



Texas Title I, Part C Migratory Education Program 2025-26 FIDELITY OF STRATEGY IMPLEMENTATION (FSI)

District:

Region:

FSI Review Team
Members:

Person Submitting FSI:

Purposes:

1. To measure the level of implementation of each **Strategy** listed in the Texas Title I, Part C Migratory Education Program (TXMEP) Service Delivery Plan (SDP).
2. To address the implementation evaluation of the TXMEP as required by the U.S. Department of Education, Office of Migrant Education.
3. To determine the extent to which TXMEP services are delivered with fidelity.
4. To serve as a self-assessment to guide Title I, Part C-funded projects in implementing services in the 4 Goal Areas: (1) Reading and Mathematics, (2) School Readiness, (3) High School Graduation/Services to Out of School Youth [OSY], and (4) Non-Instructional Support Services.

Directions:

- For each *Strategy*, rate your project's level of implementation during 2025-26. Gather a group of key staff to discuss each Strategy. During your discussion, check the strategies/documentation relevant to your project, and cite additional strategies/documentation not covered in the rubric. After reaching consensus, check the applicable rating.
- If a Strategy is not applicable to your project, please place a checkmark in the box and indicate the reason.
- Ratings are based on a 5-point scale where 1=Not Evident, 2=Aware, 3=Developing, 4=Succeeding, and 5=Exceeding where **a rating of Succeeding is considered to be implemented with fidelity of the SDP.**
- **Independent projects; and ESCs that are fiscal agents of an SSA for Title I, Part C as applied in the 25-26 ESSA Consolidated Federal Grant Application; and provide services to non-projects through the ESC TXMEP ESSA Basic Services Grant are to collect/submit 2025-26 FSIs via Qualtrics by September 15, 2026.**

Questions? Contact Andrea Vázquez, Program Evaluator, META Associates at andrea@metaassociates.com or call (512) 573-7206

GOAL AREA 1: READING AND MATHEMATICS

Strategy 1-1: Coordinate/provide supplemental reading language arts (RLA) instruction to eligible migratory students in grades K-12 during the performance period (regular school year and summer).

This Strategy is not applicable to our project. Reason:

Check (√) the ways in which this Strategy was implemented in your project

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| <ul style="list-style-type: none"> <input type="checkbox"/> Coordinate to provide before/after school/Saturday tutorials/tutoring. <input type="checkbox"/> Coordinate to provide supplemental instructional services by a classroom/content area teacher <input type="checkbox"/> Coordinate with other local/state/federal programs and community service providers. <input type="checkbox"/> Coordinate with other school staff or district of residency to support the identified instructional needs of eligible migratory students. <input type="checkbox"/> Educate all staff on the unique needs of eligible migratory students. <input type="checkbox"/> Educate parents of eligible migratory children and ensure access to available instructional opportunities and resources, both Title I, Part C and non-Title I, Part C-funded. | <ul style="list-style-type: none"> <input type="checkbox"/> If no other funds are available, and following TIC guidance, coordinate with the MEP to cover costs (e.g., technology, AP course, dual credit course). <input type="checkbox"/> Provide information and/or training to all staff (TXMEP and non-TXMEP) about instructional services and resources available to support eligible migratory students in reading (e.g., TMEP K-12 Portal, IDRC, iSOSY). <input type="checkbox"/> Provide self-advocacy training to parents of eligible migratory children so they have the tools to access needed support (e.g., individual parent meetings, phone calls, parent advisory committee (PAC) meetings, student conferences). | <ul style="list-style-type: none"> <input type="checkbox"/> Provide students with supplemental materials, resources, and instructional programs for home use (e.g., online learning programs, TMEP Portal K-12, Consortium Incentive Grant [CIG] resources—IDRC, iSOSY). <input type="checkbox"/> Provide targeted services to eligible migratory children and youth during the summer to help mitigate learning loss (e.g., reading camps, weekly reading packets). <input type="checkbox"/> Train individuals providing supplemental instruction. <input type="checkbox"/> Use disaggregated results from informal and/or formal assessments to guide supplemental instruction (e.g., before, after school, summer, virtual, center-based, home-based). <input type="checkbox"/> Utilize state assessment test-taking skill tutorials, including STAAR review/preparation prior to exam dates. |
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Rate the level of implementation for this Strategy:

IMPLEMENTATION LEVEL

<input type="checkbox"/> Not Evident	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
<ul style="list-style-type: none"> ● No provision of needs-based RLA instruction to migratory students. ● No coordination with other programs/service providers to address student learning needs in RLA. ● No use of data to inform instruction. 	<ul style="list-style-type: none"> ● Inadequate provision of needs-based RLA instruction to migratory students. ● Little coordination with other programs/service providers to address student learning needs in RLA. ● Inadequate use of data to inform instruction. 	<ul style="list-style-type: none"> ● Some needs-based RLA instruction provided to migratory students. ● Some coordination with other programs/service providers to address student learning needs in RLA. ● Some use of data to inform instruction. 	<ul style="list-style-type: none"> ● Sufficient needs-based RLA instruction provided to migratory students. ● Frequent coordination with other programs/service providers to address student learning needs in RLA. ● Frequent use of data to inform instruction. 	<ul style="list-style-type: none"> ● Extensive needs-based RLA instruction provided to migratory students. ● Regular coordination with other programs/service providers to address student learning needs in RLA. ● Regular use of data to inform instruction.

If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:

GOAL AREA 1: READING AND MATHEMATICS (CONTINUED)

Strategy 1-2: Coordinate/provide supplemental mathematics instruction to eligible migratory students in grades K-12 during the performance period (regular school year and summer).

This Strategy is not applicable to our project. Reason:

Check (√) the ways in which this Strategy was implemented in your project

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| <ul style="list-style-type: none"> <input type="checkbox"/> Coordinate to provide before/after school/Saturday tutorials/tutoring. <input type="checkbox"/> Coordinate to provide supplemental instructional services by a classroom/content area teacher.. <input type="checkbox"/> Coordinate with other local/state/federal programs and community-based service providers <input type="checkbox"/> Coordinate with other school staff or district of residency to support the identified instructional needs of eligible migratory students. <input type="checkbox"/> Educate all staff on the unique needs of eligible migratory students. <input type="checkbox"/> Educate parents of eligible migratory children and ensure access to available instructional opportunities and resources, both Title I, Part C and non-Title I, Part C- funded. <input type="checkbox"/> If no other funds are available, and following TIC guidance, coordinate with the MEP to cover costs (e.g., calculators, graphing paper, technology, AP course, dual credit course). | <ul style="list-style-type: none"> <input type="checkbox"/> Provide information and/or training to all staff (TXMEP and non-TXMEP) about instructional services and resources available to support eligible migratory students in reading and math (e.g., TMEP K-12 Portal, IDRC, iSOSY). <input type="checkbox"/> Provide self-advocacy training to parents of eligible migratory children so they have the tools to access needed support (e.g., individual parent meetings, phone calls, PAC meetings, student conferences). <input type="checkbox"/> Provide students with supplemental materials, resources, and instructional programs for home use (e.g., online learning programs, TMEP Portal K-12, CIG resources–IDRC, iSOSY). | <ul style="list-style-type: none"> <input type="checkbox"/> Provide targeted services to eligible migratory children and youth during the summer to help mitigate learning loss (e.g., math camps, weekly math packets). <input type="checkbox"/> Train individuals providing Project SMART instruction. <input type="checkbox"/> Train individuals providing supplemental instruction. <input type="checkbox"/> Use disaggregated results from informal and/or formal assessments to guide supplemental instruction (e.g., before, after school, summer, virtual, center-based, home-based). <input type="checkbox"/> Utilize Project SMART when providing supplemental summer services in mathematics to eligible migratory students. <input type="checkbox"/> Utilize state assessment test-taking skill tutorials, including STAAR review/preparation prior to exam dates. |
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Rate the level of implementation for this Strategy:

IMPLEMENTATION LEVEL

<input type="checkbox"/> Not Evident	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
<ul style="list-style-type: none"> ● No provision of needs-based mathematics instruction to migratory students. ● No coordination with other programs/service providers to address student learning needs in mathematics. ● No use of data to inform instruction. 	<ul style="list-style-type: none"> ● Inadequate provision of needs-based mathematics instruction to migratory students. ● Little coordination with other programs/service providers to address student learning needs in mathematics. ● Inadequate use of data to inform instruction. 	<ul style="list-style-type: none"> ● Some needs-based mathematics instruction provided to migratory students. ● Some coordination with other programs/service providers to address student learning needs in mathematics. ● Some use of data to inform instruction. 	<ul style="list-style-type: none"> ● Sufficient needs-based mathematics instruction provided to migratory students. ● Frequent coordination with other programs/service providers to address student learning needs in mathematics. ● Frequent use of data to inform instruction. 	<ul style="list-style-type: none"> ● Extensive needs-based mathematics instruction provided to migratory students. ● Regular coordination with other programs/service providers to address student learning needs in mathematics. ● Regular use of data to inform instruction.

