, and anecdotal reports from students. Mathematics TAKS performance from the spring 2009 administration will be used to assess effectiveness. Students will be asked for feedback at the end of the year. Staff reported that if the pilot program is continued through ESC Region X and the TAKS performance of participating students improves, the district will develop a pre/post-test instrument and implement the program again in 2009–10.

ESC Region X staff reported plans to continue the program with a full year of implementation and more time for planning, in order to test some of the critical features of the program. For example, the potential for parent involvement could be explored based on the idea that parents might feel more comfortable talking with a Spanish-speaking tutor from Mexico about their child's instructional support needs. Pilot districts might coordinate summer remediation in a receiving district in another state if they had more time.

Parent Involvement

Upon moving to the district and taking the position responsible for TMEP, the director, who is fluent in Spanish, established a schedule of making monthly phone calls to each migrant family in the district. Parent involvement previously had been sporadic and a regional effort to establish a Parent Advisory Committee had been unsuccessful. ESC Region X staff reported that the new director's systematic efforts to establish contacts and build trust with families, her dedication to addressing migrant family needs, and her initiative in coordinating with other community agencies to assist migrant families have all contributed to the start of a dynamic migrant parent involvement program in SISD.

At the start of the school year, the district director contacted all migrant parents by phone to establish rapport and discuss the need to get together as a group. The director then offered parent training sessions at campuses, many related to districtwide initiatives like the instructional use of thinking maps. In a training session on thinking maps, she demonstrated concepts, what students were required to do with them, and how they might look in elementary school and at other grade levels, as many parents had multiple children at different grade levels in the district. The director encouraged parents to work with their children on their homework that was based on thinking maps and assured them that working with the kids in their native language was not only fine, but helpful.

Parents were asked to bring their children to the trainings, where daycare was provided and school-age children were engaged in an activity related to the parent training. At the end of the session, the children joined the parents and participated in a joint activity.

Additional training sessions were based on parent requests. The TMEP director routinely asks: "What do you need?" Based on this information, the director researches and provides training around identified topics, such as a recent training for parents dealing with inappropriate student behavior. Initially, the director offered monthly trainings, but due to the demand has increased to two times per month. Approximately 80 percent of parents participate in any one session, with only one family never participating. The program has been so well received, that parents have asked to bring their non-migrant, Spanish-speaking friends to the sessions. ESC Region X staff says these efforts have resulted in growing district awareness about the importance of communication with migrant families and strategies for doing so.

Based on the success of this initial parent involvement activity, the director reintroduced the idea of participating in a regional PAC. Working with the ESC Region X staff, the SISD TMEP director has hosted a PAC meeting for migrant parents in the EXC Region X. She called all migrant parents in the district three weeks in advance and invited them to come, explaining the PAC concept as a parent-led meeting around migrant families needs, and a forum for families to advocate for themselves. If transportation was an issue, she picked them up. Parents were encouraged to bring their children, and childcare was provided for all participants by a bilingual teacher in the district. The first PAC meeting was offered on a Saturday and 19 parents from six local districts participated. ESC Region X also arranged a donation of iPods pre-loaded with ESL and mathematics activities that parents and students could use. Training in the use of the technology and activities was provided at the PAC meetings, and students were especially interested in using the technology.

The district director stated that goals for the PAC are to have quarterly PAC meetings. Ideas discussed by parents for future PAC meetings related to speakers such as parents of former migrant students who are attending college, as well as the students themselves. These programs will be designed to educate parents about college and the importance of high school course taking. Speakers can discuss how they overcame fears and challenges, and provide role models of families successful in pursuing higher education goals.

For all parent activities, if transportation is an issue, the district TMEP director makes sure the family can attend, and some trainings have been held at a location close to where the majority of migrant families in the district live.

The TMEP director says that through her contacts during her monthly phone calls and parent trainings and meetings, she has learned about the families' needs for other services, and because the community is small, she is able to call the appropriate agencies and ensure the family receives assistance. Agency staff in Sherman regularly communicate and collaborate with the school district about migrant students needs.

The director emphasized that outreach in the community (she visits churches, stores, and other locations in the migrant community), speaking Spanish, and providing almost immediate follow-up to requests or identification of needed services, helps to build trust with migrant families. The TMEP director also already has a high profile in the community, participating in all school events (such as booths at community events, so parents can talk with her), and emphasizing celebration of Hispanic culture and heritage, such as Cinco de Mayo.

4.0 Facilitators

Factors that supported and facilitated successful program implementation and service delivery included the following:

- The grant from ESC Region X has allowed the district to experiment with optional ways of providing supplemental TAKS remediation and instructional support.
- Having time built into the day for program participation was cited as a facilitator. The district has been encouraging in-school interventions, especially for migrant students, to facilitate student participation and avoid transportation issues.
- Student interest in and ability to quickly learn how to use the technology associated with the ELL Bridge program was cited as a facilitator. Staff reported that the technology aspect took some of the stigma away from needing remediation and tutoring. Students thought using the program was "cool."
- Staff acknowledged that the small number of migrant students in the district made participation in the program possible. In a larger district, access to technology and the monitoring required might not be feasible.
- The flexibility and customization allowed staff to align support with each student's strengths and weakness was reported as a benefit of the ELL Bridge program.
- The small size of the district has allowed the director to provide a high level of communication and personalized service for families, including home visits. ESC staff also cited the director's high level of commitment and dedication to the migrant program and migrant families.
- The director's multiple responsibilities for bilingual-ESL, migrant, and parent involvement programs allows a level of coordination in TMEP services that includes close monitoring of migrant student language needs, as well as coordinated migrant parent involvement activities.

5.0 Barriers

Factors that presented challenges or barriers to successful program implementation and service delivery included the following:

- Barriers included the late start in implementing the ELL Bridge program and lack of time to create a pre/post-test to monitor effectiveness.
- The monitoring of all the communications and session reports is time consuming for the director, but she feels a high level of monitoring is necessary, as the program is new and unproven. Staff reported they review the tutor's plans, which were characterized as usually following a "logical protocol" but not explicit. She would like to request more concrete lesson plans from tutors, but the extra level of monitoring would be prohibitive.

- Staff said that the format of the tutoring would also be helpful for summer remediation, but, as the students usually leave the area during the summer, access to appropriate technology would be an issue since the district chose not to take advantage of the pilot program laptops offered by ESC Region X.

6.0 Alignment with Texas Migrant Education Strategies and Best Practice Principles

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[60]
The ELL Bridge/TAKS remediation program links students to bilingual tutors who provide one-on-one support, often in the student's native language. Use of the program's advanced technology has enhanced student interest in the program.	Instructional Time School and Social Engagement Language	Responsiveness: Program provides alternative tutoring options for unengaged students, which can be aligned specifically with student needs.	Provide TAKS remediation during alternative times.
Parent involvement strategies include systematic personal contacts to provide ongoing informal needs assessment strategies such as home visits, monthly, phone calls, and parent selection of training topics.	Educational Support in the Home Access to services	Responsiveness: The program director systematically conducts needs assessments through regular parent contacts and designs programs, coordinates with other agencies, and follows-up to meet family needs. Communication/Collaboration/ Relationships: The TMEP director's systematic approach and commitment and dedication to parent involvement are building trust and participation of migrant families.	Provide supplemental information to migrant parents. Provide coordination of resources.

[60] Full text of required and supplemental strategies is available in the SDP.

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[60]
All parent activities address transportation and daycare needs.	Educational Support in the Home	Responsiveness: TMEP provides services that support family participation in events that help parents provide educational support for students.	
Parent trainings are designed to involve children in culminating activities that allow parents to practice training concepts with children.	Educational Support in the Home	Responsiveness: Program strategies allow parents to practice educational support activities with students.	Provide supplemental information to migrant parents.
District-facilitated PAC meetings provide opportunities for families to work together on mutual concerns.	Educational Support in the Home	Responsiveness: District TMEP hosted regional PAC meeting to bring parents together and establish PAC in district.	Provide supplemental information to migrant parents.
The bilingual director has built a high level of trust with the migrant community through outreach and providing personalized, timely service to families.	Access to Services	Communication/Collaboration/ Relationships: The director quickly established a relationship as a committed and trusted district representative who serves as an advocate for migrant families. Staffing: Director is seen as knowledgeable about the migrant family's language and willing to learn about the migrant community.	
Outreach and parental involvement activities use bilingual staff and bilingual materials and parenting curricula.	Language	Language: Outreach to families is conducted in appropriate languages and uses bilingual materials.	

Weslaco ISD Case Study

1.0 Context

The Weslaco Independent School District (WISD) is located in the Rio Grande Valley in Hidalgo County. The district is comprised of ten elementary schools, four middle schools, and three comprehensive high schools. The district's enrollment during the 2007–08 school year was 16,156, an increase from 14,921 students enrolled in 2003–04. The district is predominantly Hispanic, with 97.7 percent Hispanic students. Most identified student groups have remained stable over the last five years. The largest decrease was within the student group identified as limited English proficient (LEP), which dropped by more than three percentage points over the five-year period. **Table 1** provides WISD enrollment and demographic data from 2003–04 through 2007–08.

According to a January 2009 New Generation System (NGS) count, the district identified and recruited 3,081 migrant students for participation in the WISD Migrant Education Program (TMEP) services. Considering the 2004 and 2008 academic years, the NGS migrant count decreased by 32.3 percent. The NGS count includes three- and four-year-old students participating in the early childhood program, as well as older students who are out of school pursuing GED certification.

The majority of migrant families work in agriculture in the area. They travel to many states for planting and harvesting seasons, including the states of Michigan, Minnesota, Ohio, Washington, Florida, and Arkansas.

TABLE 1
Enrollment and Demographic Profile

Academic Year	Total Students	Student Group*								NGS Migrant Count
		AA	H	W	NA	A/PI	ED	LEP	AR	
2007–08	16,156	0.2%	97.7%	1.8%	0.0%	0.4%	86.5%	23.7%	65.3%	3112
2006–07	15,865	0.1%	97.6%	1.9%	0.0%	0.4%	86.6%	22.9%	64.8%	3146
2005–06	15,632	0.2%	97.5%	2.0%	0.0%	0.3%	87.2%	24.2%	64.5%	3537
2004–05	15,357	0.2%	97.5%	2.1%	0.0%	0.3%	87.2%	25.4%	64.4%	3888
2003–04	14,921	0.2%	97.4%	2.2%	0.0%	0.2%	86.5%	27.1%	--	4600
Change**	**+8.3%**	**0.0%**	**+0.3%**	**-0.4%**	**0.0%**	**+0.2%**	**0.0%**	**-3.4%**	**+0.9%**	**-32.3%**

Source: *AEIS district reports; TEA-provided NGS data October, 2009.*

**Indicates AA = African American; H = Hispanic; W = White; NA = Native American; A/PI = Asian/Pacific Islander; ED = Economically Disadvantaged; LEP = Limited English Proficient; AR = At-Risk*

***Indicates the increase (+) or decrease (-) in a population between the 2004 and 2008 academic years. For AR, because at-risk student data was not reported in 2003–04 district AEIS, percentage increase/decrease is between the 2005 and 2008 academic years.*

2.0 District TMEP Staff

The district's Migrant Education Program (TMEP) coordinator oversees the migrant service program and the interstate coordination for summer programs. A head recruiter is responsible for identification and recruitment (ID &R) efforts, assisted by a staff of six recruiters. An NGS supervisor oversees the NGS and early childhood education components, assisted by six full- and part-time staff. There are three secondary specialists, who are responsible for parental involvement, graduation enhancement (grades 7–12), secondary credit accrual (grades 9–12), and middle school initiatives (learning/study skills, appropriate interventions, and homework assistance). Two secondary specialists are assigned to two of the district's three high schools, while the third with the four middle schools. A technology strategist has responsibility for a first-grade promotion activities component, summer TAKS remediation, and other instructional activities, such as group tutoring and the Digital Star lab. The technology strategist also oversees nine migrant instructional aides and programs in the ten elementary schools. Additionally, the TMEP has placed a college tutors on various campuses and a teacher each at two of the high schools.

3.0 Services/Programming

Education Service Center Region I (ESC Region I) TMEP staff recommended the WISD TMEP for its delivery of strong comprehensive programming. WISD migrant students also demonstrated strong performance on the Texas Assessment of Knowledge and Skills (TAKS) in both English language arts (ELA) and mathematics. The goal of the TMEP in the WISD is:

- All migrant students will be motivated to successfully complete high school and aggressively pursue a post secondary education.

The performance objectives for the 2008−09 academic year were listed as:

- Migrant Priority for Services (PFS) students on all campuses will increase the passing percentage on TAKS reading, math, and science by at least ten percent.
- The percentage of migrant students that are retained will be reduced by five percent.
- Ninety-five percent of migrant students will graduate.
- At least ten more migrant students will be enrolled in AP courses.

The target population for the program is Priority for Services (PFS) migrant students. After PFS students are served, all other migrant students are provided instructional and support services.

High priority service areas are identified as:

- TAKS areas for PFS and other migrant students at all elementary schools.
- TAKS reading, math, and science at all junior highs for PFS students.

- TAKS reading, math, and science for grades 9–11 PFS and other migrant students at both high schools.
- Continue credit recovery and dropout prevention activities for secondary migrant students to increase the graduation rate, especially for PFS students.
- Increased enrollment in AP courses for eligible migrant students at the high school level.

The TMEP coordinator indicated that the focus of the program shifted some years ago from "giving away stuff" (supplemental resources) to instruction to help students pass the TAKS and to graduate from high school and go on to higher education.

Key program components include:

- ID&R
- Instructional aides in the elementary schools
- Migrant labs
- Additional secondary support
- Interstate coordination for summer programs
- Parent involvement
- Program evaluation

Identification and Recruitment (ID&R)

WISD's TMEP has a strong and multi-faceted ID&R component. Campus registration packets contain an initial screening survey for possible migrant status. When the campuses receive these, they forward them to the central TMEP office to review. Migrant staff recruiters follow up with the families with a telephone call or home visit for an interview and to complete a more extensive survey to confirm migrant status.

After September 1, registrations for school occur at a central office intake center. A TMEP staff member is available at the intake office to conduct the initial migrant survey. If a family answers "yes" to the initial questions, they are referred to the migrant office for the more extensive eligibility confirmation process. Backpacks and school supplies are offered for those families who meet certain criteria at the time of the interview.

The majority of migrant student enrollments occur from August–October. NGS staff are trained to assist the recruiters in the ID&R process.

Every week a list is run of the families identified on the initial surveys to ensure all are contacted. Every recruiter on the migrant program staff is assigned a zone, made up of certain campus attendance areas, and is responsible for those contacts. After September 1, a list is run of all students enrolled. Recruiters review the list for families identified from previous years who have not enrolled students and will try to reach them through telephone calls and home visits. The recruiters also canvas areas in their zones that they know as

residential areas for migrants (such as some apartment complexes) for migrants who are new to the area and may not have yet enrolled their children in school.

Since migrant students may enroll throughout the year, after October the recruiters focus on continued follow up via phone calls and home visits. The TMEP coordinator also reported that ongoing recruitment efforts occur at campuses through counselors. If someone identifies a student who may qualify for migrant status but who has been previously unidentified, counselors will forward the information to the migrant office for follow up. Staff recruit at Parental Advisory Council (PAC) meetings, and migrant parents often refer staff to potentially eligible families.

Instructional Aides in the Elementary Schools

Nine of the district's ten elementary schools have one TMEP-funded instructional assistant to work closely with migrant students recommended for support by teachers and/or the principal. Each assistant has a lab with computers and work tables. In addition to individualized support for PFS migrant students in Grades 2−5, the instructional assistant provides support for groups of grades K–1 migrant students identified for support in reading. The migrant lab has various computer software programs (PLATO and Compass) for reading and phonics that can be used with these students. The instructional assistant also uses the Leaptrack system from Leapfrog and the Achieve Now program from PLATO (handheld Play Station Portables, or PSPs). Each lab has a library of books that the students can take home. Each instructional assistant has the Get Set program, a character-building resource.

The instructional assistants attend staff development programs on how to design instructional materials. Some campuses provide additional instructional material to the migrant lab for the assistant to use with the students.

The program's TMEP technology strategist works with the instructional assistants to make sure that they are knowledgeable in all the various programs. The TMEP coordinator monitors the instructional assistants to make sure that they are only working with migrant students and not doing unrelated activities.

Migrant Labs

The district TMEP operates a migrant instructional lab at each of the two high schools serving the highest percentages of migrant students. These labs play a pivotal role in supplementing the efforts of the high schools' general education program in ensuring migrant students keep up with their high school curriculum requirements for on-time graduation.

Each of the labs is staffed with a full-time TMEP staff member whose role is to serve as a support system to the school and as a direct resource to the migrant students to keep them goal-oriented for timely graduation.

Staff reported that most spaces in the lab are filled with PFS students who need to complete coursework due to early withdrawal for migration at the end of the previous school year and for subsequent credit recovery.

In the spring semester these same students may continue attending the lab if they are still behind on credits and coursework, based on reviews of their transcripts. The students' counselors review the transcripts for deficiencies and then coordinate with the migrant lab teacher to send the students to the migrant lab for the necessary coursework and credit recovery.

The migrant lab teacher conducts a review of coursework for students who arrive mid-semester and facilitates retesting, as needed. The lab teacher is able to administer end-of-semester exams from the previous year if necessary.

If at any time the lab is not filled to capacity with PFS students, other migrant students are permitted to use it for tutoring, college preparation work, and any other type of additional help.

One of the major strengths of the migrant lab is that its use for coursework completion and credit recovery is incorporated into the students' daily schedules in lieu of an elective class, allowing the students formal, structured time to catch up on missed work.

The lab is accessible after school for students who may not be eligible to use it during the regular school day. It is open until 5:30 p.m. Monday through Thursday. Many migrant students use it for completing college applications, writing their application essays, and college research.

The migrant lab teacher interviewed said that he collaborates closely with the migrant secondary specialist assigned to his high school (see below). They meet regularly to share information on students' progress, and she shares information with him on special events and programs to announce to the students.

The principal and head counselor at one of the high schools were very complimentary and positive about the impact of the migrant staff positions at the school. They reported that the migrant lab and its teacher play an important role in assisting the migrant students to stay on track for graduation.

Additional Secondary Support

In addition to the migrant lab teachers, migrant secondary specialists are assigned to two of the district's high schools and the district's four middle schools. The migrant secondary specialists serve as an additional resource for migrant students at the secondary level.

The migrant secondary specialists prepare an annual plan with prioritized activities, based on student and parent needs indicated in annual program evaluations and feedback. Student achievement data is also used in the planning. The specialists plan monthly activities for their assigned campuses, which are coordinated through the head counselor at each school to ensure campus approval and coordination with other school events. The specialists see their role as a supplemental support resource for the counselors, teachers, and migrant students at their campuses. The specialists, along with the TMEP coordinator, meet with the respective principals at the beginning of the year to review their proposed activities for migrant students for the school year. The TMEP coordinator meets with the principal and head counselor regularly to discuss NGS progress and data, students' grades,

and to ensure all grades are in on time when students are withdrawing early for migration reasons.

A key focus for the migrant secondary specialists is to provide college search and application process support. Since many of the migrant students do not have computers at home, the migrant secondary specialists assist with online college and financial aid research.

Interstate Coordination for Summer Programs

The WISD TMEP takes a comprehensive approach to ensuring migrant students have access to local, intrastate, and interstate TAKS remediation and summer programs. All staff in the migrant department (the TMEP coordinator, migrant secondary specialists, migrant recruiters, and migrant NGS staff) have the information about TAKS remediation, TAKS testing, and summer programs in other states. This information is given to the migrant parents at Parent Advisory Council (PAC) meetings and individually as migrant parents visit the office. The TMEP coordinator works closely with the elementary principals and secondary counselors at each campus to coordinate referrals for TAKS remediation and summer programs. The TMEP coordinator directly communicates with the Texas Migrant Interstate Program (TMIP) and parents about the need for the remediation, TAKS testing, and/or attendance in other summer programs.

Parental Involvement

The district's PAC is the hub of parental involvement. TMEP staff members (the coordinator and the migrant secondary specialists) serve in an advisory and support role to the PAC executive board, which consists of a president, vice president, secretary, and a representative from each level: early childhood, elementary, middle school, and high school. All are trained on Robert's Rules of Order and management strategies for conducting the business of the PAC. The officers are nominated and elected by the parents and serve as advocates for all migrant parents in the district. They attend trainings and conferences throughout the year at the state and national level. They also meet with the TMEP coordinator on a regular basis to discuss new initiatives in the migrant program.

PAC meetings are held four times a year (September, November, February, and April) in the evenings to accommodate the needs of working parents. Planning meetings are facilitated by the TMEP secondary specialists. Training for migrant parents is provided by presenters from different organizations based on parent needs. Approximately 75-100 parents are present at every meeting, many bringing their children with them.

Parents reported that the PAC's programs and activities are high quality and geared to the parents' interests and needs. Programs have included a training on how to motivate children to study, information on grades, how to read TAKS results, and more. TMEP staff send out letters and make phone calls to encourage attendance.

Parents indicated that they often go to the migrant staff with other needs and concerns beyond migrant program issues, because they are so helpful, approachable, and trustworthy.

The district encourages parents to attend college tours with their children. The district sponsors "in-valley" college tours (UT-Brownsville, UT Pan-Am, and South Texas College) and "out-of-valley" tours (Texas A&M International-Laredo, Texas A&I-Kingsville, St. Edward's University, and Our Lady of the Lake University) to give students and parents an opportunity to obtain first-hand impressions of college life. TMEP staff reported that including parents, especially on out-of-valley college tours was important to increase their comfort with the idea of their children leaving home and to include them more in the decision-making process.

Parents also indicated that the migrant program works exhaustively to help students and their families wade through the college search and application processes, completing applications and essays, assisting with scholarship searches, filling out the Free Application for Federal Student Aid (FAFSA), and advocating for the students when telephone calls to a prospective college are necessary.

Program Evaluation

The program conducts an annual needs assessment based on student performance data and parent and student evaluation surveys. In addition, beginning with the 2004−05 school year, the district's TMEP began producing an annual program evaluation. The report is comprehensive and includes a summary of its areas of focus, high-priority areas, and effectiveness of programs. It also includes a listing of its new and continuing initiatives for the upcoming school year, an evaluation of its academic programs, identifying strengths and weaknesses with detailed results by campus using performance indicators, and comparisons with non-migrant student achievement in the district. The report presents the results of parent and student surveys for the year's programs and services, a summary of secondary-level projects, high school graduation reports, and an assessment of migrant summer programs.

4.0 Facilitators

Factors that supported and facilitated successful program implementation and service delivery included the following:

- The quality of TMEP staff was repeatedly cited by campus administrators, staff, parents, and students as the primary key to the success of the program in the district. Their dedication and commitment to their work was viewed as over-and-above job requirements. Their true caring and concern for the students drives their close communication and collaboration with campus level administrators, counselors, and teachers. Planning is done as a team, based on performance data, and parent and student needs identified in annual surveys.
- Campus-level administrators and staff emphasized the close communication and collaboration of the migrant staff with campus personnel as key to the seamless integration of services to migrant students within their overall campus plans and academic programs.

