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Presentation Notes

Definitions

CNA: Comprehensive Needs Assessment – To collect and examine multiple sources of data to identify the needs of migrant students.

SDP: Service Delivery Plan - To identify the strategies and proven practices that will be used to meet the needs of migrant students.

Purpose of this Session

- Provide direction from the state on local MEP requirements related to CNA and SDP
- Assist local MEPs with needs assessment and service delivery

CNA in Texas

- 2003 – CNA Began Using Model from the U.S. Department of Education's Office of Migrant Education
- 2007 – CNA Continued and Completed/Service Delivery Plan Completed
- 2008-2009 – CNA Update Data Project Conducted

What do you feel you need to know in order to implement the Statewide Service Delivery Plan (SDP)?

Areas of State MEP Requirements

- Identification and Recruitment (ID&R)
- Interstate/Intrastate Coordination and Transfer of Student Records – New Generation System (NGS)
- Parental Involvement
- Service Delivery (Program Services)
- Program Monitoring and Evaluation

Local MEP Requirements

- ID&R
- NGS
- Parental Involvement
- Service Delivery

Important Factors to Consider for Service Delivery

- Needs Assessment _____
- Strategies Used _____
- Staffing Structures_____
- Fiscal Structures _____

The Needs of Our Migrant Children

- Federal: Seven Areas of Concern
- State: Identified Statewide Needs
- Local: Local Needs Assessment

Federal: OME's Seven Areas of Concern

1. Educational Continuity: As migrant children move outside school district or state during the school year, they often experience differences in curriculum, academic standards, policies or expectations. This lack of continuity presents barriers to academic achievement.

2. Instructional Time: Migrant children's mobility also impacts the amount of time they spend receiving instruction and their attendance patterns. High mobility of the migrant family, delays in enrollment and early withdrawal procedures may impact the amount of time migrant students spend engaged in learning.

3. School Engagement: With frequent adjustments to new school settings, migrant students often face difficulty making new friends and gaining social acceptance, which can inhibit their ability to do well in school. A student's school engagement can be affected by three types of factors, which can be grouped according to *behavioral*, *emotional* and *cognitive* engagement.

    a. *Behavioral Engagement* relates to opportunities to participate in academic, social or extracurricular activities and is crucial to positive academic outcomes and preventing school dropout.

    b. *Emotional Engagement* relates to a sense of belonging and feeling valued and can be tied to reactions involving teachers, classmates, materials and school, in general.

    c. *Cognitive Engagement* is tied to the student's investment in learning and may be a response to expectations, relevance and cultural connections.

4. English Language Development: English language development is critical for academic success. English language development focuses on the literacy skills needed for successful content area learning.

5. Educational Support in the Home: While many migrant parents value education for their children, they may not be able to support their children as the school expects or may not have the means to offer an educationally-rich home environment.

6. Health: Migrant students have higher proportions of acute and chronic health problems. They are at greater risk due to pesticide poisoning, farm injuries, heat-related illness and poverty. Migrant families are less likely to have health insurance and more likely to have difficulty accessing services to address health-related needs.

7. Access to Services: Migrant families often have a newcomer status and a home language other than English. These factors often limit their access to educational and educationally-related services available in the school and community.

State: Identified Statewide Needs (By Target Population)

Statewide needs are related to four of the Areas of Concern. Three areas were not addressed. Priority for Service (PFS) students are included in each of the

Target Population: Migrant Early Childhood and Primary Students

1. Migrant first-graders must develop sufficient affective, cognitive and psychomotor skills to be promoted to grade 2. *(Area of Concern: Instructional Time)*

Target Population: Migrant Students in Grades 3-11

2. Migrant students who failed TAKS in any content area must participate in a summer TAKS remediation program. *(Area of Concern: Instructional Time)*

