



State of the Migrant Education Program

Texas Education Agency
Federal Program Compliance Division
TMIP Workshop
February 25, 2020



Federal Program Compliance Division

Department and Division Structure

Mike Meyer
Deputy Commissioner
Office of Finance
Administration

Cory Green
Associate Commissioner
Department of Grant
Compliance and
Administration

Anita Villarreal
Senior Division Director
Federal Program Compliance
Division

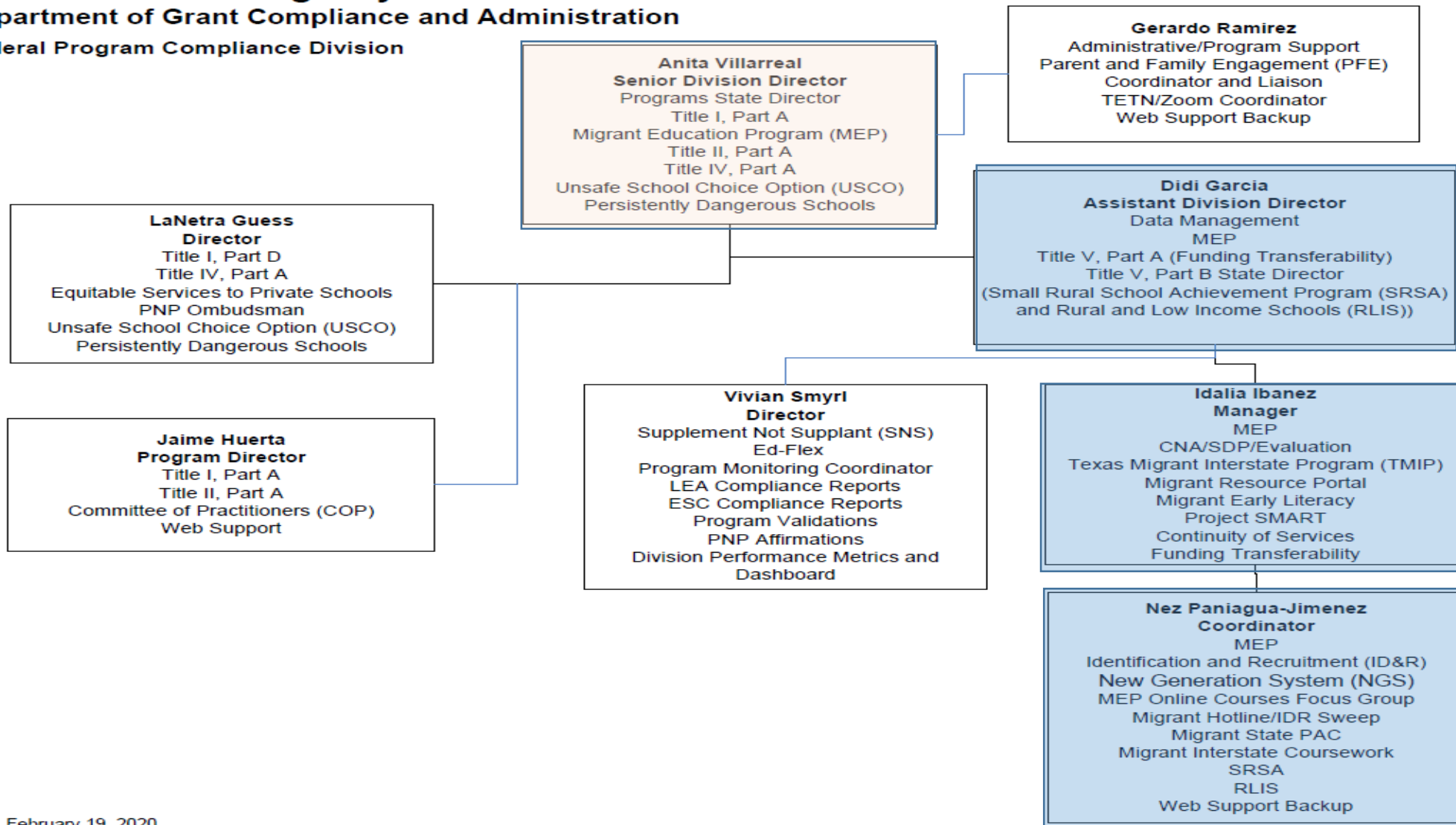
Christina Villarreal
Senior Division Director
Grants Administration
Division