If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:

GOAL AREA 2: SCHOOL READINESS

Strategy 2-1: Coordinate/provide needs-based instructional services to eligible migratory children ages 3-5, not in kindergarten.

This Strategy is not applicable to our project. Reason:

Check (√) the ways in which this Strategy was implemented in your project

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| <ul style="list-style-type: none"> <input type="checkbox"/> Coordinate with other school/district/ESC programs and service providers to advocate for and address the needs of eligible migratory preschool-age children in terms of school readiness. <input type="checkbox"/> Coordinate with Title I, Part A to provide information about preschool services to eligible migratory students and bring awareness to parents. <input type="checkbox"/> Host a TXMEP table at community events, HeadStart/Pre-K registration, school registration. | <ul style="list-style-type: none"> <input type="checkbox"/> Provide parents with support for enrolling their children in early childhood programs (e.g., information, referrals, translations, interpretations, information about community resources). <input type="checkbox"/> Provide the TEA-approved early literacy program [A Bright Beginning (ABB)] for eligible migratory children ages 3-5 who are not served by other programs (during the regular school year, in summer, virtually, face-to-face, at home, and in school-based centers). | <ul style="list-style-type: none"> <input type="checkbox"/> Utilize a local needs assessment and/or other tool such as the Preliminary Family Needs Checklist found in the ID&R Manual to identify the needs of eligible migratory children ages 3-5. <input type="checkbox"/> Utilize an early childhood participation form for parents to accept/deny services (e.g., ABB Participation Form, other local forms). <input type="checkbox"/> Utilize MEP data to ensure 3-5-year-old eligible migratory children are identified (e.g., TX-NGS Early Childhood Recruitment Report, Two-year olds Turning Three Report, Unique Student Count with Names and Facilities Report, Needs Assessment Checklist). |
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Rate the level of implementation for this Strategy:

IMPLEMENTATION LEVEL				
<input type="checkbox"/> Not Evident <ul style="list-style-type: none"> • No provision of needs-based instructional services to migratory children ages 3-5. • No coordination with other programs/service providers to address children's learning needs. • No use of data to inform instruction. 	<input type="checkbox"/> Aware <ul style="list-style-type: none"> • Inadequate provision of needs-based instructional services to migratory children ages 3-5. • Limited coordination with other programs/service providers to address children's learning needs. • Inadequate use of data to inform instruction. 	<input type="checkbox"/> Developing <ul style="list-style-type: none"> • Some provision of needs-based instructional services to migratory children ages 3-5. • Some coordination with other programs/service providers to address children's learning needs. • Some use of data to inform instruction. 	<input type="checkbox"/> Succeeding <ul style="list-style-type: none"> • Sufficient provision of needs-based instructional services to migratory children ages 3-5. • Frequent coordination with other programs/service providers to address children's learning needs. • Frequent use of data to inform instruction. 	<input type="checkbox"/> Exceeding <ul style="list-style-type: none"> • Extensive provision of needs-based instructional services to migratory children ages 3-5. • Regular coordination with other programs/service providers to address children's learning needs. • Regular use of data to inform instruction.

If this Strategy is rated "developing" or below, please indicate how you plan to improve the implementation of this Strategy in the future:

GOAL AREA 2: SCHOOL READINESS (CONTINUED)

Strategy 2-2: Coordinate/provide training and resources to families of eligible migratory children ages 3-5, not in kindergarten, including on the importance of school readiness.

This Strategy is not applicable to our project. Reason:

Check (√) the ways in which this Strategy was implemented in your project

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| <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with parents of eligible migratory preschool children to participate in district-sponsored parenting classes targeting school readiness/literacy. <input type="checkbox"/> Collaborate with school organizations like the National Honor Society to provide childcare during parent/family events or parent meetings. <input type="checkbox"/> Coordinate with Head Start/PreK programs to provide in-person and/or virtual tours of the site. <input type="checkbox"/> Coordinate with other school/district/ESC programs and service providers to advocate for, and address the needs of, eligible migratory preschool-age children in terms of school readiness. <input type="checkbox"/> Coordinate with Title I, Part A to provide information about preschool services to eligible migratory children and bring awareness to parents. | <ul style="list-style-type: none"> <input type="checkbox"/> Disseminate a P2-P3 packet of information (e.g., reading aloud to your baby, developmental activities, importance of school readiness) during residency verifications. <input type="checkbox"/> Host a TXMEP table at community events, HeadStart/Pre-K registration, school registration. <input type="checkbox"/> Invite families to community events where organizations distribute information on school readiness programs. <input type="checkbox"/> Provide information to parents on the importance of early childhood education and the ABB program (e.g., informational meetings for families, PAC meetings, district parent liaison, phone calls, home visits, work site visits, health fairs). | <ul style="list-style-type: none"> <input type="checkbox"/> Provide parents with information at PAC meetings. <input type="checkbox"/> Provide parents with resources/activities that are age- and language-appropriate for eligible migratory children to promote family literacy. <input type="checkbox"/> Provide parents with support for enrolling their children in early childhood programs (e.g., information, referrals, translations, interpretations, information about community resources). <input type="checkbox"/> Utilize an early childhood participation form for parents to accept/deny services (e.g., ABB Participation Form, other local forms). |
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Rate the level of implementation for this Strategy:

IMPLEMENTATION LEVEL				
<input type="checkbox"/> Not Evident	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
<ul style="list-style-type: none"> ● No provision of training and resources on school readiness provided to parents of children ages 3-5. ● No coordination with other programs/service providers to provide training and resources to parents. 	<ul style="list-style-type: none"> ● Inadequate provision of training and resources on school readiness to parents of children ages 3-5. ● Limited coordination with other programs/service providers to provide training and resources to parents. 	<ul style="list-style-type: none"> ● Some provision of training and resources on school readiness to parents of children ages 3-5. ● Some coordination with other programs/service providers to provide training and resources to parents. 	<ul style="list-style-type: none"> ● Sufficient provision of training and resources on school readiness to parents of children ages 3-5. ● Regular coordination with other programs/service providers to provide training and resources to parents. 	<ul style="list-style-type: none"> ● Extensive provision of training and resources on school readiness to parents of children ages 3-5. ● Frequent coordination with other programs/service providers to provide training and resources to parents.

If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:

GOAL AREA 3: HIGH SCHOOL GRADUATION/OSY

Strategy 3-1: Coordinate/provide credit accrual/recovery/acceleration options/support to eligible migratory high school students who lack credits and/or are not on track for graduation.

This Strategy is not applicable to our project. Reason:

Check (√) the ways in which this Strategy was implemented in your project

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| <ul style="list-style-type: none"> <input type="checkbox"/> Based upon progress monitoring, provide student access to services and tools including intrastate and interstate collaboration. <input type="checkbox"/> Be aware of the LEA plan for awarding partial credits (as per local policy) when eligible migratory students and other transfer students move from a different district. <input type="checkbox"/> Collaborate with LEA counselors to ensure course credits and recommended courses are accurately encoded into TX-NGS. <input type="checkbox"/> Conduct a TX-NGS/MSIX course history review. <input type="checkbox"/> Coordinate and collaborate with all staff/programs to conduct transcript reviews for transferring credits from out-of-state and to provide opportunities to continue courses started. <input type="checkbox"/> Coordinate and collaborate with LEA staff to provide student orientation and access to services/tools for eligible migratory students enrolling late and/or withdrawing early. | <ul style="list-style-type: none"> <input type="checkbox"/> Coordinate and collaborate with other programs to ensure eligible migratory students receive appropriate and targeted instruction. <input type="checkbox"/> Coordinate and collaborate with secondary school counselors and administrators to ensure appropriate credits have been awarded (consolidation). <input type="checkbox"/> Coordinate with all staff to monitor progress of eligible migratory students to ensure they are on track for graduation. <input type="checkbox"/> Coordinate with TMIP and other school/district/ESC programs and service providers. <input type="checkbox"/> Facilitate credit accrual and recovery options (e.g., LEA-funded programs, online coursework, learning opportunities). | <ul style="list-style-type: none"> <input type="checkbox"/> Facilitate MEP student transcript review between MEP staff and LEA counselor. <input type="checkbox"/> Implement processes to conduct credit checks, transcript reviews, endorsement pathways, etc. with students through individual student meetings with MEP advisor, school counselor, and college and career counselor. <input type="checkbox"/> Provide resources and support to assist students with conducting self-reviews of their own transcripts to help them plan for their future (e.g., review graduation plan requirements and identify courses that are still needed). <input type="checkbox"/> Provide supplemental financial support for credit recovery courses where other funding sources are not available. <input type="checkbox"/> Survey eligible migratory high school students to identify the motivators for them to continue school. |
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Rate the level of implementation for this Strategy:

IMPLEMENTATION LEVEL				
<input type="checkbox"/> Not Evident	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
<ul style="list-style-type: none"> • No provision of credit accrual/recovery/acceleration to high school students who lack credits and/or are not on track for graduation. • No coordination with other programs/service providers to address student credit needs. 	<ul style="list-style-type: none"> • Inadequate provision of credit accrual/recovery/acceleration to high school students who lack credits and/or are not on track for graduation. • Limited coordination with other programs/service providers to address student credit needs. 	<ul style="list-style-type: none"> • Some provision of credit accrual/recovery/acceleration to high school students who lack credits and/or are not on track for graduation. • Some coordination with other programs/service providers to address student credit needs. 	<ul style="list-style-type: none"> • Sufficient provision of credit accrual/recovery/acceleration to high school students who lack credits and/or are not on track for graduation. • Frequent coordination with other programs/service providers to address student credit needs. 	<ul style="list-style-type: none"> • Extensive provision of credit accrual/recovery/acceleration to high school students who lack credits and/or are not on track for graduation. • Regular coordination with other programs/service providers to address student credit needs.

If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:

GOAL AREA 3: HIGH SCHOOL GRADUATION/OSY (CONTINUED)

Strategy 3-2: Coordinate/provide appropriate and targeted instructional services for eligible migratory high school students.

This Strategy is not applicable to our project. Reason:

Check (✓) the ways in which this Strategy was implemented in your project

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| <ul style="list-style-type: none"> <input type="checkbox"/> Based upon progress monitoring, provide access to services and tools including intrastate and interstate collaboration <input type="checkbox"/> Collaborate with LEA counselors to ensure course credits and recommended courses are accurately encoded into TX-NGS <input type="checkbox"/> Conduct a TX-NGS/MSIX course history review <input type="checkbox"/> Coordinate and collaborate with all staff/programs to conduct transcript reviews for transferring credits from out-of-state and to provide opportunities to continue courses started <input type="checkbox"/> Coordinate and collaborate with LEA staff to provide student orientation and access to services/tools for eligible migratory students enrolling late and/or withdrawing early <input type="checkbox"/> Coordinate and collaborate with other programs to ensure eligible migratory students receive appropriate and targeted instruction | <ul style="list-style-type: none"> <input type="checkbox"/> Coordinate and collaborate with secondary school counselors and administrators to ensure appropriate credits have been awarded (consolidation) <input type="checkbox"/> Coordinate and provide before/after/summer school STAAR test preparation and tutoring for eligible migratory students in grades 9-12 and OSY <input type="checkbox"/> Coordinate with all staff to monitor progress of eligible migratory students to ensure they are on track for graduation <input type="checkbox"/> Coordinate with TMIP, other school/district/ESC programs and service providers <input type="checkbox"/> Coordinate, collaborate, and advocate for eligible migratory students to gain access to needed resources, including access to advanced courses (e.g., AP and dual credit) and career exploration | <ul style="list-style-type: none"> <input type="checkbox"/> Facilitate MEP student transcript review between MEP staff and LEA counselor <input type="checkbox"/> Implement processes to conduct credit checks, transcript reviews, endorsement pathways, etc. with students through individual student meetings with MEP advisor, school counselor, and college and career counselor <input type="checkbox"/> Monitor progress on state assessments <input type="checkbox"/> Provide online tutorials and resources for students who are away from home-based campus <input type="checkbox"/> Provide resources and support to assist students with conducting self-reviews of their own transcripts to help them plan for their future (e.g., review graduation plan requirements and identify courses that are still needed) <input type="checkbox"/> Survey eligible migratory high school students to identify the motivators for them to continue school |
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Rate the level of implementation for this Strategy:

IMPLEMENTATION LEVEL				
<input type="checkbox"/> Not Evident <ul style="list-style-type: none"> • No provision of appropriate and targeted instruction to high school students. • No coordination with other programs/service providers to address student learning needs. • No use of data to inform instruction. 	<input type="checkbox"/> Aware <ul style="list-style-type: none"> • Inadequate provision of appropriate and targeted instruction to high school students. • Inadequate coordination with other programs/service providers to address student learning needs. • Limited use of data to inform instruction. 	<input type="checkbox"/> Developing <ul style="list-style-type: none"> • Some provision of appropriate and targeted instruction to high school students. • Some coordination with other programs/service providers to address student learning needs. • Some use of data to inform instruction. 	<input type="checkbox"/> Succeeding <ul style="list-style-type: none"> • Sufficient provision of appropriate and targeted instruction to high school students. • Frequent coordination with other programs/service providers to address student learning needs. • Frequent use of data to inform instruction. 	<input type="checkbox"/> Exceeding <ul style="list-style-type: none"> • Extensive provision of appropriate and targeted instruction to high school students. • Regular coordination with other programs/service providers to address student learning needs. • Regular use of data to inform instruction.