5.0 Barriers

Factors that presented challenges or barriers to successful program implementation and service delivery included the following:

- TMEP staff indicated the need for improved technology/automation to enhance documentation efforts.
- Staff reported the need for additional staffing for the program, particularly at the middle school and first-grade levels.
- Staff identified the need for additional resources for homework assistance, such as dictionaries and thesauruses to give students to take home.
- Many parents, and some district staff, reported that changes in recent years to federal eligibility criteria for the program that requires more frequent qualification has had an adverse impact on the numbers of students identified as migrant.

6.0 Alignment with Texas Migrant Education Strategies and Best Practice Principles

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[61]
ID&R staff provide year-round, full-time, services and are organized by attendance zones, enabling them to get well acquainted with the families they serve.	Access to Services	Staffing: TMEP staff know the families and attendance areas very well, facilitating identification and recruitment by tracking families for continued services in sequential school years.	
TMEP instructional aides in the elementary schools provide early intervention and support for migrant students in staying on grade level and progressing academically along with their non-migrant peers.	Instructional Time	Responsiveness: Campuses provide staff and a lab for migrant student support. Quality of instruction: The TMEP provides early interventions and academic enrichment opportunities for migrant elementary students through differentiated support based on needs and technology-based resources.	

[61] Full text of required and supplemental strategies is available in the SDP.

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[61]
Migrant labs in high schools provide in-school and afterschool opportunities for TAKS remediation credit accrual/credit recovery to ensure students meet their on-time graduation plans.	Instructional Time Educational Continuity	Responsiveness: The district provides flexible opportunities for struggling migrants students to make-up coursework at a variety of times and through self-paced work. Staffing: TMEP staff provide individualized support for migrant students at all times of the year and to assist in keeping students on track for graduation.	Provide TAKS remediation during alternative times. Implement a variety of credit accrual and recovery options. Coordinate to ensure access to available resources for making up coursework.
Migrant secondary staff provide additional resources and support to ensure students' academic success.	Educational Continuity	Staffing: Migrant secondary students are well supported through placement of TMEP staff on campuses, working in close collaboration with counselors, teachers, and administrators	Coordinate to ensure access to available resources for making up coursework. Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on time graduation. Implement a variety of credit accrual and recovery options. Employ migrant counselor or qualified specialized staff to provide graduation plan support.

Local Practice Description	Area of Concern	Best Practice Principle	SDP Required or Supplemental Strategies[61]
The TMEP Coordinator has primary responsibility for interstate coordination of summer programs for TAKS remediation and testing.	Instructional Time	Staffing: The TMEP coordinator takes responsibility for interstate communication and collaboration to ensure migrant student access to summer services.	Coordinate with school staff and the Texas Migrant Interstate Program.
The PAC is actively engaged with the migrant staff in determining program needs and parent programs sponsored by the PAC.	Educational Support in the Home	Responsiveness: TMEP staff support parent efforts to organize, increase the understanding of educational issues and opportunities, and advocate for their children.	Provide coordination of resources. Provide supplemental information to migrant parents
The TMEP has initiated ongoing and summative evaluation strategies to monitor and enhance programming.		Responsiveness: In addition to ongoing needs assessments (surveys of parents and students), the district established a formal evaluation procedure for the program.	

B-2 Summary of Common Practices

OME Area of Concern—Instructional Time

Early Childhood Education

- Comprehensive ID&R practices, ongoing recruiter relationships with families, formal/informal needs assessment
- Procedures for tracking birthdays of infants and young children with targeted eligibility dates for preschool services
- Screening through home visits, referrals for health/developmental services, pre-assessment of academic needs
- Enhancements to the Building Bridges curriculum
- Supplemental instructional support by TMEP-funded instructional aides

TAKS Remediation and Tutoring Support

- Collaboration with TMIP, follow up with receiving states to make arrangements for TAKS remediation/retesting
- Coordination with existing Title I and other campus/district tutoring and TAKS remediation services
- Additional TMEP-funded supplemental academic support offered at times/ locations convenient to migrant families
- Technology-based resources such as online tutoring or mobile laptops to support TAKS remediation and support

OME Area of Concern—School and Social Engagement

- Informal mentoring support from TMEP staff in lieu of formal programs
- Enrichment activities (academic/cultural programs, college awareness/preparation, leadership/civic education wo
- Technology-based enrichment/incentives (laptop loans, iPods loaded with educational materials)
- Activities focused on recognition of migrant student success (ceremonies, awards, speakers)

OME Area of Concern—Educational Support in the home

- TMEP staff collaboration with teachers to provide monitoring and support
- Efforts to engage migrant parents (student progress reporting, migrant-specific meetings, inclusion in broader school community)
- Migrant parent education, training, and workshops based on parent requests, needs interests
- Ongoing personalized support provided by TMEP staff directly to families
- Transportation, childcare, and translation services to promote family participation in school and district events
- Parent Advisory Committees (PAC)

OME Area of Concern—Educational Continuity

- See Instructional Time strategies
- Multiple options for credit accrual/credit recovery and external programs or resources IMSGEP, PASS, and NOVANet)
- Comprehensive record keeping processes, close progress monitoring and contacts with secondary student
- Multiple services provided by NGS staff (counseling, serving as summer contact when out of district)

OME Areas of Concern—Language, Health, and Access to Services[62]

English Language Development

- Inclusion of migrant students in existing district bilingual and/or English as a second language (ESL) programming
- Collaboration between language service and TMEP staff and close monitoring of migrant language needs/services
- Identification of campus bilingual/ESL teachers to serve as TMEP district/campus liaisons
- Identification of TMEP staff fluent in Spanish, facilitating communication with families and students
- Materials for parents provided in the parent's primary language, and translation services for migrant parents
- Parent language and literacy programming

Health

Health-related services for migrant families were reported by site visit districts in the context of needs assessments associated with access to early childhood education

[62] Because these areas of concern were not identified as priority areas of need in the state's CNA, they were not specifically addressed with recommended strategies in the 2007 Texas SDP or included as primary focus areas in data collection. However, some practices related to these areas of concern were in evidence during site visits and described here.

Access to Services

- Multi-layered, year-round ID&R procedures and ongoing family contacts that incorporated screening and referrals
- Enrollment surveys, follow-up phone/home visits/mailings, neighborhood canvassing/prominent posting of information
- Established relationships between TMEP staff and representatives of governmental/community service agencies
- District TMEP participation in communitywide organizations

B-3 Examples of Site-Specific Programming Approaches

Instructional Time

(1) Early Childhood Education

- Eagle Pass ISD's TMEP established a monthly reporting process wherein NGS staff distributed reports to recruiters based on birthdates of young children newly eligible for ECE services. TMEP staff coordinated referrals to one of the area's five Head Start programs, when appropriate and desired by migrant parents, or enrolled eligible students in the district's classroom-based Building Bridges program. Two Building Bridges classes were offered in areas where most migrant families live; classes were staffed by experienced certified teachers and migrant instructional aides. In addition to teacher supplements to the Building Bridges curriculum, the district implemented a standards-based observation and evaluation tool aligned with state prekindergarten standards.
- Goose Creek CISD's TMEP provides two levels (based on age) of home-based Building Bridges programming that also includes a transitional program for families with children moving from Building Bridges into the district's prekindergarten programs. Emphasis is placed on helping parents understand academic expectations for students and how to interact with school staff.
- Irving ISD's TMEP does not offer the Building Bridges program but rather refers identified migrant children for priority enrollment in the district's Home Instruction for Parents of Preschool Youngsters (HIPPY) program. The TMEP director is also the director for the HIPPY program, facilitating coordination and the provision of services appropriate for migrant families through HIPPY.

(2) TAKS Remediation and Tutoring Support

- Eagle Pass ISD's TMEP provides individualized instructional support for migrant students through TMEP instructional aides based at each campus. The district implemented this strategy to provide higher quality in-class support for migrant students due to the large numbers of economically disadvantaged students participating in existing Title 1 funded group tutoring programs. Some instructional aides are partially funded by TMEP and have other non-TMEP campus roles. At campuses serving the highest numbers of migrant students, TMEP instructional aides are full time. The district also offers access to online TAKS preparation programs at the high school level.

- Edinburg CISD's TMEP provides several levels of TAKS intervention programming at the middle and high school level. Middle school students failing reading or mathematics for a six-week grading period are placed in a TAKS intervention class. Students who are not failing but who are performing poorly are assigned to participate in a TAKS reading and mathematics lab. At the high school level, daily and Saturday tutorials are offered.
- Goose Creek CISD's TMEP implements supplemental one-on-one tutoring during elective periods for migrant students identified as PFS. Paid college students (some of whom are former migrant students) provide individualized support for migrant students. Tutors are based on campus and work in close collaboration with campus staff in the district's middle and high schools to supplement group tutoring already offered in the district.
- Sherman ISD'S TMEP is piloting an online tutoring program offered through the regional ESC that provides personalized, one-on-one academic tutoring for migrant students who failed TAKS. The program provides real-time, Web-based video and audio access to bilingual tutors. Students work in the computer lab with online tutors three times a week during the student's English as a Second Language (ESL) pull-out time and can choose to communicate with the tutor in their native language. The district provides the tutor an assessment of student needs based on review of TAKS performance. Classroom teachers also communicate with tutors about student needs. Tutors submit weekly reports, which are monitored by district TMEP staff.

School and Social Engagement

- Eagle Pass ISD's TMEP sponsors a host of enrichment activities for migrant students at all school levels, including educational tours to museums, science centers, and university-based educational events, summer leadership workshops, and events offered throughout the state. The district also provides a full program of college tours and college awareness and preparation workshops.
- Edinburg CISD's TMEP sponsors migrant clubs at each middle and high school campus and some of the elementary schools. These migrant clubs typically begin meeting later in the fall after most of the migrant students have returned to the district; meetings also end earlier in the year. Students receive training to serve as officers, and most clubs have social, community service, and school service components. TMEP also sponsors club trips. In addition, Edinburg CISD's TMEP holds an annual senior migrant awards banquet to honor the top 10 graduating migrant students. Video presentations by honorees include students discussing the role their parents played in their academic success.
- El Paso ISD's TMEP, in collaboration with a local art gallery, provides art workshops through a summer camp that extends into the fall when the students' work is recognized with a public exhibition and publication of a calendar. This program has been extended into a site-based Creative Kids program in local housing communities. El Paso ISD's TMEP also offers a program that provides free graphing calculators and a three-day training for migrant students in use of the instruments. In addition, the district's TMEP sponsors visits to the district by college representatives, college tours, a science camp, an annual teen leadership conference, and programs to help migrant students learn about governance and

civic education. El Paso ISD also holds an annual migrant student graduation dinner with keynote speakers.

- Fort Stockton TMEP staff focuses on college as an obtainable goal for migrant students. Staff collaborates with area businesses to engage migrant families in a "college night" and works individually with students to encourage them to apply to college. Specifically, staff works extensively with students and their parents in defining student goals for college, filling out college applications, applying for financial aid and scholarships, and preparing for the transition to college life. Staff also frequently includes successful former migrant students as speakers in district events.
- Muleshoe ISD's peer tutoring service is designed to build the academic confidence and leadership skills of migrant students chosen as tutors. Staff intentionally choose tutors who have the potential for success but who have not already established themselves as migrant student leaders. These students serve as informal mentors to younger students.

Educational Support in the Home

- Eagle Pass ISD's TMEP promotes migrant family participation as a priority at the campus level, and campus events are held when migrant families are in the area. All other district migrant family and parent activities are held at the district's Title I Parent and Community Resources Center (The Center). TMEP staff support migrant parent participation in general programming offered at The Center, including GED, ESL, computer literacy, and fitness classes. TMEP district recruiters share responsibility for providing transportation to The Center for migrant parents using a district TMEP vehicle. Childcare is also provided at The Center. In addition, in collaboration with a state university, the district's TMEP supports a GED class at The Center for migrant parents that offers a financial incentive for participation.
- Edinburg CISD's TMEP highlights the migrant program in monthly newsletters sent to parents by the district's federal programs director. Campus-based parental involvement assistants provide personalized service to migrant families. Parents are surveyed at the end of the year to provide feedback and suggestions on migrant programming. Edinburg CISD also has an active PAC that meets nine times a year. Evaluation and feedback processes are an important part of each meeting to drive future parent programming. Meetings are broadcast on a local television access channel for parents who cannot attend. Staff reported that a variety of scheduling options for PAC meetings had been tried and that having the meeting at the same day and time each month at the same location had increased participation. In addition, the district TMEP presents information to all staff at mandatory in-service trainings explaining TMEP programs and services and raising awareness about migrant student challenges and needs.
- Fort Stockton ISD's TMEP focuses migrant family involvement activities on educating parents about school and educational issues and coordinating with local businesses to provide incentives such as book bags or school shoes to encourage participation. The district TMEP office also promotes and supports migrant students in applying to college and provides personalized counseling and support

for migrant parents and families struggling with apprehensions about their children leaving home.

- Goose Creek CISD's TMEP has a home/school liaison who works with the district's TMEP counselor to provide direct service to migrant students and families. This TMEP staff member conducts required home visits for PFS students to update parents on student progress and also designs up to five workshops per year on school-related topics, health, and other family needs. Access to services for PFS students and families is a key responsibility. The TMEP counselor works with NGS data to ensure that students receive appropriate secondary tutoring, TAKS remediation, and credit accrual services. The district's PAC, which meets almost monthly during the school year, is a critical component of the success of the district's TMEP program, serving as a bridge between migrant families and the district. The PAC is led by several long-serving parent leaders who have been recognized at the national level for their local efforts leading migrant parent activities. The PAC is used to increase parent's understanding about the educational system and enhance their ability to advocate for their children as they move between districts and pursue postsecondary opportunities. PAC members also assist TMEP staff in identification and recruitment.
- Irving ISD's TMEP established a migrant parent coordinator position to encourage migrant family involvement. All migrant parent involvement activities involve an ongoing needs assessment and feedback process to provide responsive programming. Migrant parent involvement strategies (and goals and objectives) are specifically identified in the district's improvement plan and thus included in all campus improvement plans, creating a high profile and priority for this activity districtwide. Parent involvement activities include well-designed family literacy projects, a parenting education series, and workshops, trainings, and meetings designed to address parent requests/interests/needs. Staff also encourages and personally invites parents to attend all other parent meetings in the district with a TMEP staff member in attendance to provide any necessary translation services or follow-up. TMEP staff coordinates with other district departments to ensure that information and materials at these meetings are accessible to migrant parents. Staff reported that migrant parent participation in these school and district meetings increases their knowledge and confidence in supporting and advocating for their child's education and that these parents become resources for the migrant PAC. Irving ISD's PAC meets four times a year with a 95 percent participation rate.
- Sherman ISD's one-person TMEP office established a system of monthly phone calls to all migrant families in the district to develop rapport with families as the district's previous efforts at parent involvement had been sporadic and largely unsuccessful. The TMEP director then created a series of monthly parent trainings based on parent interest. The trainings include sessions on instructional strategies used in the district and provide suggestions and activities for how parents can support their children with homework. Childcare is provided by a district bilingual teacher and sessions end with joint activities in which parents work with their children on projects or strategies introduced in the training. The use of bilingual materials and bilingual staff were cited as important components of the training program. As parent interest in district activities has grown, the district TMEP reestablished district participation in the regional ESC-sponsored PAC.

- Weslaco ISD provides substantial training and support for the district's migrant PAC, including PAC meetings with the TMEP director to discuss new initiatives for the program, pre-meeting planning facilitated by a TMEP staff member, training in Robert's Rules of Order and committee management strategies (including budgets), as well as support to attend regional and national trainings and conferences. The district also supports migrant parents in accompanying their children on college tours to "out-of-valley" institutions. Including parents increases their comfort with the possibility of their child attending a college far from home and their feelings of inclusion in the decision-making process.

Educational Continuity

- Goose Creek CISD's TMEP employs a migrant counselor to assist in keeping students on track for on-time graduation with support for use of the credit recovery options provided through MSGEP. For migrant students at risk of dropping out, the district offers additional flexible options for completing high school including district-based night school and credit recovery programs.
- El Paso ISD's TMEP provides graduation enhancement programming to ensure that migrant students stay on track and graduate in four years. TMEP instructional officers and an instructional technology specialist work collaboratively with district and campus staff to focus on specific areas of need for migrant students. Specifically, TMEP instructional officers work closely with high school campus at-risk coordinators to monitor the academic progress and the attendance of secondary migrant students to identify students that need individualized attention and follow-up. Students meet individually or in groups with instructional officers during the school day to discuss progress and upcoming events. This support is ongoing and extends beyond academic support, as TMEP staff members also frequently interact with families.

Language, Health, and Access to Services

- Eagle Pass ISD's TMEP partially funded recruiters at each campus supported by four district-based recruiters. After identifying families using multiple strategies and conducting needs assessments, recruiters reported to parents on student academic progress on a monthly basis, more frequently if the student was experiencing challenges. Recruiters also had other roles on campus such as tutoring, typically through Title 1 funding, and were able to coordinate and monitor migrant student progress and needs. Eagle Pass ISD TMEP staff participated in a monthly committee meeting of community agencies to identify needs of low-income families in the area, coordinate referrals, and address needs on a case-by-case basis. In addition, the district published and regularly updates a comprehensive booklet of school, district, and community resources for migrant families, including school and district schedules, testing, tutoring, and contacts for community agencies.

- Edinburg CISD's TMEP staffs a migrant/NGS table at the district's arena style registration event to provide immediate and direct identification and recruitment and to inform parents about district TMEP services. District NGS staff then works with campus-based recruiters to follow-up with identified migrant families through home visits and phone calls to collect all necessary information. NGS staff also conducts campus audits to ensure that every identified migrant student is receiving eligible services. Once identified, the program works in collaboration with a host of community programs to link migrant families to resources. Specifically, the district's TMEP works with a local community health organization to present healthcare information twice a year at PAC meetings. The healthcare group also distributes information through the TMEP about immunizations, doctors offering services for free or reduced fees, and discount prescription programs. The group also provides referral information about health screenings in the community, and school nurses conduct some screenings (e.g., eye exams) on the campuses.
- Fort Stockton ISD's two-person TMEP office recruits migrant families with multiple strategies, relying heavily on established relationships in the migrant community and direct communication with individuals in local agriculture/industry employing migrant workers or offering migrant housing.
- Irving ISD's TMEP employs multiple outreach strategies including identification training for school staff (administrators, counselors, and teachers). The TMEP also relies on other staff within their department (bilingual and ESL, language testing, adult education) to assist in the referral process through their contacts with students and families. Another strategy is to continue presentations on migrant services throughout the year at parent functions across the district. This net-like approach is used due to local law enforcement policies that have significantly inhibited self-identification trends of migrant families.

Appendix C Expert Panel

C.1 Expert Panel Biographical Summaries

Biographical summaries for the TMEP evaluation expert panel are provided below.

- Dr. Susan Durón (panel facilitator) has more than 30 years experience in education and evaluation. She has served as Vice President in charge of the Denver, Colorado office of RMC Research Corporation as well as the Director of the Regional Title I Technical Assistance Center, whose professional staff provided evaluation and technical assistance services to state, regional, and local education agencies in nine states. Dr. Durón has also served as the external evaluator or principal investigator for multiple projects and programs in migrant education, Indian education, special education, bilingual education, and family literacy. In addition, she has taught university courses in assessment, program evaluation, and ELL/bilingual education; implemented a state-recognized model program for bilingual students with learning disabilities; and worked with multi-state migrant consortia. She currently serves as an advisor on comprehensive needs assessment and service delivery planning to state departments of education in Alaska, Arkansas, Colorado, Hawaii, Illinois, Iowa, Kansas, Louisiana, Montana, Nebraska, New Hampshire, New Mexico, New York, North Carolina, and Vermont.
- Shawn Cockrum (panelist) is the director of the Migrant Education Program at the Missouri Department of Education. His duties include the administration of a 17-person staff who oversees the TMEP and English Language Learning programs. He served for two years as the president of the National Association of State Directors of Migrant Education (NASDME). He has served on the Missouri TMEP CNA and SDP committees.

- Bob Levy (panelist) is the director of ESCORT, a national resource center located in Oneonta, New York, that partners with federal, state, and local education agencies to help improve services for migrant children and youth. He supervises a large staff of technical assistance providers and has led numerous states through the CNA, SDP, and evaluation processes.
- Brenda Pessin (panelist) is the director of the Illinois Migrant Education Resource Project at the Illinois Migrant Council. She has administered numerous projects such as Migrant Education Even Start, secondary education and out-of-school youth resource projects, and MEP incentive and technology grants. She has served on the Illinois MEP CNA and SDP committees.

C.2 Overview of Expert Panel Materials and Activities

To provide background information about the context and evaluation of the TMEP, a packet of materials was sent to expert review panel members by the facilitator approximately one month before the panel was convened August 6-7, 2009. These materials included the following:

- meeting agenda;
- the interim evaluation report, which contained a literature review including relevant research on best practices in migrant education, as well as findings from the evaluation's statewide survey on instructional and support services currently provided by local TMEPs;
- draft case studies and a cross-case analysis from the evaluation site visits;
- the evaluation work plan; the TMEP CNA and SDP; and
- pertinent links to the TEA Website.

To review the alignment of existing services with best practices, an instrument called the Panel Alignment and Review Tool (PART) was developed by Dr. Durón to help guide recommendations made by the panel (see Appendix D). The tool clustered the OME's seven areas of concern into four core cluster areas. These were:

- Educational continuity/instructional time;
- School engagement/educational support in the home;
- Health/access to services; and
- English language development.

As a means for reviewing the alignment of TMEP services in Texas with best practices from the migrant education literature, the PART also incorporated the five best practice principles impacting the major common elements of migrant education programs identified in the Interim Report. These were the following:

1. Responsiveness: Innovative and flexible programming that reflects intentional knowledge of the particular needs of the community, families, and students served.
2. Communication, collaboration, and relationships: Coordinated data and information sharing systems and networks, partnerships between service providers, and personal relationships built on trust and caring.
3. Adequate and appropriate staffing: To provide the level of advocacy and individual services that migrant students require.
4. Instructional quality and high expectations: High quality and relevant instruction focused on high expectations.
5. Focus on language issues: Attention to the language needs of migrant students and families.

Handouts that listed existing instructional or support service strategies and practices collected through the survey[63] of TMEP coordinators in Texas included in the Interim Report and the case study results from site visits summarized in a cross-case analysis were developed to use with the PART (see Appendix D). These strategies and practices were organized by core area cluster. Prior to use by the panelists, the PART was piloted by the panel facilitator in one cluster area, Educational Continuity/Instructional Time, using the corresponding handouts and materials to determine alignment with the best practice principles under the core area of concern cluster. Additionally, a document was developed guiding the use of the PART to ensure appropriate and consistent application of the tool by the panelists.