James Connolly
Senior Division Director
Federal Fiscal Compliance
and Reporting Division

Roger Hingorani
Senior Division Director
Federal Fiscal Monitoring
Division

Division Structure

Texas Education Agency
Department of Grant Compliance and Administration
Federal Program Compliance Division



ESSA Programs

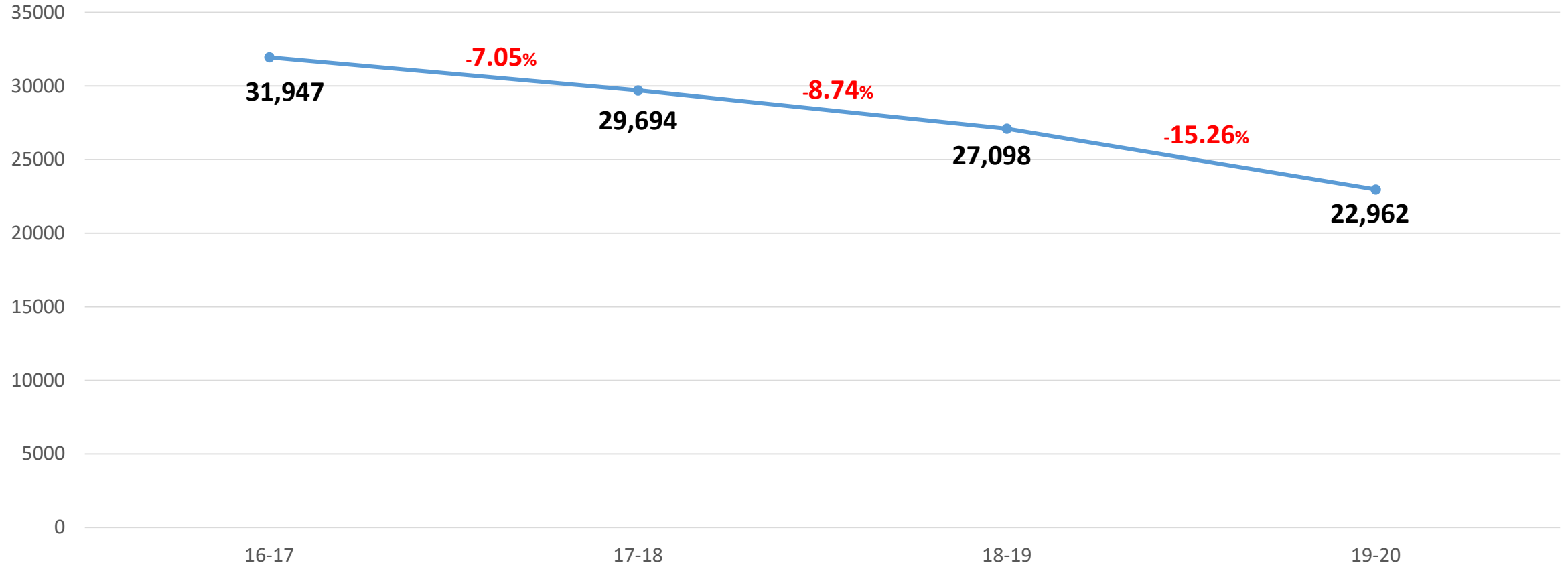
- Title I, Part A
- Title I, Part C (Migrant)
- Title I, Part D
- Title II, Part A
- Title IV, Part A
- Title V, Part A and Part B (Funding Transferability and REAP Programs)
- Private Non-Profit Schools
- Ed-Flex



MEP Highlights

- Approximately 23,000 eligible migrants in Texas
- Texas MEP is the 4th largest in the country and sends students to about 40 states annually
- Approximately 60% of Texas migrant families reside in the Rio Grande Valley
- Large number of migrant families also reside in:
 - San Felipe-Del Rio
 - Eagle Pass
 - El Paso
 - Amarillo
 - Brownfield

Migrant Counts



Source: NGS

§129.1021. Calculation of Average Daily Attendance and Full-Time Equivalents for School Districts and Charter Schools with Significant Migrant Population

Chapter 129. Student Attendance Subchapter AA. Commissioner's Rules

§129.1021. Calculation of Average Daily Attendance and Full-Time Equivalents for School Districts and Charter Schools with Significant Migrant Population.