Target Population: Migrant Middle School Students

3. Migrant middle school students must use or apply learning and study skills appropriate to learning. *(Area of Concern: School Engagement)*
4. Migrant middle school students must have timely attention and appropriate interventions related to problems or concerns that are academically and non-academically related. *(Area of Concern: Educational Support in the Home)*
5. Migrant middle school students must have the necessary homework assistance and homework tools at home essential for high levels of student learning and academic success. *(Area of Concern: Educational Support in the Home)*

Target Population: Migrant Secondary Students

6. Migrant secondary students must earn the required core credits for on-time graduation. *(Area of Concern: Educational Continuity)*
7. Migrant secondary students must make up course work in core and elective subject areas due to late enrollment in and/or early withdrawal from Texas schools. *(Area of Concern: Instructional Time)*

Target Population: All Migrant Students Migrating Outside of Texas during the Summer Months

8. Migrant students who migrate outside of Texas in summer months must be served in summer migrant programs through the efforts of interstate coordination. *(Area of Concern: Educational Continuity)*

Statewide SDP: Services According to Identified Need

TARGET POPULATION: Migrant Early Childhood and Primary Students **STRATEGIES TO: Increase the number of migrant first-graders who develop sufficient affective, cognitive and psychomotor skills to be promoted to grade 2.**				
Service/Strategy:	**Documentation:**	**Measurable Outcome:**	**Evaluation of Service/Strategy:**	**Level of Implementation:**
1. Provide comprehensive coordination of services: Within the first 60 days that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs and, to the extent possible, coordinate or provide services to meet the identified needs.	Student Performance Log[1] provided by TEA	Number of students reading at grade level by the end of first grade	Number of migrant students promoted to 2nd grade; quality of referrals for services; student performance related to performance standards for 3rd grade	**LEA –** **Required** Activity for All MEP Project Districts
2. Provide lead teacher to train support staff and administer implementation of the Building Bridges Early Childhood Program to migrant 3- and 4-year-olds if child cannot be served by other available resources.	Building Bridges' Inventories	Number of students meeting post-test expectations included in Building Bridges' Inventories	Number of migrant students meeting post-test expectations for Building Bridges; number of students promoted to 2nd grade; student performance related to performance standards for 3rd grade	**LEA – Supplemental** Activity

Local: Local Needs Assessment Process

The needs assessment process guides the delivery of services at the local level. All services will be either required program activities to meet statewide needs or planned supplemental activities to meet other local needs.

For Each Statewide Need (if applicable to population served)

1. Review statewide need
2. Gather local data and analyze to determine to what degree the statewide need exists for local migrant population
3. Determine priority and select solutions (services)

For Other Local Needs

1. Review what is known about the needs of the local migrant population.
2. Gather local data and analyze to identify gaps for local migrant population.
3. Examine causes and review the Areas of Concern to see if need is due to migratory lifestyle and if able to be addressed through MEP services. *If so, proceed to next step.*
4. Determine priority and select solutions (services)

Overcoming Barriers to Data Access

- Develop relationships with district data staff.
- Establish process for obtaining data at the local level.
- Maintain up-to-date understanding of statewide data as it is provided by State MEP.

Texas MEP Local Needs Assessment Tool (Sample)

LOCAL NEEDS ASSESSMENT: Statewide Need 6 (Migrant Secondary Students) A Resource Provided by the Texas Migrant Education Program (MEP)

SCHOOL DISTRICT:		DATE(S) NEEDS ASSESSED:		SCHOOL YEAR FOR SERVICE DELIVERY:	

1. REVIEW STATEWIDE NEED.

Statewide Need 6: More migrant secondary students must earn required credits for on-time graduation.

2. GATHER AND ANALYZE DATA.

	State Goal	Local Migrant	Gap	Finding
Migrant Graduation Rate (NCLB Indicator #8, 2008 PBMAS)	70%			
(Alternative Indicator) **Migrant Gr. 9-12 On Time for Graduation** (NGS On Time for Graduation Report, *Coming Soon!*)	70%			

3. DETERMINE WHO AND HOW TO TARGET STUDENTS TO BE SERVED.

# Migrant by Grade/Designation		# PFS, Not On Time for Graduation or OSY	Possible Factors to Consider	Population to Be Served and Area(s) to Target	Notes
Gr. 9					
Gr. 10					
Gr. 11					
Gr. 12					
Out-of-School Youth (OSY)					

4. DETERMINE SERVICES TO BE DELIVERED.

Planned Supplemental Services	Select	Funding Source (MEP vs. Non-MEP)	Population to Be Served (grades/ages, all migrant, PFS, PNP, etc.)
Graduation Plan Support: Employ migrant counselor...			
Provide a variety of alternative methods for credit accrual and recovery through			
Other computer-assisted instruction for credit recovery or accrual (Specify):			
Tuition or Fees for Evening Classes, Summer School or Credit by Exam			
Extended Day Tutoring in Core Content Areas			
Tutoring in Core Content Areas during the Regular School Day			
Extended Day TAKS Tutorials			
TAKS Tutorials during the Regular School Day			
Reading Instruction by a Teacher			
Math Instruction by a Teacher			
MAS (formerly Math Plus) Migrant Summer Program			
Other Instructional Migrant Summer Program			
Extracurricular club/leadership organization...			
Other Service(s)			

Service Delivery at the Local Level

NCLB Consolidated Application Aligned to SDP

Schedule Status: New | **FORMULA** | **Application ID: 0006260628840001**

eGrants Application
TEXAS EDUCATION AGENCY

SAS#: NCLBAA10

Organization: LearnAlott ISD
Campus/Site: N/A
Vendor ID: 1700000000

County District: 001901
ESC Region: 04
School Year: 2009-2010

2009-2010 NCLB Consolidated Federal Grant Application

Program Description

PS3103 Title I, Part C Migrant Education

Part 1: Consultation Help

Provide the date of the most recent consultation with local parent advisory committee (PAC).	

Part 2: Private Nonprofit Schools - Title I, Part C

Are any private nonprofit schools located within boundaries?	○ Yes ○ No	Date of Initial Contact	

Initial Contact with Private Nonprofit School Officials to Determine Participation

Initial Contact Methods (This section is required if any private nonprofit schools are within boundaries.)

☐ Certified Letters	☐ Documented Phone Calls	☐ Meetings	☐ Fax Documents	☐ Email Communications
☐ Other Method:				

Are private nonprofit schools participating?	○ Yes ○ No	Date of Consultation	

Participant Consultation and Equitable Services

Indicate the number of private nonprofit schools who indicated during initial consultation they would be participating and receiving Equitable Services for Title I, Part C.	

Development and Design Phase Consultation Methods

Indicate the methods in which the LEA consulted with private nonprofit school officials regarding participating and receiving Equitable Services.

☐ Documented Phone Calls	☐ Meetings	☐ Email Communications
☐ Other Method:		

Indicate the position of the LEA person responsible for maintaining auditable records and labeling of the LEA material and equipment housed at the participating private nonprofit schools.

Consultation Requirements Discussed

#	Indicate that each consultation requirement was discussed with the private nonprofit school officials regarding participating and receiving Equitable services.	Title I, Part C
1.	How Children's (Teachers') Needs Will Be Identified	☐
2.	What Services Will Be Offered	☐
3.	How, Where, and by Whom the Services Will Be Provided	☐
4.	How the Services Will Be Academically Assessed (Evaluated) and How the Results of That Assessment Will Be Used to Improve Those Services	☐
5.	The Size and Scope of the Equitable Services to be Provided to the Eligible Private Nonprofit School Children or Teachers, and the Proportion of Funds That is Allocated for Such Services	☐
6.	How and When the Organization will make Decisions about the Delivery of Services to such Children (or Teachers), Including a Thorough Consideration and Analysis of the Views of the Private Nonprofit School Officials on the Provision of Services through a Contract with Potential Third-Party Providers	☐
7.	Other (Specify):	☐

Part 3: Required Program Activities Help

Only select the corresponding box if the LEA does not have the campus type.

☐ Select this box if you have no secondary high school (grades 9-12).
☐ Select this box if you have no middle school (grades 6-8)/junior high (grades 7-8).
☐ Select this box if you have no elementary school (grades 1-6).
☐ Select this box if you have no Early Childhood/School Readiness Program (EE-Kindergarten).

The LEA is responsible for incorporating all Migrant Education Program (MEP) activities/services/plans and guidelines into a migrant-specific section of the District Improvement Plan (DIP) and updating it on a yearly basis. The activities listed in this section are required for *all Title I, Part C, programs in Texas*. You must maintain documentation of these activities for auditing and monitoring purposes.

☐	a. **ID&R:** Beginning July 1 through June 30, identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment (ID&R) activities according to specific timelines, as outlined in the *Texas Manual for the Identification and Recruitment of Migrant Students*.
☐	b. **ID&R:** Conduct ID&R activities as outlined in the ID&R plan as provided by the State MEP.

Schedule Status: New	FORMULA	
eGrants Application TEXAS EDUCATION AGENCY	Organization: LearnAlott ISD	County District: 001901
	Campus/Site: N/A	ESC Region: 04
SAS#: NCLBAA10	Vendor ID: 1700000000	School Year: 2009-2010

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PS3103 Title I, Part C Migrant Education

☐	c. **NGS:** Beginning July 1 through June 30, encode all required data into the New Generation System (NGS) and conduct all required activities, as outlined in the *NGS Implementation Guidelines for ESCs and LEAs*.
☐	d. **Migrant Services Coordination:** Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.
☐	e. **Migrant Services Coordination:** Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed Texas Assessment of Knowledge and Skills (TAKS) in any content area are accessing local, intrastate, and interstate opportunities available for summer TAKS remediation.
☐	f. **Secondary Students:** (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.
☐	g. **Middle School Students:** Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.
☐	h. **Middle School Students:** Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.
☐	i. **Middle School Students:** Provide a presentation or information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concerns. The presentation or information must include directions for non-MEP staff to notify MEP staff of referrals and interventions.
☐	j. **Middle School Students:** Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.
☐	k. **Students in Grades 3-11:** Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the TAKS are accessing local, intrastate, and interstate opportunities available for summer TAKS remediation.
☐	l. **Early Childhood/School Readiness:** Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, Head Start, Even Start, Texas Migrant Council, or other early childhood programs.)
☐	m. **District Procedures:** Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant student with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration.
☐	n. **Interstate Coordination:** Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs.
☐	o. **Intrastate and Interstate Coordination:** Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.
☐	p. **Migrant Parent Advisory Council:** Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The PAC must abide by the guidelines outlined in the State's MEP policy manual. (A region-wide Migrant PAC may be established where districts are members of a shared services arrangement (SSA) for the MEP.)
☐	q. **Program Evaluation:** By June 30, complete the MEP Evaluation Report provided by TEA.
☐	r. **PEIMS Migrant Indicator Code:** The Title I Migrant Coordinator will provide a list of migrant students to be encoded into PEIMS with the Migrant Indicator Code.

Part 4: 'Priority for Services' Action Plan Help

☐	a. On a monthly basis, run NGS Priority for Services (PFS) reports to identify migrant children and youth who require priority access to MEP services.
☐	b. Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
☐	c. The PFS Action Plan **must** include the following: (1) when, in your school year calendar, the Title I Migrant Coordinator will provide campus principals, appropriate campus staff, and parents the Priority for Services criteria and updated NGS 'Priority for Services' reports (2) when, in your school year calendar, the district's Title I Migrant Coordinator, MEP staff, and migrant school staff will make home and/or community visits to update parents on the academic progress of their children (3) how the district's Title I Migrant Coordinator will use NGS 'Priority for Services' reports to give priority placements to these students in Migrant Education Program activities (4) how the district's Title I Migrant Coordinator will ensure that 'Priority for Services' students receive priority access to instructional services, as well as social workers and community social services/agencies (5) what federal, state, and local programs serve 'Priority for Services' students
☐	d. The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, low income).

Schedule Status: New	FORMULA	Application ID: 0006260628840001
eGrants Application TEXAS EDUCATION AGENCY	Organization: LearnAlott ISD	County District: 001901
	Campus/Site: N/A	ESC Region: 04
SAS#: NCLBAA10	Vendor ID: 1700000000	School Year: 2009-2010

2009-2010 NCLB Consolidated Federal Grant Application

Program Description

PS3103 Title I, Part C Migrant Education

Part 5: Planned Supplemental Activities Help

Secondary High School (grades 9 12)	Funding Source: MEP Funds	Funding Source: Other Funds	Population Served: All Migrant	Population Served: PFS	Population Served: PNP
Graduation Plan Support					
1. Employ migrant counselor or qualified specialized staff to provide graduation plan support above and beyond what is provided by regular school counselors, including in (1) develop individualized migrant student action plans, (2) provide leadership for coordination of services, (3) monitor course completion for PFS students with late entry and/or early withdrawal, (4) review district policies and procedures concerning students with late entry and/or early withdrawal, (5) intervene on behalf of students whose concerns put their academic success at risk, and (6) ensure that migrant students and parents are receiving timely information and assistance regarding the college application process, including scholarship opportunities and financial aid.	☐	☐	☐	☐	☐
Credit Accrual					
2. Offer a variety of alternative methods for credit accrual and recovery by providing (1) opportunities for earning credit by exam or distance learning coursework, such as that available through the Portable Assisted Study Sequence (PASS) courses or the University of Texas at Austin's Migrant Student Graduation Enhancement Program; and (2) use of equipment, space, and support staff necessary for successful completion of coursework. MEP funding is allowable only where migrant students cannot be served by other available resources.	☐	☐	☐	☐	☐
3. Other Computer-Assisted Instruction (Specify):	☐	☐	☐	☐	☐
4. Tuition or Fees for Evening Classes, Summer School, or Credit-by-Exam	☐	☐	☐	☐	☐
Supplemental Instruction					
5. Extended-Day Tutoring in Core Content Areas (before school, after school, or on Saturdays)	☐	☐	☐	☐	☐
6. Tutoring in Core Content Areas during the Regular School Day	☐	☐	☐	☐	☐
7. Extended-Day TAKS Tutorials (before school, after school, or on Saturdays)	☐	☐	☐	☐	☐
8. TAKS Tutorials during the Regular School Day	☐	☐	☐	☐	☐
9. Reading Instruction by a Teacher	☐	☐	☐	☐	☐
10. Math Instruction by a Teacher	☐	☐	☐	☐	☐
Summer Programs					
11. Math Plus	☐	☐	☐	☐	☐
12. Other Instructional Migrant Summer Program (Specify): Note: Must be supplemental to the district's summer program offerings.	☐	☐	☐	☐	☐
School and Social Engagement					
13. Create a migrant extracurricular club or leadership organization specific to migrant secondary students which meets regularly and is designed to (1) help students resolve issues and problems related to late entry and/or early withdrawal, (2) provide leadership opportunities, and (3) facilitate social engagement with school community.	☐	☐	☐	☐	☐
Other					
14. Other (Specify): Note: The activity must address a documented, unmet migrant-specific need and be aligned to one of the seven areas of concern as outlined by the Office of Migrant Education (OME).	☐	☐	☐	☐	☐

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Program Description

PS3103 Title I, Part C Migrant Education

Middle School (grades 6 8)/Junior High (grades 7 8)	Funding Source: MEP Funds	Funding Source: Other Funds	Population Served: All Migrant	Population Served: PFS	Population Served: PNP
Supplemental Instruction					
1. Extended-Day Tutoring in Core Content Areas (before school, after school, or on Saturdays)	☐	☐	☐	☐	☐
2. Tutoring in Core Content Areas during the Regular School Day	☐	☐	☐	☐	☐
3. Extended-Day TAKS Tutorials (before school, after school, or on Saturdays)	☐	☐	☐	☐	☐
4. TAKS Tutorials during the Regular School Day	☐	☐	☐	☐	☐
5. Reading Instruction by a Teacher	☐	☐	☐	☐	☐
6. Math Instruction by a Teacher	☐	☐	☐	☐	☐
Summer Programs					
7. Math Plus	☐	☐	☐	☐	☐
8. Other Instructional Migrant Summer Program (Specify): Note: Must be supplemental to the district's summer program offerings.	☐	☐	☐	☐	☐
School and Social Engagement					
9. Create an extracurricular club or leadership organization specific to migrant students which meets regularly and is designed to (1) help students develop effective learning and study skills; (2) help students seek and receive help from parents, peers, and teachers with academically MEP Funds related and nonacademically related problems or concerns; (3) provide leadership opportunities; Funding Source Other Funds Migrant All and (4) facilitate social engagement with school community.	☐	☐	☐	☐	☐
10. Conduct a full-day retreat or half-day workshop for migrant middle school students aimed at PFS Served developing students' ability to seek and secure timely attention and appropriate interventions regarding academically related and nonacademically related issues they may face.	☐	☐	☐	☐	☐
Other					
11. Other Instructional Migrant Summer Program (Specify): Note: Must be supplemental to the district's summer program offerings.	☐	☐	☐	☐	☐

Elementary School (grades 1 6)	Funding Source: MEP Funds	Funding Source: Other Funds	Population Served: All Migrant	Population Served: PFS	Population Served: PNP
Supplemental Instruction					
1. Extended-Day Tutoring in Core Content Areas (before school, after school, or on Saturdays)	☐	☐	☐	☐	☐
2. Tutoring in Core Content Areas during the Regular School Day	☐	☐	☐	☐	☐
3. Extended-Day TAKS Tutorials (before school, after school, or on Saturdays)	☐	☐	☐	☐	☐
4. TAKS Tutorials during the Regular School Day	☐	☐	☐	☐	☐
5. Reading Instruction by a Teacher	☐	☐	☐	☐	☐
6. Math Instruction by a Teacher	☐	☐	☐	☐	☐
7. Supplemental Instructional Support by a Teacher for Migrant First Grade Students Who Are Performing below the Expected Level of Development, and Collaborate with Parents on Ways to Support Students' Skill Development at Home. Instructional support must be provided outside of regular instructional time, individually or in small groups at least 1-2 times per week and must include engaging, age-appropriate activities to target school readiness.	☐	☐	☐	☐	☐
Summer Programs					
8. Math Plus	☐	☐	☐	☐	☐
9. Other Instructional Migrant Summer Program (Specify): Note: Must be supplemental to the district's summer program offerings.	☐	☐	☐	☐	☐
Other					
10. Other (Specify): Note: The activity must address a documented, unmet migrant-specific need and be aligned one of the seven areas of concern as outlined by the Office of Migrant Education (OME).	☐	☐	☐	☐	☐

Schedule Status: New | **FORMULA** | **Application ID: 0006260628840001**

eGrants Application TEXAS EDUCATION AGENCY

Organization: LearnAlott ISD | **County District:** 001901
Campus/Site: N/A | **ESC Region:** 04
SAS#: NCLBAA10 | **Vendor ID:** 1700000000 | **School Year:** 2009-2010

2009-2010 NCLB Consolidated Federal Grant Application

Program Description

PS3103 Title I, Part C Migrant Education

Early Childhood/School Readiness Program (EE Kindergarten)	Funding Source: MEP Funds	Funding Source: Other Funds	Population Served: All Migrant	Population Served: PFS	Population Served: PNP
Supplemental Instruction					
1. Center-Based Building Bridges: Provide a lead teacher to train support staff and administer center-based implementation of the Building Bridges Early Childhood Program to migrant 3- and 4-year-olds if children cannot be served by other available resources.	☐	☐	☐	☐	☐
2. Home-Based Building Bridges: Provide a lead teacher to train support staff and administer home-based implementation of the Building Bridges Early Childhood Program to migrant 3- and 4-year-olds if children cannot be served by other available resources.	☐	☐	☐	☐	☐
3. Supplemental Instructional Support by a Teacher for Migrant Pre-Kindergarten or Kindergarten Students who are Performing below the Expected Level of Development, and Collaborate with Parents on Ways to Support Students' Skill Development at Home. Instructional support must be provided outside of regular instructional time, individually or in small groups at least 1-2 times per week and must include engaging, age-appropriate activities to target school readiness.	☐	☐	☐	☐	☐
4. Other Center-Based Program for 3- and 4-Year-Olds (Specify):	☐	☐	☐	☐	☐
Summer Programs					
5. Math Plus	☐	☐	☐	☐	☐
6. Other Instructional Migrant Summer Program (Specify): Note: Must be supplemental to district's summer program offerings.	☐	☐	☐	☐	☐
Other					
7. Other (Specify): Note: The activity must address a documented, unmet migrant-specific need and be aligned to one of the seven areas of concern as outlined by the OME.	☐	☐	☐	☐	☐

Support Services MEP funding is allowable only where migrant students cannot be served by other available resources. Support services provided must address a documented need.	Funding Source: MEP Funds	Funding Source: Other Funds	Population Served: All Migrant	Population Served: PFS	Population Served: PNP
Identified Needs for Academic and Nonacademic Support Services					
1. Clothing	☐	☐	☐	☐	☐
2. School Supplies	☐	☐	☐	☐	☐
3. Vision Screening When Not Provided as Part of Foundation Program	☐	☐	☐	☐	☐
4. Hearing Screening When Not Provided as Part of Foundation Program	☐	☐	☐	☐	☐
5. Other Health Support Services (Specify):	☐	☐	☐	☐	☐
Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or Their Child's Education					
6. Childcare During Parent Involvement and PAC Meetings	☐	☐	☐	☐	☐
7. Transportation to and from Parent Involvement and PAC Meetings	☐	☐	☐	☐	☐
8. Light Snack to Encourage Participation or Attendance by Parents at Parent Involvement and PAC Meetings (See Appendix 2)	☐	☐	☐	☐	☐
9. Registration for State and/or National Workshops and Conferences	☐	☐	☐	☐	☐
10. Outreach Activities to Inform Out-of-School Youth and Their Parents about Available Educational Options, Including Dropout Recovery Programs	☐	☐	☐	☐	☐
Other					
11. Other (Specify): Note: The activity must address a documented, unmet migrant-specific need and be aligned to one of the seven areas of concern as outlined by the OME.	☐	☐	☐	☐	☐

Part 6: Additional Information (optional) — 750 of 750

Appropriate MEP-funded Services Meet Migrant-Specific Needs

- Supplement, not supplant
- Use funds for needs not addressed through other programs
- Coordinate services
- Serve PFS first
- Reflect consultation with parents
- Include family literacy programs and supportive services for out-of-school youth

Supplement, Not Supplant: Questions to Consider

- Is this activity/service already provided by another program, or could it be?
- If migrant funds were not available, would this activity/service still be offered?
- Will only migrant students be participating in this activity/service? PFS students?

Resources

Available Online (www.tea.state.tx.us/nclb under the Title I, Part C – Migrant link)

- 2007 Statewide CNA Report
- Statewide Service Delivery Plan (SDP)
- LNA Template (Optional Tool)

Available through Regional ESC Migrant Contact

- SDP Strategies-at-a-Glance
- Student Performance Log
- Sample Letter Formats

Reflections

Have you gained a better understanding of the State MEP's role in leading the CNA and SDP process?

Do you have the information and resources that you need to conduct local needs assessment and plan for effective service delivery?

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