Additional key materials for review included the state's CNA and SDP documents to provide recommendations for how the state can promote implementation of best practices.

The facilitator opened the panel review session with an orientation and review of the goals of the panel, overview of review materials, and summary discussion of the review process. To begin the review for alignment of current services with best practices, the facilitator introduced and reviewed the guide for using the PART using the example she had completed prior to the meeting. Panelists were then assigned a core cluster area and asked to fill in the PART for their cluster area using the handouts of identified services from the site visits and survey data. The purpose was to identify strategies in use in Texas from the survey and site visit data that were already aligned with best practices. Note that the PART was also designed to assess the level of alignment of services with best practices (exemplary, satisfactory, needs improvement, unsatisfactory). However, at the time the expert panel was convened, evaluation data on level or quality of local implementation of services were not available.

[63] Survey items were used as a broad proxy for existing services given that most services identified on the survey list were reported to be offered across districts. The beginning of this chapter provides a summary from the Interim Report of an analysis of the 19 most commonly reported services (over 70% of districts offering) as well as the four least commonly reported services (less than 20% of districts reported offering).

Panelists worked through all of the areas of the PART in which the best practices identified in the literature were matched to instructional and support service strategies or programs being implemented in Texas, assigning a strategy to the best practice that it most closely matched. After the individual alignment activities, panelists reported their findings to the panel.

The PART activity provided panelists with a clearer understanding of existing TMEP practices being implemented in the state and their alignment with best practices. The next major task was to review state guidance for local TMEPs in implementing best practices. This was accomplished through review of the CNA and SDP. Based on these discussions, panelists identified key issues to consider for the next update of the state's CNA and SDP and developed recommendations for the state to consider in promoting best practices in migrant education.

C-3 Handouts on Texas Instructional/Support Service Strategies or Programs

Table C-1: Educational Continuity/Instructional Time (Cross-Case Report)

Strategy #	Description of Educational Continuity/Instructional Time/ Instructional/Support Service Strategy or Program
1	Procedures for tracking birthdays of infants and young children with targeted eligibility dates for preschool services were reported in several districts.
2	Ongoing recruiter relationships with families contributed to timely documentation of the needs of already identified young children and new children born into the families after initial contacts.
3	Both formal and informal needs assessment processes contributed to timely documentation of the needs of already identified young children and new children born into the families after initial contacts.
4	ECE services were often provided through referrals and coordination with area Head Start programs or existing district-provided ECE programs.
5	Local TMEPs implemented the Building Bridges program as needed for young migrant children through home-based or school-based delivery.
6	During the first home visit, TMEP staff assessed children using a behavioral checklist related to speech and language, hearing, vision, social-emotional, and health-related items. Staff then made referrals for children for services based on this assessment.
7	Staff also conducted a pre-assessment of academic content aligned with the Building Bridges program.

Table C-1: Educational Continuity/Instructional Time (Cross-Case Report) (continued)

Strategy #	Description of Educational Continuity/Instructional Time/ Instructional/Support Service Strategy or Program
8	Most districts that implemented Building Bridges indicated that staff had developed and integrated significant enhancements and supplements to the curriculum to provide more in-depth coverage of preschool academic and developmental skills and to address outdated content.
9	Supplemental instructional support by TMEP-funded instructional aides was reported specifically for students in prekindergarten through Grade 1 in one of the site visit districts recommended for comprehensive programs. Migrant instructional aides supported teachers at both the preschool and elementary level in this district.
10	Many sites reported employing TMEP-funded tutors to provide school- or home-based support for any struggling migrant student, across all grade levels.
11	Two experienced certified teachers and two migrant instructional aides staff the two classes offered at locations in areas where most migrant families lived.
12	In addition to teacher supplements to the curriculum, the district implemented a standards-based observation and evaluation tool aligned with state prekindergarten standards.
13	Eagle Pass ISD's TMEP established a monthly reporting process wherein NGS staff distributed reports to recruiters based on birthdates of young children newly eligible for ECE services. TMEP staff coordinate referrals to one of the area's five Head Start programs.
14	Ft. Stockton ISD's TMEP conducts annual assessments of all young migrant children in the district for referral to and placement in Head Start for those younger children not eligible for Building Bridges.
15	Goose Creek CISD's TMEP provides two levels (based on age) of home-based Building Bridges programming that also includes a transitional program for families with children moving from Building Bridges into the district's prekindergarten programs. Emphasis is placed on helping parents understand academic expectations for students and how to interact with school staff.
16	Hereford ISD implements an iPod-based enhancement to Building Bridges sponsored by the regional ESC. Using this portable delivery method, in-home educators are able to provide additional, engaging support for oral language fluency, an important bridge between word decoding and reading comprehension.
17	Irving ISD's TMEP does not offer the Building Bridges program, but refers identified migrant children for priority enrollment in the district's Home Instruction for Parents of Preschool Youngsters (HIPPY) program.
18	TMIP is a long-standing, state-funded special project to support the state and local TMEPs. Its purpose is to facilitate intra- and interstate coordination to help meet the educational needs of migrant children from Texas who migrate out of state.
19	Maintaining a toll-free telephone line to facilitate intra- and interstate coordination inquiries to assist students in meeting graduation requirements.
20	Maintaining ongoing coordination activities, in partnership with Pearson Education Measurements in Austin, with states receiving Texas migrant students during the fall, spring and summer, to facilitate verification of student eligibility, preparation of students for TAKS testing, and dissemination of materials to all testing sites.

Table C-1: Educational Continuity/Instructional Time (Cross-Case Report) (continued)

Strategy #	Description of Educational Continuity/Instructional Time/ Instructional/Support Service Strategy or Program
21	District TMEP staff reporting on this area of programming indicated extensive collaboration with TMIP staff in finding or sharing information as students moved out of districts for the summer work months.
22	Local TMEP staff also typically reported specific interactions with TMIP related to TAKS testing and ensuring that students who had left the district took (or retook) the TAKS.
23	Site visit district TMEPs reporting on the area of TAKS remediation provided options during the year, typically through coordination with existing tutoring and TAKS remediation services offered through Title 1 and other campus and district programs.
24	Examples of existing programs included after school tutorials based on 9-weeks failures, TAKS/LEP tutorials, Saturday programs, and TAKS camps.
25	Site visit districts also implemented TMEP-funded supplemental academic support or tutoring and TAKS remediation programs specifically for migrant students. This migrant-specific support included small group or one-on-one tutoring offered at times and in locations convenient to migrant families.
26	Eagle Pass ISD's TMEP supports individualized instructional support for migrant students through TMEP instructional aides based at each campus.
27	El Paso ISD's site-based program provides tutoring support for migrant students at community housing sites for migrant families, minimizing transportation needs. Tutors provided through the district's Shared Services Agreement with ESC Region XIX meet weekly with campus/district instructional officers to plan and discuss student needs and progress. The program is offered after school during the academic year, during school breaks, and over the summer.
28	Goose Creek CISD's TMEP implements supplemental one-on-one tutoring during elective periods for migrant students identified for Priority for Service (PFS). Paid college students (some of whom were former migrant students) provide individualized support for migrant students. Tutors are based on campus and work in close collaboration with campus staff in the district's middle and high and high schools to supplement group tutoring already offered in the district.
29	The program provides a mobile laptop computer lab with refurbished computers loaded with educational resources for research and homework support and activities for younger siblings of students being tutored.
30	Students are allowed to bring younger siblings if they have babysitting responsibilities.
31	Muleshoe ISD's Migrant Acceleration Program (MAP) provides small group and one-on-one tutoring provided by paid peer tutors in the evening hours. Peer tutors are supported by paid certified teachers from campuses in the district, with regular reporting structures between campus teachers, peer tutors, and teacher supervisors of tutors.
32	Sherman ISD'S TMEP is piloting an online tutoring program offered through the regional ESC that provides personalized one-on-one tutoring for migrant students who fail TAKS. The program provides real-time, web-based video and audio access to bilingual tutors. Students work in the computer lab with online tutors three times a week during the student's ESL pull-out time.

Table C-1: Educational Continuity/Instructional Time (Cross-Case Report) (continued)

Strategy #	Description of Educational Continuity/Instructional Time/ Instructional/Support Service Strategy or Program
33	The district provides the tutor with an assessment of student needs based on review of TAKS performance, and classroom teachers communicate with tutors about student needs. Tutors submit weekly reports on tutoring, which are monitored by district TMEP staff.
34	Districts frequently provided more than one option for credit accrual/credit recovery that typically featured print and online correspondence courses. Primary programs reported by districts included the Texas Migrant Student Graduation Enhancement Program (MSGEP) and the national Portable Assisted Study Sequence (PASS) program, which is coordinated in Texas through the NCLB program coordination office at TEA.
35	The MSGEP, which is housed in the K-16 Education Center at the University of Texas at Austin, provides free credit recovery via distance learning to high school migrant students.
36	Alternative credit options for migrant secondary students via distance learning are offered through a variety of accessible delivery systems to include print, electronic, and Internet formats.
37	Instructional differentiation for English language learners and bilingual instruction support through a toll-free 800 number for participating students.
38	Other reported credit recovery/accrual resources included NovaNet and teacher-developed partial course make-up packets.
39	The MSGEP and many districts supported distance-learning options through laptop loan programs.
40	Record keeping processes, close monitoring of secondary student progress, and regular contacts with students by TMEP staff were commonly reported as supporting secondary credit accrual.
41	Migrant student counselors were identified in some parts of the district, especially those serving the largest populations of migrant students.
42	NGS staff assumed multiple roles, providing counseling and support for secondary students and serving as a summer contact and troubleshooter when students traveled to other districts.
43	Eagle Pass ISD's TMEP employs a year-round TMEP counselor and clerk to serve migrant students at the district's two high schools.
44	The district provides training for all counselors on migrant student needs and services at the elementary and middle school and assigns migrant students to specific middle school counselors. Counselors are responsible for tracking migrant student participation in supplemental academic services, TAKS remediation, and credit recovery. Counselors are responsible for working with TMIP staff to ensure students have access to testing/ TAKS remediation.
45	At the H.S. level, the TMEP counselor and clerk develop migrant student graduation plans, work with principals and the TMEP director in making placement/credit award decisions, and assist students with college applications.
46	Eagle Pass ISD has also developed comprehensive documentation and recordkeeping procedures and forms for all TMEP staff. Documentation is used not only for student monitoring (both individually and for campus reports) but also for evaluation of TMEP programming and TMEP staff performance.

Table C-1: Educational Continuity/Instructional Time (Cross-Case Report) (continued)

Strategy #	Description of Educational Continuity/Instructional Time/ Instructional/Support Service Strategy or Program
47	The district's three NGS staff members have developed a layered system of data entry and verification to ensure accuracy and completeness of NGS data, work closely with TMIP staff, and serve as summer contacts for migrant families and students when some campus-based staff are off.
48	Goose Creek CISD's TMEP employs a migrant counselor to assist in keeping students on track for on-time graduation with support for use of the credit recovery options provided through MSGEP.
49	For migrant students at risk of dropping out, the district offers additional flexible options for completing high school including district-based night school and credit recovery programs.
50	TMEP instructional officers and an instructional technology specialist work with district and campus staff to focus on areas of need for migrant students. TMEP instructional officers work closely with high school campus at-risk coordinators to monitor students' academic progress and attendance to identify those needing individualized attention/follow-up. Students meet individually and in groups with instructional officers to discuss progress and upcoming events. Additionally, TMEP staff frequently interact with families.

Source: Cross-Case Report/Case Studies.

Table C-2: School Engagement/Educational Support in the Home (Cross-Case Report)

Strategy #	Description of School Engagement/Educational Support in the Home Instructional/Support Service Strategy or Program
51	Staff and parents included in some of the site visits reported that the support, dedication, and commitment of TMEP staff was a critical component in keeping migrant students engaged and provided, in many cases, informal mentoring support for migrant students.
52	Most sites interviewed about this service area indicated that TMEPs have been successful in providing some level of enrichment activities to support migrant student engagement. These include extracurricular academic and cultural programming, college awareness and preparation programs and services including trips to visit colleges, student leadership and civic education workshops, school-based clubs, and efforts to highlight and recognize migrant student and family successes.
53	These efforts to enhance migrant student school and social engagement typically offer exposure to rich academic, social, and cultural programming and promote high expectations through both traditional methods (camps, workshops, travel, school sponsored-organizations, and recognition ceremonies) as well as provide access to enrichment programs through technology.
54	Some TMEP sites reported using technology-based incentives (such as laptop loans or iPods loaded with educational materials) to engage migrant students and families and provide access to a wide range of resources. Incentives included training in the use of the technology for parents and students.

Table C-2: School Engagement/Educational Support in the Home (Cross-Case Report) (continued)

Strategy #	Description of School Engagement/Educational Support in the Home Instructional/Support Service Strategy or Program
55	TMEPs also implemented programs focused on recognition of migrant student success through ceremonies for graduation, awards, and celebration. Initiatives included engaging speakers who were successful former migrant students to provide examples and role models for students and families.
56	Eagle Pass ISD's TMEP sponsors a host of enrichment activities for migrant students at all school levels, including educational tours to museums, science centers, and university-based educational events, summer leadership workshops and events offered throughout the state. The district also provides a full program of college tours and college awareness and preparation workshops.
57	Edinburg CISD's TMEP sponsors migrant clubs at each middle and high school campus and some of the elementary schools. These migrant clubs typically begin meeting later in the fall, after most of the migrant students have returned to the district; meetings also end earlier in the year. Students receive training to serve as officers, and most clubs have social, community service, and school service components.
58	Edinburg CISD's TMEP also holds an annual senior migrant awards banquet to honor the top 10 graduating migrant students. Video presentations by honorees include students discussing the role their parents played in their academic success.
59	El Paso ISD's TMEP, in collaboration with a local art gallery, provides art workshops through a summer camp that extends into the fall when the students' work is recognized with a public exhibition and publication of a calendar. This program has been extended into a site-based Creative Kids program in local housing communities.
62	El Paso ISD's TMEP offers a program that provides free graphing calculators and a three-day training for migrant students in use of the instruments.
63	The district's TMEP sponsors visits to the district by college representatives, college tours, a science camp, an annual teen leadership conference, and programs to help migrant students learn about governance and civic education.
64	El Paso ISD holds an annual migrant student graduation dinner with keynote speakers.
65	Ft. Stockton ISD TMEP staff focus on college as an obtainable goal for migrant students. They collaborate with area businesses to engage migrant families in an area college night and work individually with students to encourage them to apply to college. They work extensively with students/their parents to define goals for college, fill out college applications, apply for financial aid and scholarships, and prepare for transition to college life. Staff frequently include successful former migrant students as speakers in district events.
66	Irving ISD provides laptops to all high school students, and the district includes many wireless locations where students can access the Internet.

Table C-2: School Engagement/Educational Support in the Home(Cross-Case Report) (continued)

Strategy #	Description of School Engagement/Educational Support in the Home Instructional/Support Service Strategy or Program
67	At the request of Irving ISD's migrant PAC, the district implemented a program coordinated by ESL middle school coordinators to provide all migrant middle school students with laptops to increase migrant family access to technology. All middle school teachers create classroom educational websites and distribute flash drives with homework and educational activities. The district's technology department trains students on using computers, and students take computers with them when they leave for the summer.
68	Irving ISD sponsors several college-focused afterschool activities for migrant students using online college/career exploration and planning tools.
69	Muleshoe ISD's peer tutoring is designed to build the academic confidence and leadership skills of migrant students chosen as tutors. Staff intentionally choose tutors who have the potential for success but who have not already established themselves as migrant student leaders. These students serve as informal mentors to younger students.
70	Both TMIP and MSGEPsupport enrichment and recognition programs for migrant students. Activities in support of these programs include managing the annual process for nominations and selection of the Exemplary Migrant Students from Texas High Schools, which includes production of a booklet featuring the students and a video presentation which is shown during the opening general session of the Texas Migrant Education Conference. TMIP also sponsors, in coordination with some of the regional ESCs, some students to attend the annual Bert Corona Leadership Institute in Washington, DC.
71	TMEP staff worked one-on-one with teachers of migrant students in monitoring and support roles.
72	District efforts to engage migrant parents constituted a central activity of most TMEPs and included systematic reporting processes on student progress.
73	District efforts to engage migrant parents included migrant-specific meetings and workshops.
74	District efforts to engage migrant parents included efforts to draw migrant families into the broader school community.
75	District efforts to engage migrant parents included support for migrant parent advisory committees.
76	District efforts to engage migrant parents included migrant parent education programs.
77	In other districts, TMEP staff were able to organize regular workshops and training for parents based on parent requests for information or interest and to include migrant families in other school and district events.
78	One district was able to effectively include migrant parents in the district's parent education programming that provided computer literacy, GED and language/literacy training with transportation and childcare support services.

Table C-2: School Engagement/Educational Support in the Home(Cross-Case Report) (continued)

Strategy #	Description of School Engagement/Educational Support in the Home Instructional/Support Service Strategy or Program
79	Connections with migrant families were often forged and maintained by one or a few key staff members who served as ongoing liaisons between schools/districts and families, regularly conducted needs assessments to ensure access to services, visited or communicated with parents about student progress, invited parents to school and district functions, and provided other related services such as transportation, childcare, or translation when parents visited the district or school for meetings or events.
80	These relationships (with parents) were often initiated through the identification process and recruiters or other initial contacts continued to serve as vital links for families in negotiating access to school and community services, often over the long-term, as a family's children moved through the school system.
81	Eagle Pass ISD's TMEP promotes migrant family participation as a priority at the campus level, and campus events are scheduled to be held when migrant families are in the area. All other district migrant family and parent activities are held at the district's Title I Parent and Community Resources Center.
82	TMEP staff support migrant parent participation in general programming offered at the Center, including GED, ESL, computer literacy, and fitness classes. TMEP district recruiters share responsibility for providing transportation to the Center for migrant parents using a district TMEP vehicle.
83	Childcare is also provided at the Center.
84	In addition, in collaboration with a state university, the district's TMEP supports a GED class at the Center for migrant parents that provides a financial incentive for participation.
85	Edinburg CISD's TMEP highlights the migrant program in monthly newsletters sent to parents by the district's Federal Programs director.
86	Campus-based parental involvement assistants provide personalized service to migrant families.
87	Parents are surveyed at the end of the year to provide feedback and suggestions on migrant programming.
88	Edinburg CISD also has an active PAC that meets nine times a year and evaluation and feedback are an important part of each meeting to drive future parent programming.
89	Meetings are also televised on a local television access channel for parents who can't attend.
90	Staff reported that a variety of scheduling options for PAC meetings had been tried and that having the meeting at the same day and time each month at the same location had increased participation.
91	Ft Stockton ISD focuses two annual migrant family involvement activities on educating parents about school and educational issues, coordinating with local businesses to provide incentives such as book bags or school shoes to encourage participation.
92	Ft Stockton ISD's TMEP staff promote and support migrant students to apply to college and provide personalized counseling and support for migrant parents and families struggling with apprehensions about their children leaving home.

Table C-2: School Engagement/Educational Support in the Home (Cross-Case Report) (continued)

Strategy #	Description of School Engagement/Educational Support in the Home Instructional/Support Service Strategy or Program
93	Goose Creek CISD's TMEP has a staff member position of home/school liaison who works with the district's TMEP counselor to provide direct service to migrant students and families. This TMEP staff member conducts required home visits for PFS students to update parents on student progress and also designs up to five work-shops per year around school-related topics as well as health and other family needs.
94	The TMEP counselor works with NGS data to ensure that students receive appropriate secondary tutoring, TAKS remediation, and credit accrual services.
95	The district's PAC, which meets monthly during the school year, is a critical component of the success of the district's TMEP, serving as a bridge between migrant families and the district. The PAC is led by several long-serving parent leaders recognized at the national level for activities. The PAC is used to increase parent understanding about the educational system and enhance their ability to negotiate educational processes and advocate for their children as they move between districts and pursue postsecondary opportunities.
96	PAC members assist in TMEP staff in identification and recruitment.
97	Irving ISD's TMEP established a migrant parent coordinator position to encourage migrant family involvement.
98	All migrant parent involvement activities involve an ongoing needs assessment and feedback process to provide responsive programming.
99	Migrant parent involvement strategies, goals and objectives are identified in the district's improvement plan and thus are included in all campus improvement plans, creating a high profile and priority for this activity districtwide.
100	Parent involvement activities include well-designed family literacy projects, a parenting education series, and workshops, trainings, and meetings designed to address parent requests/interests/needs.
101	Staff encourage and personally invite parents to attend all other parent meetings in the district with a TMEP staff member in attendance to provide translation services or follow-ups if necessary.
102	Sherman ISD's one-person TMEP office established a system of monthly phone calls to all migrant families to establish rapport, as the district's previous efforts at parent involvement had been sporadic and largely unsuccessful.
103	The TMEP director created a series of monthly parent trainings based on parent interest. The trainings also include sessions on instructional strategies used in the district and provide suggestions and activities for how parents can support their children with homework.
104	Childcare is provided by a district bilingual teacher and sessions include culminating activities in which parents work with their children on training-based activities. The use of bilingual materials and bilingual staff were cited as important components of the training program.
105	Weslaco ISD provides substantial training and support for the district's migrant PAC, including PAC meetings with the TMEP director to discuss new initiatives for the program, pre-meeting planning facilitated by a TMEP staff member, training in Robert's Rules of Order and committee management strategies (including budgets), as well as support to attend regional and national trainings and conferences.

Source: Cross-Case Report/Case Studies.

Table C-3: Health/Access to Services (Cross-Case Report)

Strategy #	Description of Health/Access to Services/ Instructional/Support Service Strategy or Program
106	Identification and recruitment (ID&R) strategies included multi-layered efforts to ensure that migrant students were identified.
107	Identification and recruitment procedures and ongoing family contacts incorporated referrals for school and community services, including health, housing, legal, and other needs.
108	Most districts conducted multi-pronged approaches to ID&R involving migrant surveys at the time of registration/enrollment, follow-up phone and home visits, word-of-mouth from other families, and referrals from community or local government agencies.
109	Door-to-door visits in neighborhoods and flyers posted in key community locations frequented by migrant families (apartment complexes, laundromats, stores, and churches), and mass mailings were routinely used to identify and recruit migrant families.
110	Because many migrant recruiters had been migrants themselves and/or had worked as recruiters in the area for a long time, many migrant families sought out recruiters themselves or referred other families.
111	ID&R activities were year-round.
112	A key part of the identification process included needs assessments and referrals for any needed services.
113	Recruiters typically served ongoing roles in communicating with students and families, working with counselors and other TMEP staff in monitoring student performance and organizing or implementing parent involvement activities, and were often viewed as the bridge between families and the districts.
114	Recruiter relationships with families were viewed as critical links to family access to services as recruitment procedures also typically included screening and referrals for health and related needs.
115	TMEP staff systematically conduct formal ongoing needs assessment processes through required home visits, through more informal or group contacts with families at parent involvement events, when reporting to families on student progress, and through other communications with families.
116	Migrant family access to services benefitted from established relationships between TMEP staff and representatives of governmental and community service agencies, as well as district TMEP participation in community-wide organizations providing access to comprehensive services to low-income families, including migrants.
117	Ft Stockton ISD's two-person TMEP office recruited migrant families with multiple strategies, relying heavily on established relationships in the migrant community and direct communication with individuals in local agriculture employing migrant workers and in migrant housing.
118	Edinburg CISD's TMEP staffs a migrant/NGS table at the district's arena style registration event to provide immediate and direct identification and recruitment and to inform parents about district TMEP services.
119	District NGS staff work with campus-based recruiters to follow-up with identified migrant families through home visits and phone calls.
120	NGS staff conduct campus audits to ensure that every identified migrant student is receiving eligible services.