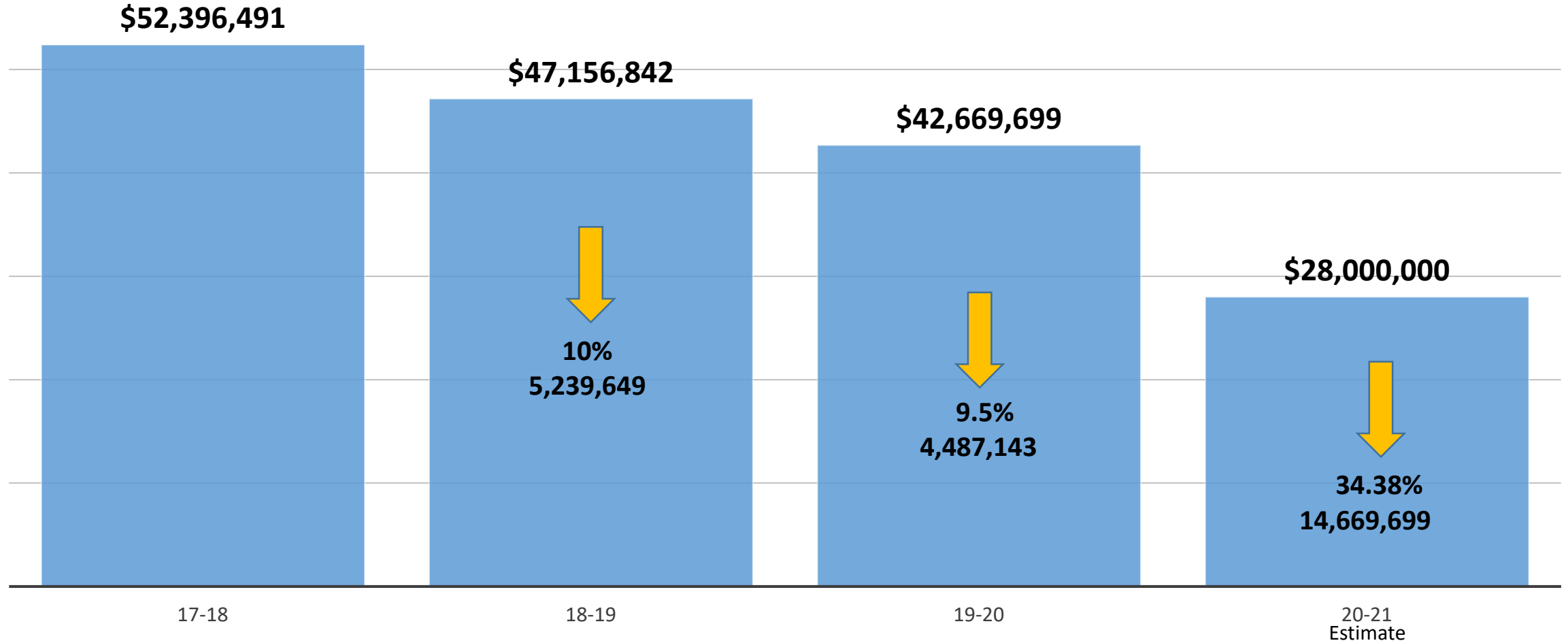
- (a) For each school district or charter school in which the total enrollment contains 5.0% or more students who have certificates of eligibility in the state's migrant student tracking database, the commissioner of education will calculate the district's or charter school's annual average daily attendance (ADA) by using the best four of the six-week periods. In no case may the annual ADA calculated by using the best four of the six-week periods exceed the sum of the number of students who have certificates of eligibility plus the ADA calculated by using all six six-week periods.
- (b) For each school district or charter school in which the total enrollment contains 5.0% or more students who have certificates of eligibility in the state's migrant student tracking database, the commissioner will calculate the district's or charter school's annual full-time equivalents (FTEs) as used in the calculation of the special education, bilingual education, and career and technical education allotments by using the best four of the six-week periods for each of the three FTE counts. In no case may the annual FTE count calculated by using the best four of the six-week periods exceed the sum of the number of students who have certificates of eligibility plus the FTEs calculated by using all six six-week periods.



