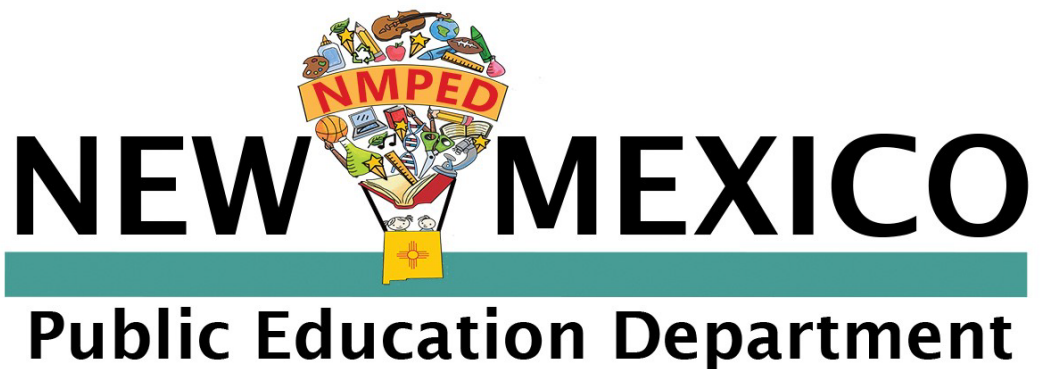


# Service Delivery Plan 2025-2028



**New Mexico Public Education Department  
Title I, Part C, Education of Migratory  
Children**

**June 2025**

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## Abbreviations

CAMP	College Assistance Migrant Program
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
ECE	Early Childhood Education
ELA	English Language Arts
EL	English Learner
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FSI	Fidelity of Strategy Implementation
GED	General Educational Development
HEP	High School Equivalency Program
HS	High School
ID&R	Identification and Recruitment
IMEC	Interstate Migrant Education Council
K-12	Kindergarten through Grade 12
LOA	Local Operating Agency (also LEA for Local Education Agency)
MEP	Migrant Education Program
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
MSSA	Measurements of Student Success and Achievement
NAC	Needs Assessment Committee
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PED	New Mexico Public Education Department
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency

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# Introduction

## ***Legislative Mandate for Service Delivery Planning***

The Title I, Part C - Education of Migratory Children (TIPC), is authorized under the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized in 2015 as the Every Student Succeeds Act (ESSA). The purpose is to meet the unique educational needs of migratory children and their families to ensure that migratory children reach challenging academic standards and graduate high school. Specifically, the goal of TIPC is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting migratory children from doing well in school and making the transition to post-secondary education or employment [Title I, Part C, Sec. 1301(5)].

To identify and address these unique educational needs, state education agencies (SEAs) that receive TIPC funds must develop a statewide Service Delivery Plan (SDP) based on a recent Comprehensive Needs Assessment (CNA). Specifically, the SDP addresses the following (pursuant to Title I, Part C, Sec. 1306 and 34 CFR 200.83):

- provides for the integration of services with other ESEA programs;
- ensures that the state and its Local Operating Agencies (LOAs) identify and address the special educational needs of migratory children;
- reflects collaboration with parents of migratory children;
- provides migratory children with opportunities to meet the same challenging state academic content standards that all children are expected to meet;
- specifies measurable program goals and outcomes;
- encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs; and
- reflects joint planning among local, state, and federal programs.

Section 200.83(b) of the regulations requires SEAs to develop comprehensive state SDPs in consultation with the state migratory Parent Advisory Council (PAC), with the parents of migratory children in a format and language that the parents understand. Eleven representatives from local PACs attended both SDP meetings, participated in discussions, and received materials in a language they were comfortable speaking. All committee decisions included parent input. See the New Mexico SDP Committee membership list at the beginning of this report.

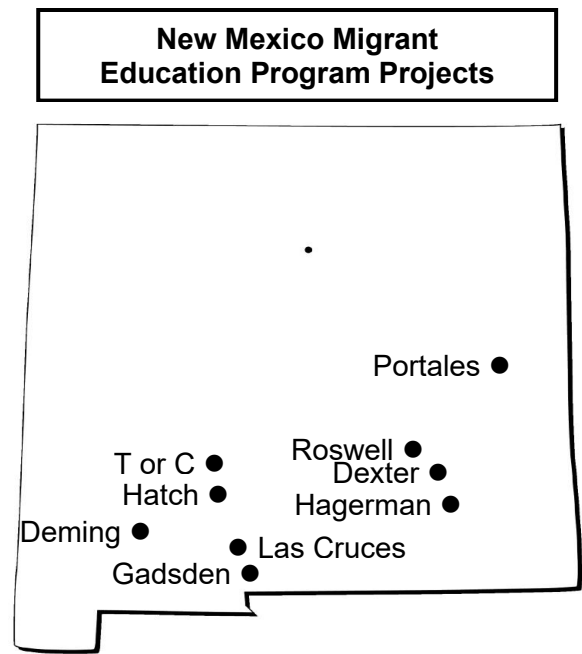
## ***Description of the State Title I, Part C Program***

To fulfill its mission, the New Mexico TIPC program: 1) recruits migratory children eligible for the program; 2) provides supplemental instructional and support services designed to help students participate fully in their education and meet state performance outcomes; 3) coordinates among LOAs, community service organizations, and businesses to assist migratory families; 4) coordinates with parents and community members on the design, development, delivery, and evaluation of migrant programs; and 5) collaborates with other states, national agencies, and organizations to ensure continuity of instruction for migratory children.

Instructional and support services needs for migratory children were identified through a CNA process completed in August 2024 that the program used to design this SDP outlining how the program would meet the identified needs.

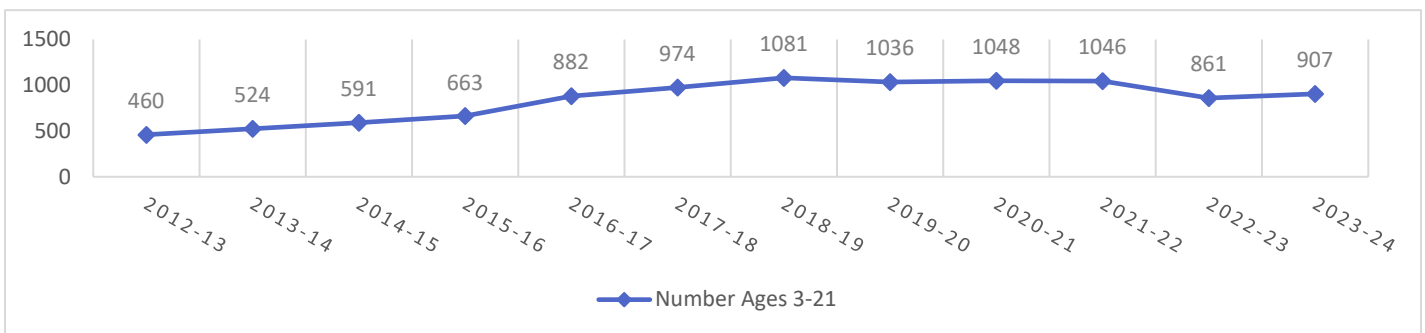
The TIPC is a state-operated program which signifies that funds go directly to the SEA. The state then sub-allocates to LOAs. New Mexico funds nine projects in school districts in the southern and eastern areas of the state (see the map to the right).

Statewide, 907 migratory children were identified during 2023-24. Exhibit 2 provides a longitudinal snapshot of the total number of children and youth identified from age 3-21. Transitioning identification and recruitment (ID&R) responsibilities from school-based recruiters to regional recruiters and participation in the ID&R Consortium Incentive Grant (CIG) have helped New Mexico identify eligible children beginning in 2013- 2014. More recently, changes to immigration policies and technology that replaces labor have impacted the number of eligible children.



### Total Number of Eligible Migratory Children 2012-13 to 2023-24

Source: Migratory Student Data System



New Mexico places an emphasis on providing services to all migratory children and youth residing in the state. Student services include instructional services provided by teachers and paraprofessionals in various settings such as in-class tutoring, after-school programs, and summer school. High school graduation services include credit accrual, identifying and working toward individual learning goals, and post-secondary preparation and planning. Support services include health and nutrition services, medical and dental services, transportation, and other services that help migratory students participate fully in their education.

In 2023-24, 57% of migratory children and youth received services. Services were counted if there was an instructional or support service provided for at least one day between September 1, 2023, and August 31, 2024. More migratory students participate in support services than in instructional services. During the reporting period, 42% of eligible migratory students received an instructional service and 55% received a support service.

### Description of the Planning Process

The State Title I, Part C, Director convened a team of key stakeholders, including representatives from the New Mexico Public Education Department (NMPED); State Title I, Part C, staff who coordinate data collection, staff development, educational programming, and parent engagement; migratory parents where are members of the state PAC; and school district personnel who provide direct services to migratory children, preschoolers, and Out-of-School Youth (OSY).

Refer to the beginning of this report for a list of SDP Committee members. The table below summarizes the two SDP meetings held in Las Cruces and Gadsden to work through SDP development collaboratively.

### Schedule of SDP Committee Meetings

Dates	Objectives	Outcomes
December 6, 2024	<ol style="list-style-type: none"> <li>1) Create strategies for meeting student needs.</li> <li>2) Create Measurable Program Outcomes (MPOs) and align them to strategies.</li> <li>3) Review and decide on next steps toward determining the major components of the SDP.</li> </ol>	<ul style="list-style-type: none"> <li>• Reviewed the findings from the CNA process.</li> <li>• Established goal area teams to review solution strategies from the CNA and draft SDP strategies for each goal area: English Language Arts (ELA), math, school readiness, high school graduation, OSY achievement, and family and support services.</li> <li>• Drafted strategies and MPOs.</li> </ul>
January 30, 2025	<ol style="list-style-type: none"> <li>1) Review and revise strategies and MPOs.</li> <li>2) Identify resources needed to implement the strategies.</li> <li>3) Develop a logic model for the Continuous Improvement Cycle.</li> <li>4) Discuss the next steps in developing the SDP report and aligning systems.</li> </ol>	<ul style="list-style-type: none"> <li>• Finalized strategies in goal area teams.</li> <li>• Reviewed process (program implementation) and outcome (performance) objectives.</li> <li>• Finalized MPO language for each goal area strategy.</li> <li>• Discussed components of the SDP related to the parent involvement plan, implementation and accountability plan, the ID&amp;R plan, the technical assistance and monitoring plan, and the student records plan.</li> <li>• Finalized the logic model.</li> <li>• Identified resources needed to implement strategies.</li> </ul>

Many members of the SDP Committee also served on the Needs Assessment Committee (NAC) to provide continuity to the process. This helped ensure that systems were aligned to meet the unique educational needs of New Mexico’s migratory children.