Table C-3: Health/Access to Services (Cross-Case Report (continued)

Strategy #	Description of Health/Access to Services/ Instructional/Support Service Strategy or Program
121	Irving ISD's TMEP employed multiple outreach strategies including identification training for school staff (administrators, counselors, and teachers).
122	TMEP relied on other staff within their department (bilingual and ESL, language testing, adult education) to assist in the referral process through their contacts with students and families.
123	Continuing presentations on migrant services throughout the year at parent functions districtwide was another strategy.
124	Eagle Pass ISD's TMEP partially funded recruiters at each district campus supported by four district-based recruiters.
125	After identifying families using multiple strategies and conducting needs assessments, recruiters reported monthly to parents on student academic progress or more frequently if the student was experiencing challenges.
126	Recruiters also had other roles on campus such as tutoring, typically through Title I funding, and were able to coordinate and monitor migrant student progress and needs.
127	Eagle Pass ISD's TMEP staff participated in a monthly committee meeting of community agencies to identify needs of low-income families in the area, coordinate referrals, and address needs on a case basis.
128	The district published a comprehensive booklet of school, district, and community resources for migrant families, which was regularly updated with school and district schedules, testing, tutoring, and other information, and contacts for community agencies.

Source: Cross-Case Report/Case Studies.

Table C-4: English Language Development (Cross-Case Report)

Strategy #	Description of English Language Development/ Instructional/Support Service Strategy or Program
129	Many districts had in place organizational structures that facilitated close monitoring of migrant student language needs and services. These included departmental configurations that housed migrant and bilingual/ESL programming under the same leadership, and TMEP district/campus liaison structures through bilingual/ESL teachers.
130	All TMEP staff in almost all the sites visited were fluent Spanish speakers, which facilitated communication with families and students.
131	Materials for parents were typically provided in the parent's primary language, and translators for migrant parents were present as needed at school or district events that were conducted in English only.
132	Parent language and literacy programming was also available in many of the site visit districts.

Source: Cross-Case Report/Case Studies.

Table C-5: Facilitators of Implementation (Cross-Case Report)

Strategy #	Facilitators of Implementation of Instructional/Support Service Strategy or Program
133	In the districts serving larger migrant populations in particular, many district leaders and TMEP staff members had also been migrants themselves, or because of the large migrant populations in their areas, were very familiar and knowledgeable about migrant family issues.
134	In other districts, typically those serving smaller populations of migrant students, dynamic TMEP directors and committed TMEP staff were the singular force driving the success of programs.
135	Many reported that they were able to provide effective leadership and service because district leadership granted them a high level of autonomy and flexibility in meeting the needs of migrant students and families.
136	Collaboration with regional education service centers, both formal and informal, district and community collaboration, district organizational and departmental structures that supported coordinated service provision, and district and campus communication, staffing, and reporting procedures that ensured a high degree of coordination and collaboration in serving migrant students.
137	Two of the site visit districts had Shared Services Agreements with regional ESCs to provide programs and services.
138	Other independent district programs sometimes participated in ESC TMEP-sponsored workshops for parents, trainings for staff, or enrichment activities such as camps and college tours.
139	District and community partnerships reported by TMEP staff included one-on-one relationships between TMEP staff and staff at other area service providers (health, housing, legal, etc.).
140	District and community partnerships reported by TMEP staff included formally organized community partnerships in which the district TMEP participated in community-wide efforts to address the needs of the community's neediest families.
141	District interdepartmental structures and procedures, often through consolidation or coordination of federal programming (for example, Title I, Title III, and special populations), facilitated cross-departmental coordination.
142	Several districts had organizational structures that grouped program oversight for programs such as bilingual/ESL, migrant, and parent involvement or early childhood education, or other special programs, which facilitated coordination and monitoring of service delivery to migrant students and families.
143	District/campus coordination of staff responsibilities and appointment of campus-based TMEP liaisons supported stronger relationships with families, district/campus provision and monitoring of services, and campus-level accountability for migrant student success.
144	Assigning staff to work based on feeder patterns to serve whole families, rather than multiple staff at different schools, was another strategy.
145	Appointing bilingual/ESL coordinators as TMEP campus liaisons was another strategy that facilitated service provision in alignment with language needs.
146	Assigning TMEP staff, such as recruiters, to campuses who reported first to campus principals (rather than the district TMEP) integrated responsibility and accountability for TMEP program services at the campus level.

Table C-5: Facilitators of Implementation (Cross-Case Report) (continued)

Strategy #	Facilitators of Implementation of Instructional/Support Service Strategy or Program
147	Some districts were able to enhance student educational experiences and family access to information through technology, either through providing laptops or portable handheld devices loaded with educational resources, including language development software, or developing enrichment programming through online resources.
148	Districts provided training for students and their parents on the use of technology, and students enjoyed teaching their parents how to use these new tools.
149	The level of knowledge, experience, and dedication of TMEP staff allowed TMEP staff to be successful through respect and cooperation within both the migrant and the larger school and district communities.
150	In most TMEP programs visited for the evaluation, many staff had worked in the local TMEP, or in the district, for many years—10, 20, and 30 years.

Source: Cross-Case Report/Case Studies.

Table C-6: Educational Continuity/Instructional Time (Interim Report)

Strategy #	Description of Educational Continuity/Instructional Time Instructional/Support Service Strategy or Program
1	Extended day/week tutoring programs
2	Extended day/week TAKS tutoring programs
3	In-school individual tutoring programs
4	In-school TAKS tutoring programs
5	Instruction by teacher, migrant specific (supplemental)
6	Instruction by paraprofessional, migrant specific (supplemental)
7	Instruction support by teacher for migrant 1st graders
8	Instruction support by teacher for migrant 1st graders, parent collaboration
9	Counseling, migrant specific-supplemental, academic
10	Counseling, migrant specific-supplemental, career
11	Counseling, migrant specific-supplemental, college preparation
12	Records transfer, migrant packet
13	Records transfer, NGS (use of data for instruction)
14	Services related to coordinating within the TMIP, training
15	Migrant Interstate Program, secondary credit accrual workshop
16	Services related to coordinating within the TMIP, technical assistance
17	Services related to coordinating within the TMIP, resource materials for credit accrual/recovery
18	Services related to coordinating within the TMIP, out-of-state TAKS testing
19	Distance learning, PASS
20	Distance learning, UT student graduation
21	Enhancement migrant program
22	Distance learning, work study
23	Distance learning, NovaNet
24	TAKS failure services, summer TAKS remediation
25	TAKS failure services, out-of-state TAKS remediation

Table C-6: Educational Continuity/Instructional Time (Interim Report) (continued)

Strategy #	Description of Educational Continuity/Instructional Time Instructional/Support Service Strategy or Program
26	TAKS failure services, out-of-state TAKS testing
27	TAKS failure services, out-of-state summer migrant program coordination
28	Services related to identifying preschool age children for enrollment
29	Building Bridges early childhood program, center-based
30	Services related to coordinating with Head Start
31	Services related to coordinating with Even Start
32	Services related to coordinating with the Texas Migrant Council
33	Instructional support-Migrant specific (supplemental), teacher
34	Instructional support-Migrant specific (supplemental), paraprofessional
35	Services related to developing and coordinating with partial and full credit accrual and recovery programs, including NGS records
36	Graduation plan support through a migrant counselor
37	Course tuition payment
38	Referral to dropout prevention program
39	Monitor student progress toward meeting graduation requirements
40	Referrals to college assistance programs
41	Graduation plan support beyond regular high school
42	Opportunities to attend state and national conferences, TMEP staff
43	Opportunities to attend state and national conferences, parents
44	Opportunities to attend state/national conferences, school/administrative staff
45	Pre-kdg programs (other than Head Start, Even Start, and Building Bridges)
46	Grade level summer academic/reading packets
47	District-level summer curriculum
48	*Reading is Fundamental* book distribution and motivational reading activities
49	Various education programs (A Plus software program)
50	Various education programs (MAS)
51	Various education programs (Project SMART)
52	General Educational Development (GED) programs
53	Credit recovery programs
54	Professional development for administrators, migrant coordinators, and migrant recruiters
55	Academic progress monitoring
56	Achieve 3000
57	Camp of Champs summer program
58	College Readiness Program
59	Early childhood enrichment packets
60	Early childhood readiness: Building Bridges
61	Educational materials and resources (e.g., laptop computers, calculators)
62	Fiscal management COOP
63	Graduation enhancement
64	Graphing calculator classes
65	Instructional and enrichment services to migrant and families including reading programs, tutoring in reading and math, TAKS tutorials, computer and technology-based tutoring support

Table C-6: Educational Continuity/Instructional Time (Interim Report) (continued)

Strategy #	Description of Educational Continuity/Instructional Time Instructional/Support Service Strategy or Program
66	Materials and resources for various events (e.g., Día del Libro, Día del Niño)
67	NGS training, transfer packet, and updates
68	Referral to the College Assistance Migrant Program (CAMP)
69	Referral to drop out recovery programs
70	Resource materials for test preparation
71	RIF motivational reading activities
72	Service coordination
73	Student consultations
74	Staff development training and workshops for all TMEP district staff
75	Student leadership skill development including academies and retreats (e.g., Bert Corona Leadership Institute)
76	Teen conference, career day, and middle school retreat for migrant students
77	Travel reimbursement to LEAs for student presentations at conferences
78	Tuition and travel for enhancement of regional TMEPs

Source: Interim Report/Surveys.

Table C-7: School Engagement/Educational Support in the Home (Interim Report)

Strategy #	Description of School Engagement/Educational Support in the Home Instructional/Support Service Strategy or Program
79	Counseling, migrant specific-supplemental personal
80	Counseling, migrant specific-supplemental, migrant extracurricular or leadership club/organization
81	Counseling, migrant specific-supplemental school retreat or workshop
82	Building Bridges Early Childhood Program, home-based
83	Services related to coordinating resources and information for homework assistance/tools for students and parents
84	Services related to offering retreats or workshops to help students secure timely and appropriate interventions for academic and nonacademic issues
85	Services related to providing supplemental information to parents concerning school staff collaboration to provide timely and appropriate interventions for academic and nonacademic issues
86	Outreach activities OSY and their parents (drop out prevention/intervention)
87	Services related to parent/family involvement, establish PAC
88	Services related to parent/family involvement, childcare during parent involvement and PAC meetings
89	Services related to parent/family involvement, transportation to and from parent involvement and PAC meetings
90	Services related to parent/family involvement, light snack
91	Services related to parent/family involvement, outreach activities for OSY and their parents (support and health services)
92	Services related to parent/family involvement, information on requirements for graduation

Table C-7: School Engagement/Educational Support in the Home (Interim Report) (continued)

Strategy #	Description of School Engagement/Educational Support in the Home Instructional/Support Service Strategy or Program
93	Services related to parent/family involvement, family/home visitation regarding academic progress of children
94	Services related to parent/family involvement, translated services during meetings
95	Services related to parent/family involvement, translated school communication materials
96	Distributing early childhood packets every six weeks to preschool migrant students not in school
97	Offering parent workshops
98	Offering teacher-provided strategies to parents of migrant students who are not successful in core content areas
99	Distribution of clothing
100	Parent advisory council
101	Migrant counseling services

Source: Interim Report/Surveys.

Table C-8: Health/Access to Services (Interim Report)

Strategy #	Description of Health/Access to Services Instructional/Support Service Strategy or Program
102	Support services, clothing
103	Support services, school supplies
104	Support services, food/nutrition services
105	Support services, transportation assistance
106	Support services, vision screening
107	Support services, hearing screening
108	Support services, other health screening
109	Health services, other health screening
110	Health services, offer health awareness workshops
111	Health services, information about health insurance
112	Health services, assistance in interpreting health information from schools or community agencies
113	Coordination/referral to service providers, referral to health providers
114	Coordination/referral to service providers, making medical and dental appointments.
115	Referrals to health services
116	Referrals to agencies

Source: Interim Report/Surveys.

Appendix D. Panel Alignment and Review Tool (PART)

I. Educational Continuity/Instructional Time

	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory[64]
Responsiveness to Migrant Student and Family Needs	All services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	The majority of services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	Services are aligned to/based on/reflect best practices but are not implemented at the local level with fidelity to established standards.	Services are not based on the best practices in the field.
Principle - Innovative and flexible programming that reflects intentional knowledge of the particular needs of the community, families, and students served				
Best Practices Identified in Literature Review	**Instructional/Support Service Strategy or Program Being Implemented in Texas**			
- Local needs assessments	Strategies from the cross case report: 2, 3, 50			
- Innovative, flexible, and tailored services	Strategies from the cross case report: 12, 27, 29, 36, 39 Strategies from the interim report: 19, 20, 22, 23, 37			
- Service coordination	Strategies from the cross case report: 1, 33 Strategies from the interim report: 28, 68, 69, 72			
- Partnerships with families and service providers	Strategies from the cross case report: 4, 6, 17, 30 Strategies from the interim report: 8, 30, 31, 32, 38, 40			
- Evaluation	Strategies from the cross case report: 46			
- Training to address stereotypes and enhance ability to provide cultural and linguistically respectful services				
General Notes for Recommendations: Update the CNA with more recent data that will serve as a foundation for providing services.				

[64] Data on level and quality of local implementation of services were not available at the time the expert panel was convened.

Communication, Collaboration, and Relationships	**Exemplary**	**Satisfactory**	**Needs Improvement**	**Unsatisfactory**
	All services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	The majority of services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	Services are aligned to/based on/reflect best practices but are not implemented at the local level with fidelity to established standards.	Services are not based on the best practices in the field.

Principle: Coordinated data and information sharing systems and networks, partnerships between service providers, and personal relationships built on trust and caring	
Best Practices Identified in Literature Review	**Instructional/Support Service Strategy or Program Being Implemented in Texas**
- Policy to support high levels of communication between schools and agencies	Strategies from the cross case report: 13, 18, 19, 20, 21, 22, 23 Strategies from the interim report: 12, 13, 16, 18, 25, 26, 27
- Participatory and inclusive communication strategies with migrant families	Strategies from the cross case report: 15 Strategies from the interim report: 41, 43, 67
- Identification of committed and trusted staff to serve as advocates and mentors	Strategies from the cross case: 9, 10, 11
- Programs designed to build student-to-adult and student-to-student relationships	Strategies from the cross case report: 28, 31, 40 Strategies from the interim report: 73, 77
General Notes for Recommendations:	

	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
Adequate and Appropriate Staffing	All services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	The majority of services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	Services are aligned to/based on/reflect best practices but are not implemented at the local level with fidelity to established standards.	Services are not based on the best practices in the field.
Principle: Adequate and appropriate staffing to provide the level of advocacy and individualized services migrant students require				
Best Practices Identified in Literature Review	**Instructional/Support Service Strategy or Program Being Implemented in Texas**			
- Adequate staffing to support records exchange and credit accrual decision making	Strategies from the cross case report: 41, 45, 47 Strategies from the interim report: 35			
- Additional staff to provide individualized support for migrant students at all times of the year	Strategies from the cross case report: 10, 11, 42, 43, 48 Strategies from the interim report: 36, 39			
- Staff and teacher training	Strategies from the cross case report: 44 Strategies from the interim report: 14, 15, 42, 44, 78			
- Provision of specialists and other trained staff to support teachers	Strategies from the cross case report: 9, 26 Strategies from the interim report: 7, 33, 34			
- Identification of staff knowledgeable about student backgrounds, community, and language				
General Notes for Recommendations:				

Quality of Instruction and High Expectations	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
	All services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	The majority of services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	Services are aligned to/based on/reflect best practices but are not implemented at the local level with fidelity to established standards.	Services are not based on the best practices in the field.

Principle - High quality and relevant instruction focused on high expectations	
Best Practices Identified in Literature Review	**Instructional/Support Service Strategy or Program Being Implemented in Texas**
- Supplemental academic programs that employ research-based instructional strategies	Strategies from the cross case report: 5, 8, 25, 34, 35, 38, 49 Strategies from the interim report: 1, 2, 3, 4, 5, 6, 17, 24, 29, 52, 53, 60
- Teacher training	Strategies from the cross case report: 7 Strategies from the interim report: 54
- Relevant and culturally appropriate content	Strategies from the interim report: 46, 47, 48, 50, 51, 55, 62
- Enrichment, not remedial, instruction	Strategies from the interim report: 21, 45, 49, 59, 64, 65, 71, 75, 76
- High expectations and educational goals	Strategies from the interim report: 56, 57, 58, 63, 70
General Notes for Recommendations:	

	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
Language	All services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	The majority of services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	Services are aligned to/based on/reflect best practices but are not implemented at the local level with fidelity to established standards.	Services are not based on the best practices in the field.
Principle - Attention to the language needs of migrant students and families				
Best Practices Identified in Literature Review:	**Instructional/Support Service Strategy or Program Being Implemented in Texas:**			
- Outreach to families in appropriate languages or through translators				
- Accurate assessment of student language proficiency for placement				
- Instruction and supplemental programming that meets student language development needs	Strategies from the cross case report: 14, 24, 32, 37			
- Coordination with ESL or bilingual specialists/ programs	Strategies from the cross case report: 16			
- Training for teachers	Strategies from the interim report: 74			
- Efforts to recognize or celebrate students' home languages and bilingual skills	Strategies from the interim report: 66			
General Notes for Recommendations:				

II. School Engagement/Educational Support in the Home

Responsiveness to Migrant Student and Family Needs	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
	All services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	The majority of services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	Services are aligned to/based on/reflect best practices but are not implemented at the local level with fidelity to established standards.	Services are not based on the best practices in the field.

Principle - Innovative and flexible programming that reflects intentional knowledge of the particular needs of the community, families, and students served

Best Practices Identified in Literature Review	Instructional/Support Service Strategy or Program Being Implemented in Texas
- Local needs assessments	Strategies from the cross case report: 98
- Innovative, flexible, and tailored services	Strategies from the cross case report: 54, 55, 59, 62, 66, 90 Strategies from the interim report: 80, 81, 82, 83, 84, 96, 99
- Service coordination	Strategies from the cross case report: 70, 82, 83, 84, 91
- Partnerships with families and service providers	Strategies from the cross case report: 67, 78
- Evaluation	Strategies from the cross case report: 87, 88
- Training to address stereotypes and enhance ability to provide cultural and linguistically respectful services	

General Notes for Recommendations:

There seem to be a lot of activities, but a lack of needs assessment or evaluative data collected to see if the activities are relevant and working toward meeting specific goals. Conduct surveys of staff, families, and community members for local needs assessments. Provide “cultural proficiency” training to staff members.

Communication, Collaboration, and Relationships	**Exemplary**	**Satisfactory**	**Needs Improvement**	**Unsatisfactory**
	All services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	The majority of services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	Services are aligned to/based on/reflect best practices but are not implemented at the local level with fidelity to established standards.	Services are not based on the best practices in the field.
Principle: Coordinated data and information sharing systems and networks, partnerships between service providers, and personal relationships built on trust and caring				
Best Practices Identified in Literature Review	**Instructional/Support Service Strategy or Program Being Implemented in Texas**			
- Policy to support high levels of communication between schools and agencies	Strategies from the cross case report: 99			
- Participatory and inclusive communication strategies with migrant families	Strategies from the cross case report: 58, 64, 72, 73, 74, 75, 76, 77, 80, 81, 85, 89, 95, 96, 100, 102, 105 Strategies from the interim report: 85, 87, 88, 89, 90, 92, 97, 98, 100			
- Identification of committed and trusted staff to serve as advocates and mentors	Strategies from the cross case report: 51, 86, 93 Strategies from the interim report: 86, 91, 92			
- Programs designed to build student-to-adult and student-to-student relationships	Strategies from the cross case report: 69, 57 Strategies from the interim report: 35, 36, 41			
General Notes for Recommendations: MSIX and NGS might address policy to support high levels of communication between schools and agencies				

Adequate and Appropriate Staffing	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
	All services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	The majority of services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	Services are aligned to/based on/reflect best practices but are not implemented at the local level with fidelity to established standards.	Services are not based on the best practices in the field.

Principle: Adequate and appropriate staffing to provide the level of advocacy and individualized services migrant students require

Best Practices Identified in Literature Review	Instructional/Support Service Strategy or Program Being Implemented in Texas
- Adequate staffing to support records exchange and credit accrual decision making	Strategies from the cross case report: 94
- Additional staff to provide individualized support for migrant students at all times of the year	Strategies from the cross case report: 103 Strategies from the interim report: 79, 101
- Staff and teacher training	
- Provision of specialists and other trained staff to support teachers	Strategies from the cross case report: 71
- Identification of staff who are knowledgeable about students' backgrounds, community, and language	Strategies from the cross case report: 79, 97

General Notes for Recommendations:

Quality of Instruction and High Expectations	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
	All services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	The majority of services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	Services are aligned to/based on/reflect best practices but are not implemented at the local level with fidelity to established standards.	Services are not based on the best practices in the field.

Principle - High quality and relevant instruction, focused on high expectations	
Best Practices Identified in Literature Review	**Instructional/Support Service Strategy or Program Being Implemented in Texas**
- Supplemental academic programs that employ research-based instructional strategies	Strategies from the interim report: 49-52, 56, 60, 82, 84
- Teacher training	Strategies from the cross case report: 54
- Relevant and culturally appropriate content	Strategies from the interim report: 19, 75
- Enrichment, not remedial, instruction	Strategies from the cross case report: 52, 53
- High expectations and educational goals	Strategies from the cross case report: 56, 63, 65, 68, 92
General Notes for Recommendations:	

Language	**Exemplary**	**Satisfactory**	**Needs Improvement**	**Unsatisfactory**
	All services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	The majority of services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	Services are aligned to/based on/reflect best practices but are not implemented at the local level with fidelity to established standards.	Services are not based on the best practices in the field.