§129.1021. Calculation of Average Daily Attendance and Full-Time Equivalents for School Districts and Charter Schools with Significant Migrant Population

- Clarification
- What is TEA doing?

Migrant Funding



Source: Grants Administration Division, TEA

SEC. 1303. (20 U.S.C. 6393) STATE ALLOCATIONS

(b) HOLD HARMLESS.—Notwithstanding subsection (a), for each of fiscal years 2017 through 2019, no State shall receive less than 90 percent of the State’s allocation under this section for the preceding fiscal year.

How will this impact our LEA Funding in 20-21?

- 2019-2020 is the last year for hold harmless.
- Historically TEA does a 70/30 on the funding amount.
- 70% is distributed to LEAs and 30% to State Initiatives.
- TEA is having conversations on the exactly how this will be distributed to LEAs to have minimal impact within our control.



MEP Supported Programs

MEP Supported Programs

Title I, Part C Migrant Grant

(eligible LEAs)

Title I, Part C Basic Services Grant
(All 20 ESCs)

State PAC

(ESC 1)

MEP Online Courses Focus Group and ID&R Help Desk

(ESC 2)

Project SMART

A Bright Beginning

Texas Migrant Resource Portal

AIIMS Guidebook
(ESC 20)

AIIMS Pilot
(7 highest sending/receiving LEAs)

Texas Migrant Interstate Program

(PSJA ISD)

National Portable Assisted Study Sequence Center – PASS Center

(Fort Stockton Community College – Kansas)

Migrant Hotline

Eastern Stream Center on Resources and Training

(ESCORT)

NGS/MSIX
(LTSI)

CNA, SDP and Program Evaluation
(META)

MEP Supported Programs

Project	Funding	Description/Purpose
Title I, Part C Migrant Grant	LEAs 97 – Independent 348 – Members of SSA 17 – Fiscal Agents	The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a HSED) that prepares them for responsible citizenship, further learning, and productive employment.
Title I, Part C Basic Services Grant	All 20 ESCs	Provide staff development and technical assistance to ESSA Title I, Part C Migrant Education Program (MEP)-funded projects at local educational agencies (LEAs). Provide direct services to migrant children in non- MEP funded districts. Address the unique needs of migratory children that are not addressed by services available from other federal or nonfederal sources. Facilitate the dissemination of program related information to the LEAs. Establish effective collaborative networks with other ESCs and states to foster instructional continuity and facilitate the attainment of the objectives of the Texas MEP as specified in ESSA.

MEP Supported Programs

Project	Funding	Description/Purpose
State Parent Advisory Council	ESC-1	Provide project management of the State Parent Advisory Council which includes coordination of meetings and travel associated with SPAC members attending those meetings. Develop and provide trainings, resources and tools, including video and other methods that can be easily shared and disseminated regarding successful implementation of a PAC and promoting migrant parental involvement broadly. Including, how to properly run a PAC at the regional and local level, as well as trainings on how to increase engagement with parents in local and regional PACs.
MEP Online Courses Focus Group and ID&R Help Desk	ESC-2	Assist TEA in the organization and coordination of the Statewide ID&R, NGS and OSY Focus Group meetings. Assist TEA with developing training materials and resources for the annual ID&R TOT's that are provided to all ESC trainers. Maintain the ID&R online course and material. Provide and maintain an Identification and Recruitment Helpdesk that would assist the state in prompt and efficient responses to ID&R questions.

MEP Supported Programs

Project	Funding	Description/Purpose
Project SMART	ESC-20	<p>The purpose of this project is to meet the identified needs of migrant students in the state of Texas, concerning math readiness and preparedness. The Project SMART program is to provide services centered on the review of scientifically-based research, designed to improve the mathematics proficiency of migratory children whose education is interrupted during the summer months, when students are unlikely to attend traditional summer school programs.</p>
Migrant Early Literacy Program: A Bright Beginning	ESC-20	<p>The specific goal of this project, A Bright Beginning (ABB), is to afford an early literacy program to 3- and 4-year old children who participate in the Texas migrant program. This high-quality; researched-based resource which is currently aligned to the revised Texas Prekindergarten Guidelines is centered on cross-curricular themes assists in building the foundation in literacy. This program can be offered as a home-based or center-based program.</p>