The General Framework Section of this report contains the CNA/SDP/Evaluation Alignment Chart with the SDP Committee decisions. The SDP Decisions and Planning Chart was used throughout the process as an organizer. The Alignment Chart shows the needs identified in the CNA process, the strategies and MPOs created during the SDP process, and the evaluation questions for the results and implementation evaluations.

## General Framework

### *State Performance Targets*

The Measurements of Student Success and Achievement (MSSA) is New Mexico’s statewide summative assessment for mathematics and ELA, administered at the end of grades 3-8. The MSSA is designed to measure whether students are on track to be ready for college or career, as defined by the state, by showing they have mastered the New Mexico Common Core State Standards for mathematics and language arts.

The New Mexico ESSA Consolidated State Plan from December 2024 defines proficiency rate long term goals and measures of interim progress for all students and some subgroups. While the final, approved ESSA State Plan includes interim targets for some subgroups, migratory students are not included in the subgroups.

Following guidance from the Office of Migrant Education (OME) at the U.S. Department of Education, the New Mexico plan is to compare migratory student progress to the interim targets for all students.

While these targets are not designed based on the proficiency levels of migratory students, they provide a reference point from which to gauge progress.

As with all single reference points of skills, proficiency rates on the MSSA should be interpreted in conjunction with other measures of progress, such as the MPOs. Furthermore, proficiencies on state assessments are designed to measure knowledge gained from all sources but primarily the regular school year instruction. Instruction from the TIPC program is supplemental to all other instruction migratory students receive.

In addition to the proficiency rates on the MSSA, the migratory student four-year cohort graduation rate will be compared to the targets for the four-year cohort graduation rate for all students. The following exhibit shows interim and long-term targets for proficiency and graduation.

### Consolidated State Plan MSSA Proficiency and Graduation Rate Targets

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Grades 3-8 ELA	45.63	48.83	52.03	55.23	58.43	61.62	64.82	68.02
Grades 3-8 Math	36.00	39.77	43.53	47.30	51.06	54.83	58.59	62.36
Graduation Rate	80.20	81.37	82.53	83.70	84.86	86.03	87.19	88.36

Source: NM ESSA Consolidated State Plan, 2024

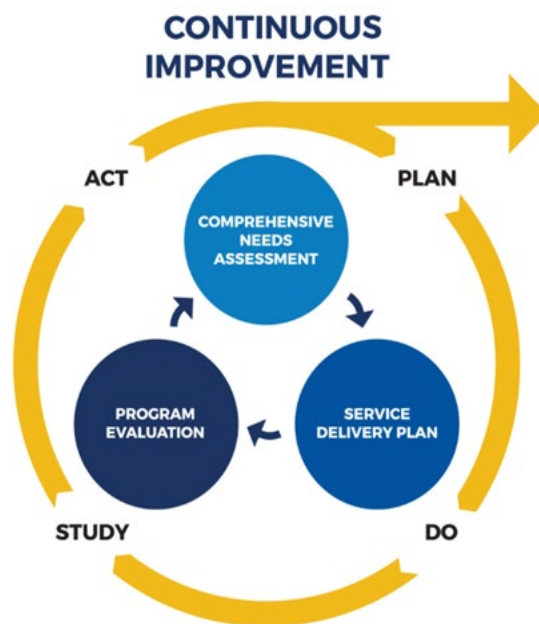
New Mexico has not set state performance targets for reducing the number of high school students who dropout, nor have they set targets for OSY. Dropouts are factored into the calculation for the adjusted cohort graduation rate, following the federal guidelines. However, the program has identified these as areas of need within the population of migratory children.

**School Readiness:** Though the state has not identified specific performance targets for school readiness, New Mexico has developed statewide guidelines. “[T]he New Mexico Early Learning [Guidelines](#) were developed for children birth to age 5.

These guidelines along with the Authentic Observation Documentation and Curriculum Planning Process, a system of observation, documentation, and analysis that helps track a child’s progress toward meeting early learning expectations, are some of the most important professional tools that early childhood educators use in the classroom. These provide a cross-systems approach to building upon the strengths of each child to facilitate their growth, development, and learning within the context of their family so that New Mexico children are happy, healthy, and ready for success in their K-12 education.” (ESSA State Plan, 12/2024)

### Needs Identified through the Statewide CNA

The TIPC program followed OME’s recommended Continuous Improvement Cycle (right) for the development of the SDP. The SDP process builds on the findings from the recent CNA (completed in 2024 and on file with PED) using the CNA Toolkit (OME 2018) model of identifying major concerns, analyzing data to validate those concerns, and selecting evidence-based solutions to address those needs.



The CNA serves as the foundation for the SDP process, in which key stakeholders convene to review the CNA findings, develop implementation strategies, and develop MPOs to assess impact of student progress. The NM TIPC program will implement the strategies and data collection efforts through dissemination and training to local program staff beginning in the summer of 2025 with full implementation in 2025-26 through 2027-28.

The evaluation measures developed in the SDP inform a statewide program evaluation that collects data on the program's fidelity to implementing its intended strategies and the impact of those evidence-based strategies on student achievement.

In addition to the findings from the CNA, the alignment chart to follow contains these SDP components:

- **Service Delivery Strategies:** The service delivery strategies identified by the SDP Committee are the activities the local programs will undertake to address the needs identified during the CNA process. The strategies will be used as the target for the implementation of the TIPC program.
- **Measurable Program Outcomes:** The SDP Committee created MPOs based on the strategies that reflect the state performance targets, needs identified in the CNA, and solutions identified during the CNA process. MPOs are the desired outcomes of the strategies that quantify the differences that the TIPC program will make. MPOs provide the foundation for the SDP and can be clearly communicated and evaluated.
- **Evaluation Questions:** The SDP Committee developed an Evaluation Plan for results (that relate to the state performance indicators/targets and MPOs) and for implementation (that relate to the strategies). The Alignment Chart that follows provides a foundation for the program evaluation based on the questions identified during the SDP planning process. Please refer to the Evaluation Plan of this SDP for a detailed description of how data for MPOs will be collected and reported.

## **GOAL AREA #1: ELA and Mathematics Strategies, MPOs, and Evaluation Questions**

### **Concern Statements:**

- We are concerned that migratory students experience learning loss due to interrupted schooling, chronic absenteeism, and are not prepared for the next grade level.
- We are concerned that migratory students (grades K-12) are achieving proficiency at a lower rate than non-migratory students on assessments including New Mexico state assessments in ELA and mathematics.
- We are concerned that migratory students, particularly Priority for Services (PFS) students, have limited access to extended learning opportunities, including summer services, to target learning gaps in reading and math.

Strategies	MPOs	Results and Implementation Evaluation Questions
1.1) Dedicate TIPC program staff during the regular term to focus on migratory students' language arts and math needs and provide aligned services designed to promote school attendance, enhance relationships with families, and provide support including academic and SEL.	1A) By the end of the 2025-26 performance period, the percentage of migratory students in grades K-12 who are chronically absent will decrease by five percentage points for students who received TIPC instructional services for at least six months compared to baseline from 2024-25.	<ul style="list-style-type: none"> <li>• What percentage of students in grades K-12 who received TIPC program instructional services for at least six months were chronically absent?</li> <li>• What percentage of identified K-12 migratory students received TIPC program instructional services during the school year?</li> <li>• How were services provided, and attendance monitored?</li> <li>• How were absences addressed when identified?</li> </ul>
1.2) Identify the needs of all TIPC program students with an emphasis on PFS students soon after initial enrollment in the regular school year, provide a placement assessment to determine reading and math needs, and provide instruction aligned to needs.	<p>1B) By the end of the 2025-26 performance period, migratory students in grades K-12 who receive TIPC program supplemental services in reading will demonstrate a statistically significant gain (<math>p &lt; .05</math>) on a computer- or curriculum-based ELA assessment</p> <p>1C) By the end of the 2025-26 performance period, migratory students in grades K-12 who receive TIPC program supplemental services in mathematics will demonstrate a statistically significant gain (<math>p &lt; .05</math>) on a computer- or curriculum-based mathematics assessment.</p>	<ul style="list-style-type: none"> <li>• What percentage of students receiving supplemental instruction demonstrated gains on district assessments? Was the average gain statistically significant (<math>p &lt; .05</math>)?</li> <li>• What percentage of students demonstrated a gain?</li> <li>• What assessments were used to determine needs and progress?</li> <li>• What services did students receive to address learning gaps? What was the evidence base for services provided?</li> </ul>
1.3) Provide migratory students with evidence-based supplemental summer/ intersession instruction through site- or home-based projects designed to address learning loss through enrichment activities and/or services to eliminate barriers to participation.	1D) By the end of the 2025-26 performance period, 50% of migratory students in grades K-8 who have access to district summer/intersession programs will participate in summer 2026 (an increase of 11 percentage points from baseline summer 2024).	<ul style="list-style-type: none"> <li>• What percentage of migratory students with access to summer programs participated in the program?</li> <li>• What services and summer programs were provided?</li> <li>• What percentage of migratory students had access to summer programs?</li> </ul>

## **GOAL AREA #2: School Readiness Strategies, MPOs, and Evaluation Questions**

### **Concern Statements:**

- We are concerned that migratory children (ages 3-5) are not acquiring necessary skills to enter school and are not participating in preschool services due to a lack of transportation, limited enrollment spots, and access to preschool services and programs.
- We are concerned that migratory parents need access to and information about Early Childhood Education (ECE) programs.

<b>Strategies</b>	<b>MPOs</b>	<b>Results and Implementation Evaluation Questions</b>
<b>2.1)</b> Advocate for migratory families with ECE providers to hold spots open for migratory families and ensure children receive support in their home language.	<b>2A)</b> By the end of the 2025-2026 performance period, 45% of identified migratory children ages 3-5 (not in kindergarten) who are resident for at least six months will participate in an ECE program (either TIPC-funded or existing in the district).	<ul style="list-style-type: none"> <li>• What percentage of preschool children ages 3-5 (not in kindergarten) who were resident in New Mexico for at least six months participated in an ECE program (TIPC funded and non-TIPC funded)?</li> <li>• How many migratory children ages 3-5 attended any ECE services during the regular term and summer?</li> <li>• What programs did migratory children attend?</li> <li>• How did the programs facilitate attendance?</li> <li>• What parent support did projects provide regarding benefits and enrollment in ECE?</li> <li>• For how many parents did projects provide information or assistance?</li> </ul>
<b>2.2)</b> TIPC staff meet with parents to support transition and enrollment into preschool and provide culturally relevant information, support, and resources about the benefits of preschool programs to migratory parents through outreach, home visits, and parent support groups to educate parents on the importance of ECE.		
<b>2.3)</b> Provide instruction with home language support in summer/intersession programs and/or home visits for migratory preschool children designed to teach foundational skills needed for kindergarten.	<b>2B)</b> By the end of the 2025-26 performance period, 35% of migratory preschool children ages 3-5 (not in kindergarten) will receive TIPC program instructional services.	<ul style="list-style-type: none"> <li>• What percentage of preschool children ages 3-5 received TIPC-funded instruction?</li> <li>• What instructional materials did projects use?</li> <li>• What progress monitoring tools did projects use?</li> <li>• What support did projects provide?</li> <li>• What resources did projects provide?</li> </ul>
<b>2.4)</b> Provide transportation to TIPC students or existing preschool programs, internet access, fees for preschool programs, and educational resources to parents.		

### **GOAL AREA #3: Graduation and OSY Achievement Strategies, MPOs, and Evaluation Questions**

- We are concerned that migratory students are not achieving in the core content courses due to inadequate foundational skills, academic language gaps, gaps in credit accrual, mobility, attendance, internet connectivity, virtual learning, and difficulty with credit recovery.
- We are concerned that migratory secondary students and OSY lack the knowledge of basic life skills (such as balancing a checking account, basic English communication, and accessing community services) due to limited prior schooling.
- We are concerned that migratory students are leaving high school without the adequate math, reading, computer, and writing skills to achieve in college and careers.
- We are concerned that migratory OSY lack access to services, English tutoring, virtual classes, refuse services, and lack information that would lead to re-enrollment in school or a GED program.

<b>Strategies</b>	<b>MPOs</b>	<b>Results and Implementation Evaluation Questions</b>
<b>3.1)</b> Determine needs and provide appropriate supplemental services for OSY and high school students with facilitation (including warm handoff) between recruiters and TIPC staff. Provide services that meet needs with flexible scheduling and regular evaluation of Next Step Plans, OSY Profiles, and/or Learning Plans. Examples of supplemental services include English language instruction, instruction in life skills (OSY lessons), parenting skills, family literacy skills, tutoring, summer school/intersession, extended school day, credit accrual, college and career readiness, online instruction to improve core content achievement, and other state-approved instructional services.	<b>3A)</b> By the end of the 2025-26 performance period, 70% of high school students who received TIPC program supplemental instructional services will be on track for graduation/GED as measured by their Next Step Plan.  <b>3B)</b> By the end of the 2025-26 performance period, 70% of high school students and OSY who received TIPC program supplemental instructional services will make progress on local learning plans.	<ul style="list-style-type: none"> <li>• What percentage of high school students who received TIPC program supplemental instructional services were on track for graduation according to their Next Step Plan?</li> <li>• What percentage of high school students and OSY made progress on local learning plans (e.g., earning credit, earning certificates, or progress on local assessments)?</li> <li>• How many students participated?</li> <li>• What was the evidence base for the instructional services?</li> <li>• What technological support did the program provide?</li> </ul>
<b>3.2)</b> Provide access to services, resources, and follow-up with referrals and support that meet the needs of OSY, such as support for remote learning, adult basic education, credit accrual and credential programs, High School Equivalency Programs (HEP), College Assistance Migrant Program (CAMP), or re-enrollment in school.	<b>3C)</b> By the end of the 2025-26 performance period, 30% of migratory OSY will have received TIPC program instructional services.	<ul style="list-style-type: none"> <li>• What percentage of migratory OSY received TIPC program instructional services including reading, math, credit accrual, or other instruction?</li> <li>• What instructional support was provided?</li> <li>• With which programs did the TIPC program collaborate?</li> </ul>
<b>3.3)</b> Collaborate with school district and community resources to provide supplemental educational support to migratory students and use TIPC funds for any additional unavailable resources. Examples include support for access to CTE pathways, support for enrollment and participation in HEP, college and career educational activities, and assisting migratory students who participate in remote learning by eliminating barriers through facilitating internet access and loaner laptops for students.	<b>3D)</b> By the end of the 2025-26 performance period, 55% of migratory high school students (9-12) will have received TIPC program instructional services.	<ul style="list-style-type: none"> <li>• What percentage of migratory students received instructional services?</li> <li>• What evidence-based supplemental instructional services were provided for secondary migratory students?</li> <li>• What access did TIPC program services support?</li> </ul>

## **GOAL AREA #4: Family and Support Services Strategies, MPOs, and Evaluation Questions**

### **Concern Statements:**

- We are concerned that migratory students do not have access to comprehensive resources such as books, materials, software programs, supplies, clothing (undergarments), nutrition, supplemental educational materials, health care, access to internet and/or devices and community services; need referrals to mental and behavioral health regardless of legal status; and that there is a lack of staff and counselors that are bilingual to support our migratory students.
- We are concerned that parents express that they lack English communication skills; knowledge of the school system, technology to access resources, and learning management systems; and understanding of ELA and math requirements to effectively advocate for and support their children's education.

<b>Strategies</b>	<b>MPOs</b>	<b>Results and Implementation Evaluation Questions</b>
<b>4.1)</b> Contact families within 10 days of Certificate of Eligibility (COE) approval to complete the CNA and provide welcome letter, calendar of TIPC meetings/events, provide just-in-time support aligned to needs, and an informational sheet with all services provided by the district. TIPC staff do initial referrals to community agencies and follow up to see if need was met. When identified in the CNA, schedule needed instructional and/or support services, including SEL referrals or activities.	<b>4A)</b> By the end of the 2025-26 performance period, 90% of migratory families and OSY will have their CNA completed within 10 days of COE approval.	<ul style="list-style-type: none"> <li>• What percentage of families had a family needs assessment completed within 10 days of COE approval?</li> <li>• What services did the students and families report need?</li> </ul>
<b>4.2)</b> Use TIPC funds to purchase and distribute school supplies, home learning activities, clothing, shoes, undergarments, and hygiene supplies when unavailable through other sources, and coordinate to assist migratory children with medical, dental, vision and mental health when other means are not available.	<b>4B)</b> By the end of the 2025-26 performance period, 90% of migratory families and OSY that reported needs on the TIPC family needs assessment will receive support or referrals aligned to their needs.	<ul style="list-style-type: none"> <li>• What percentage of migratory families and OSY with documented needs received services aligned to needs as documented on the family needs assessment?</li> <li>• What support services did the TIPC program provide?</li> </ul>
<b>4.3)</b> Provide ongoing parent education, engagement activities and migrant PAC meetings designed to help parents communicate with the school, support their children's educational goals and be engaged in their children's education. Activities should address school readiness, ELA, math, graduation and family and support services.	<b>4C)</b> By the end of the 2025-26 performance period, 80% of migratory parents/family members that participated in parent activities and services will report that they are more involved in their child's education.	<ul style="list-style-type: none"> <li>• What percentage of parents attending TIPC-sponsored parent engagement activities responding to surveys reported that they can better support their children's education?</li> <li>• What were the topics, and how many parents attended of TIPC-sponsored parent engagement activities?</li> <li>• How many opportunities for parent engagement did the state and local TIPC programs provide?</li> <li>• What activities from the TIPC parent involvement consortium did projects implement?</li> <li>• What parent engagement resources did projects share?</li> </ul>
<b>4.4)</b> Collaborate with the TIPC parent involvement consortium to provide resources for parent engagement.		

# Evaluation Plan

## *Plan for Evaluation of Project Implementation and MPO Results*

The evaluation of the New Mexico TIPC program will be completed by NMPED with the assistance of an external evaluation firm knowledgeable about the program, evaluation design, federal reporting requirements and OME guidelines, the state context, and the operation of the program. The evaluation will systematically collect information to improve the program and to help the state make decisions about program improvement and success.

The evaluation will report both **implementation** and **outcome** data to determine the extent to which the MPOs for the program in ELA, mathematics, school readiness, high school graduation and services to secondary aged youth, and family and support services strategies have been addressed and met. Questions to be answered by implementation and outcome data are included in the alignment chart in the previous section.

To comply with federal guidelines, New Mexico will prepare an annual performance results evaluation to inform SEA decision making. New Mexico will prepare a full evaluation report that includes performance results data on national performance measures and any additional performance targets identified by the state, results data on MPOs, implementation results from one half to one third of sites, and implications and recommendations for improvement of services based upon implementation results and performance results data.

## *National TIPC Performance Measure and Implementation Data Collection and Reporting*

The charts that follow provide information on the student, staff, parent, and program data collected and reported through the MEP for the implementation evaluation and the national TIPC performance measure section of the results evaluation.

Data element	Who collects?	How?	Timeline
Number of migratory students (PFS/non-PFS) and non-migratory students tested and scoring proficient on state ELA and mathematics assessments statewide	PED staff	State database	January- annually
Four-year adjusted cohort graduation rates of migratory students and non-migratory students	PED staff	State database	January- annually
Dropout rate for migratory students; and the dropout rate for non-migratory students	PED staff	State database	January- annually
Number of eligible migratory students (PFS, non-PFS, all migratory) in grades 7-12 who were promoted to the next grade level	PED staff	MIS2000, state database	January- annually
Number of PY eligible migratory 10th grade students and the number who received full credit for Algebra I by the end of the 10 <sup>th</sup> grade	PED staff	MIS2000, state database	January- annually
Demographic and programmatic data contained in the Consolidated State Performance Report (CSPR)	PED staff	MIS2000, CSPR	January- annually
Fidelity of Strategy Implementation (FSI) ratings	Evaluator	FSI	Annual Site-visits
Number and type of intra- and interstate coordination activities	PED & LOA staff	Consortium records	September- annually
Number of parents involved through attendance at parent meetings; participation in workshops, classes, parent training; and school/classroom visits	LOA staff	LOA staff	September- annually
Professional Development (PD) participation, agendas, and surveys	PED & LOA staff	PED & LOA staff	September- annually

### ***Student Assessment and Progress Monitoring Plan***

For **program improvement** purposes and in accordance with the **evaluation requirements** provided in 34 CFR 200.83(a)(4), the evaluation data and demographic information described in the preceding alignment chart and the following evaluation data chart will be collected, compiled, analyzed, and summarized for the TIPC program. These activities will help the state determine the degree to which the program is on target to reach the state performance targets and are effective based on the chosen MPOs. Data collection will occur through standard data reporting to the specific data system (MIS2000), coordination with NOVA, and an annual program evaluation data collection (online, spreadsheets, surveys, and other data collection methods).

Specifically, data will be collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the program. The data to be collected are listed in the tables on the following pages. Following each data element is information on the individual or agency responsible, the method of data collection, and the frequency of data collection.

### **Exhibit 11: Results Evaluation Data Collection Plan**

<b>MPO</b>	<b>How?</b>	<b>Who collects?</b>	<b>Timeline</b>
<b>English Language Arts and Mathematics</b>			
<b>1A)</b> By the end of the 2025-26 performance period, the percentage of migratory students in grades K-12 who are chronically absent will decrease by five percentage points for students who received TIPC program instructional services for at least six months compared to baseline from 2024-25.	Project Director Report	Project Directors	End of school year (EOY) - annually
<b>1B)</b> By the end of the 2025-26 performance period, migratory students in grades K-12 who receive TIPC program supplemental services in reading will demonstrate a statistically significant gain ( $p < .05$ ) on a computer- or curriculum-based ELA assessment	Local Assessment Results Spreadsheet	Project Directors	EOY- annually
<b>1C)</b> By the end of the 2025-26 performance period, migratory students in grades K-12 who receive TIPC program supplemental services in mathematics will demonstrate a statistically significant gain ( $p < .05$ ) on a computer- or curriculum-based mathematics assessment.	Local Assessment Results Spreadsheet	Project Directors	EOY- annually
<b>1D)</b> By the end of the 2025-26 performance period, 50% of migratory students in grades K-8 who have access to district summer/intersession programs will participate in summer 2026 (an increase of 11 percentage points from baseline summer 2024).	MIS2000	Project Directors, data specialists	End of the summer- annually
<b>School Readiness</b>			
<b>2A)</b> By the end of the 2025-2026 performance period, 45% of identified migratory children ages 3-5 (not in kindergarten) who are resident for at least six months will participate in an ECE program (either TIPC-funded or existing in the district).	Director Report	Project Directors	September- annually
<b>2B)</b> By the end of the 2025-26 performance period, 35% of migratory preschool children ages 3-5 (not in kindergarten) will receive TIPC program instructional services.	Unified Application MIS2000	PED	January- annually
<b>High School Graduation and Services for OSY</b>			

MPO	How?	Who collects?	Timeline
<b>3A)</b> By the end of the 2025-26 performance period, 70% of high school students who received TIPC program supplemental instructional services will be on track for graduation/GED as measured by their Next Step Plan.	Director Report	Project Directors	September-annually
<b>3B)</b> By the end of the 2025-26 performance period, 70% of high school students and OSY who received TIPC program supplemental instructional services will make progress on local learning plans.	Director Report	Project Directors	September-annually
<b>3C)</b> By the end of the 2025-26 performance period, 30% of migratory OSY will have received TIPC program instructional services.	MIS2000	Project Directors or data specialists	January-annually
<b>3D)</b> By the end of the 2025-26 performance period, 55% of migratory high school students (9-12) will have received TIPC program instructional services.	MIS2000	Project Directors or data specialists	January-annually
<b>Family and Support Services</b>			
<b>4A)</b> By the end of the 2025-26 performance period, 90% of migratory families and OSY will have their CNA completed within 10 days of COE approval.	Family needs Assessment	Recruiters or services providers	September-annually
<b>4B)</b> By the end of the 2025-26 performance period, 90% of migratory families and OSY that reported needs on the Family Needs Assessment will receive support or referrals aligned to their needs.	Family Needs Assessment, Director Report	Project directors, TIPC staff	September-annually
<b>4C)</b> By the end of the 2025-26 performance period, 80% of migratory parents/family members that participated in parent activities and services will report that they are more involved in their child's education.	Parent Survey	TIPC Parents attending activities	Following each activity

### Implementation Evaluation

Data on migratory children and services are collected by the state from each LOA. Data sources include migratory parents, recruiters, TIPC program administrators, and other staff as appropriate. In addition, the state will develop a Fidelity of Strategy Implementation rubric to determine the level of implementation of the new strategies in the SDP. LOAs and the program evaluator will use the form to document methods of strategy implementation and documentation maintained locally. A summary of FSI ratings and implementation data will be included in the evaluation report.

Data also will be collected using surveys, focus groups, structured interviews, and records reviews (including assessment results reported through the state data collection and reporting system). Data analysis procedures will include descriptive statistics based on New Mexico migratory student demographics, program implementation, and student and program outcomes. Means and frequencies will be calculated, tests of statistical significance will be completed, and trend analyses done.

## Project Plan and Logic Model

### Project Plan

The SDP Committee developed a **project plan** to flesh out activities and identify the resources needed for each strategy. All activities are for local level implementation, and the state is required to ensure that its local projects comply with the comprehensive state plan. Local projects have flexibility

to determine activities from within the options provided to implement the strategies in the SDP and to achieve the MPOs. The Committee considered the following key questions when identifying implementation methods.

- What options do LOAs have for implementing the strategies?
- What other programs and agencies will be involved in the implementation of the SDP?
- What resources are needed for each activity—staffing, funding, or materials?
- What documentation should sites keep onsite about strategy implementation?

## ELA and Mathematics

Strategy	Implementation Options	Resources needed
<b>1.1)</b> Dedicate TIPC staff during the regular term to focus on migratory students' language arts and math needs and provide aligned services designed to promote school attendance, enhance relationships with families, and provide support including academic and SEL.	<ul style="list-style-type: none"> <li>•TIPC staff review attendance at least twice a month for districts with TIPC mentors or tutors.</li> <li>•Regional staff review migratory student attendance monthly in districts without TIPC, staff to check in with parents and provide reminder calls to either intervene or celebrate attendance.</li> <li>•Attendance celebrations at PAC meetings</li> <li>•Weekend or semi-weekly camps or clubs</li> </ul>	<ul style="list-style-type: none"> <li>•TIPC staff and district staff collaboration</li> <li>•Logs where the district can report the work and calls with families</li> <li>•Family/student needs assessments</li> <li>•List of available school resources</li> </ul>
<b>1.2)</b> Identify the needs of all migratory students with an emphasis on PFS students soon after initial enrollment in the regular school year, provide a placement assessment to determine reading and math needs, and provide instruction aligned to needs.	<ul style="list-style-type: none"> <li>•TIPC staff communicate with teachers/school to get assessment results for ELA and math.</li> <li>•Analyze subgroup data separately with district leaders to compare migratory students with peers.</li> <li>•Provide supplemental instruction.</li> <li>•Provide assistance in accessing existing instructional support.</li> <li>•Provide in-school/after-school tutoring.</li> </ul>	<ul style="list-style-type: none"> <li>•TIPC staff</li> <li>•PD in data analysis centered on TIPC needs. Assessments aligned to instruction received (may be computer-based or curriculum-based)</li> </ul>
<b>1.3)</b> Provide migratory students with evidence-based supplemental summer/intersession instruction through site- or home-based projects designed to address learning loss through enrichment activities and/or services to eliminate barriers to participation.	<ul style="list-style-type: none"> <li>•TIPC implemented summer/ intersession program</li> <li>•Coordination/support for migratory students at district summer programs</li> <li>•Wrap-around programming for summer programs</li> <li>•Home-based or field-based activities for students</li> <li>•Summer instruction that lasts 2-4 weeks, four days each week</li> <li>•Summer/intersession camp</li> <li>•High schoolers help younger students</li> <li>•Invite parents to school and/or evening program</li> <li>•STEAM project-based learning</li> <li>•Two full-day sessions addressing project-based learning with two teachers; parents invited last day</li> <li>•Literacy night; provide students with a small bag with books at their level</li> </ul>	<ul style="list-style-type: none"> <li>•Proper reporting for summer/intersessions in MS2000 (Enrollments and withdrawals Type 2 and 3)</li> <li>•Assessments aligned to summer/intersession instruction</li> </ul>

## School Readiness

Strategy	Implementation Options	Resources needed
<b>2.1)</b> Advocate for migratory families with ECE providers to hold spots open for migratory families and ensure children receive support in their home language.	<ul style="list-style-type: none"> <li>•TIPC staff network with ECE providers to build rapport and agreements for slots allocated for migratory children/priority on the waiting list.</li> <li>•TIPC staff help parents register for preschool programs.</li> <li>•Invite ECE programs to present at PAC meetings or present at early childhood PLCs</li> <li>•Registrations in the community and at schools and daycare centers</li> </ul>	<ul style="list-style-type: none"> <li>•List of ECE providers</li> <li>•Registration information and calendars for providers</li> </ul>
<b>2.2)</b> TIPC staff meet with parents to support transition and enrollment into preschool and provide culturally relevant information, support, and resources about the benefits of preschool programs to migratory parents through outreach, home visits, and parent support groups to educate parents on the importance of ECE.	<ul style="list-style-type: none"> <li>•TIPC staff can host workshops for parents to familiarize them with culturally relevant information, support, and resources about the benefits of preschool programs.</li> <li>•Home visits to discuss the importance of early education</li> <li>•Parent support groups to discuss early childhood education opportunities</li> </ul>	<ul style="list-style-type: none"> <li>•Literature about the importance of preschool in a language parents understand</li> <li>•Testimonials from other parents about the benefits of ECE</li> </ul>
<b>2.3)</b> Provide instruction with home language support in summer, intersession programs and/or home visits for migratory preschool children designed to teach foundational skills needed for kindergarten.	<ul style="list-style-type: none"> <li>•TIPC staff/tutors assist families by doing home visits to teach foundational skills needed for kindergarten to migratory preschool children.</li> <li>•Provide instructional supplies/manipulatives to assist with school readiness activities.</li> <li>•Provide a summer/intersession for preschool children that focus on school readiness.</li> </ul>	<ul style="list-style-type: none"> <li>•Preschool Instructional and Assessment materials and supplies</li> </ul>
<b>2.4)</b> Provide transportation to TIPC or existing preschool programs, internet access, fees for preschool programs, and educational resources to parents.	<ul style="list-style-type: none"> <li>•TIPC staff or agency contracted to transport families that need transportation to preschool programs.</li> <li>•TIPC staff have technology (and resources (a list of available educational programs online) available for checkout.</li> <li>•If available and approved, pay for fees if other resources are not available.</li> </ul>	<ul style="list-style-type: none"> <li>•School calendars</li> <li>•Registrational materials</li> <li>•Preschool educational materials and supplies</li> <li>•District transportation requirements</li> </ul>

## High School Graduation and Services for OSY

Strategy	Implementation Options	Resources needed
<b>3.1)</b> Determine needs and provide appropriate supplemental services for OSY and high school students with facilitation (including warm handoff) between recruiters and TIPC staff. Provide services that meet needs with flexible scheduling and regular evaluation of Next Step Plans, OSY Profiles, and/or Learning Plans. Examples of supplemental services include English language instruction, instruction in life skills (OSY lessons), parenting skills, family literacy skills, tutoring, summer school/intersession, extended school day, credit accrual, college and career readiness, online instruction to improve core content achievement, and other State-approved instructional services.	<ul style="list-style-type: none"> <li>• Hire TIPC staff; liaisons, tutors, specialists, mentors with duties as described in the strategy.</li> <li>• Connect migratory students with distance learning opportunities.</li> <li>• Meet with students as needed to discuss Next Step Plan/OSY Profile.</li> <li>• TIPC staff designated to work directly with OSY and HS students connect with them within 10 days after COE</li> <li>• TIPC recruiters follow up with OSY/HS students to ensure they have been contacted and have a plan in place.</li> <li>• English language instruction</li> <li>• Instruction in life skills (OSY lessons), parenting skills, or family literacy skills</li> <li>• Tutoring in summer school/intersession, extended school day, credit accrual, college and career readiness, online instruction to improve core content achievement</li> </ul>	<ul style="list-style-type: none"> <li>• District-created Next Step Plans or Learning Plans</li> <li>• TIPC-created Next Step Plans or Learning Plans</li> <li>• Family/student needs assessments</li> </ul>
<b>3.2)</b> Provide access to services, resources, and follow-up with referrals and support that meet the needs of OSY, such as support for remote learning, adult basic education, credit accrual and credential programs, HEP, CAMP, or re-enrollment in school.	<ul style="list-style-type: none"> <li>• Complete OSY Profile</li> <li>• Build relationships with community agencies/programs to refer to OSY.</li> <li>• Collaborate with state recruiters to provide instructional support.</li> <li>• Resources for districts with a traditional calendar</li> <li>• Support for remote learning, adult basic education, credit accrual and credential programs</li> <li>• Coordinate with HEP, CAMP, or re-enrollment in school.</li> </ul>	<ul style="list-style-type: none"> <li>• TIPC funding</li> <li>• Staff during the summer</li> <li>• List of support and instructional services available in the community</li> </ul>
<b>3.3)</b> Collaborate within the school district and community resources to provide supplemental educational support to migratory students and use TIPC funds for any additional unavailable resources. Examples include support for access to CTE pathways, support for enrollment and participation in HEP, college and career educational activities, and assisting migratory students who participate in remote learning by eliminating barriers through facilitating internet access and loaner laptops for students.	<ul style="list-style-type: none"> <li>• TIPC staff complete OSY Profile</li> <li>• Review Next Step Plan</li> <li>• Access to technology/internet</li> <li>• Provide referrals</li> <li>• Provide training to migratory students and parents with online connections to the programs being used by the students.</li> <li>• Support access to CTE pathways.</li> <li>• Support enrollment and participation in HEP, college and career educational activities, and assisting migratory students who participate in remote learning.</li> <li>• Facilitate internet access and loaner laptops for students.</li> </ul>	<ul style="list-style-type: none"> <li>• TIPC support staff</li> <li>• List of available resources in the community and school</li> </ul>

## Family and Support Services

Strategy	Implementation Options	Resources Needed
<b>4.1)</b> Contact families within 10 days of COE approval to complete needs assessments and provide welcome letter, calendar of TIPC events, provide just-in-time support aligned to needs, and an informational sheet with all services provided by the district. TIPC staff do initial referrals to community agencies and follow up to see if need was met. When identified in the needs assessment, schedule needed instructional and/or support services, including SEL referrals or activities.	<ul style="list-style-type: none"> <li>•Check MIS2000 3x a week</li> <li>•TIPC staff that approve COEs be diligent in checking MIS2000 on a daily basis to approve COEs.</li> <li>•TIPC staff contact family within 5 days to complete the Needs Assessment (allows 5 days to ensure the process is complete)</li> <li>•Socio-emotional workshops-EHA/ TEA</li> <li>•Purchase supplies/materials that meet the needs of migratory families based on the needs assessment.</li> </ul>	<ul style="list-style-type: none"> <li>•Staff and Parent Needs Assessment Surveys</li> <li>•List of available community resources related to health, mental health, and well-being</li> <li>•Registration forms, materials, and requirements for community resources</li> <li>•SEL materials aligned with district programs</li> <li>•Letter template ready with attachments to be mailed by designated TIPC staff.</li> <li>•Parent communication log</li> </ul>
<b>4.2)</b> Use TIPC funds to purchase and distribute school supplies, home learning activities, clothing, shoes, undergarments, and hygiene supplies when unavailable through other sources, and coordinate to assist migratory children with medical, dental, vision and mental health when other means are not available.	<ul style="list-style-type: none"> <li>•CNA completed</li> <li>•Services provided as needed by TIPC staff.</li> <li>•Coordinate resource distribution with local agencies.</li> <li>•Maintain logs of support services provided.</li> </ul>	<ul style="list-style-type: none"> <li>•Service documentation in MIS2000</li> <li>•Needs assessment documentation List of available community resources related to health, mental health, and well-being</li> <li>•School supply lists</li> </ul>
<b>4.3)</b> Provide ongoing parent education, engagement activities and migrant PAC meetings designed to help parents communicate with the school, support their children's educational goals and be engaged in their children's education. Activities should address school readiness, ELA, math, graduation and family and support services.	<ul style="list-style-type: none"> <li>•Schedule TIPC PAC events in advance and provide parents a calendar.</li> <li>•Use parent survey results to determine topics, presenters, etc.</li> <li>•Provide meals for meetings during mealtimes.</li> <li>•Utilize TIPC funds to purchase gas cards when others means are not available.</li> </ul>	<ul style="list-style-type: none"> <li>•Staff and parent needs assessment surveys</li> <li>•Parent meeting agendas, notes, and surveys</li> </ul>
<b>4.4)</b> Collaborate with the TIPC parent involvement consortium to provide resources for parent engagement.	<ul style="list-style-type: none"> <li>•Share the website 3x a year.</li> <li>•Offer one-on-one support to create an account and guidance on how to use it and the other resources available.</li> <li>•Implement MPEC activities and use resources.</li> </ul>	<ul style="list-style-type: none"> <li>•MPEC activities and materials</li> <li>•MPEC reporting and data collection</li> </ul>

Following is the **TIPC logic model**. A logic model is a visual representation of the assumptions and theory of action that underlie the structure of an education program. The main components of the logic model include inputs, activities, outputs, and outcomes (separated into short, medium, and long term). It answers these guiding questions:

- Where are you going?
- How will you get there?
- What will show that you've arrived?

<b>Inputs</b>	<b>Systems:</b> <ul style="list-style-type: none"> <li>-TIPC funding</li> <li>-TIPC staff (coordinators, recruiters, data entry clerks, parent liaisons, instructors)</li> <li>-State CNA, SDP, evaluation</li> <li>-Intrastate collaboration</li> <li>-Interstate collaboration</li> </ul>	<b>Information:</b> <ul style="list-style-type: none"> <li>-PFS determinations</li> <li>-Student records</li> <li>-Next Step Plan</li> <li>-OSY Profile</li> <li>-Local pre- and post-assessments</li> <li>-Demographic data</li> <li>-Assessment data</li> <li>-504, IEP information</li> <li>-Graduation rates</li> <li>-Family needs assessments</li> <li>-Early learning assessment data</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>-Technology</li> <li>-Evidence-based curriculum</li> <li>-Consortium materials</li> <li>-Language lessons</li> <li>-College awareness &amp; GED materials</li> <li>-Family engagement materials</li> </ul>
<b>Activities</b>	<b>Student services:</b> <ul style="list-style-type: none"> <li>-Instructional services (reading and math tutoring, after school programs, summer programs, school readiness, counseling sessions, home- or site-based, etc.)</li> <li>-Credit accrual/recovery</li> <li>-College and career readiness activities</li> <li>-Goal setting sessions with K-12 and OSY</li> <li>-Discovery programs (field trips, extracurricular programs)</li> <li>-Technology support at home and school</li> <li>-Tuition support for PreK programming</li> <li>-Health screenings and other support services</li> <li>-TIPC mentor and advocacy programs</li> </ul>	<b>Family services:</b> <ul style="list-style-type: none"> <li>-Family engagement (e.g., family literacy/numeracy events)</li> <li>-At-home support for education</li> <li>-Home visits, parent contacts</li> <li>-Book and food distribution</li> </ul>	<b>Training Services:</b> <ul style="list-style-type: none"> <li>-Staff/tutor training and development including academic and technology integration strategies, state training</li> <li>-Training/educating non-TIPC funded school district staff</li> <li>-Networking at community events</li> </ul>

<b>Outputs</b>	<b>Student outputs:</b> -Participation in TIPC programming and instruction -PFS students served -Assessments provided and results recorded -Participation in credit-bearing courses, advising and college and career readiness activities -Individual TIPC Education Plans completed -Enrollment in pre-K programs -Books/food distributed -Health screenings completed -Technological support provided	<b>Family outputs:</b> -Participation in family engagement and literacy/numeracy events	<b>Training output:</b> -Staff participation in training -Use of evidence-based curriculum
<b>Short-term Outcomes</b>	<b>Student outcomes:</b> -Gains on curriculum-based assessments in ELA and math -Mastery on OSY Consortium assessments	<b>Family outcomes:</b> -Parents understand and access the services available -Parents can identify the needs of their children and know how to get help -Survey results	<b>Training outcomes:</b> -Increased staff knowledge and use of strategies and evidence-based curriculum -Survey results
<b>Mid-term Outcomes</b>	-Interim performance targets met on the state assessment for ELA and math -Increased use of community resources and self-advocacy -Increased engagement at TIPC events, school functions, and the educational environment -Increased percentage of students on track for graduation.		
<b>Long-term Outcomes</b>	-Percentage of migratory students scoring below proficient on the state assessment in ELA and math reduced by half -Advocacy and self-efficiency in the educational environment -Increased percentage of students with a Next Step Plan for college or career readiness -Increased percentage of students entering school at the kindergarten-ready level -Increased percentage of students enrolled in post-secondary education		

# Migratory Children Identified to Receive Priority for Services

Each LOA participating in the TIPC program is required to maintain priority for services (PFS) data for each eligible migratory child being served at the LOA. PFS data include determinations in MIS2000 and accompanying documentation for PFS determinations. The PFS data and determinations are intended to assist LOAs in determining which migratory children should receive services first. Following is the definition of PFS [Title I, Part C, Section 1304 (d)].

In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who—

- (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or
- (2) have dropped out of school.

To be designated as PFS in New Mexico, a migratory child must meet at least one item in both criteria displayed below.

## Criteria for Identifying PFS Migratory Children

Criterion 1	
Note: In order to meet this criterion, a child must have a qualifying arrival date (QAD) in the previous 1-year period, as evidenced by an New Mexico COE. The TIPC program cannot accept another state's COE without making its own eligibility determination.	
	QAD within the current or previous performance period (September 1 to August 31 annually)
Criterion 2	
Note: A student must have at least one of these items checked to be considered PFS. <b>Items in this section must be the most recent data available, at least within the previous two years.</b> LOAs may select all that apply, but proficiency on state assessments and dropout status should be considered first.	
	Student has dropped out of school
	Student did not pass a New Mexico State Assessment in ELA or math
If the information above does not apply or is not available, consider the following:	
	Student is not proficient on a standardized district assessment
	Student is an out-of-school youth
	Student is classified as an English learner as defined by the most recent assessment available
	Student was retained or repeated a grade
	Student's grade placement is not age appropriate
	Student is behind on accruing credits towards graduation requirements
	Student has missed 10 or more days of school
	Student is not school ready according to state school readiness benchmarks
	Student is homeless
	Student is a young parent
	Student is pregnant
	Student is the primary caregiver for someone in their family
	Student is unaccompanied
	Student works to support household
	Student enrolled in the middle of the school year after the first nine weeks

### ***How PFS Students are Targeted for Services and Reporting***

LOAs must target PFS students for services first, and in the event that a waiting list for services is necessary, ensure that PFS students are placed in services first. In the TIPC sub-allocation formula, the state gives weight to programs with relatively high percentages of PFS students. Locally, if there is limited space in any program funded or coordinated with the TIPC program, PFS students are placed at the top of the list for participation.

In reporting, the TIPC disaggregates for PFS students, non-PFS students, and all migratory students as long as the disaggregation is a large enough number on which to base conclusions (typically  $N > 30$ ). The disaggregation is made for state assessments and any MPOs based on individual achievement on assessments or individual participation in a service.

## **Identification and Recruitment Plan**

Eligibility for services through the TIPC program is determined according to the TIPC, Education of Migratory Children section of ESSA, in conjunction with the Non-Regulatory Guidance provided by the United States Department of Education, OME (March 2017).

Children are eligible to receive New Mexico TIPC, services if they meet the federal definition of “migratory child” and if the basis for their eligibility is properly recorded on the New Mexico electronic COE. Determining whether a child meets this definition occurs during an interview of the person responsible for the child, or of the youth, in cases where the youth moves on his or her own. Certification of eligibility depends on the recruiter’s assessment of key eligibility information and then certification by the State Director or designee that the state recruiter’s determination is correct.

The goal of ID&R is to ensure that all eligible migratory children and youth have access to appropriate program services that will help them learn and achieve high standards. To help accomplish this important goal, a clear understanding of eligibility requirements and the roles and responsibilities for ID&R and enrollment are needed. New Mexico developed an ID&R Manual in May 2024. The purpose of the manual is to provide TIPC administrators, ID&R coordinators, state recruiters, and staff information needed to ensure the child(ren) of migratory families are identified to meet the requirements in ESSA.

In addition, New Mexico has developed tools for use in project and non-project districts to streamline referrals of potential migratory students, children and youth and to support ID&R efforts. Specifically, these tools include the TIPC Referral Flyer and the TIPC Family Occupational Survey; which are available at this link: [Migrant Education Support & Resources | NMPED](#)

TIPC state recruiters are responsible for statewide ID&R. LOAs are responsible for creating enrollments of all migratory students identified and can support ID&R efforts by surveying their students and families as well as making referrals using the tools mentioned in the previous paragraph. TIPC state recruiters find, identify and track referrals, confirm eligibility, and conduct ongoing data checks designed for quality control. Each site is responsible for maintaining the migratory student database (MIS2000) and NOVA.

The designated State ID&R Coordinator and Regional TIPC Administrator ensures that quality control procedures are in place and monitored, shared with sub-grantees, and clearly spelled out through training and ongoing technical assistance. In addition, the Regional TIPC Administrator, in conjunction with the SEA’s TIPC Specialist, reviews and approves eligibility determinations and makes final decisions about eligibility questions as well as monitoring recruitment to ensure that all eligible migratory students are identified.

Components of ID&R include eligibility determinations, the COE, the migratory student database and record transfer system, the child count, quality control, and collaboration with TIPC service providers throughout the state. These components result in migratory student enrollment in the TIPC program system, ultimately allowing for service provision that targets the educational services needed by individual migratory students while they are in New Mexico.

### ***Training for ID&R Staff and District TIPC Coordinators***

At a minimum, ongoing training on ID&R includes the following topics.

- Knowledge of TIPC eligibility definitions
- Understanding of the decision-making process used to determine eligibility for the TIPC program
- Knowledge of local agricultural production and processing activities
- Familiarity with local growers, farmers, processors, etc.
- Proficiency in accurately, completely, and clearly filling out all sections of the COE
- Knowledge of the types of situations that need additional narrative or documentation beyond what is normally recorded on the COE
- Quality control in ID&R
- Interview skills
- Process for resolving eligibility questions
- New Mexico TIPC ID&R policies and procedures
- Process for resolving eligibility issues and appeal eligibility decisions
- Temporary and seasonal work

Additional resources that help with the ID&R of eligible migratory students follow.

- **District personnel** can assist with ID&R by distributing enrollment surveys/occupational questionnaires to new families to find those who have moved in the previous 36 months for agricultural employment.
- **School staff** are valuable resources for ID&R because of their regular interaction with potential migratory students. Particularly TIPC staff, including the Federal Programs Director, state recruiter, or records staff, are trained to maintain appropriate records and enter them into MIS2000 in a timely manner.
- **Parents, students, and other migratory families** can be accessed through the TIPC and are valuable resources in the recruitment of additional migratory students arriving in school districts throughout New Mexico. The Referral Tool is included in TIPC brochures, flyers and posters for any stakeholder to provide a referral.
- **Other community level resources** include migratory farmworker employers, community gatherings/functions, HEP/CAMP programs, migratory service agencies, community service organizations, and health providers.

### ***Identification and Recruitment Consortium (IDRC)***

To promote interstate coordination and benefit from resource sharing around ID&R, New Mexico is a member of the ID&RC CIG. IDRC is led by Kansas with 32 member states. The overarching goal of IDRC is to improve the proper and timely ID&R of eligible migratory children whose education is interrupted by: (1) building a cadre of trained recruiters and TIPC staff to increase the proper and timely ID&R of migratory children; (2) creating and disseminating ID&R capacity building tools to improve recruiters' and other ID&R staff's capacity to conduct ID&R and use data to inform ID&R; (3) developing an electronic system that streamlines ID&R tracking to increase recruiter efficiency/recruitment time; (4) coordinating with agribusinesses employing migratory workers and agencies serving them to build/optimize relationships to facilitate ID&R; (5) revising/ developing state ID&R plans to include credit accrual policies to meet students' unique needs; and (6) preparing materials on keeping safe and healthy when conducting ID&R.

### ***Roles and Responsibilities***

The responsibilities of the State TIPC Director; district TIPC coordinator; and recruiters are outlined in the ID&R Manual. These responsibilities show lines of communication and responsibility and give shape to the Quality Control Plan (described below). In general, the **State TIPC Director** is responsible for providing (or contracting to provide) the review of the accuracy of eligibility determinations, the accuracy of data, and the training of TIPC staff and records clerks.

The **district TIPC coordinator** is responsible for ensuring eligibility information and information about student achievement and services are transferred to the state; overseeing the duties of the state recruiter; and coordinating all TIPC support and instructional services.

**State Recruiters** are responsible for direct contact with families to complete the COE determining eligibility, keeping accurate records of eligibility interviews, and identifying eligible families in the regions for which they are responsible.

The full list of job responsibilities may be found in the ID&R Manual.

### ***Quality Control Plan***

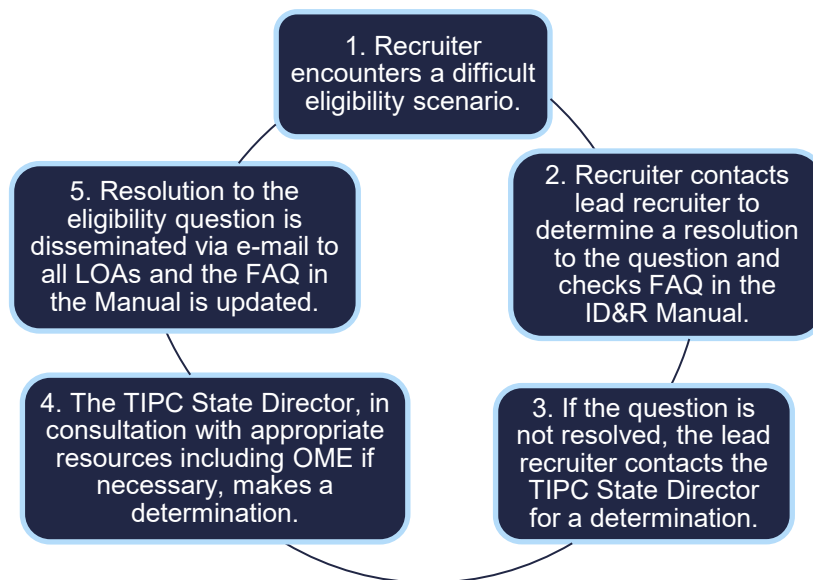
The New Mexico TIPC Quality Control Plan provides a process to ensure that only eligible migratory children are recruited for the program and that all eligibility decisions are supported by appropriate documentation. This plan reflects the regulatory requirements of 34 CFR § 200.89.

The Quality Control Plan in the ID&R Manual includes information about the following components:

1. Trainings for recruiters in various aspects of the job (minimum of two trainings annually, or more if needed.) Trainings are offered from various sources including IDRC, statewide training, regional training, national conferences and one-on-one support. Formats may include virtual and in-person training.
2. Recruiters are required to take and successfully pass an assessment of eligibility knowledge such as the IDRC Skills Assessment before they may independently complete COEs.
3. A designated reviewer is assigned at the LEAs; Regional TIPC Administrator; and State Reviewer for each COE that verifies that, based on the recorded data, the child is eligible for TIPC services.
4. A formal process for resolving eligibility questions raised by state recruiters and their supervisors and for transmitting responses to all LOAs is in written form below.
5. The State TIPC Director or their designee provides final approval for all COEs.
6. Apart from steps 2 and 4, a plan for qualified SEA ID&R Coordinator staff to monitor, at least annually, the ID&R practices of individual state recruiters.
7. Documentation that supports the SEA's implementation of this quality control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so.
8. A process for implementing corrective action in response to internal audit findings and recommendations.

### ***Resolving Eligibility Questions Flowchart***

When TIPC staff or recruiters encounter questions related to the eligibility of a particular student or family, the state uses the following process for resolving questions and disseminating guidance on the responses.



## Parent Involvement Plan

### *Parents' Roles*

From the federal guidance on parent involvement, the term "parental involvement" is defined as the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and the carrying out of other activities, such as those described in section 1118 of the ESEA. [Section 9101(32), ESEA].

Title I supports parent involvement by enlisting parents to help their children do well in school. In compliance with the ESEA, **the New Mexico TIPC requires that local sites receiving TIPC funds consult with parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the local TIPC program.**

The parent involvement provisions of Title I, Part A of the ESEA stress the following: shared accountability between schools and parents for high student achievement; local development of parental involvement plans with sufficient flexibility to address local needs; and building parents' capacity for using effective practices to improve their own child's academic achievement.

Implementation of parent involvement at the local level includes establishing a PAC at each funded TIPC site. The local PAC determines membership, elect's officers, and designates representatives to the statewide PAC. Local parent involvement plans involve the following four interrelated activities:

- Participation in state and local **needs assessment** to determine services needed to be provided by the state and local districts/schools to support the involvement of migratory parents.
- **Dissemination and sharing of information** and materials about parent involvement activities and ways in which parents can be actively involved in their children's education.

- **Representation at statewide planning meetings** with state and local TIPC staff (meetings such as SDP and CNA committees).
- Development of the **state and local parent involvement and PAC plans** including election of officers and designation of representatives to the TIPC PAC.

The four activities required for local plans are described below.

### **1. Needs Assessment**

Parents provide feedback on state and local needs assessment surveys, participate in focus groups, and discuss needs at local and state PACs. Surveys and focus group results are compiled and summarized for distribution to all stakeholders including parents, TIPC staff; local school district personnel; and state TIPC and Title I staff. Results are used by committees at the local and state levels for the purpose of planning and designing TIPC services to the extent that available funds and regulations allow.

### **2. Dissemination of Information**

Each local TIPC sponsors parent development, family events for sharing information and resources, and culminating activities such as end-of-year programs featuring their child's educational success in which parents are invited to participate. Examples of effective topics and formats for encouraging parent involvement include:

- PAC meetings;
- literacy nights;
- teaching parents about educational games;
- supporting dual language development in the home; and
- parenting education.

### **3. Representation at Planning Meetings**

The state PAC selects at least one representative to serve on statewide planning meetings to ensure that parental views are represented and communicated with the rest of the state and local PACs about decisions made regarding the education of migratory children. Most recently, parents were involved in the New Mexico TIPC CNA and SDP processes through the following means:

- the president of the state PAC was present and provided input at all SDP meetings;
- SDP meeting results were discussed during PAC meetings to get parent input, which was shared in the meeting minutes and representation on the SDP Committee; and
- parents are partners in the implementation of the SDP through discussion of children's results and providing feedback regarding the quality of instructional and parent involvement efforts at the local level.

### **4. State and Local MEP PACs**

The TIPC program and its sub-grantees (LOAs) must establish and consult with PACs in the planning and operation of an TIPC program at least twice during a regular year program. LEAs must establish a PAC with representation of eligible migratory parents, and the SEA must establish a statewide PAC with representation from the LOAs (eligible migratory parents). At least two state PAC meetings are held annually. When statewide meetings are conducted via webinars, it is the responsibility of the local project to secure access to the webinar at local facilities and/or provide transportation to the appropriate locations.

TIPC PAC membership consists primarily of migratory parents or the guardians of eligible migratory children and can also include school personnel who represent the interests of migratory parents. Parents who are interested in participating in regional and state PACs may contact their local program for more information.

Membership, officers, and the designation of representatives are governed by, by-laws, established by each local PAC. The goals of the TIPC PAC are to provide parents with the:

- knowledge and skills needed to be an effective advocate for their child;
- opportunities to have a voice in the program; and
- opportunities to provide support to school programs.

The TIPC PAC's function is to advise the LOA on concerns of migratory parents that relate to the planning, operation, and evaluation of the program. In addition, they provide input to assist in establishing effective programs to improve student academic achievement and school performance and provide suggestions and ideas regarding the effectiveness and improvement of the program. New Mexico's state PAC is comprised of parent representatives from each TIPC-funded LOA.

New Mexico's TIPC program views parents as collaborators with the schools in the education of their children. However, because of work schedules—especially during the summer months—as well as family responsibilities, and other competing priorities, parents may not always be available to actively partner with schools operating TIPC programs or serve as a resource as requested. Through the interaction that occurs between parents and TIPC advocates, there is strong communication and trust, allowing a close working relationship with staff of the local TIPC program.

## Student Records Exchange and MSIX Usage Plan

New Mexico uses **MIS2000** as its database for all data elements related to migratory children in the state. MIS2000 allows states to store data from COEs, education records, health information, as well as additional information (such as evaluation data) the state needs to collect. MIS2000's reporting tools allow preinstalled reports, the creation of reports, print copies of COEs, eligible student counts, as well as federal performance reports.

**NOVA** is a collaborative effort of the New Mexico Legislature, public schools, and the PED. It is a comprehensive student, staff, and course information system that provides a standard data set for each student served by New Mexico's PreK through grade 12 public education system. The purposes of the system are to:

- meet the current state and federal reporting requirements;
- improve education decision-making through the use of high-quality decision support tools;
- provide a longitudinal data system of student progress and educational history over time; and
- report timely and accurate education data to state and federal education stakeholders.

**Migrant Student Information Exchange (MSIX)** is a web-based portal that links states' migratory student record databases to facilitate the national exchange of migratory students' educational information among the states. MSIX produces a single, consolidated record for each migratory child that contains the information from each state in which the child has enrolled. It contains the minimum data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migratory children. New Mexico has assigned unique student identifiers to migratory children that are used to identify/link student records. For more information on MSIX, go to <http://msix.ed.gov>. MSIX access, move notifications, and consolidated student records are maintained by PED staff.

### *Data System Training*

The SDP Committee recommends three to four trainings annually regarding state and federal reporting, evaluation documentation, and records exchange. Additional training may be necessary when there are substantial changes to reporting requirements or changes in staffing. Some topics the Committee suggests for MIS2000 training include the following.

- MIS2000 basics and demonstrations
- Understanding the programs reporting period
- MIS2000 procedures
- COE data flow and approval process
- Navigating the system
- Student enrollment procedures and requirements
- Requirements for data entry, PFS documentation, documenting services, course history, etc.
- Using MIS2000 data in reports and for providing services
- Integration of MIS2000 and MSIX and best practices for use of each system
- Calendar of program due dates

Similar to ID&R training, data system training may be provided by outside experts, state staff, or others with knowledge of the data systems and procedures.

## Implementation and Accountability in Local Programs

### *Local-level Communication and PD*

Collaboration and resource sharing around the TIPC SDP will be undertaken beginning in the summer of 2025. Full implementation of the SDP will begin September 1, 2025, and continue through August 31, 2028 (or until an update is complete). A systems alignment will be completed among the TIPC application, sub-allocation process, evaluation systems, and the updated SDP.

TIPC funding provides extensive PD to prepare teachers and tutors to adapt instruction to address the unique educational needs of migratory students, implement CIG initiatives, and coordinate with other states and agencies. Local, state, and national trainings are provided to help teachers learn the strategies needed to implement the SDP, with an emphasis on math and literacy strategies, strategies for early learning, and strategies for high school graduation and college and career readiness.

Improving educator quality for serving migratory children and youth is built into the strategies and MPOs contained in this SDP. PD is both part of the state plan and an expectation for local programs. State objectives supporting the PD of TIPC staff include:

- preparation and background to support educators to employ evidence-based techniques in a variety of settings for students from various backgrounds;
- networks of service providers and educational entities to provide effective practices for highly mobile secondary aged students; and
- creation of a PD framework that supports sustained, ongoing, instructional improvement.

Within this framework, LOAs offer and/or participate in PD activities such as the following.

- CNA and SDP meetings
- State and regional training on ID&R, service provision, and data collection
- Annual evaluation and data collection meeting
- Consolidated grant application training and technical assistance
- ID&R meetings for recruiters and project administrators
- Interstate Coordination and CIG meetings and training
- Annual New Directors' Orientation/Directors' Meetings

Following are examples of national and local resources in PD that New Mexico will employ for both TIPC staff and in some cases for regular school personnel who work with migratory children. The organizations represented below have print materials, presentations, and conferences that are useful for providing more information about the needs of migratory students and best practices for providing services. In addition, many also have resources in ELA, math, school readiness, parent involvement, ID&R, and graduation from high school. Following the list of national resources is a list of PD opportunities in New Mexico identified by the SDP Committee.

- The [Association for Migrant Educators of Texas \(AMET\)](#) sponsors an annual conference for migrant education professionals in Texas. Because many migratory students are home-based in Texas, the annual AMET conference often includes sessions relevant to receiving state educators.
- The [High School Equivalency Program \(HEP\)](#) is aimed at migratory students aged 16 or above (or who are OSY) to obtain a high school diploma or equivalent, gain employment, or enroll in post-secondary institutions or training.
- The [Identification and Recruitment Consortium \(IDRC\)](#) promotes interstate coordination for ID&R leading to improved educational continuity for migratory students.
- [Interstate Migrant Education Council \(IMEC\)](#): IMEC's mission is to advocate for the highest quality education and other needed support for the nation's migratory children and youth.
- The [Migrant Literacy NET](#) is a website of resources for migratory students and parents developed by the Migrant Parent Empowerment Consortium (MPEC) CIG to increase migratory children's literacy skills.
- The [National Association of State Directors of Migrant Education \(NASDME\)](#) offers its annual conference held in the spring. They typically send staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and program administration.
- The U.S. Department of Education's [Office of English Language Acquisition](#) provides a Summit for English language learners with a strand and sessions for migrant education.
- The **OME** administers grant programs that provide academic and supportive services to eligible migratory students who are uniquely affected by the combined effects of poverty, language and cultural barriers, and the migratory lifestyle to assist them to meet the same challenging academic content and student academic achievement standards that are expected of all children.
- [Pew Hispanic Center](#) is a research organization and "Fact Tank" in Washington, DC, that is supported by the Pew Charitable Trusts, to improve understanding of the U.S. Hispanic population and to chronicle Latinos' growing impact on the entire nation.
- The [RESULTS](#) website has many resources for technical assistance, state contact information, events, CNA, SDP, and evaluation.
- [What Works Clearinghouse](#) is a central and trusted source of scientific evidence for what works in education to improve student outcomes. It has reviews of thousands of studies on hundreds of education programs, products, practices, and policies. It maintains accurate information on education research and conducts thorough reviews of the research literature to critically assess the evidence presented.

The following are collaborators and potential collaborators for disseminating information about the New Mexico TIPC program and sources of training for improving instruction to migratory students.

- [Dual Language Education of New Mexico \(DLeNM\)](#): A non-profit organization serving the professional and informational needs of New Mexican communities who wish to develop, support, refine and/or implement dual language education programs, and advocate for high-quality dual language enriched education in New Mexico.
- [La Cosecha Dual Language Conference](#): Over 1,500 participants from across the U.S. representing two-way immersion, one-way developmental bilingual, and one-way heritage language immersion programs nationally. *La Cosecha* offers the opportunity to share experience and knowledge, as well as a time to network and "harvest" the best of the state's multilingual/multicultural communities.

- **New Mexico Coalition of Education Leaders (NMCEL)**: PD is a cornerstone of the NMCSA. The field of educational leadership is changing so rapidly that what was recently cutting edge may not necessarily be current best practice. One of the major benefits for members is access to quality PD activities that are responsive to the members' needs.
- The mission of creating **Mathematically Connected Communities (MC<sup>2</sup>)** is to improve student achievement and the teaching and learning of K-12 mathematics by building a statewide learning community of mathematics educators, mathematicians, and public-school leaders. Activities include standards workshops, EL support strategies, regional trainings, and PD.
- The **Center for the Education and Study of Diverse Populations (CESDP)** at New Mexico Highlands University is an educational diversity center that provides systemic and sustained professional learning for teachers, administrators, and parents. The mission of CESDP is to assist communities to improve the quality of education for students, families, educators and community members.

### ***Sub-granting Process***

The SDP is implemented at the local level through grants to local projects. The state uses the sub-granting process as a means of ensuring that LOAs are implementing their programs with fidelity to the SDP. Section 34 C.F.R. § 200.83(c) requires the SEA to ensure its LOAs comply with the plan. In the requirements for local project applications, PED has established expectations for what LOAs must address to receive funding. Critical components of the local project application include:

- local needs assessment;
- assurance that the local project will work to achieve the state MPOs and implement the strategies in the SDP;
- additional or alternate strategies (if the local data show that the needs of migratory children in the community do not match those identified in the CNA);
- activities to put the strategies into operation, included in a project plan;
- an evaluation and data collection plan;
- descriptions of how funds will be used for administrative activities, ID&R, regular school-year activities, preschool, and summer activities; and
- a budget.

Project applications are evaluated against descriptions of how they will implement the strategies (which are listed in the applications) and the extent to which the described activities align with the SDP and the Project Plan. All requests to modify grants after they have been awarded require an explanation of the rationale for the change and supporting data that outlines how the proposed change aligns with the SDP.

Methods for documentation of implementation of the SDP are described in the Project Plan and the Evaluation Plan. Districts must describe the process they use for annually reviewing and evaluating the effectiveness of the use of TIPC funds to ensure that (a) migratory children and youth, including preschool migratory children and migratory children who have dropped out of school, have support to effectively participate in school; (b) there are increases in the achievement and graduation rates of migratory children; and (c) revise the activities to be provided as necessary based on the results of the evaluation.

### ***Monitoring and Accountability***

Monitoring of local LOAs is the responsibility of the PED. This includes both the compliance monitoring process as well as the follow-up and ongoing technical assistance that supports project implementation and student achievement.

The state's monitoring plan has a risk-factor analysis for prioritizing monitoring visits that includes how recently the LOA applied for TIPC, funds, staff turnover, previous monitoring results, evaluation results, and other factors specific to the area being monitored.

LOAs that are not receiving an onsite visit in a given year receive desk monitoring where the project application, budget, data reporting, compliance, and assessment results are reviewed over the phone. To ensure that all sites are implementing the SDP with fidelity, PED makes every effort to visit all sites at least once every two years.

In the spring of the current year, LOAs scheduled to be monitored the following year are notified. An official notification is mailed to the superintendent and federal programs director of each district identified for monitoring for the upcoming school year. This notification includes information on how to prepare for the visit. At least two weeks prior to the monitoring visit, the LOA submits the requested documentation which assists the monitor (the State TIPC Director) and other monitors as appropriate by providing background and context.

NMPED monitoring staff identify dates and solidify the schedule with directors prior to onsite visits. All project directors receive training and technical assistance through annual webinars or face-to-face meetings attended by the program director and/or designated staff. The onsite reviews are conducted by PED staff. Although it is the district or agency that is monitored, the team visits the schools with applicable programs and interviews building staff. The size of the monitoring team varies depending on the size of the LOA and the number of federal programs monitored. In some instances, the state may determine that a follow-up monitoring visit is necessary to verify implementation of an LOA's corrective actions resulting from its plan for correction.

### **Technical Assistance to LOAs**

Technical assistance is available through state-initiated follow-up as a result of compliance monitoring, contact initiated by a local or regional coordinator in response to needs identified by a LOA, or when a new initiative is undertaken (i.e., implementing aspects of the new SDP).

The PED sponsors activities to encourage collaboration and sharing among regional and LOAs. Some examples include:

- New Mexico State website with a link to the state TIPC subpage;
- ID&R meetings and trainings for recruiters and project administrators;
- webinars and other trainings;
- statewide and regional TIPC PAC meetings;
- state-sponsored meetings around a specific theme or innovation; and
- technical assistance and program compliance monitoring visits from the NMPED TIPC staff.

## **Summary and Next Steps**

The comprehensive process for needs assessment and service delivery planning used by New Mexico involved many TIPC educators, administrators, parents/community representatives, and specialists with knowledge about the content areas of ELA, mathematics, school readiness, promoting high school graduation, and programs and other services for meeting the unique educational needs of migratory children and families. New Mexico will begin implementation of the new SDP with the 2025-26 school year and summer. The SDP will be in effect for three years through the 2027-28 program year with the next update process scheduled to begin in the fall of 2027.

In the summer and fall of 2025, New Mexico will continue its strategic planning and systems alignment process by undertaking the following key activities.

- Convene a small workgroup of key decision makers to focus on systems alignment. This workgroup will consist of the State TIPC Director; an SEA staff member with expertise in data collection and reporting; a local TIPC coordinator; and a consultant knowledgeable about TIPC and the alignment of systems to support the implementation of the SDP.

- Revisit all data collection decisions and examine current procedures to determine whether they are in alignment with the evaluation plan described in the SDP.
- Develop new tools as necessary that measure the degree to which the MPOs have been achieved.
- Develop frameworks for PD and parent involvement.
- Review the sub-grantee application and revise it to align with the new MPOs, strategies, and resources.
- Design and deliver an SDP rollout to include technical assistance for designing services to match SDP strategies, using new data collection forms, and reporting new or revised strategies and MPOs.
- Revisit the TIPC monitoring tool to include accountability for progress made toward meeting the New Mexico MPOs and other aspects of the new SDP.
- Update the FSI to align to the new strategies and put in place procedures for observing and evaluating the implementation of strategies. This activity will help ensure that the data needed for the implementation evaluation is collected each year to include in an annual evaluation report.