Principle - Attention to the language needs of migrant students and families	
Best Practices Identified in Literature Review	**Instructional/Support Service Strategy or Program Being Implemented in Texas**
- Outreach to families in appropriate languages or through translators	Strategies from the cross case report: 101, 104 Strategies from the interim report: 94, 95
- Accurate assessment of student language proficiency for placement	
- Instruction and supplemental programming that meets student language development needs	Strategies from the cross case report: 65, 75, 76
- Coordination with ESL or bilingual specialists/programs	Strategies from the Interim Report: 55
- Training for teachers	Strategies from the cross case report: 54, 71
- Efforts to recognize or celebrate students' home languages and bilingual skills	Strategies from the cross case report: 67, 70
General Notes for Recommendations:	

III. Health/Access to Services

Responsiveness to Migrant Student and Family Needs	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
	All services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	The majority of services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	Services are aligned to/based on/reflect best practices but are not implemented at the local level with fidelity to established standards.	Services are not based on the best practices in the field.

Principle - Innovative and flexible programming that reflects intentional knowledge of the particular needs of the community, families, and students served	
Best Practices Identified in Literature Review	**Instructional/Support Service Strategy or Program Being Implemented in Texas**
- Local needs assessments	Strategies from the cross case report: 112, 114, 115
- Innovative, flexible, and tailored services	Strategies from the cross case report: 82, 83, 84, 85, 86, 89, 91, 94
- Service coordination	Strategies from the cross case report: 116, 118, 128, 120 Strategies from the interim report: 102-111
- Partnerships with families and service providers	Strategies from the cross case report: 117, 91, 93 Strategies from the interim report: 113-116
- Evaluation	Strategies from the cross case report: 87, 88
- Training to address stereotypes and enhance the ability to provide cultural and linguistically respectful services	

General Notes for Recommendations:

Part I – Some ID&R best practices don't fit this rubric – these activities must take place before services (instructional or support) can be delivered. 106, 108, 109, 111, 119, 124

Part II – Support services offered (clothing, school supplies, and health screenings) are not reflective of the cross-case report, only through reporting on the surveys. The SDP update should include this aspect of service delivery.

Communication, Collaboration, and Relationships	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
	All services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	The majority of services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	Services are aligned to/based on/reflect best practices but are not implemented at the local level with fidelity to established standards.	Services are not based on the best practices in the field.

Principle: Coordinated data and information sharing systems and networks, partnerships between service providers, and personal relationships built on trust and caring

Best Practices Identified in Literature Review	Instructional/Support Service Strategy or Program Being Implemented in Texas
- Policy to support high levels of communication between schools and agencies	Strategies from the cross case report: 127
- Participatory and inclusive communication strategies with migrant families	Strategies from the cross case report: 107, 113, 123, 125 Strategies from the interim report: 112
- Identification of committed and trusted staff to serve as advocates and mentors	
- Programs designed to build student-to-adult and student-to-student relationships	
General Notes for Recommendations:	

	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
Adequate and Appropriate Staffing	All services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	The majority of services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	Services are aligned to/based on/reflect best practices but are not implemented at the local level with fidelity to established standards.	Services are not based on the best practices in the field.
Principle: Adequate and appropriate staffing to provide the level of advocacy and individualized services migrant students require				
Best Practices Identified in Literature Review	**Instructional/Support Service Strategy or Program Being Implemented in Texas**			
- Adequate staffing to support records exchange and credit accrual decision making				
- Additional staff to provide individualized support for migrant students at all times of the year				
- Staff and teacher training	Strategies from the cross case report: 121			
- Provision of specialists and other trained staff to support teachers	Strategies from the cross case report: 126			
- Identification of staff who are knowledgeable about students' back-grounds, community, and language	Strategies from the cross case report: 110			
General Notes for Recommendations:				

Quality of Instruction and High Expectations	**Exemplary**	**Satisfactory**	**Needs Improvement**	**Unsatisfactory**
	All services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	The majority of services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	Services are aligned to/based on/reflect best practices but are not implemented at the local level with fidelity to established standards.	Services are not based on the best practices in the field.
Principle - High quality and relevant instruction focused on high expectations				
Best Practices Identified in Literature Review	**Instructional/Support Service Strategy or Program Being Implemented in Texas**			
- Supplemental academic programs that employ research-based instructional strategies	N/A			
- Teacher training	N/A			
- Relevant and culturally appropriate content	N/A			
- Enrichment, not remedial, instruction	N/A			
- High expectations and educational goals	N/A			
General Notes for Recommendations:				

Language	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
	All services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	The majority of services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	Services are aligned to/based on/reflect best practices but are not implemented at the local level with fidelity to established standards.	Services are not based on the best practices in the field.

Principle - Attention to the language needs of migrant students and families	
Best Practices Identified in Literature Review	**Instructional/Support Service Strategy or Program Being Implemented in Texas**
- Outreach to families in appropriate languages or through translators	Strategies from the cross case report: 93, 104, 108, 122, 130, 131
- Accurate assessment of student language proficiency for placement	Strategies from the cross case report: 3, 6, 12
- Instruction and supplemental programming that meets student language development needs	Strategies from the cross case report: 129
- Coordination with ESL or bilingual specialists/ programs	
- Training for teachers	
- Efforts to recognize or celebrate students' home languages and bilingual skills	
General Notes for Recommendations:	

IV. English Language Development

	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
Responsiveness to Migrant Student and Family Needs	All services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	The majority of services are aligned to/based on/reflect best practices and are implemented at the local level w/ fidelity to established standards.	Services are aligned to/based on/reflect best practices but are not implemented at the local level with fidelity to established standards.	Services are not based on the best practices in the field.

Principle - Innovative and flexible programming that reflects intentional knowledge of the particular needs of the community, families, and students served

Best Practices Identified in Literature Review	Instructional/Support Service Strategy or Program Being Implemented in Texas
- Local needs assessments	Strategies from the cross case report: 6, 14, 2, 3, 7, 33
- Innovative, flexible, and tailored services	Strategies from the cross case report: 135, 147
- Service coordination	Strategies from the cross case report: 136, 137, 138, 139, 140, 141, 142
- Partnerships with families and service providers	
- Evaluation	
- Training to address stereotypes and enhance ability to provide cultural and linguistically respectful services	

General Notes for Recommendations:

ELD is not a separate program on element, but a fundamental component of any instructional aspect of/to good TMEP (or district) programming. This section should be merged with the “Instructional Time” section. Language proficiency levels should be included in all needs assessments. Service coordination important for better programming and to address supplement vs. supplant issues. Gap reduction, growth, etc, should be measured by evaluation.

Communication, Collaboration, and Relationships	**Exemplary**	**Satisfactory**	**Needs Improvement**	**Unsatisfactory**
	All services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	The majority of services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	Services are aligned to/based on/reflect best practices but are not implemented at the local level with fidelity to established standards.	Services are not based on the best practices in the field.
Principle: Coordinated data and information sharing systems and networks, partnerships between service providers, and personal relationships built on trust and caring				
Best Practices Identified in Literature Review	**Instructional/Support Service Strategy or Program Being Implemented in Texas**			
- Policy to support high levels of communication between schools and agencies	Strategies from the cross case report: 70, 72, 73, 74, 75, 76, 78, 81, 89			
- Participatory and inclusive communication strategies with migrant families	Strategies from the cross case report: 82			
- Identification of committed and trusted staff to serve as advocates and mentors	Strategies from the cross case report: 80, 86, 92, 93, 133, 134,			
- Programs designed to build student-adult and student-to-student relationships.	Strategies from the cross case report: 71, 94, 132			
General Notes for Recommendations:				

	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
Adequate and Appropriate Staffing	All services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	The majority of services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	Services are aligned to/based on/reflect best practices but are not implemented at the local level with fidelity to established standards.	Services are not based on the best practices in the field.

Principle: Adequate and appropriate staffing to provide the level of advocacy and individualized services migrant students require

Best Practices Identified in Literature Review	Instructional/Support Service Strategy or Program Being Implemented in Texas
- Adequate staffing to support records exchange and credit accrual decision making	Strategies from the cross case report:: 133, 134, 137, 149
- Additional staff to provide individualized support for migrant students at all times of the year	Strategies from the cross case report:: 139, 142, 150
- Staff and teacher training	Strategies from the cross case report: 148
- Provision of specialists and other trained staff to support teachers	Strategies from the cross case report: 130, 143, 145, 146, 147
- Identification of staff who are knowledgeable about students' back-grounds, community, and language	

General Notes for Recommendations:

Quality of Instruction and High Expectations	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
	All services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	The majority of services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	Services are aligned to/based on/reflect best practices but are not implemented at the local level with fidelity to established standards.	Services are not based on the best practices in the field.

Principle - High quality and relevant instruction focused on high expectations	
Best Practices Identified in Literature Review	**Instructional/Support Service Strategy or Program Being Implemented in Texas**
- Supplemental academic programs that employ research-based instructional strategies	Strategies from the cross case report: 147
- Teacher training	Strategies from the cross case report: 148
- Relevant and culturally appropriate content	
- Enrichment, not remedial, instruction	Strategies from the interim report: 117, 118
- High expectations and educational goals	
General Notes for Recommendations:	

Language	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
	All services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	The majority of services are aligned to/based on/reflect best practices and are implemented at the local level with fidelity to established standards.	Services are aligned to/based on/reflect best practices but are not implemented at the local level with fidelity to established standards.	Services are not based on the best practices in the field.

Principle - Attention to the language needs of migrant students and families	
Best Practices Identified in Literature Review	**Instructional/Support Service Strategy or Program Being Implemented in Texas**
- Outreach to families in appropriate languages or through translators	Strategies from the cross case report: 121, 123, 128, 130, 131, 132
- Accurate assessment of student language proficiency for placement	Strategies from the cross case report: 112, 125
- Instruction and supplemental programming that meets student language development needs	Strategies from the cross case report: 120
- Coordination with ESL or bilingual specialists/programs	Strategies from the cross case report: 122, 129
- Training for teachers	Strategies from the cross case report: 123
- Efforts to recognize or celebrate students' home languages and bilingual skills	
General Notes for Recommendations:	

F. Demographic Characteristics

F.1 Demographic Characteristics of the Texas Migrant Sample Across Study Years

Table F-1: TMEP Student Demographic Characteristics, 2003-04

	Migrant N=92,444	PFS N=22,248 (24.1%)	Non-PFS N=70,196 (75.9%)
At Risk			
Yes	66,021 (71.4%)	18,669(83.9%)	47,352 (67.5%)
No	26,423 (28.6%)	3,579 (16.1%)	22,844 (32.5%)
Grade			
1	7,821 (9.7%)	1,976 (10.1%)	5,845 (9.6%)
2	7,536 (9.4%)	2,323 (11.9%)	5,213 (8.5%)
3	7,208 (8.9%)	969 (5.0%)	6,239 (10.2%)
4	7,331 (9.1%)	1,332 (6.8%)	5,999 (9.8%)
5	7,212 (8.9%)	1,720 (8.8%)	5,492 (9.0%)
6	7,188 (8.9%)	1,476 (7.6%)	5,712 (9.3%)
7	7,124 (8.8%)	1,773(9.1%)	5,351 (8.8%)
8	6,679 (8.3%)	1,559 (8.0%)	5,120 (8.4%)
9	8,298 (10.3%)	2,748 (14.1%)	5,550 (9.1%)
10	5,841 (7.2%)	1,688 (8.7%)	4,153 (6.8%)
11	4,544 (5.6%)	970 (5.0%)	3,574 (5.8%)
12	3,808 (4.7%)	947 (4.9%)	2,861 (4.7%)
Gender			
Male	47,725 (51.6%)	11,905 (53.5%)	35,820 (51.0%)
Female	44,719 (48.4%)	10,343 (46.5%)	34,376 (49.0%)
Race			
American Indian	82 (0.1%)	24 (0.1%)	58 (0.1%)
Asian	128 (0.1%)	11 (0.0%)	117 (0.2%)
African American	572 (0.6%)	92 (0.4%)	480 (0.7%)
Hispanic	89,423 (96.7%)	21,739 (97.7%)	67,684 (96.4%)
White	2,239 (2.4%)	382 (1.7%)	1,857 (2.6%)
Bilingual			
Yes	22,424 (24.3%)	6,764 (30.4%)	15,660 (22.3%)
No	70,020 (75.7%)	15,484 (69.6%)	54,536 (77.7%)
LEP			
Yes	39,822 (43.1%)	12,281 (55.2%)	27,541 (39.2%)
No	52,622 (56.9%)	9,967 (44.8%)	42,655 (60.8%)
ESL			
Yes	14,794 (16.0%)	4,756 (21.4%)	10,038 (14.3%)
No	77,650 (84.0%)	17,492 (78.6%)	60,158 (85.7%)
Language Spoken			
Spanish	58,971 (63.9%)	15,845 (69.6%)	43,486 (62.0%)
English	33,080 (35.8%)	6,662 (29.9%)	26,418 (37.7%)
Other	282 (0.3%)	89 (0.3%)	193 (0.2%)
Gifted			
Yes	3,003 (3.2%)	184 (0.8%)	2,819 (4.0%)
No	89,441 (96.8%)	22,064 (99.2%)	67,377 (96.0%)
Special Education			
Yes	11,150 (12.1%)	3,631 (16.3%)	7,519 (10.7%)
No	81,294 (87.9%)	18,617 (83.7%)	62,677 (89.3)

Source: TEA NGS and PEIMS datasets, 2004.
N values are equal to the number of students in the NGS dataset with a record in the PEIMS dataset.

Table F-2: TMEP Student Demographic Characteristics, 2004-05

	Migrant N=76,555	PFS N=17,669 (23.1%)	Non-PFS N=58,886 (76.9%)
At Risk			
Yes	56,038 (73.2%)	15,212 (86.1%)	40,826 (69.3%)
No	20,517 (26.8%)	2,457 (13.9%)	18,060 (30.7%)
Grade			
1	6,188 (9.2%)	1,494 (9.6%)	4,694 (9.1%)
2	6,236 (9.3%)	1,839 (11.8%)	4,397 (8.5%)
3	6,016 (9.0%)	901 (5.8%)	5,115 (9.9%)
4	5,793 (8.6%)	1,065 (6.8%)	4,728 (9.2%)
5	5,923 (8.8%)	1,369 (8.8%)	4,554 (8.8%)
6	6,094 (9.1%)	1,169 (7.5%)	4,925 (9.6%)
7	5,998 (8.9%)	1,323 (8.5%)	4,675 (9.1%)
8	5,762 (8.6%)	1,496 (9.6%)	4,266 (8.3%)
9	6,853 (10.2%)	2,127 (13.7%)	4,726 (9.2%)
10	4,986 (7.4%)	1,458 (9.4%)	3,528 (6.8%)
11	3,985 (5.9%)	743 (4.8%)	3,242 (6.3%)
12	3,286 (4.9%)	576 (3.7%)	2,710 (5.3%)
Gender			
Male	39,366 (51.4%)	9,313 (52.7%)	30,053 (51.0%)
Female	37,189 (48.6%)	8,356 (47.3%)	28,833 (49.0%)
Race			
American Indian	54 (0.1%)	12 (0.1%)	42 (0.1%)
Asian	116 (0.2%)	13 (0.1%)	103 (0.2%)
African American	442 (0.6%)	73 (0.4%)	369 (0.6%)
Hispanic	74,311 (97.1%)	17,280 (97.8%)	57,031 (96.8%)
White	1,632 (2.1%)	291 (1.6%)	1,341 (2.3%)
Bilingual			
Yes	17,905 (23.4%)	5,291 (29.9%)	12,614 (21.4%)
No	58,650 (76.6%)	12,378 (70.1%)	46,272 (78.6%)
LEP			
Yes	32,125 (42.0%)	9,542 (54.0%)	22,583 (38.4%)
No	44,430 (58.0%)	8,127 (46.0%)	36,303 (61.6%)
ESL			
Yes	11,982 (15.7%)	3,586 (20.3%)	8,396 (14.3%)
No	64,573 (84.3%)	14,083 (79.7%)	50,490 (85.7%)
Language Spoken			
Spanish	48,933 (64.0%)	12,296 (69.6%)	36,637 (62.3%)
English	27,313 (35.7%)	5,271 (29.8%)	22,042 (37.5%)
Other	256 (0.3%)	96 (0.5%)	160 (0.2%)
Gifted			
Yes	2,514 (3.3%)	131 (0.7%)	2,383 (4.0%)
No	74,041 (96.7%)	17,538 (99.3%)	56,503 (96.0%)
Special Education			
Yes	9,673 (12.6%)	2,952 (16.7%)	6,721 (11.4%)
No	66,882 (87.4%)	14,717 (83.3%)	52,165 (88.6%)

Source: TEA NGS and PEIMS datasets, 2005.
N values are equal to the number of students in the NGS dataset with a record in the PEIMS dataset.

Table F-3: TMEP Student Demographic Characteristics, 2005-06

	Migrant N=58,775	PFS N=12,754 (21.7%)	Non-PFS N=46,021 (78.3%)
At Risk			
Yes	44,011 (74.9%)	11,236 (88.1%)	32,775 (71.2%)
No	14,764 (25.1%)	1,518 (11.9%)	13,246 (28.8%)
Grade			
1	4,536 (8.8%)	1,069 (9.4%)	3,467 (8.6%)
2	4,553 (8.8%)	1,290 (11.3%)	3,263 (8.1%)
3	4,666 (9.0%)	728 (6.4%)	3,938 (9.8%)
4	4,335 (8.4%)	778 (6.8%)	3,557 (8.8%)
5	4,554 (8.8%)	895 (7.9%)	3,659 (9.1%)
6	4,337 (8.4%)	713 (6.3%)	3,624 (9.0%)
7	4,733 (9.1%)	936 (8.2%)	3,797 (9.4%)
8	4,539 (8.8%)	942 (8.3%)	3,597 (8.9%)
9	5,572 (10.8%)	1,754 (15.4%)	3,818 (9.5%)
10	3,963 (7.7%)	1,050 (9.2%)	2,913 (7.2%)
11	3,294 (6.4%)	740 (6.5%)	2,554 (6.3%)
12	2,674 (5.2%)	487 (4.3%)	2,187 (5.4%)
Gender			
Male	30,267 (51.5%)	6,869 (53.9%)	23,398 (50.8%)
Female	28,508 (48.5%)	5,885 (46.1%)	22,623 (49.2%)
Race			
American Indian	50 (0.1%)	10 (0.1%)	40 (0.1%)
Asian	93 (0.2%)	8 (0.1%)	85 (0.2%)
African American	302 (0.5%)	37 (0.3%)	265 (0.6%)
Hispanic	57,261 (97.4%)	12,517 (98.1%)	44,744 (97.2%)
White	1,069 (1.8%)	182 (1.4%)	887 (1.9%)
Bilingual			
Yes	13,428 (22.8%)	3,680 (28.9%)	9,748 (21.2%)
No	45,347 (77.2%)	9,074 (71.1%)	36,273 (78.8%)
LEP			
Yes	24,247 (41.3%)	6,846 (53.7%)	17,401 (37.8%)
No	34,528 (58.7%)	5,908 (46.3%)	28,620 (62.2%)
ESL			
Yes	9,025 (15.4%)	2,668 (20.9%)	6,357 (13.8%)
No	49,750 (84.6%)	10,086 (79.1%)	39,664 (86.2%)
Language Spoken			
Spanish	37,822 (64.4%)	8,934 (70.1%)	28,888 (62.8%)
English	20,713 (35.3%)	3,738 (29.3%)	16,975 (36.9%)
Other	205 (0.3%)	73 (0.6%)	132 (0.3%)
Gifted			
Yes	1,962 (3.3%)	70 (0.5%)	1,892 (4.1%)
No	56,813 (96.7%)	12,684 (99.5%)	44,129 (95.9%)
Special Education			
Yes	7,165 (12.2%)	2,077 (16.3%)	5,088 (11.1%)
No	51,610 (87.8%)	10,677 (83.7%)	40,933 (88.9%)

Source: TEA NGS and PEIMS datasets, 2006.
N values are equal to the number of students in the NGS dataset with a record in the PEIMS dataset.

Table F-4: TMEP Student Demographic Characteristics, 2006-07

	Migrant N=44,584	PFS N=10,035 (22.5%)	Non-PFS N=34,549 (77.5%)
At Risk			
Yes	33,516 (75.2%)	8,849 (88.2%)	24,667 (71.4%)
No	11,068 (24.8%)	1,186 (11.8%)	9,882 (28.6%)
Grade			
1	3,477 (8.8%)	861 (9.6%)	2,616 (8.6%)
2	3,311 (8.4%)	1,038 (11.5%)	2,273 (7.5%)
3	3,303 (8.4%)	520 (5.8%)	2,783 (9.2%)
4	3,393 (8.6%)	625 (7.0%)	2,768 (9.1%)
5	3,339 (8.5%)	659 (7.3%)	2,680 (8.8%)
6	3,258 (8.3%)	573 (6.4%)	2,685 (8.9%)
7	3,373 (8.6%)	669 (7.4%)	2,704 (8.9%)
8	3,530 (9.0%)	666 (7.4%)	2,864 (9.4%)
9	4,391 (11.2%)	1,384 (15.4%)	3,007 (9.9%)
10	3,157 (8.0%)	896 (10.0%)	2,261 (7.5%)
11	2,700 (6.9%)	625 (7.0%)	2,075 (6.8%)
12	2,093 (5.3%)	475 (5.3%)	1,618 (5.3%)
Gender			
Male	22,980 (51.5%)	5,320 (53.0%)	17,660 (51.1%)
Female	21,604 (48.5%)	4,715 (47.0%)	16,889 (48.9%)
Race			
American Indian	51 (0.1%)	17 (0.2%)	34 (0.1%)
Asian	68 (0.2%)	8 (0.1%)	60 (0.2%)
African American	167 (0.4%)	37 (0.4%)	130 (0.4%)
Hispanic	43,722 (98.1%)	9,881 (98.5%)	33,841 (98.0%)
White	576 (1.3%)	92 (0.9%)	484 (1.4%)
Bilingual			
Yes	10,338 (23.2%)	2,881 (28.7%)	7,457 (21.5%)
No	34,246 (76.8%)	7,154 (71.3%)	27,092(78.4%)
LEP			
Yes	17,847 (40.0%)	5,259 (52.4%)	12,588 (36.4%)
No	26,737 (60.0%)	4,776 (47.6%)	21,961 (63.6%)
ESL			
Yes	6,285 (14.1%)	2,014 (20.1%)	4,271 (12.4%)
No	38,299 (85.9%)	8,021 (79.9%)	30,278 (87.6%)
Language Spoken			
Spanish	28,998 (65.1%)	7,073 (70.6%)	21,925 (63.5%)
English	15,435 (34.6%)	2,911 (29.0%)	12,524 (36.3%)
Other	125 (0.3%)	37 (0.3%)	88 (0.2%)
Gifted			
Yes	1,509 (3.4%)	50 (0.5%)	1,459 (4.2%)
No	43,075 (96.6%)	9,985 (99.5%)	33,090 (95.8%)
Special Education			
Yes	5,261 (11.8%)	1,546 (15.4%)	3,715 (10.8%)
No	39,323 (88.2%)	8,489 (84.6%)	30,834 (89.2%)

Source: TEA NGS and PEIMS datasets, 2007.
N values are equal to the number of students in the NGS dataset with a record in the PEIMS dataset.

Table F-5: TMEP Student Demographic Characteristics, 2007-08

	Migrant N=40,519	PFS N=9,119 (22.5%)	Non-PFS N=31,400 (77.5%)
At Risk			
Yes	30,274 (74.7%)	8,074 (88.5%)	22,200 (70.7%)
No	10,245 (25.3%)	1,045 (11.5%)	9,200 (29.3%)
Grade			
1	3,107 (8.7%)	715 (8.8%)	2,392 (8.7%)
2	3,045 (8.5%)	970 (12.0%)	2,075 (7.5%)
3	2,959 (8.3%)	461 (5.7%)	2,498 (9.0%)
4	2,921 (8.2%)	574 (7.1%)	2,347 (8.5%)
5	3,075 (8.6%)	542 (6.7%)	2,533 (9.2%)
6	2,976 (8.3%)	486 (6.0%)	2,490 (9.0%)
7	3,043 (8.5%)	658 (8.1%)	2,385 (8.6%)
8	2,973 (8.3%)	507 (6.3%)	2,466 (8.9%)
9	4,142 (11.6%)	1,315 (16.3%)	2,827 (10.2%)
10	2,907 (8.1%)	840 (10.4%)	2,067 (7.5%)
11	2,551 (7.1%)	549 (6.8%)	2,002 (7.3%)
12	1,999 (5.6%)	468 (5.8%)	1,531 (5.5%)
Gender			
Male	20,971 (51.8%)	4,917 (53.9%)	16,054 (51.1%)
Female	19,548 (48.2%)	4,202 (46.1%)	15,346 (48.9%)
Race			
American Indian	22 (0.1%)	6 (0.1%)	16 (0.1%)
Asian	76 (0.2%)	36 (0.4%)	40 (0.1%)
African American	154 (0.4%)	37 (0.4%)	117 (0.4%)
Hispanic	39,824 (98.3%)	8,962 (98.3%)	30,862 (98.3%)
White	443 (1.1%)	78 (0.9%)	365 (1.2%)
Bilingual			
Yes	9,458 (23.3%)	2,604 (28.6%)	6,854 (21.8%)
No	31,061 (76.7%)	6,515 (71.4%)	24,546 (78.2%)
LEP			
Yes	16,224 (40.0%)	4,927 (54.0%)	11,297 (36.0%)
No	24,295 (60.0%)	4,192 (46.0%)	20,103 (64.0%)
ESL			
Yes	5,577 (13.8%)	1,950 (21.4%)	3,627 (11.6%)
No	34,942 (86.2%)	7,169 (78.6%)	27,773 (88.4%)
Language Spoken			
Spanish	26,466 (65.4%)	6,547 (72.1%)	19,919 (63.5%)
English	13,900 (34.4%)	2,504 (27.6%)	11,396 (36.3%)
Other	96 (0.1%)	27 (0.3%)	69 (0.2%)
Gifted			
Yes	1,393 (3.4%)	46 (0.5%)	1,347 (4.3%)
No	39,126 (96.6%)	9,073 (99.5%)	30,053 (95.7%)
Special Education			
Yes	4,467 (11.0%)	1,578 (17.3%)	2,889 (9.2%)
No	36,052 (89.0%)	7,541 (82.7%)	28,511 (90.8%)

Source: TEA NGS and PEIMS datasets, 2008.
N values are equal to the number of students in the NGS dataset with a record in the PEIMS dataset.

Table F-6: TMEP Student Demographic Characteristics, 2008-09

	Migrant N=39,338	PFS N=7,700 (19.6%)	Non-PFS N=31,638 (80.4%)
At Risk			
Yes	29,084 (73.9%)	6,948 (90.2%)	22,136 (70.0%)
No	10,254 (26.1%)	752 (9.8%)	9,502 (30.0%)
Grade			
1	3,093 (8.9%)	708 (10.0%)	2,385 (8.6%)
2	2,918 (8.4%)	609 (8.6%)	2,309 (8.4%)
3	2,895 (8.3%)	370 (5.2%)	2,525 (9.2%)
4	2,896 (8.3%)	446 (6.3%)	2,450 (8.9%)
5	2,911 (8.4%)	544 (7.7%)	2,367 (8.6%)
6	2,900 (8.4%)	468 (6.6%)	2,432 (8.8%)
7	2,921 (8.4%)	519 (7.3%)	2,402 (8.7%)
8	2,981 (8.6%)	548 (7.7%)	2,433 (8.8%)
9	3,706 (10.7%)	1,062 (15.0%)	2,644 (9.6%)
10	2,810 (8.1%)	773 (10.9%)	2,037 (7.4%)
11	2,568 (7.4%)	609 (8.6%)	1,959 (7.1%)
12	2,086 (6.0%)	441 (6.2%)	1,645 (6.0%)
Gender			
Male	20,416 (51.9%)	4,096 (53.2%)	16,320 (51.6%)
Female	18,922 (48.1%)	3,604 (46.8%)	15,318 (48.4%)
Race			
American Indian	22 (0.1%)	5 (0.1%)	17 (0.1%)
Asian	187 (0.5%)	87 (1.1%)	100 (0.3%)
African American	135 (0.3%)	26 (0.3%)	109 (0.3%)
Hispanic	38,614 (98.2%)	7,525 (97.7%)	31,089 (98.3%)
White	380 (1.0%)	57 (0.7%)	323 (1.0%)
Bilingual			
Transitional Bilingual/ Early Exit	5,994 (15.2%)	1,366 (17.7%)	4,628 (14.6%)
Transitional Bilingual/ Late Exit	1,478 (3.8%)	295 (3.8%)	1,183 (3.7%)
Dual Language Immersion/ Two-Way	321 (0.8%)	66 (0.9%)	255 (0.8%)
Dual Language Immersion/ One-Way	1,438 (3.7%)	363 (4.7%)	1,075 (3.4%)
Not Applicable	30,107 (76.5%)	5,610 (72.9%)	24,497 (77.4%)
LEP			
Yes	15,587 (42.0%)	4,105 (55.2%)	11,482 (38.7%)
No	21,540 (58.0%)	3,330 (44.8%)	18,210 (61.3%)
ESL			
ESL Content-Based	3,990 (10.1%)	1,348 (17.5%)	2,642 (8.4%)
ESL Pull-out	1,377 (3.5%)	379 (4.9%)	998 (3.2%)
Not Applicable	33,971 (86.4%)	5,973 (77.6%)	27,998 (88.5%)
Language Spoken			
Spanish	25,570 (65.3%)	5,575 (73.2%)	19,995 (63.4%)
English	13,500 (34.5%)	2,010 (26.4%)	11,490 (36.4%)
Other	88 (0.2%)	26 (0.4%)	62 (0.2%)
Gifted			
Yes	1,361 (3.5%)	49 (0.6%)	1,312 (4.1%)
No	37,977 (96.5%)	7,651 (99.4%)	30,326 (95.9%)
Special Education			
Yes	4,115 (10.5%)	1,302 (16.9%)	2,813 (8.9%)
No	35,223 (89.5%)	6,398 (83.1%)	28,825 (91.1%)

Source: TEA NGS and PEIMS datasets, 2009.
N values are equal to the number of students in the NGS dataset with a record in the PEIMS dataset.

F.2 Evaluation Objective 5: PSM Sample Selection

Propensity score is the probability of taking treatment given a vector of observed variables.

$$p(x) = Pr[D=1|X=x]$$

If we take individuals with the same propensity score, and divide them into two groups-those who are migrants and those who are not-the groups will be approximately balanced on the variables predicting the propensity score.

The Nearest Neighbor PSM technique was used which entailed randomly ordering the migrant and non-migrant students and then selecting the first migrant and find the non-migrant with closest propensity score. The propensity scores for migrants were then randomly matched to the propensity scores for non-migrants. **Tables F-7** to **F-12** show the descriptive data for the migrant and non-migrant matched comparison samples.

Table F-7: Descriptive Data for Migrant and Non-Migrant Student Groups for Variables Included in Predictive Models: 2003-04

Variable	Migrant						Non-Migrant					
	N	n	%	M	SD	Range	N	n	%	M	SD	Range
Covariates												
LEP	92444	39822	43.1				92444	39821	43.1			
Bilingual	92444	22424	24.3				92444	22419	24.2			
Economic	92444	86342	93.4				92444	86342	93.4			
Female	92444	44719	48.4				92444	44730	48.4			
Native American	92444	82	0.1				92444	80	0.1			
Asian American	92444	128	0.1				92444	130	0.1			
African American	92444	572	0.6				92444	569	0.6			
Hispanic American	92444	89423	96.7				92444	89430	96.7			
At-Risk	92444	66021	71.4				92444	66023	71.4			
Predictors												
# Yrs. Migrant	88015			5.38	3.043	0-17						
# Services	87236			6.95	4.837	1-41						
Outcomes												
TAKS 5th	7212	2572	35.7				6096	3089	50.6			
TAKS 8th	6679	1882	28.2				6429	2613	40.6			
TAKS 11th	4544	1	0.0				4970	0	0.0			
Attendance	92436			94.78	7.071	2-100	92444			95.05	7.256	2-100
Drop Out	92444	5253	5.7				92444	386	0.4			
Graduate	92444	3732	4.0				92444	4287	4.6			
SAT												

Notes. Statistics in this table are provided for the total Migrant and total Non-Migrant samples for descriptive purposes. Samples varied by predictive analysis.
For dichotomous variables coded Yes = 1 and No = 0; the Yes responses are reported for n and % in this table.
N = Total number of Migrant students or total number of Non-Migrant students.
n = total number of Yes responses for dichotomous variables.
Data for Number of Years Migrant and Number of Services are not provided for the Non-Migrant Student Group because these variables pertain to Migrant Exposure. Non-Migrant students received no years of migrant programming and no MEP supplemental services.

Table F-8: Descriptive Data for Migrant and Non-Migrant Student Groups for Variables Included in Predictive Models: 2004-05

Variable	Migrant						Non-Migrant					
	N	n	%	M	SD	Range	N	n	%	M	SD	Range
Covariates												
LEP	76555	32125	42.0				76555	32125	42.0			
Bilingual	76555	17905	23.4				76555	17905	23.4			
Economic	76555	72864	95.2				76555	72864	95.2			
Female	76555	37189	48.6				76555	37189	48.6			
Native American	76555	54	0.1				76555	54	0.1			
Asian American	76555	116	0.2				76555	116	0.2			
African American	76555	442	0.6				76555	442	0.6			
Hispanic American	76555	74311	97.1				76555	74311	97.1			
At-Risk	76555	56038	73.2				76555	56038	73.2			
Predictors												
# Yrs. Migrant	76555			5.26	3.136	0-17						
# Services	76555			5.12	4.59	0-46						
Outcomes												
TAKS 5th	5923	1944	32.8				5535	2612	47.2			
TAKS 8th	5762	1546	26.8				5812	2460	42.3			
TAKS 11th	3985	4	0.1				4527	3	0.1			
Attendance	76551			94.7	7.282	3-100	76555			94.94	7.444	5-100
Drop Out	76555	304	0.4				76555	358	0.5			
Graduate	76555	2979	3.9				76555	3687	4.8			
SAT												

Notes. Statistics in this table are provided for the total Migrant and total Non-Migrant samples for descriptive purposes. Samples varied by predictive analysis.
For dichotomous variables coded Yes = 1 and No = 0; the Yes responses are reported for n and % in this table.
N = Total number of Migrant students or total number of Non-Migrant students.
n = total number of Yes responses for dichotomous variables.
Data for Number of Years Migrant and Number of Services are not provided for the Non-Migrant Student Group because these variables pertain to Migrant Exposure. Non-Migrant students received no years of migrant programming and no MEP supplemental services.

Table F-9: Descriptive Data for Migrant and Non-Migrant Student Groups for Variables Included in Predictive Models: 2005-06

Variable	Migrant						Non-Migrant					
	N	n	%	M	SD	Range	N	n	%	M	SD	Range
Covariates												
LEP	58775	24247	41.3				58755	24243	41.3			
Bilingual	58775	13428	22.8				58755	13427	22.9			
Economic	58775	56426	96.0				58755	56409	96.0			
Female	58775	28508	48.5				58755	28499	48.5			
Native American	58775	50	0.1				58755	50	0.1			
Asian American	58775	93	0.2				58755	93	0.2			
African American	58775	302	0.5				58755	301	0.5			
Hispanic American	58775	57261	97.4				58755	57243	97.4			
At-Risk	58775	44011	74.9				58755	43992	74.9			
Predictors												
# Yrs. Migrant	58775			5.43	3.163	0-17						
# Services	58775			4.33	4.198	0-52						
Outcomes												
TAKS 5th	4554	1710	37.5				4499	2334	51.9			
TAKS 8th	4539	1522	33.5				4349	1977	45.5			
TAKS 11th	3294	26	0.8				3337	30				
Attendance	51093			94.29	7.642	6-100	58755			94.81	7.613	5-100
Drop Out	58775	757	1.3				58755	641	1.1			
Graduate	58775	2999	5.1				58755	4.6				
SAT	369			1196.86	234.218	620-2120	1125			1444.88	287.29	640-2280

Notes. Statistics in this table are provided for the total Migrant and total Non-Migrant samples for descriptive purposes. Samples varied by predictive analysis.
For dichotomous variables coded Yes = 1 and No = 0; the Yes responses are reported for n and % in this table.
N = Total number of Migrant students or total number of Non-Migrant students.
n = total number of Yes responses for dichotomous variables.
Data for Number of Years Migrant and Number of Services are not provided for the Non-Migrant Student Group because these variables pertain to Migrant Exposure. Non-Migrant students received no years of migrant programming and no MEP supplemental services.

Table F-10: Descriptive Data for Migrant and Non-Migrant Student Groups for Variables Included in Predictive Models: 2006-07

Variable	Migrant							Non-Migrant					
	N	n	%	M	SD	Range		N	n	%	M	SD	Range
Covariates													
LEP	44584	17847	40.0					44584	17534	39.7			
Bilingual	44584	10338	23.2					44584	10055	22.8			
Economic	44584	43015	96.5					44584	42595	96.5			
Female	44584	21604	48.5					44584	21395	48.5			
Native American	44584	51	0.1					44584	51	0.1			
Asian American	44584	68	0.2					44584	68	0.2			
African American	44584	167	0.5					44584	167	0.4			
Hispanic American	44584	43722	98.1					44584	43291	98.0			
At-Risk	44584	33516	75.2					44584	33151	75.1			
Predictors													
# Yrs. Migrant	44584			5.41	3.227	0-17							
# Services	44584			4.25	4.39	0-48							
Outcomes													
TAKS 5th	3339	1434	42.9					3258	1879	57.7			
TAKS 8th	3530	1431	40.5					3182	1693	53.2			
TAKS 11th	2700	1119	41.4					2623	1483	56.5			
Attendance	44583			93.94	7.958	5-100		44584			94.75	7.618	4-100
Drop Out	44584	647	1.5					44584	481	1.1			
Graduate	44584	1777	4.0					44584	2050	4.6			
SAT	313			1227.92	226.927	680-2080		932			1449.40	292.998	600-2300

Notes. Statistics in this table are provided for the total Migrant and total Non-Migrant samples for descriptive purposes. Samples varied by predictive analysis.
For dichotomous variables coded Yes = 1 and No = 0; the Yes responses are reported for n and % in this table.
N = Total number of Migrant students or total number of Non-Migrant students.
n = total number of Yes responses for dichotomous variables.
Data for Number of Years Migrant and Number of Services are not provided for the Non-Migrant Student Group because these variables pertain to Migrant Exposure. Non-Migrant students received no years of migrant programming and no MEP supplemental services.

Table F-11: Descriptive Data for Migrant and Non-Migrant Student Groups for Variables Included in Predictive Models: 2007-08

Variable	Migrant							Non-Migrant					
	N	n	%	M	SD	Range		N	n	%	M	SD	Range
Covariates													
LEP	40519	16224	40.0					40519	16224	40.0			
Bilingual	40519	9458	23.3					40519	9458	23.3			
Economic	40519	39119	96.5					40519	39119	96.5			
Female	40519	19548	48.2					40519	19548	48.2			
Native American	40519	22	0.1					40519	22	0.1			
Asian American	40519	76	0.2					40519	76	0.2			
African American	40519	154	0.4					40519	154	0.4			
Hispanic American	40519	39824	98.3					40519	39824	98.3			
At-Risk	40519	30274	74.7					40519	30274	74.7			
Predictors													
# Yrs. Migrant	40519			4.95	3.326	0-17							
# Services	40519			4.33	4.389	0-43							
Outcomes													
TAKS 5th	3075	1533	49.9					2998	1884	62.8			
TAKS 8th	2973	1482	49.8					2847	1794	63.0			
TAKS 11th	2551	1153	45.2					2431	1457	59.9			
Attendance	40518			93.85	8.073	4-100		40519			94.83	7.44	5-100
Drop Out	40519	469	1.2					40519	363	0.9			
Graduate	40519	1799	4.4					40519	1947	4.8			
SAT	271			1209.00	225.474	680-1980		857			1426.86	304.819	630-2290

Notes. Statistics in this table are provided for the total Migrant and total Non-Migrant samples for descriptive purposes. Samples varied by predictive analysis.
For dichotomous variables coded Yes = 1 and No = 0; the Yes responses are reported for n and % in this table.
N = Total number of Migrant students or total number of Non-Migrant students.
n = total number of Yes responses for dichotomous variables.
Data for Number of Years Migrant and Number of Services are not provided for the Non-Migrant Student Group because these variables pertain to Migrant Exposure. Non-Migrant students received no years of migrant programming and no MEP supplemental services.

Table F-12: Descriptive Data for Migrant and Non-Migrant Student Groups for Variables Included in Predictive Models: 2008-09

Variable	Migrant							Non-Migrant					
	N	n	%	M	SD	Range		N	n	%	M	SD	Range
Covariates													
LEP	39338	15587	39.6					39338	15587	39.6			
Bilingual	39338	9231	23.5					39338	9231	23.5			
Economic	39338	37975	96.5					39338	37975	96.5			
Female	39338	18922	48.1					39338	18922	48.1			
Native American	39338	22	0.1					39338	22	0.1			
Asian American	39338	187	0.5					39338	187	0.5			
African American	39338	135	0.3					39338	135	0.3			
Hispanic American	39338	38614	98.2					39338	38614	98.2			
At-Risk	39338	29084	73.9					39338	29084	73.9			
Predictors													
# Yrs. Migrant	39338			4.29	3.374	0-16							
# Services	39338			2.57	2.970	0-30							
Outcomes													
TAKS 5th	2911	1408	48.4					2888	1770	61.3			
TAKS 8th	2981	1525	51.2					2915	1885	64.7			
TAKS 11th	2568	1283	50.0					2408	1469	61.0			
Attendance	39335			93.89	7.995	2-100		39338			95.03	7.11	5-100
Drop Out													
Graduate													
SAT													

Notes. Statistics in this table are provided for the total Migrant and total Non-Migrant samples for descriptive purposes. Samples varied by predictive analysis.
For dichotomous variables coded Yes = 1 and No = 0; the Yes responses are reported for n and % in this table.
N = Total number of Migrant students or total number of Non-Migrant students.
n = total number of Yes responses for dichotomous variables.
Data for Number of Years Migrant and Number of Services are not provided for the Non-Migrant Student Group because these variables pertain to Migrant Exposure. Non-Migrant students received no years of migrant programming and no MEP supplemental services.

F.3 Evaluation Objective 5: Migrant Program Exposure Regression Analyses

Stepwise logistic regression (LR) analyses were conducted examining migrant status (migrant or non-migrant), number of years in TMEP, and number of services received on TAKS passing rates (pass/not passed) for three key exit exam grades (5, 8, and 11) for each of the six evaluation years. A summary of the TAKS findings for each exit grade examined follows.

Grade 5 TAKS Passed/not Passed. For the years 2004-05, 2005-06, 2007-08, and 2008-09 migrant status was significantly related to TAKS for grade 5 in the negative direction, meaning that migrant students were less likely to pass the TAKS for grade 5 than non-migrant students. Across those three years, beta coefficients ranged from -.62 to -.87. In terms of the size of the effect, non-migrant students were approximately 2 times more likely to pass the TAKS than a migrant student. Overall number of years in TMEP and number of services received did not have a significant impact on TAKS pass rates across all years.

Grade 8 TAKS Passed/not Passed. Migrant status was significantly related to TAKS for grade 8 in the negative direction for all years except in 2003-04, meaning that migrant students were less likely to pass the TAKS for grade 8 than non-migrant students. In terms of the size of the effect, non-migrant students were approximately 2 times more likely to pass the TAKS than a migrant student. Overall number of years in TMEP and number of services received did not have a significant impact on TAKS pass rates across all years.

Grade 11 TAKS Passed/not Passed. For the first two years, the frequency of students in grade 11 with TAKS scores was low (n = 11 to 182) and therefore, regression analyses were computed for 2006-07 to 2008-09. Overall migrant status was negatively and significantly related to TAKS for grade 11; meaning that migrant students were less likely to pass the TAKS in 11th grade than non-migrant students. Beta coefficients ranged from -.35 to -.67. Non-

migrants students were 1.5 to 2 times more likely to pass the TAKS than migrant students during 2005-06 to 2007-08.

Stepwise multiple regression (MR) analyses were conducted examining the effect on attendance rates aggregated across high school grades for each of the six evaluation years of migrant status (migrant or non-migrant), number of years in TMEP, and number of services received. Migrant students had significantly lower attendance rates than non-migrant students across years. Beta coefficients ranged from -.97 to -2.13. Effects sizes for the effect of migrant status on attendance rates were low and remained stable over time. Overall, the number of years in TMEP had no significant impact on attendance rates. The number of services received by a student had a significant and positive impact on attendance rates across all years except for the last year. Beta coefficients ranged from .07 to .20. Effects sizes for the effect of number of services received on attendance rates were typically low.

Stepwise MR analyses were conducted examining the effect of migrant status (migrant or non-migrant), number of years in TMEP, and number of services received on SAT scores aggregated across 11th and 12th grades for three of the evaluation years for which SAT data were available. Migrant students had lower SAT scores than non-migrant students across years. Beta coefficients ranged from -210.48 to -243.30 with moderate effect sizes ranging from .31 to .36. Effect sizes declined slightly over time but remained in the moderate range for all three years. The findings for numbers of years in TMEP and number of services received were not significant and the direction of effects was sporadic throughout the years.

Stepwise LR analyses were conducted examining the effect of migrant status (migrant or non-migrant), number of years in TMEP, and number of services received on 12th grade graduated status. Migrant students were more likely to graduate during three study years as shown by the significant and positive coefficients ranging from .15 to .33. The odds of graduating during these

three years were about 1.2 to 1.4 times more likely for a migrant student as compared to a non-migrant student. Overall, the number of years in TMEP did not have a significant impact on graduation rates for 12th graders. Throughout the years, the number of services a student received had a significant impact on 12th grade graduated status with beta coefficients ranging from -.03 to -.12. In terms of the effect size, for each service a student receives, the chance of graduating is decreased by .97 to .89 times.

Stepwise LR analyses were conducted examining effect of migrant status (migrant or non-migrant), number of years in TMEP, and number of services received on high school dropout status. Migrant students were more likely to drop out of school as shown by the significant and positive coefficients ranging from .52 to .97. The odds of dropping out of school were about 1.7 to 2.6 times more likely for a migrant student as compared to a non-migrant student. Number of years in TMEP also had a significant impact on dropout rates. Beta coefficients ranged from -.03 to -.07. In this instance, for each year that a student is in TMEP, the odds of that student dropping out are decreased by about .93 to .98 times. Overall, the number of services a student received also had a significant impact on dropout rates with beta coefficients ranging from -.06 to -.21. For each service a student receives, the chance of dropping out decreases by .81 to .93.

Table F-13: Effect of TMEP Exposure on Migrant Student Outcomes across Years: Unstandardized Coefficients and Significance Levels

	Study Years					
Variable	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
TAKS Grade 5						
MEP/Non	-0.62**	-0.70**	-0.87**	-0.81**	-0.76**	-0.66**
# of Services	-0.02**	-0.01	0.00	-0.01	-0.00	-0.03
# of MEP Years	-0.02	-0.01	-0.00	0.01	0.01	0.01
TAKS Grade 8						
MEP/Non	-0.15	-0.86**	-0.80**	-0.42**	-0.57**	-0.65**
# of Services	-0.01	-0.00	0.01	-0.04**	-0.02	-0.04*
# of MEP Years	-0.00	0.01	0.02	-0.01	0.10	0.03
TAKS Grade 11						
MEP/Non				-0.67**	-0.65**	-0.35**
# of Services				-0.01	0.00	0.00
# of MEP Years				0.02	0.02	0.00

* p < .05; **p < .01

Note. Statistics are presented for key predictors from the final step of each regression analysis, after controlling for background factors.

Grey cells indicate no data available or insufficient data for conducting analyses.

Table F-13 (continued): Effect of TMEP Exposure on Migrant Student Outcomes across Years: Unstandardized Coefficients and Significance Levels

	Study Years					
Variable	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Attendance						
MEP/Non	-1.85**	-1.57**	-1.50**	-2.13**	-1.85**	-0.97**
# of Services	0.17**	0.20**	0.07**	0.18**	0.13**	-0.18**
# of MEP Years	0.02	-0.02	-0.02	0.02	-0.02	-0.13**
Dropout						
MEP/Non	0.60**	0.97**	0.52**	0.67**	0.53**	
# of Services	-0.06**	-0.21**	-0.07**	-0.08**	-0.08**	
# of MEP Years	-0.05**	-0.07**	-0.03*	-0.03*	-0.03**	
Graduated						
MEP/Non	0.15	0.21	-0.64**	-0.20	0.33*	
# of Services	-0.08**	-0.12**	-0.03	-0.04*	-0.10**	
# of MEP Years	0.02	-0.01	0.05**	0.00	-0.00	
SAT						
MEP/Non			-243.29**	-210.48**	-218.51**	
# of Services			-17.96*	-5.49	3.17	
# of MEP Years			2.76	0.05	-1.17	

* p < .05; **p < .01

Note. Statistics are presented for key predictors from the final step of each regression analysis, after controlling for background factors.

Grey cells indicate no data available or insufficient data for conducting analyses.

Table F- 14: Effect of TMEP Exposure on Student Outcomes, 2003-04

Variable	B	SE	β	Test	Model Test	R^2
TAKS Grade 5					x^2 (6,7981)=445.61**	0.05
MEP/Non	-0.62	0.09	0.54	47.48**		
# of Services	-0.02	0.007	0.98	6.94**		
# of Years	-0.02	0.01	0.98	2.71		
TAKS Grade 8					x^2 (7,6768)=916.78**	0.13
MEP/Non	-0.15	0.09	0.86	2.31		
# of Services	-0.00	0.01	1.00	0.03		
# of Years	-0.01	0.01	0.99	1.06		
TAKS Grade 11						
MEP/Non						
# of Services						
# of Years						
Attendance						
MEP/Non	-1.85	0.17	-0.09	-11.80**	F(8,45781)=78.18**	.01
# of Services	0.17	0.02	0.06	9.75**		
# of Years	0.02	0.02	0.01	0.831		
Dropout						
MEP/Non	0.60	0.12	1.82	24.52**	x^2 (4,45788)=74.05**	0.00
# of Services	-0.06	0.02	0.94	14.64**		
# of Years	-0.05	0.02	0.96	9.05**		
Graduate						
MEP/Non	0.15	0.12	1.16	1.61	x^2 (6,8461)=84.74**	0.01
# of Services	-0.08	0.02	0.92	28.41**		
# of Years	0.02	0.01	1.02	1.82		
SAT						
MEP/Non						
# of Services						
# of Years						

Note. Sample size for Grade 11 TAKS = 11 students. Statistics are presented for key predictors from the final step of each regression analysis, after controlling for background factors.

Grey cells indicate no data available or sample size not sufficient to warrant conducting analyses.

Table F-15: Effect of TMEP Exposure on Student Outcomes, 2004-05

Variable	B	SE	β	Test	Model Test	R^2
TAKS Grade 5						
MEP/Non	-0.70	0.10	0.49	52.26**	$x^2(7,6892)=388.40$**	0.06
# of Services	-0.01	0.01	0.99	2.51		
# of Years	-0.01	0.01	0.99	1.21		
TAKS Grade 8						
MEP/Non	-0.86	0.10	0.42	70.91**	$x^2(5,6313)=514.05$**	0.08
# of Services	-0.003	0.01	1.00	0.07		
# of Years	0.01	0.01	1.01	0.22		
TAKS Grade 11						
MEP/Non						
# of Services						
# of Years						
Attendance						
MEP/Non	-1.57	0.18	-0.07	-8.71**	F(6,39940)=90.49**	0.01
# of Services	0.20	0.02	0.07	10.19**		
# of Years	-0.02	0.02	-0.01	-0.73		
Dropout						
MEP/Non	0.97	0.12	2.64	66.53**	$x^2(6,39943)=144.72$**	0.004
# of Services	-0.21	0.03	0.81	63.49**		
# of Years	-0.07	0.02	0.93	20.87**		
Graduate						
MEP/Non	0.21	0.12	1.24	3.30	$x^2(7,7511)=196.33$**	0.03
# of Services	-0.12	0.02	0.89	42.59**		
# of Years	-0.01	0.01	0.99	0.31		
SAT						
MEP/Non						
# of Services						
# of Years						

Note. Sample size for Grade 11 TAKS = 29 students. Statistics are presented for key predictors from the final step of each regression analysis, after controlling for background factors.

Table F-16: Effect of TMEP Exposure on Student Outcomes, 2005-06

Variable	B	SE	β	Test	Model Test	R^2
TAKS Grade 5						
MEP/Non	-0.87	0.11	0.42	65.50**	$x^2(4,5848)=346.09$**	0.06
# of Services	0.00	0.01	1.00	0.00		
# of Years	-0.003	0.02	1.00	0.05		
TAKS Grade 8						
MEP/Non	-0.80	0.11	0.45	52.36**	$x^2(6,5266)=350.55$**	0.06
# of Services	0.01	0.01	1.01	0.37		
# of Years	0.02	0.01	1.02	1.81		
TAKS Grade 11						
MEP/Non						
# of Services						
# of Years						
Attendance						
MEP/Non	-1.50	0.23	-0.07	-6.44**	F(8,29608)=120.27**	0.01
# of Services	0.07	0.03	0.02	2.57**		
# of Years	-0.02	0.03	-0.01	-0.97		
Dropout						
MEP/Non	0.52	0.09	1.69	32.60**	$x^2(7,31359)=142.72$**	0.01
# of Services	-0.07	0.01	0.93	28.12**		
# of Years	-0.03	0.01	0.98	5.84*		
Graduate						
MEP/Non	-0.64	0.11	0.53	34.68**	$x^2(7,5928)=193.40$**	0.03
# of Services	-0.03	0.02	0.97	2.82		
# of Years	0.05	0.01	1.05	16.17**		
SAT						
MEP/Non	-243.30	32.20	-0.36	-7.56**	F(7,1486)=38.63**	0.15
# of Services	-17.96	8.46	-0.07	-2.12*		
# of Years	2.76	3.90	0.03	0.71		

Note. Sample Size for Grade 11 TAKS = 182. Statistics are presented for key predictors from the final step of each regression analysis, after controlling for background factors.

Table F-17: Effect of TMEP Exposure on Student Outcomes, 2006-07

Variable	B	SE	β	Test	Model Test	R^2
TAKS Grade 5						
MEP/Non	-0.81	0.13	0.45	41.14**	$x^2(6,4681)=299.71$**	0.06
# of Services	-0.01	0.10	1.00	1.23		
# of Years	0.01	0.02	1.01	0.09		
TAKS Grade 8						
MEP/Non	-0.42	0.12	0.66	12.71**	$x^2(7,4506)=351.41$**	0.08
# of Services	-0.04	0.01	0.96	12.86**		
# of Years	-0.01	0.01	1.00	0.15		
TAKS Grade 11						
MEP/Non	-0.67	0.13	0.51	27.47**	$x^2(5,3555)=181.92$**	0.05
# of Services	-0.01	0.01	0.99	0.87		
# of Years	0.02	0.01	1.02	2.56		
Attendance						
MEP/Non	-2.13	0.25	-0.09	-8.72**	F(5,24444)=126.65**	0.01
# of Services	0.18	0.03	0.05	6.17**		
# of Years	0.02	0.03	0.01	0.56		
Dropout						
MEP/Non	0.67	0.10	1.95	46.16**	$x^2(5,24446)=134.45$**	0.02
# of Services	-0.08	0.02	0.93	25.83**		
# of Years	-0.03	0.01	0.98	5.67*		
Graduate						
MEP/Non	-0.20	0.13	0.82	2.42	$x^2(7,4520)=109.79$**	0.02
# of Services	-0.04	0.02	0.96	5.43*		
# of Years	0.00	0.01	1.00	0.00		
SAT						
MEP/Non	-210.48	34.33	-0.31	-6.13**	F(4,1240)=38.57**	0.11
# of Services	-5.49	7.00	-0.03	-0.78		
# of Years	0.05	4.16	0.01	0.01		

Note. Statistics are presented for key predictors from the final step of each regression analysis, after controlling for background factors.

Table F-18: Effect of TMEP Exposure on Student Outcomes, 2007-08

Variable	B	SE	β	Test	Model Test	R^2
TAKS Grade 5						
MEP/Non	-0.76	0.12	0.47	37.52**	$x^2(5,4566)=206.55$**	0.04
# of Services	-0.00	0.01	0.99	0.05		
# of Years	0.01	0.02	1.01	0.43		
TAKS Grade 8						
MEP/Non	-0.57	0.12	0.57	22.51**	$x^2(5,4481)=296.19$**	0.06
# of Services	-0.02	0.01	0.98	3.37		
# of Years	0.01	0.01	1.01	0.52		
TAKS Grade 11						
MEP/Non	-0.65	0.14	0.52	23.71**	$x^2(7,3449)=174.01$**	0.05
# of Services	0.00	0.01	1.00	0.03		
# of Years	0.02	0.01	1.02	1.97		
Attendance						
MEP/Non	-1.85	0.25	-0.08	-7.54**	F(7,22613)=63.18**	0.02
# of Services	0.13	0.03	0.04	4.84**		
# of Years	-0.02	0.03	-0.01	-0.83		
Dropout						
MEP/Non	0.53	0.11	1.70	22.26**	$x^2(7,22614)=94.41$**	0.00
# of Services	-0.08	0.02	0.93	20.99**		
# of Years	-0.03	0.01	0.98	4.18*		
Graduate						
MEP/Non	0.33	0.14	1.39	5.22*	$x^2(5,4332)=59.99$**	0.01
# of Services	-0.10	0.03	0.91	15.18**		
# of Years	-0.003	0.02	1.00	0.05		
SAT					F(4,1123)=29.52**	0.10
MEP/Non	-218.51	41.16	-0.31	-5.31**		
# of Services	3.17	11.75	0.01	.270		
# of Years	-1.17	4.26	-0.01	-0.27		

Note. Statistics are presented for key predictors from the final step of each regression analysis, after controlling for background factors.

Table F-19: Effect of TMEP Exposure on Student Outcomes, 2008-09

Variable	B	SE	β	Test	Model Test	R^2
TAKS Grade 5					$x^2(6,4389)=200.62$**	0.05
MEP/Non	-0.66	0.11	0.52	33.84*		
# of Services	-0.03	0.02	0.97	2.99		
# of Years	0.01	0.02	1.01	0.50		
TAKS Grade 8						
MEP/Non	-0.65	0.12	0.53	29.89**	$x^2(6,4484)=255.68$**	0.06
# of Services	-0.04	0.02	0.96	5.65*		
# of Years	0.003	0.02	1.00	0.05		
TAKS Grade 11						
MEP/Non	-0.35	0.13	0.70	7.28**	$x^2(6,3490)=111.96$**	0.03
# of Services	0.003	0.02	1.00	0.02		
# of Years	0.004	0.01	1.00	0.08		
Attendance						
MEP/Non	-0.97	0.24	-0.04	-4.11**	F(9,21690)=117.87**	0.03
# of Services	-0.18	0.03	-0.04	-5.30**		
# of Years	-0.13	0.03	-0.05	-5.03**		
Dropout						
MEP/Non						
# of Services						
# of Years						
Graduate						
MEP/Non						
# of Services						
# of Years						
SAT						
MEP/Non						
# of Services						
# of Years						

Note. Statistics are presented for key predictors from the final step of each regression analysis, after controlling for background factors.

F.4. Evaluation Objective 5: PFS/non-PFS Regression Analyses

Stepwise LR analyses were conducted examining PFS status (PFS or non-PFS) on TAKS passing rates (pass/not passed) for three key exit exam grades (5, 8, and 11) for each of the six evaluation years. A summary of the TAKS findings for each exit grade examined follows.

Grade 5 TAKS Passed/not Passed. PFS migrant status was significantly related to TAKS for grade 5 in the negative direction across years, meaning that PFS students were less likely to pass the TAKS for grade 5 than non-PFS students. Across years, beta coefficients ranged from -1.51 to -1.90. In terms of the size of the effect, non-PFS students were approximately 4.5 to 8 times more likely to pass the TAKS than a PFS student. Effect sizes (odds ratios) varied across years with no clear pattern of increasing or decreasing effect sizes over time.

Grade 8 TAKS Passed/not Passed. PFS migrant status was negatively and significantly related to TAKS for grade 8. As with 5th grade, PFS students were less likely to pass the 8th grade TAKS than non-PFS students. Across years, beta coefficients ranged from -1.66 to 3.48. Non-PFS students were 5 to 32 times more likely to pass the TAKS than PFS students. The effect began declining in 2007-08 and dropped from a high of 32 times more likely in 2006-07 to a low of 5 times more likely in 2008-09.

Grade 11 TAKS Passed/not Passed. For the first three years, the frequency of students in grade 11 with TAKS scores was low (n = 11 to 180) and therefore, regression analyses were computed for 2006-07 to 2008-09. Across these three years, PFS migrant status was negatively and significantly related to TAKS for grade 11. PFS students were less likely to pass the TAKS in 11th grade than non-PFS students. Beta coefficients ranged from -1.33 to -2.50. Non-PFS students were 9 to 12.5 times more likely to pass the TAKS than PFS students during 2006-07 and 2007-08 respectively and about 4 times more likely to pass TAKS as compared to PFS students in 2008-09.

Stepwise MR analyses were conducted examining PFS status (PFS or non-PFS) on attendance rates aggregated across high school grades for each of the six evaluation years. PFS migrant students had significantly lower attendance rates than non-PFS migrant students across years. Beta coefficients ranged from -6.44 to -8.40. Effects sizes for the effect of PFS status on attendance rates were small (typically .13) and remained stable over time.

Stepwise MR analyses were conducted examining PFS status (PFS or non-PFS) on SAT scores aggregated across 11th and 12th grades for three of the evaluation years for which SAT data were available. PFS migrant students had significantly lower SAT scores than non-PFS migrant students across years. Beta coefficients ranged from -67.49 to -125.58 with moderate effect sizes ranging from .55 to .48. Effect sizes declined slightly over time but remained in the moderate range for all three years.

Stepwise LR analyses were conducted examining PFS status (PFS or non-PFS) on 12th grade graduated status. Non-PFS students were more significantly more likely to graduate from high school than PFS students with odds ranging from 3 to 4 times as likely to graduate. Coefficients ranged from -.87 to -1.31.

Stepwise LR analyses were conducted examining PFS status (PFS or non-PFS) on high school dropout status. PFS students were more likely to drop out of school as shown by the typically significant and positive coefficients ranging from 1.29 to 1.39. The odds of dropping out of school were about 4 to 5 times more likely for a PFS student as compared to a non-PFS student.

Table F-20: Effects of PFS Status (PFS/Non-PFS) on Migrant Student Outcomes across Years: Unstandardized Coefficients and Significance Levels

	Study Years					
Variable	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
TAKS Grade 5	-1.90**	-1.51**	-2.13**	-1.68**	-2.04**	-1.54**
TAKS Grade 8	-3.27**	-3.11**	-3.48**	-3.00**	-2.41**	-1.66**
TAKS Grade 11				-2.19**	-2.50**	-1.33**
Attendance	-6.44**	-6.99**	-8.40**	-7.56**	-7.46**	-7.35**
Dropout	1.33*	-0.81*	1.39*	1.29*	1.66*	
Graduate	-1.44*	-1.19*	-.87*	-1.04*	-1.31*	
SAT			-125.58**	-94.09*	-67.49*	

* p < .05; **p < .01

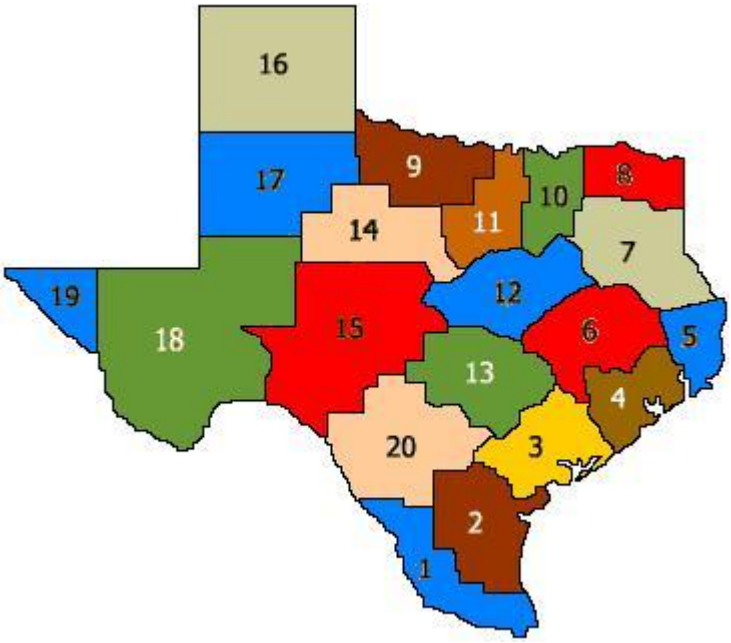
Note. Statistics are presented for key predictors from the final step of each regression analysis, after controlling for background factors.

Grey cells indicate no data available or insufficient data for conducting analyses.

Appendix G. Expenditure Information

G.1 Map of the Regions

Table G-1: Service Area and Location of Regional Service Centers



1 Edinburg

2 Corpus Christi

3 Victoria

4 Houston

5 Beaumont

6 Huntsville

7 Kilgore

8 Mt. Pleasant

9 Wichita Falls

10 Richardson

11 Fort Worth

12 Waco

13 Austin

14 Abilene

15 San Angelo

16 Amarillo

17 Lubbock

18 Midland

19 El Paso

20 San Antonio

Source: TEA.

G.2 TMEP Funding Formula Used by TEA

Texas Education Agency
Division of Formula Funding
Title I, Part C Migrant
Formula Allocation Summary
Fiscal Year 2009 (Maximum)

Total Program Funds Available for Funding Allocation	$51,504,725	
Priority for Service Children (Funding Component Group A		40.0000%
Numbers and Needs (Funding Component Group B) 55.0000%		
Low Need Students (Funding Sub-Component B1)	2.5000%	
Moderate Need Students (Funding Sub-Component B2)	21.4000%	
High Need Students (Funding Sub-Component B3)	25.5000%	
Extensive Need Students (Funding Sub-Component B4)	5.6000%	
Availability of Other Fund Sources (Funding Component Group C)		5.0000%
Schools with Low Amounts of OSF (Per Capita Factor)	6.20	
Schools with Moderate Amounts of OSF (Per Capita Factor)	3.00	
Schools with High Amounts of OSF (Per Capita Factor)	0.80	
Schools with Extensive Amounts of OSF (Per Capita Factor)	0.00	
Total Dollars Available to Funding Component Group A	$20,601,890	
Dollar Amount per Priority for Service Student (Per Pupil)	$1,232	1,232.4653
Total Dollars Available to Funding Component Group B	$28,327,599	
Total Dollars Available to Funding Sub-Component Group B1	$1,287,618	
Dollar Amount per Low Need Student (Per Pupil)	$151	151.1999
Total Dollars Available to Funding Sub-Component Group B2	$11,022,011	
Dollar Amount per Moderate Need Student (Per Pupil)	$329	328.9073
Total Dollars Available to Funding Sub-Component Group B3	$13,133,705	
Dollar Amount per High Need Student (Per Pupil)	$720	719.5368
Total Dollars Available to Funding Sub-Component Group B4	$2,884,265	
Dollar Amount per Extensive Need Student (Per Pupil)	$1,160	1,160.2031
Total Dollars Available to Funding Component Group C	$2,575,236	
Per Capita for Schools with Low Availability of Other Funds	1,251.6237	
Per Capita for Schools with Moderate Availability of Other Funds	605.6244	
Per Capita for Schools with High Availability of Other Funds	161.4998	
Per Capita for Schools with Extensive Availability of Other Funds	0.0000	

Notes:

Funding Sub-Component B1 (Low Needs Students) - Students at an LEA posing no "Need/Risk Indicators"

Funding Sub-Component B2 (Moderate Needs Students) - Students at an LEA posing 1 or 2 "Need/Risk Indicators"

Funding Sub-Component B3 (High Needs Students) - Students at an LEA posing 3 or 4 "Need/Risk Indicators"

Funding Sub-Component B4 (Extensive Needs Students) - Students at an LEA posing more than 4 "Need/Risk Indicators"

Appendix E: Texas MEP Perceptual Survey

TEA Migrant Education Program (MEP)

Statewide Evaluation Web Site

Texas Education Agency

Please log in to the TEA Migrant Education Program Perceptual Survey.

Username:

Password:

Login

All school districts receiving MEP funds are required to complete a survey. Those school districts that are part of a Shared Services Arrangement (SSA) with an Regional Education Service Center (ESC) will be contacted by the ESC staff to coordinate the completion of their survey.

If you have forgotten your password, please enter your user name (this is your e-mail address) in the box below and click "Send me my Password." Your login information will be sent to the e-mail address you specified. If this e-mail does not arrive within 24 hours, please contact MGT Technical Support.

Your e-mail address:

Send me my password

If you need to be assigned a password, contact Jim Christie at jchristie@mgtamer.com.You will receive your password within 24 hours during weekdays. **Be sure to include your role and the district(s) you are assigned to.**

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TEA Migrant Education Program (MEP)

Statewide Evaluation Web Site

Texas Education Agency

Your Name: ESC Practice
Your Position: MEP Coordinator

Welcome to the TEA Migrant Education Program (MEP) Perceptual Survey.

Survey

Log Out

Change Password

What's New

Welcome!

January 26, 2010

Welcome to the TEA Migrant Education Program (MEP) Statewide Evaluation Web site.

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TEA Migrant Education Program (MEP)

Statewide Evaluation Web Site

Texas Education Agency

Your Name: ESC Practice
Your Position: MEP Coordinator

Back to the Welcome Page

INTRODUCTION

The Texas Education Agency (TEA) received funds from the U.S. Department of Education to evaluate the effectiveness of migrant education programs within school districts receiving federal grant funds. TEA policymakers and state educators are very interested in the Texas Migrant Education Program (MEP) and in the experiences of those involved with the program. The evaluation will provide valuable information about the impact of the MEP on Texas public schools. TEA has contracted with an external evaluator, MGT of America, Inc. (MGT), to conduct this evaluation. An initial survey, administered earlier this year, collected information related to types of services provided by independent school districts or districts that are part of a Shared Services Agreement (SSA). This Texas Migrant Education Perceptual Survey is intended to collect information on the successfulness of MEP services and programs from the perspective of district coordinators who have valuable knowledge about the services.

Thank you for participating in this important survey. As part of the external evaluation of the Texas MEP, we ask every MEP Coordinator, or district MEP contact, to complete this survey concerning migrant services and activities provided and outcomes accomplished over the past school year (2008-09) or summer session 2009. This survey pertains to all migrant services and activities including those that are supported by MEP funds, non-MEP funds, or a combination of funding sources.

All school districts receiving MEP funds are required to complete a survey. Those school districts that are part of a Shared Services Arrangement (SSA) will be contacted by the Regional Education Service Center (ESC) to coordinate the completion of their survey. ***You can print a blank copy of the survey by clicking here.***

If you have questions about ***content***, please contact Allen Seay at the Texas Education Agency (TEA): allen.seay@tea.state.tx.us; 512-463-9101.
If you have ***technical*** issues with the survey, please contact Jim Christie at MGT of America, Inc.: jchristie@mgtamer.com; 850-219-4318.

INSTRUCTIONS

Please complete every survey item. For each item, choose the response corresponding to your **perception**.

1. The Not Applicable response should be used only in cases where:

   a. Your district is not serving a particular group of students (such as elementary students);
   b. Your district did not have any migrant students who met criteria to receive a particular service (e.g., no students requiring summer TAKS remediation); or
   c. A particular service, activity, or outcome is not relevant to your district.

2. The Don't Know/Not Enough Evidence response should be used only in cases where you have little or no experience or evidence from which to base a response.

3. For the purposes of this survey, the phrase "past school year" refers to the 2008-2009 school year and 2009 summer session. The phrase "prior school year" refers to a school year prior to 2008-2009 or a summer session prior to 2009.

4. **All responses are confidential**. Your true perceptions are important to the online Texas Migrant Education Program Perceptual Survey and to the Texas MEP evaluation study. District, ESC, and respondent identities will not be known to anyone other than the external evaluation team. Survey findings will be aggregated in evaluation reports. Individual responses will not affect program funding or programming within a specific district.

5. **Please choose the school district for which this survey is being completed from the choices in the drop down box:**
If you select an individual district then your responses to each section will apply **only to that district**.
If you select 'Multiple', then you may select multiple districts to which your responses apply. If you are completing surveys for all districts within an SSA, you may complete survey sections for each individual district separately, or you may complete survey sections for multiple districts simultaneously. If you believe the same responses will apply to more than one of the districts for which you are assigned, select 'Multiple' and all of the districts within your SSA will appear at the top of each survey section. Then, for

each survey section, select the districts to which your responses apply. If you have multiple districts for which the same responses apply AND one or more districts for which different responses apply, you will select 'Multiple' to complete the survey sections for the districts for which the responses are the same; once your responses are saved and submitted for those districts, you will return to the Introduction page and select an individual district and complete each survey section for that individual district. Repeat this process until you have provided survey responses for each district to which you are assigned.

-Select-

6. The survey consists of eight sections. Click on the link below for each section to complete the survey. If the text after the section shows '**Not Received**,' then that section has not been completed. If the text after the section shows '**Received**,' then that section has been saved successfully in the database.

You may partially complete a survey and finish it at a later time, but you must complete each individual section in its entirety for that section to be submitted. You may change your responses to a section and resubmit that section at any time through Monday, February 1, 2010. To return to the Introduction page, select the CLICK HERE link at the bottom of each page. To exit the survey, select the 'Log Out and Do Not Save This Section' link at the bottom of each page. For each section, survey responses can only be saved by clicking the Submit This Section button.

Survey Completion Chart

Printable Completed Survey(s)

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TEA Migrant Education Program (MEP)

Statewide Evaluation Web Site

Texas Education Agency

Your Name: ESC Practice
Your Position: MEP Coordinator

Back to the Welcome Page

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   a. Your district is not serving a particular group of students (such as elementary students);
   b. Your district did not have any migrant students who met criteria to receive a particular service (e.g., no students requiring summer TAKS remediation); or
   c. A particular service, activity, or outcome is not relevant to your district.

2. The Don't Know/Not Enough Evidence response should be used only in cases where you have little or no experience or evidence from which to base a response.

3. For the purposes of this survey, the phrase "past school year" refers to the 2008-2009 school year and 2009 summer session. The phrase "prior school year" refers to a school year prior to 2008-2009 or a summer session prior to 2009.

4. **All responses are confidential**. Your true perceptions are important to the online Texas Migrant Education Program Perceptual Survey and to the Texas MEP evaluation study. District, ESC, and respondent identities will not be known to anyone other than the external evaluation team. Survey findings will be aggregated in evaluation reports. Individual responses will not affect program funding or programming within a specific district.

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If you select an individual district then your responses to each section will apply **only to that district**.
If you select 'Multiple', then you may select multiple districts to which your responses apply. If you are completing surveys for all districts within an SSA, you may complete survey sections for each individual district separately, or you may complete survey sections for multiple districts simultaneously. If you believe the same responses will apply to more than one of the districts for which you are assigned, select 'Multiple' and all of the districts within your SSA will appear at the top of each survey section. Then, for

each survey section, select the districts to which your responses apply. If you have multiple districts for which the same responses apply AND one or more districts for which different responses apply, you will select 'Multiple' to complete the survey sections for the districts for which the responses are the same; once your responses are saved and submitted for those districts, you will return to the Introduction page and select an individual district and complete each survey section for that individual district. Repeat this process until you have provided survey responses for each district to which you are assigned.

Sunshine ISD 4

6. The survey consists of eight sections. Click on the link below for each section to complete the survey. If the text after the section shows '**Not Received**,' then that section has not been completed. If the text after the section shows '**Received**,' then that section has been saved successfully in the database.

You may partially complete a survey and finish it at a later time, but you must complete each individual section in its entirety for that section to be submitted. You may change your responses to a section and resubmit that section at any time through Monday, February 1, 2010. To return to the Introduction page, select the CLICK HERE link at the bottom of each page. To exit the survey, select the 'Log Out and Do Not Save This Section' link at the bottom of each page. For each section, survey responses can only be saved by clicking the Submit This Section button.

- **Section 1: Overall Program Impact** Not Received
- **Section 2: Service Alignment** Not Received
- **Section 3: Communication, Cooperation, and Coordination** Not Received
- **Section 4: Staffing** Not Received
- **Section 5: Language Services** Not Received
- **Section 6: U.T. Migrant Student Graduation Enhancement Program** Not Received
- **Section 7: Texas Migrant Interstate Program** Not Received
- **Section 8: New Generation System** Not Received

Survey Completion Chart

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TEA MIGRANT EDUCATION PROGRAM (MEP)
STATEWIDE EVALUATION WEB SITE
TEXAS EDUCATION AGENCY

Your Name: ESC Practice
Your Position: MEP Coordinator

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Selected District: Sunshine ISD 4
Section 1 - Overall Program Impact

In this section you will be asked to assess the overall impact of the MEP program on the migrant students in your school district. Questions in this section are based on the eight statewide needs identified by the Texas MEP.

First, indicate whether you feel the proportion of migrant students within the district demonstrating each outcome was small, moderate, or large at the beginning of the 2008-09 school year. Guidelines for defining small, moderate, and large are as follows:

- Small Proportion Demonstrated This Outcome = Up to approximately 25%.
- Moderate Proportion Demonstrated This Outcome = Between approximately 26% and 50%.
- Large Proportion Demonstrated This Outcome = Above approximately 50%.

Next, for each item, you will be prompted to indicate whether the proportion of migrant students increased, decreased, or remained about the same over the past year.

Finally, if you indicated an increase or decrease in the proportion of students for any item, please indicate whether the increase or decrease was small, moderate, or large. Guidelines for defining small, moderate, and large are as follows:

- Small Increase or Decrease = Up to approximately 25%
- Moderate Increase or Decrease = Between approximately 26% and 50%.
- Large Increase or Decrease = Above approximately 50%.

The size ranges above are provided as a guideline to ensure respondents are using the same general definition of Small, Moderate, and Large. **Please base your response on your overall impression of the proportion of students. You are not expected to know or identify the exact proportion of students.**

Click on the following link to bring up a web page with three distinct examples. Print for reference while responding to your survey(s).

Examples

Item	Proportion at Beginning of 2008-09			Not Applicable	Don't Know/Not Enough Evidence	Increased, Decreased, Remained about the Same Over the Past School Year	Level of Increase/Decrease
	Small	Moderate	Large				
The proportion of migrant first-graders who were promoted to second grade was:	○	○	○	○	○		
The proportion of migrant students who failed TAKS in any content area who participated in a summer TAKS remediation program was:	○	○	○	○	○		
The proportion of migrant middle school students who used effective learning and study skills was:	○	○	○	○	○		
The proportion of migrant middle school students who received timely attention and appropriate interventions related to problems and concerns that were academically and non-academically related was:	○	○	○	○	○		
The proportion of migrant middle school students who had access to	○	○	○	○	○		

necessary homework assistance and homework tools at home was:					
The proportion of required core credits earned by migrant secondary students for on-time graduation was:	○	○	○	○	○
The proportion of migrant secondary students who made up coursework due to late enrollment in and/or early withdrawal was:	○	○	○	○	○
The proportion of migrant students migrating outside of Texas during summer months who were served in summer migrant programs through the efforts of interstate coordination was:	○	○	○	○	○

Please be sure to respond to all questions on the page.

Save and Submit This Section

Log Out and Do Not Save This Section

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TEA MIGRANT EDUCATION PROGRAM (MEP)
STATEWIDE EVALUATION WEB SITE
TEXAS EDUCATION AGENCY

Your Name: ESC Practice
Your Position: MEP Coordinator

Back to the Welcome Page

Selected District: Sunshine ISD 4
Section 2 - Service Alignment

Please check either **Yes, No, or Don't Know/Not Enough Evidence** to indicate whether or not the activity has occurred over the past school year.

If you select "Yes," you will be prompted to rate **the degree of successfulness** for each item using the following scale:
4 = Very Successful
3 = Somewhat Successful
2 = Somewhat Unsuccessful
1 = Very Unsuccessful
0 = Don't Know/Not Enough Evidence

Example.

The following example demonstrates how to respond about whether your school district *"Used information obtained from a local needs assessment for making migrant service delivery decisions."*

Yes = Your district conducted a needs assessment (either in the past year or in a prior year) and used that needs assessment for making migrant service delivery decisions in the 2008-2009 school year.

Rate the **degree of successfulness** using the following scale:
4 = Very Successful
3 = Somewhat Successful
2 = Somewhat Unsuccessful
1 = Very Unsuccessful
0 = Don't Know/Not Enough Evidence

NO = The activity did not occur over the past school year. This could be because:

- Your district conducted a needs assessment (either in the past year or in a prior year) but did not use that needs assessment for making migrant service delivery decisions in the 2008-2009 school year; or
- Your district has never conducted a needs assessment for making migrant service delivery decisions.

Don't Know/Not Enough Evidence = Should be used only in cases where you have little or no experience or evidence from which to base a response.

In this section, you will be asked to assess the alignment of MEP program services provided to migrant students in your school district.

During the past year this school district engaged in the following activity:

Activity	Yes	No	Don't Know/Not Enough Evidence
Identified migrant students and families for the provision of migrant services.	○	○	○
Used strategies developed to encourage migrant students to participate in migrant services.	○	○	○
Used the State MEP goals established by TEA (as a result of the Texas MEP Statewide Comprehensive Needs Assessment).	○	○	○
Used information obtained from a local needs assessment for making migrant service delivery decisions.	○	○	○
Prioritized services based on the needs of migrant children and families.	○	○	○
Used strategies developed to ensure flexibility regarding provision of services to fit the migrant students' schedule and needs.	○	○	○
Used policies developed for timely data entry and	○	○	○

retrieval.			
Used findings from an evaluation of migrant services conducted for improvement purposes.	○	○	○

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TEA MIGRANT EDUCATION PROGRAM (MEP)
STATEWIDE EVALUATION WEB SITE
TEXAS EDUCATION AGENCY

Your Name: ESC Practice
Your Position: MEP Coordinator

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Selected District: Sunshine ISD 4
Section 3 - Communication, Cooperation, and Coordination

Please check either **Yes, No, or Don't Know/Not Enough Evidence** to indicate whether or not the activity has occurred over the past school year.

If you select "Yes," you will be prompted to rate **the degree of successfulness** for each item using the following scale:
4 = Very Successful
3 = Somewhat Successful
2 = Somewhat Unsuccessful
1 = Very Unsuccessful
0 = Don't Know/Not Enough Evidence

Example.

The following example demonstrates how to respond about whether your school district *"Used information obtained from a local needs assessment for making migrant service delivery decisions."*

Yes = Your district conducted a needs assessment (either in the past year or in a prior year) and used that needs assessment for making migrant service delivery decisions in the 2008-2009 school year.

Rate the **degree of successfulness** using the following scale:
4 = Very Successful
3 = Somewhat Successful
2 = Somewhat Unsuccessful
1 = Very Unsuccessful
0 = Don't Know/Not Enough Evidence

NO = The activity did not occur over the past school year. This could be because:

- Your district conducted a needs assessment (either in the past year or in a prior year) but did not use that needs assessment for making migrant service delivery decisions in the 2008-2009 school year; or
- Your district has never conducted a needs assessment for making migrant service delivery decisions.

Don't Know/Not Enough Evidence = Should be used only in cases where you have little or no experience or evidence from which to base a response.

In this section you will be asked to assess the level of communication, cooperation and coordination between MEP program staff in your district and the migrant students and families you serve. Additionally, you will rate the degree to which your school district communicates, cooperates, and coordinates MEP services with other MEP providers in Texas and across the country.

During the past year this school district engaged in the following activity:

Activity	Yes	No	Don't Know/Not Enough Evidence
Used strategies developed for communications with parents of migrant students.	○	○	○
Used strategies developed to promote relationships between MEP staff, families, and students.	○	○	○
Used strategies developed to involve parents.	○	○	○
Used strategies developed to involve the migrant community.	○	○	○
Used strategies developed to facilitate communication among MEP staff throughout Texas.	○	○	○
Used strategies developed to foster communication and collaboration among MEP staff across the country.	○	○	○
Coordinated with other services and/or service providers.	○	○	○

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Your Name: ESC Practice
Your Position: MEP Coordinator

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Selected District: Sunshine ISD 4
Section 4 - Staffing

Please check either **Yes, No, or Don't Know/Not Enough Evidence** to indicate whether or not the activity has occurred over the past school year.

If you select "Yes," you will be prompted to rate **the degree of successfulness** for each item using the following scale:
4 = Very Successful
3 = Somewhat Successful
2 = Somewhat Unsuccessful
1 = Very Unsuccessful
0 = Don't Know/Not Enough Evidence

Example.

The following example demonstrates how to respond about whether your school district *"Used information obtained from a local needs assessment for making migrant service delivery decisions."*

Yes = Your district conducted a needs assessment (either in the past year or in a prior year) and used that needs assessment for making migrant service delivery decisions in the 2008-2009 school year.

Rate the **degree of successfulness** using the following scale:
4 = Very Successful
3 = Somewhat Successful
2 = Somewhat Unsuccessful
1 = Very Unsuccessful
0 = Don't Know/Not Enough Evidence

NO = The activity did not occur over the past school year. This could be because:

- Your district conducted a needs assessment (either in the past year or in a prior year) but did not use that needs assessment for making migrant service delivery decisions in the 2008-2009 school year; or
- Your district has never conducted a needs assessment for making migrant service delivery decisions.

Don't Know/Not Enough Evidence = Should be used only in cases where you have little or no experience or evidence from which to base a response.

In this section, you will be asked to assess the adequacy of MEP program staffing levels in your school district and the training provided to MEP staff.

During the past year this school district engaged in the following activity:

Activity	Yes	No	Don't Know/Not Enough Evidence
Provided staff to support record exchange and credit accrual.	○	○	○
Provided additional staff to offer individualized support to students throughout the school year (e.g., academic guidance, tutoring, summer school, technology access).	○	○	○
Provided additional knowledgeable specialists to offer support to teachers (e.g., literacy specialist).	○	○	○
Ensured staff received necessary training in using NGS to track students.	○	○	○

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Your Name: ESC Practice
Your Position: MEP Coordinator

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Selected District: Sunshine ISD 4
Section 5 - Language Services

Please check either **Yes, No, or Don't Know/Not Enough Evidence** to indicate whether or not the activity has occurred over the past school year.

If you select "Yes," you will be prompted to rate **the degree of successfulness** for each item using the following scale:
4 = Very Successful
3 = Somewhat Successful
2 = Somewhat Unsuccessful
1 = Very Unsuccessful
0 = Don't Know/Not Enough Evidence

Example.

The following example demonstrates how to respond about whether your school district *"Used information obtained from a local needs assessment for making migrant service delivery decisions."*

Yes = Your district conducted a needs assessment (either in the past year or in a prior year) and used that needs assessment for making migrant service delivery decisions in the 2008-2009 school year.

Rate the **degree of successfulness** using the following scale:
4 = Very Successful
3 = Somewhat Successful
2 = Somewhat Unsuccessful
1 = Very Unsuccessful
0 = Don't Know/Not Enough Evidence

NO = The activity did not occur over the past school year. This could be because:

- Your district conducted a needs assessment (either in the past year or in a prior year) but did not use that needs assessment for making migrant service delivery decisions in the 2008-2009 school year; or
- Your district has never conducted a needs assessment for making migrant service delivery decisions.

Don't Know/Not Enough Evidence = Should be used only in cases where you have little or no experience or evidence from which to base a response.

In this section you will be asked to assess the efforts of your MEP program to take into consideration language barriers as you assist migrant students and their families.

During the past year this school district engaged in the following activity:

Activity	Yes	No	Don't Know/Not Enough Evidence
Identified needs that were determined to be related to the migrant students' limited English Proficiency.	○	○	○
Provided coordination services to help meet language-related needs.	○	○	○
Provided materials, resources, and support in appropriate languages.	○	○	○
Addressed language barriers during outreach activities.	○	○	○

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Your Name: ESC Practice
Your Position: MEP Coordinator

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Selected District: Sunshine ISD 4

Section 6 - U.T. Migrant Student Graduation Enhancement Program (MEP Special Project for Distance Learning)

In this section you will be asked to assess the Distance Learning component of the MEP program in your school district.

Have any students in your district participated in the Distance Learning program in the past school year?

Yes

Please select an answer that reflects how you feel about the successfulness of your district's efforts to accomplish the following activities/goals, as part of the **Distance Learning program**

4 = Very Successful
3 = Somewhat Successful
2 = Somewhat Unsuccessful
1 = Very Unsuccessful
0 = Don't Know/Not Enough Evidence

Activity	4 Very Successful	3 Somewhat Successful	2 Somewhat Unsuccessful	1 Very Unsuccessful	0 Don't Know/Not Enough Evidence
Provided alternative ways for migrant secondary students to earn credits toward graduation.	○	○	○	○	○
Made coursework available in multiple modes of delivery (e.g., in print, electronic, and Internet).	○	○	○	○	○

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Your Name: ESC Practice
Your Position: MEP Coordinator

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Selected District: Sunshine ISD 4
Section 7 - Texas Migrant Interstate Program (TMIP)

In this section you will be asked to assess the use of the Texas Migrant Interstate Program by staff or students in your district and the success of those activities.

Did any staff or migrant students in your district receive assistance from the Texas Migrant Interstate Program (TMIP) during the past school year?

Yes

Please select an answer that reflects how you feel about the successfulness of your district's efforts to accomplish the following activities/goals, as part of the **Texas Migrant Interstate Program.**

4 = Very Successful
3 = Somewhat Successful
2 = Somewhat Unsuccessful
1 = Very Unsuccessful
0 = Don't Know/Not Enough Evidence

Activity	4 Very Successful	3 Somewhat Successful	2 Somewhat Unsuccessful	1 Very Unsuccessful	0 Don't Know/Not Enough Evidence
Provided intra- and interstate coordination resulting in exchange of critical student information and progress in meeting the needs of Texas home-based migrant students.	○	○	○	○	○
Provided intra- and interstate coordination to increase the number of Texas home-based migrant students being served in out-of-state summer migrant programs..	○	○	○	○	○
Provided assistance to high school counselors in meeting the needs of migrant secondary students identified as priority for services.	○	○	○	○	○
Provided opportunities for state academic achievement testing outside of Texas, when needed, for grade level promotion or graduation requirement for Texas home-based migrant students.	○	○	○	○	○

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Your Name: ESC Practice
Your Position: MEP Coordinator

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Selected District: Sunshine ISD 4
Section 8 - New Generation System

In this section, you will be asked to assess the use of the New Generation System within your school district.

Please indicate how often the following NGS-related activities occur **based on when they are needed for assisting migrant students**.

Activity	Always/Almost Always	Often	Sometimes	Seldom or Never	Don't Know
Used NGS to provide data to students leaving the district.	○	○	○	○	○
Used NGS to retrieve data for migrant students returning to the district.	○	○	○	○	○
Provided retrieved data to school staff for the purposes of assisting migrant students.	○	○	○	○	○
Input all student data when student withdraws from school in a timely manner.	○	○	○	○	○
Had successful communication with coordinators within Texas and in other states regarding student records.	○	○	○	○	○

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