MEP Supported Programs

Project	Funding	Description/Purpose
MEP Portal	ESC-20	The purpose is maintenance of a website portal (Education Resources for Parents of K-12 Migratory Children) that will be available to educators and parents of migratory children. Maintenance of the Texas Migrant Education Program Web Portal and coordination with the host site to maintain functionality of both portals (Texas Migrant Education Program Web Portal, Education Resources for Parents of K-12 Migratory Children). Maintenance of the Department of English Language Arts and Reading (ELAR) lessons, tip sheets, and other resources for parents of migrant children to use with their children. Maintenance of the resources to support migratory children in kinder through 2nd grade and 3rd -5th grade. Development of ELAR resources for the parents of migratory children in grades 6th -8th such as: mini lessons, tip sheets, video vignettes, and mobile device applications. Research ELAR content to support the parents of migratory children in grades 9th-12th.
Continuity of Education Services Guidebook	ESC-20	The purpose is to create a guidebook that will be used by LEAs with highly mobile migrant students. Develop tools and resources that are easily accessible and will enable LEAs to effectively promote continuity of educational services for highly mobile migrant students. Promote consistent and continuous communication between the top 5 largest sending and receiving LEAs. Assist these LEAs in identifying best practices.

MEP Supported Programs

Project	Funding	Description/Purpose
Assisting Interstate/Intrastate Mobile Students (AIIMS) AIIMS Pilot	Top sending and receiving districts)	Contribute to the creation of a guidebook that will be used by districts with highly mobile migrant students by sharing best practices that have been proven to be effective in promoting the academic success of migrant students. Contribute to the development of tools and resources that are easily accessible and will enable districts to effectively promote continuity of educational services for highly mobile migrant students. Participate as promoters of best practices by serving as pilot districts of this project and by implementing the project identified practices.
Texas Migrant Interstate Program	Pharr-San Juan Alamo	Increase the graduation rate of migratory secondary students by facilitating interstate coordination efforts among all the contiguous states to which Texas migrant students travel. Provide technical assistance to migrant education programs that serve Texas home-based students by coordinating the exchange of critical student information between home base and receiving schools. Assist in the development of a guidebook and tools (suite of resources), as requested by TEA, that will serve as a foundation for selected LEAs to utilize when serving the highly mobile migrant students.

MEP Supported Programs

Project	Funding	Description/Purpose
Migrant Interstate Coursework National PASS (National Portable Assisted Study Sequence (PASS))	Fort Stockton Community College (FSCC)	<p>The purpose of the project is to ensure migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards. To make semi-independent coursework available to any Texas migrant high school student in English and/or Spanish to be applied toward high school credit for graduation. Provide support to home-based secondary migrant students by aligning portable courses and course work to the Texas Essential Knowledge and Skills (TEKS). Provide a toll-free number for technical assistance and to facilitate interstate collaboration with receiving states.</p>
MEP Hotline and ID&R Sweep	ESCORT (Eastern Stream Center on Resources and Training)	<p>The purpose of the project is to provide a toll-free number for Texas-based migrant students/families to call for educational and/or support services, when needed. Assist Texas in identifying and recruiting migrant children. Coordinate the delivery of educational and educationally-related services. Conduct successful identification research and recruitment sweeps that will lead to an increase of identification and recruitment of migratory children in Texas. Provide effective training on Identification & Recruitment (ID&R) that will lead to successful recruitment strategies.</p>

MEP Supported Programs

Project	Funding	Description/Purpose
NGS/MSIX	LTSI - contract	Aside from maintaining the website and working with the necessary build items, this project includes a helpdesk for the New Generation System and the Migrant Student Information Exchange database.
CNA/SDP/Evaluation	META and Associates - contract	Develop and conduct a statewide Comprehensive Needs Assessment (CNA), create a statewide Service Delivery Plan (SDP), and conduct a statewide Program Evaluation for the Texas Migrant Education Program (MEP) in accordance with all requirements.



Last Year vs Now

Directors, Coordinator, Administrators

Service	Challenge	Barrier	What Has TEA Done
ID& R Strategies – Neighborhood Recruiting	Lack of Personnel	Size of geographical area assigned	<ul style="list-style-type: none"> Promotion of community recruitment in trainings
MSIX/NGS	Getting access promptly		<ul style="list-style-type: none"> MSIX reset now available. 48 hour turn around. TEA has added additional resources to help with system access requests. The MEP staff monitor migrant.ed@tea.texas.gov mailbox all day.

Parents & Parental Engagement Staff

Service	Challenge	Barrier	What Has TEA Done
Translation equipment	Availability	Funding	<ul style="list-style-type: none"> Approved expenditure if not available through other funds and is reasonable
Technology	Training	Availability, Information and Education	<ul style="list-style-type: none"> AIIMS Guidebook guidance
School Enrollment		Information and Education	<ul style="list-style-type: none"> How to navigate the system AIIMS Guidebook

Counselors/Strategies/OSY Staff

Service	Challenge	Barrier	What Has TEA Done
Transfer documents (NGS & MSIX)	Information not current; not updated; frequently needs special population information and accommodations	No process in place to ensure documentation completion	<ul style="list-style-type: none"> • Coordination with the NGS team to increase training and reminders to input most up-to-date information into the system.
PFS Progress Monitoring	Internet	Process and procedure coordination	<ul style="list-style-type: none"> • Monitoring through random validation
PAC Meetings	Parental engagement	Funds	<ul style="list-style-type: none"> • MEP requirement

Counselors/Strategies/OSY Staff

Service	Challenge	Barrier	What Has TEA Done
NGS/MSIX (update information) include in transfer document information on the student if ELL, SP, GT, 504, PFS and accommodations needed	Not user friendly/purpose	Funds	<ul style="list-style-type: none"> • NGS will include flags for 504 and PFS. • Updates to the NGS transfer document.
Credit Recovery Program through TMIP	Changing programs/different programs	Inconsistency	<ul style="list-style-type: none"> • PASS Center • AIIMS Guidebook

Intra/Interstate Discussion

NGS/MSIX/ID&R

Service	Challenge	Barrier	What Has TEA Done
MSIX	Families not linked/Qualifying activity	Training/MSIX notification	<ul style="list-style-type: none"> NGS/MSIX Webinars
Timely and consistent communication with TEA	Getting information to all involved in a timely manner	TEA approved process	<ul style="list-style-type: none"> Information is disseminated to ESCs. The MEP staff monitor migrant.ed@tea.texas.gov mailbox all day.
Superintendent awareness of the MEP	All district staff should be aware of the MEP. Provide districtwide training on MEP	Lack of state support	<ul style="list-style-type: none"> Updated Administrator Address Letter regarding ID&R
State Training	Not consistently available	TEA approval process	<ul style="list-style-type: none"> ID&R Online Training NGS/MSIX Webinars
MSIX notification	Inbound communication logs	Filters through TEA	<ul style="list-style-type: none"> NGS training MSIX webinars
IPAD for recruitment and services	Funding	Administrative reluctance	<ul style="list-style-type: none"> Recommendation will be added to the ESSA Grant Program Guidelines.



State MEP Director



The Future is Bright for Migrant Students!

- **You** chose this profession;
- **You** have the resolve, the resiliency, and the resourcefulness needed; and
- **You** are supported by the Texas Education Agency, the Education Service Centers, the districts and the parents.

A large, solid blue circle with a thin white border. The word "Passion" is centered inside the circle in a bold, black, sans-serif font.

Passion

A large, solid light green circle with a thin white border. The word "Trust" is centered inside the circle in a bold, black, sans-serif font.

Trust

A large, solid orange circle with a thin white border. The word "Commit" is centered inside the circle in a bold, black, sans-serif font.

Commit

“...the TEA will be an organization that continuously learns, moving beyond a culture of compliance to a culture of service.”



Migrant Education Program Contacts

Anita Villarreal

Senior Division Director, Migrant Education

Federal Program Compliance Division

Department of Grant Compliance and Administration

Anita.Villarreal@tea.texas.gov

Didi Garcia

Program Director, Migrant Education

Federal Program Compliance Division

Department of Grant Compliance and Administration

Didi.Garcia@tea.texas.gov

Idalia Ibañez, M.S.

Program Manager, Migrant Education

Federal Program Compliance Division

Department of Grant Compliance and Administration

Idalia.Ibanez@tea.texas.gov

Nez Paniagua-Jimenez

Program Coordinator, Migrant Education

Federal Program Compliance Division

Department of Grant Compliance and Administration

Nez.Paniagua-Jimenez@tea.texas.gov



Thank You!