If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:

GOAL AREA 3: HIGH SCHOOL GRADUATION/OSY (CONTINUED)

Strategy 3-3: Coordinate/provide opportunities and access to college and career readiness for eligible migratory high school students and OSY.

This Strategy is not applicable to our project. Reason:

Check (√) the ways in which this Strategy was implemented in your project

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| <ul style="list-style-type: none"> <input type="checkbox"/> Advocate on behalf of eligible migratory students to receive services from GEAR UP programs, if applicable. <input type="checkbox"/> Collaborate with CAMP projects to provide sessions (virtual and/or face-to-face) on long-term planning and career exploration, post-secondary academic readiness, parental encouragement, financial aid, college admissions/application, etc. <input type="checkbox"/> Collaborate with the Texas Workforce Commission and other similar agencies to offer apprenticeships and career readiness programs. <input type="checkbox"/> Conduct individual student/OSY meetings. <input type="checkbox"/> Coordinate/collaborate to conduct transcript reviews for transferring credits from out-of-state. <input type="checkbox"/> Develop a local list of adult education and HSED programs. | <ul style="list-style-type: none"> <input type="checkbox"/> Provide a variety of opportunities and individuals to interact with migratory students/OSY on a regular basis to build relationships and ensure awareness and access to credit accrual resources (e.g., counselors, TMIP, graduation specialists, CAMP staff). <input type="checkbox"/> Provide college/university campus visits for migratory students and their families. <input type="checkbox"/> Provide information/training to migratory students and their parents about the SAT/ACT, post-secondary application processes, college entry requirements, and financial aid processes. <input type="checkbox"/> Provide scholarship information and assistance. | <ul style="list-style-type: none"> <input type="checkbox"/> Provide migratory students, OSY, and parents information and support about high school equivalency diploma (HSED) options; HEP/CAMP; graduation requirements; dropout recovery programs. <input type="checkbox"/> Provide training (virtual or in-person) to migratory students, OSY, and parents on social-emotional wellness (e.g., sense of belonging, growth mindset, success stories, videos). <input type="checkbox"/> Survey migratory students and OSY to identify the motivators for them pursue post-secondary plans. <input type="checkbox"/> Work closely with districts to identify OSY and provide pathways to graduation or to obtain their HSED, including HEP. |
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Rate the level of implementation for this Strategy:

IMPLEMENTATION LEVEL				
<input type="checkbox"/> Not Evident	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
<ul style="list-style-type: none"> • No provision of college and career readiness information to high school students and OSY. • No coordination with other programs/service providers to provide students/OSY with access to college and career readiness information. 	<ul style="list-style-type: none"> • Inadequate provision of college and career readiness information to high school students and OSY. • Limited coordination with other programs/service providers to provide students/OSY with access to college and career readiness information. 	<ul style="list-style-type: none"> • Some provision of college and career readiness information to high school students and OSY. • Some coordination with other programs/service providers to provide students/OSY with access to college and career readiness information. 	<ul style="list-style-type: none"> • Sufficient provision of college and career readiness information to high school students and OSY. • Frequent coordination with other programs/service providers to provide students/OSY with access to college and career readiness information. 	<ul style="list-style-type: none"> • Extensive provision of college and career readiness information to high school students and OSY. • Regular coordination with other programs/service providers to provide students/OSY with access to college and career readiness information.

If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:

GOAL AREA 3: HIGH SCHOOL GRADUATION/OSY (CONTINUED)

Strategy 3-4: Coordinate/provide opportunities and access to resources and services to meet the unique needs of eligible migratory OSY.

This Strategy is not applicable to our project. Reason:

Check (√) the ways in which this Strategy was implemented in your project

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| <input type="checkbox"/> Coordinate with TMIP.
<input type="checkbox"/> Coordinate/collaborate with existing programs (CAMP, HEP, TWC, etc.) and resources (virtual and/or face-to-face) for informational sessions about access to services. | <input type="checkbox"/> Prepare an OSY resource/information packet for personnel working with migratory OSY to use while interviewing OSY.
<input type="checkbox"/> Provide OSY instructional lessons utilizing iSOSY materials. | <input type="checkbox"/> Provide OSY with information and assistance on re-enrolling in high school programs.
<input type="checkbox"/> Utilize an OSY Profile to identify needs and provide needs-based services or referrals (e.g., instructional, transportation, resources, nutrition). |
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Rate the level of implementation for this Strategy:

IMPLEMENTATION LEVEL

<input type="checkbox"/> Not Evident	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
<ul style="list-style-type: none"> No needs-based resources and services provided to OSY. No coordination with other programs/service providers to address the needs of OSY. 	<ul style="list-style-type: none"> Inadequate provision of resources and services to OSY. Limited coordination with other programs/service providers to address the needs of OSY. 	<ul style="list-style-type: none"> Some resources and services provided to OSY. Some coordination with other programs/service providers to address the needs of OSY. 	<ul style="list-style-type: none"> Sufficient provision of resources and services to OSY. Frequent coordination with other programs/service providers to address the needs of OSY. 	<ul style="list-style-type: none"> Extensive provision of resources and services to OSY. Regular coordination with other programs/services providers to address the needs of OSY.

If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:

GOAL AREA 4: NON-INSTRUCTIONAL SUPPORT SERVICES

Strategy 4-1: Coordinate/provide high quality professional development (PD) to TXMEP and non-TXMEP staff so they can better understand the unique academic and social-emotional needs of eligible migratory children.

This Strategy is not applicable to our project. Reason:

Check (√) the ways in which this Strategy was implemented in your project

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| <input type="checkbox"/> Coordinate/provide training to district, ESC, and other service providers on how to address the cultural sensitivity/social-emotional training and academic needs of migratory children, youth, and OSY (e.g., SPED, GT, Title IA, Title III, McKinney-Vento, Mental Health Programs). | <input type="checkbox"/> Provide PD to personnel who work with migratory students on transcript reviews (intra/interstate and binational), placement and graduation planning, and awarding credit.

<input type="checkbox"/> Provide training on evidence-based instructional materials and curriculum. | <input type="checkbox"/> Provide training to staff who work with migratory students on TXMEP/CIG programs and resources (e.g., Project SMART, IDRC, TMEP, AIIMS, iSOSY).

<input type="checkbox"/> Train staff on the utilization of local community agencies and their resources that provide support services (e.g., FindHelp.org). |
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Rate the level of implementation for this Strategy:

IMPLEMENTATION LEVEL

<input type="checkbox"/> Not Evident	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
<ul style="list-style-type: none"> ● No PD provided to TXMEP/non-TXMEP staff on the unique academic and social-emotional needs of migratory children. ● No coordination with other programs/service providers to provide staff with PD. 	<ul style="list-style-type: none"> ● Inadequate PD provided to MEP/non-MEP staff on the unique academic and social-emotional needs of migratory children. ● Limited coordination with other programs/service providers to provide staff with PD. 	<ul style="list-style-type: none"> ● Some PD provided to MEP/non-MEP staff on the unique academic and social-emotional needs of migratory children. ● Some coordination with other programs/service providers to provide staff with PD. 	<ul style="list-style-type: none"> ● Sufficient PD provided to MEP/non-MEP staff on the unique academic and social-emotional needs of migratory children. ● Frequent coordination with other programs/service providers to provide staff with PD. 	<ul style="list-style-type: none"> ● Extensive PD provided to MEP/non-MEP staff on the unique academic and social-emotional needs of migratory children. ● Regular coordination with other programs/service providers to provide staff with PD.

If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:

GOAL AREA 4: NON-INSTRUCTIONAL SUPPORT SERVICES (CONTINUED)

Strategy 4-2: Coordinate/provide non-instructional support services to meet the needs of eligible migratory children and their families.

This Strategy is not applicable to our project. Reason:

Check (√) the ways in which this Strategy was implemented in your project

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| <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate/coordinate with LEAs and community programs or other grants to provide migratory students with information and access to supplemental materials, resources, and technology (e.g., laptop, tablets, hotspot). <input type="checkbox"/> Collaborate/coordinate with other programs, agencies, and state and LEA programs to provide community non-instructional support services (e.g., clinics, food banks, Workforce solutions, child advocacy programs, daycare) to address the identified non-instructional support services needs of migratory children and youth (e.g., school supplies, clothing, healthcare support, glasses). <input type="checkbox"/> Communicate with migratory families to identify specific needs and provide access to address those needs. <input type="checkbox"/> Coordinate referrals with mental health awareness programs to secure or provide services (e.g., community mental health service providers, school and ESC resources). | <ul style="list-style-type: none"> <input type="checkbox"/> Coordinate services between parents of migratory children and community service providers (e.g., assist parents with completing forms, provide transportation, provide translation/interpretation services). <input type="checkbox"/> Coordinate/collaborate with staff to ensure the services for which students and youth are entitled to receive are being offered (e.g., SPED, GT, Title IA, Title III, McKinney-Vento, Mental Health Programs). <input type="checkbox"/> Coordinate/provide migratory children and their families with access and support to community resources. <input type="checkbox"/> Host community agency resource fairs that allow families to connect with providers. <input type="checkbox"/> Invite service providers to PAC meetings. | <ul style="list-style-type: none"> <input type="checkbox"/> Provide families with access to technology devices and internet/technology connectivity. <input type="checkbox"/> Provide food/nutrition services, including weekend food/nutrition support. <input type="checkbox"/> Provide parent training on strategies to improve reading and math. <input type="checkbox"/> Provide parent/student training on financial aid. <input type="checkbox"/> Provide school supplies, access to Wi-Fi, clothing, and other supplemental materials and resources. <input type="checkbox"/> Share information and access to resources available online and train families on how to utilize resources to locate local community agencies that provide support services (e.g., FindHelp.org). <input type="checkbox"/> Utilize a needs assessment tool similar to what is found in the Texas ID&R Manual to identify the specific needs of eligible migratory students/youth. |
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Rate the level of implementation for this Strategy:

IMPLEMENTATION LEVEL

<input type="checkbox"/> Not Evident	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
<ul style="list-style-type: none"> • No provision of needs-based support services to migratory students. • No coordination with other programs/service providers to address the support services needs of students. 	<ul style="list-style-type: none"> • Inadequate provision of needs-based support services to migratory students. • Limited coordination with other programs/service providers to address the support services needs of students. 	<ul style="list-style-type: none"> • Some provision of needs-based support services to migratory students. • Some coordination with other programs/service providers to address the support services needs of students. 	<ul style="list-style-type: none"> • Sufficient provision of needs-based support services to migratory students. • Frequent coordination with other programs/service providers to address the support services needs of students. 	<ul style="list-style-type: none"> • Extensive provision of needs based support services to migratory students. • Regular coordination with other programs/service providers to address the support services needs of students.

If this Strategy is rated “developing” or below, please indicate how you plan to improve the implementation of this Strategy in the future:

GOAL AREA 4: NON-INSTRUCTIONAL SUPPORT SERVICES (CONTINUED)

Strategy 4-3: Coordinate/provide training and resources to parents of eligible migratory children and youth to build their skills to support their child's educational needs.

- This Strategy is not applicable to our project. Reason:**
- Check (√) the ways in which this Strategy was implemented in your project
- Collaborate with after-school programs to meet the needs of students and parents on resources appropriate to children's ages. (e.g. Safe & Effective Schools).
 - Collaborate with the PFE team to ensure activities and services are aligned with the goals and priorities identified by the PAC.
 - Coordinate with other programs to communicate with parents to ensure awareness of how and when to participate in their child's education.
 - Disseminate to migratory families a district calendar of events that support student learning and facilitate parent attendance (e.g., family math/reading nights, completing college applications).
 - Provide information and training to parents about resources/services to address the identified needs of the child (e.g., PAC meetings, college nights, family math/reading nights, middle school letters, importance of summer services).
 - Provide self-advocacy training to parents on accessing schoolwide resources available to support their child's learning (e.g., navigating the school portal for grades, attendance, policies).
 - Utilize the TMEP/AIIMS & IDRC Portals to provide ongoing support for parents.

Rate the level of implementation for this Strategy:

IMPLEMENTATION LEVEL				
<input type="checkbox"/> Not Evident	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
<ul style="list-style-type: none"> ● No provision of training and resources to parents to build their skills to support their child's educational needs. ● No coordination with other programs/service providers for parent training and resources. 	<ul style="list-style-type: none"> ● Inadequate provision of training and resources to parents to build their skills to support their child's educational needs. ● Limited coordination with other programs/service providers for parent training and resources. 	<ul style="list-style-type: none"> ● Some provision of training and resources to parents to build their skills to support their child's educational needs. ● Some coordination with other programs/service providers for parent training and resources. 	<ul style="list-style-type: none"> ● Sufficient provision of training and resources to parents to build their skills to support their child's educational needs. ● Frequent coordination with other programs/service providers for parent training and resources. 	<ul style="list-style-type: none"> ● Extensive provision of training and resources to parents to build their skills to support their child's educational needs. ● Regular coordination with other programs/service providers for parent training and resources.

If this Strategy is rated "developing" or below, please indicate how you plan to improve the implementation of this Strategy in the future: