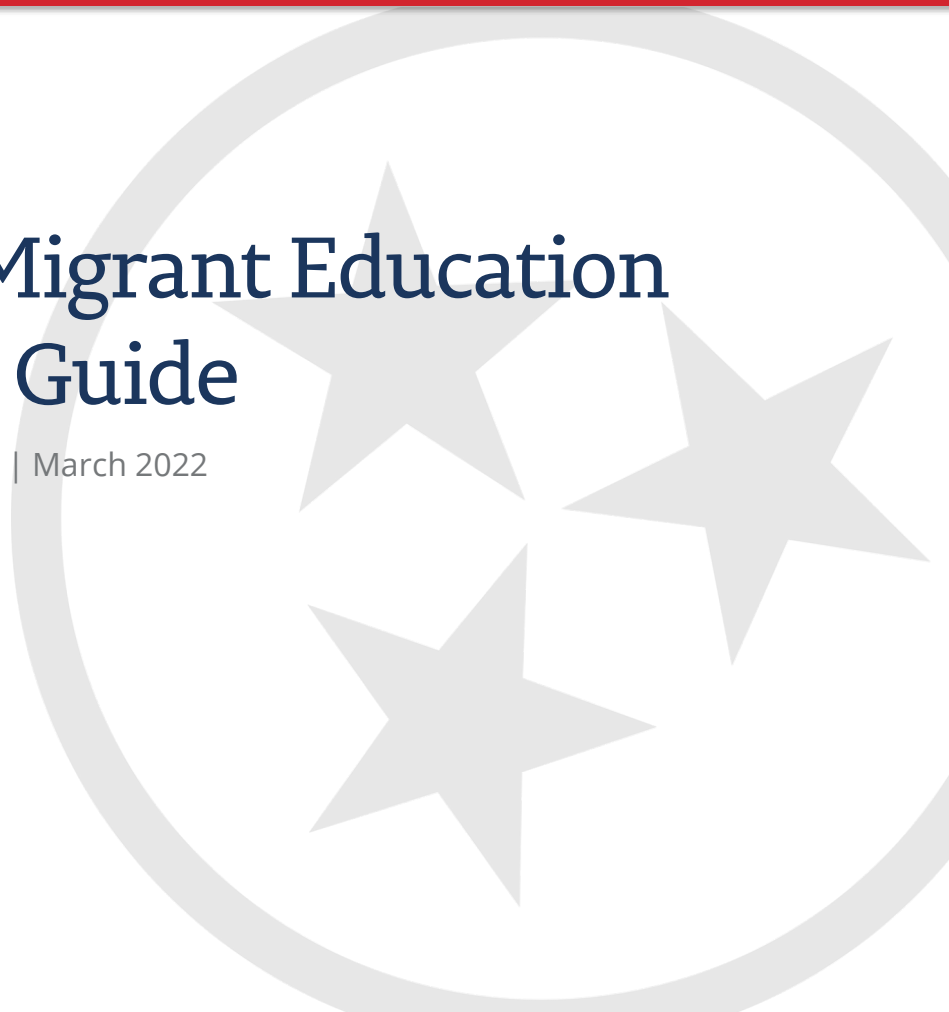




# Title I, Part C Migrant Education FY23 Program Guide

Tennessee Department of Education | March 2022



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## **Overview**

### **Program Purpose**

The purpose of the Migrant Education Program (MEP) is to provide high-quality and comprehensive supplemental educational programs and services during the school year and, as applicable, during the summer or intersession periods, that address the unique educational needs of eligible migratory children who have not attained either a high school diploma or High School Equivalency Diploma (GED). All local educational agencies (LEAs) that accept Title I, Part C funds and have identified migratory children with unmet needs are expected to implement supplemental instructional and/or support services, during the regular school year and summer months, using the funds awarded to the LEA.

The MEP shall:

- Provide high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- Ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards;
- Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their unique needs in a coordinated and efficient manner;
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;
- Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school;
- Ensure that all migrant students graduate with a high school diploma (or complete a General Education Diploma) that prepares them for responsible citizenship, further learning, and productive employment; and
- Ensure that migratory children benefit from state and local systemic reforms. (ESEA Title I, Part C § 1301)

### **Disbursement of Funds**

The U.S. Department of Education (ED) allocates MEP funds directly to the state education agency (SEA). The MEP is unique in that the SEA is responsible for the overall use of these funds. The Tennessee Department of Education (department) awards subgrants for MEP instructional and support services to migratory students in grades K–12 to LEAs, while statewide program responsibilities related to Identification & Recruitment (ID&R), data collection, federal reporting, and services to Out of School Youth (OSY) and preschool migratory students are managed by a contracted local operating agency, Arroyo Research Services (ARS).

Program Requirement	FY23 Organization Responsible
Identification and Recruitment (ID&R)	ARS (in collaboration with LEAs)
Data Collection and Reporting	ARS (in collaboration with LEAs)
Instructional and Support Services for <b>K-12</b> migratory students	LEAs
Instructional and Support Services for <b>OSY and preschool</b> migratory students	ARS

Title I, Part C funds are made available to eligible LEAs via the Consolidated Funding Application<sup>1</sup> (CFA) to provide migratory children and youth with supplementary educational and support services. For 2022-23, LEA funding is calculated based on the number of K-12 migratory children and youth enrolled in the 2020-21 school year during the regular and summer sessions and those students with Priority for Service (PFS) status.

Eligible LEAs who wish to decline Title I, Part C funds may do so, but must still complete the first step of the identification process for migratory students, which is the annual administration of and processes associated with the Occupational Survey (OS). Additionally, all LEAs, regardless of Title I, Part C funding, must complete the process associated with the required Individual Needs Assessment (INA). See later sections of this guide for more information.

## General Program Requirements

1. All LEAs that accept Title I, Part C funds, must operate and implement the program in accordance with the provisions and assurances of Title I, Part C.
2. For each required activity, the LEA/school is responsible for maintaining written documentation on file to support the implementation of each activity.
3. MEP activities shall be used to do the following:
  - Meet the identified and unique educational needs of migratory children that results from their migratory lifestyle and permit these children to participate effectively in school.
  - Address the unique educational needs of migratory children that are not addressed by services available from other federal or nonfederal programs.
  - Administer Title I, Part C funds to address Priority for Service (PFS) to qualifying migratory students.
  - Collect migratory student data and enter that data into the state or federal databases.
  - Utilize the national database for migrant student information, the Migrant Student Information Exchange (MSIX), to promote interstate coordination and timely records exchange as appropriate.
  - Ensure parental participation in the MEP.
  - Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn required credits and makeup courses lacking due to late entry or early withdrawal.
  - Coordinate and collaborate with other LEAs to ensure continuity of services for migratory children as they move from LEA to LEA
  - Conduct an ongoing evaluation of their Migrant Education Program.

<sup>1</sup> For more information on the Title I, Part C section of the CFA, see the [Technical Application Guide: FY23 Consolidated Funding Application](#).

## ***Identification and Data Basics***

### **Definition of a Migratory Child**

According to ESEA Title I, Part C §§ 1115(b)(1)(A) and 1309(2), a child is eligible for the services provided by the Migrant Education Program (MEP) if the following conditions are met:

1. The child is between 3 and 21 years of age; and
2. The child is entitled to a free public education (through grade 12) under state law or is below the age of compulsory school attendance; and
3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; and
4. The child or child's parent(s) moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to seek or obtain qualifying work; and
5. With regard to the move identified in condition 4, above, the child has moved from one LEA to another.

### **Qualifying Move, Certificate of Eligibility (COE), and Qualifying Arrival Date (QAD)**

As noted above, migratory status depends on the student/family having a qualifying move that is tied to certain types of agricultural, fishery, and other employment. The state MEP contractor will issue a Certificate of Eligibility (COE) to certify students as migratory when they have qualifying moves, which will be shared with the LEA. Migratory students are eligible for migratory services for the 36 months that follow the qualifying arrival date (QAD) (although services typically continue through the completion of a term or semester).

### **Category 1 and Category 2 Students**

The U.S. Department of Education collects two separate child counts to determine MEP funding, known as Category 1 and Category 2 child counts.

**Category 1** students are eligible for migratory services based on the following requirements:

- Are between 3 and 21 years old.
- Have made a qualifying move in the past 36 months.
- Have parents who seek work or who work in qualifying temporary or seasonal jobs in agricultural or fishing industries.
- Are enrolled during the regular school year

**Category 2** students are eligible for migratory services based on the following requirements:

- Are between 3 and 21 years old.
- Have made a qualifying move in the past 36 months.
- Have parents who seek work or who work in qualifying temporary or seasonal jobs in agricultural or fishing industries.
- Are enrolled during the summer school or intercession period of the school year
- All Category 2 students should also be counted as Category 1 students



## Priority for Service

Under Section ESEA Title I, Part C § 1304(d), Priority for Service (PFS) is given to migratory children who have:

- Made a qualifying move within the previous one-year period and
- Who are failing, or most at risk of failing, to meet the challenging TN State academic standards; OR have dropped out of school.

For a migratory student to be designated PFS, they must have one or more of the following risk factors:

- Be below proficient on one or more Tennessee assessments
- Have dropped out of school
- WIDA ACCESS composite below 4.4
- TNReady ELA marked as below or approaching
- TNReady MA (math) marked as below or approaching
- Identified as English learner based on state assessment (L or W)
- Repeated a grade or course
- Student has missed 10 or more days of school
- Ds or Fs in more than one subject
- Disabled/IEP – student identified as having a disability
- Missing credits for graduation
- Student's age does not match grade level
- ACT score below 20
- Not enrolled in school

**Note:** The state MEP contractor is responsible for entering data around Category 1, Category 2, and PFS status into MSIX. LEAs are responsible for coding migratory students correctly in the LEA's student information system (SIS) as described in the *Data Collection and Reporting* section below.

## Occupational Survey

The Occupational Survey (OS) form is a preliminary screening tool in the identification of migratory students. All LEAs in Tennessee are required to administer the OS during enrollment and registration in both fall and spring semesters and collect the completed forms for further processing. All students are required to complete a new OS each academic year.

### Occupational Survey Completion Steps

- LEA obtains blank copies of the most current OS form from [ePlan > TDOE Resources](#) > ESSA Information, Guidance, PPTs, & Webinars > Title I, Part C: Migrant Education Programs or from the [TN-MEP website](#).
- LEA includes a copy of the OS in each enrollment packet. The survey can be shared and collected via paper document or digitally.
- LEA staff are encouraged to assist families with the completion of the OS.
- After the student/family completes the OS, it should be forwarded to the LEA migrant liaison for submission and documentation. See instructions for OS submission below.
- LEA retains only the most recent completed OS for each student in every student's record.

## Occupational Survey Submission

- Schools must ensure the form is completed entirely if there is a “Yes” to Question 1. The completed form must contain information such as phone number, address, email address, etc.
- Schools submit all OS forms with a “Yes” to Question 1 to the LEA Migrant liaison.
- The LEA migrant liaison submits all OS forms that meet the following conditions to the ID&R Team through [tn.msedd.com](https://tn.msedd.com) (TNMigrant):
  - All OS forms with “Yes” answers to both questions.
  - OS forms that may not have answered “Yes” to Question 2, but contain other signs that indicate the family may qualify. For example, the form might indicate the following:
    - The family wrote that they moved to the area within the past 3 years.
    - The answer to Question 2 is left blank.
    - The LEA liaison or school staff indicate the family might qualify for the MEP.
    - The family is new to the school district, even though they didn’t indicate they moved.
    - Any other indications that the family might qualify for the MEP.
- Do not submit the OS to the ID&R Team if the answer to Question 1 is “No”.
- Upload OS forms to the *Resources* section of TNMigrant. Upload instructions are listed below:
  - Within the *Resources* section, navigate to the appropriate county folder.
  - Within the county folder, select the *Occupational Surveys* folder.
  - Upload all completed OS forms to the *Occupational Surveys* folder.
  - Label all OS forms according to the following pattern: *County Name, Date*.
- **NOTE:** *If one family submits multiple OS forms for multiple children, submit these forms together in one file, or otherwise mark that the different OS forms are from the same family.*

For assistance uploading OS forms to TNMigrant, contact [info@tn-mep.net](mailto:info@tn-mep.net).

## Individual Needs Assessment

One of the tools that LEAs must utilize to determine a migratory student’s PFS status is the required Individual Needs Assessment (INA). LEAs must conduct an INA on eligible migratory students to:

- Determine the needs of migratory students and how those needs relate to the priorities established by the state;
- Design local services; and
- Select students for the receipt of those services.

The purpose of the INA is to identify the needs of migratory students, which should then be used to inform services provided to the students. The INA also serves as documentation that the LEA has met requirements under Title I, Part C. The INA will help determine needs and services for each student, including:

- PFS status
- Academic needs
- Medical and humanitarian needs
- Immunizations

## INA Instructions and Completion Process

All LEAs, regardless of whether Title I, Part C funding is being received, must follow the procedures listed on this document.

- When a Certificate of Eligibility (COE) is approved, TNMigrant will generate an email to the LEA

migrant liaison notifying them that a student record has been generated in TNMigrant. The record will include initial information such as Student Name, Student ID, LEA Name, etc.

- After the email is received, the LEA migrant liaison should begin collecting the required information to complete the INA in TNMigrant.
  - The LEA migrant liaison may use a digital INA form to collect the required information or may choose to print the INA directly from TNMigrant.
  - The INA should be shared and developed in collaboration with other teachers who serve the student.
- After collecting the required information, the LEA migrant liaison must enter the information into TNMigrant to complete the INA.
- Priority for Service (PFS) will be automatically calculated within TNMigrant based on the information provided in the completed INA.
- A new INA form must be completed annually for all migrant students within two weeks of the issue of a new COE or within two weeks of the beginning of the school year for returning students.

The [INA template](#) can be found in [ePlan > TDOE Resources](#) > ESSA Information, Guidance, PPTs, & Webinars > Title I, Part C: Migrant Education Programs > Migrant Education Documents & Information. Additionally, an optional [INA Supplement document](#) is available which can be utilized by LEAs to collect and share information important to classroom instruction. LEAs are encouraged to add to both INA templates to meet their needs.

LEAs must also have a process in place to update and monitor INAs as needed. Relevant staff from the LEA and the school should be involved in that process. INAs may be combined with Individual Learning Plans (ILPs) for migratory English learners where appropriate.

For assistance with the INA, please contact [Terry.Garrett@tn.gov](mailto:Terry.Garrett@tn.gov) or [Elena.Cruz@tn-mep.net](mailto:Elena.Cruz@tn-mep.net).

## **Data Collection and Reporting<sup>2</sup>**

All LEAs, regardless of their Title I, Part C funding, are expected to code migratory students correctly in the LEA's student information system (SIS). Each LEA's SIS feeds directly into the state's Education Information System (EIS). EIS is the database from which the state creates federal files utilized in reports required by ED. If a migratory student is also classified as an immigrant, special education, or English Learner student, or if the student is also served with a 504 Plan, those attributes must also be properly coded in SIS. All LEAs are charged with verifying SIS/EIS data regularly.

The state MEP contractor in conjunction with the FPO data manager sends a monthly report to LEAs who have identified migratory students enrolled in their district. Each month, the LEA must review the migrant student list posted in TNMigrant to identify any required revisions to the migrant student classification in SIS/EIS and update those migrant student classifications in SIS/EIS as needed. As previously noted, LEAs with migratory students are not required to enter data into MSIX; that task is currently managed by the state MEP contractor.

LEAs that are Title I, C MEP sub grantees and receive federal funds, are required to enter service codes

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<sup>2</sup> For more information on federal data reporting requirements, see the [FPO Data Manual](#) and [Migrant FPO Data Mini-Webinar](#).



into TNMigrant for the migrant students enrolled in their LEA. Service codes document the instructional and support services the LEA is providing through the migrant subgrant. The state MEP contractor enters service codes for preschool migratory youth and OSY students. For questions about service codes, contact [info@tn-mep.net](mailto:info@tn-mep.net).

The state MEP contractor conducts an analysis of migrant data related to the implementation and evaluation of the state service delivery plan (SDP) for federal reporting requirements. LEAs that are Title I, Part C funded are also required to respond to data queries for this purpose.

## LEA Requirements Summary

Requirements for ***all*** LEAs (regardless of Title I, Part C funding):

- Administer the Occupational Survey (OS) to all students annually in either digital or paper form.
- Retain the most current copy of the completed OS in students' cumulative files (paper or digital files).
- Upload all OS forms marked with "yes" responses as described above to the state MEP contractor for further identification and recruitment work.
- Code migratory students properly in the LEA's student identification system (SIS).
- Verify proper uploads to EIS on a monthly basis as needed due to any migratory student data changes.
- The state MEP contractor will share the Certificate of Eligibility (COE) with the LEA. The LEA must maintain the COE on file in the student's cumulative folder or LEA files.
- Complete the INA and enter required information into TNMigrant as described above within two weeks of receipt of an eligible student's COE or within two weeks of the beginning of the school year for returning students.
- If the migratory student is also an EL, consider adding the INA to the Individual Learning Plan (ILP).
- Optional: complete the INA Supplement.
- Inform teachers that migratory children are in their class and provide them with the information included on the INA.
- Exchange information with the state MEP contractor as requested.
- Evaluate the LEA's program for migratory students annually (see Program Evaluation section below).

Requirements for LEAs ***accepting*** Title I Part C funds:

- Meet all requirements listed above.
- Make a local plan for MEP services through the INA for migratory students, including those designated as PFS.
- Create a local migrant Parent Advisory Council (PAC) to meet at least twice a year and maintain proper documentation of PAC and family engagement activities.
- Nominate active migratory parents to participate in the state PAC.
- Enter service codes into TNMigrant documenting the instructional and support services the LEA is providing.
- Complete the Title I, Part C section of the CFA.
- Evaluate the LEA's program for migratory students annually (see Program Evaluation section below).

## ***Program Service Basics***

### **Parent and Family Engagement**

ESEA Title I, Part C § 1304(c)(3) requires that LEAs who accept funds under that part, consult with parent advisory councils (PACs) in designing and operating the MEP if they operate programs of one school year in duration.

- The statute also requires the MEP provide for the same parental engagement as is required in ESEA
- § 1116 unless extraordinary circumstances make such provision impractical.
- Families must receive information in a format and language they understand.
- LEAs receiving MEP funds must convene at least two (2) migratory PAC meetings annually.
- The PAC must advise the LEA on concerns of migratory parents that relate to the planning, operation, and evaluation of MEP programs and projects in which their children participate
- The LEA must consult with the PAC about:
  - The assessment of the needs of migratory children to be served; and
  - The design and evaluation of the local service delivery plan.
- PAC meetings may also help to develop leadership skills among migratory parents and educate parents about topics for which they express interest.
- The department and the state MEP contractor will collaborate to host a state-level PAC.
- LEAs will nominate local migratory PAC representatives to serve on the state-level PAC.

### **Allowable Uses of Funds<sup>3</sup>**

In general, LEAs who receive Title I, Part C funds must design services for migratory students in grades kindergarten through twelve (K-12) enrolled in the LEA. Based on the state [service delivery plan](#) (SDP) and identified academic needs, service delivery may be in the form of inclusion services, pull-out services (not during core subject classes), before and after school tutoring, Saturday/weekend school or classes, summer school, secondary credit accrual programs, and home tutoring support. LEAs should use the information in the required INA to help design MEP services that directly address the needs of each migratory student.

**Note:** *Title I, Part C funds must be used to supplement, and not supplant, any state, local, and other federal funds that would otherwise be used for migrant students. In other words, activities must be in addition to what would be supplied or carried out through state, local, or other federal funds.*

**Instructional services** occurring during the school year and summer may include, but are not limited to:

- Providing supplemental tutorials for K-12 migratory students who are failing or at-risk of failing (inclusion, pull-out, one-on-one models, etc.)
- Providing summer school projects (either in schools or on a contracted basis) that offer both academic and enrichment opportunities
- Advocating for and mentoring of migratory children and their families to prevent dropping out of school (primarily middle and high school students)
- Assisting with the preparation of migratory children in test-taking skills
- Providing ACT examination or other postsecondary entrance examinations preparation
- Assisting in constructing a portfolio for application for some vocational postsecondary training

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<sup>3</sup> Not an exhaustive list of allowable expenses. For more information on allowable use of MEP funds, see [Title I, Part C Non-Regulatory Guidance](#)

- Providing transportation for migratory students to attend supplemental instruction/programming
- Enrolling migratory students in secondary credit accrual programs to acquire credits toward graduation requirements.

**Support services** occurring during the school year and summer may include, but are not limited to:

- Facilitating the school registration process; assisting in the retrieval of previous school records, including immunization records
- Arranging emergency medical, vision, and dental care services for health problems that affect classroom performance
- Providing opportunities for newly arriving migratory children to avoid a sense of social isolation and to connect with the students in their new schools
- Conducting enrichment activities and training in leadership for migratory students
- Guiding migratory middle and secondary students and their families through the process of exploring their postsecondary options
- Assisting migratory students and families in finding and applying for scholarships
- Providing transportation for migrant-specific field trips, events, and tutoring services

**Equipment, supplies, and materials** for MEP programming may include, but are not limited to:

- Notebook computers (for migratory students to check out)
- Computer lab for migratory students
- iPads (useful for video and voice lessons or educational podcasts)
- Migrant student library (e.g., educational materials and books for migratory students to borrow)
- Classroom supplies for supplementary activities, summer school, intercession support

**Parent and family engagement** activities may include, but are not limited to:

- Providing a parent resource center (e.g., provide computer access and a resource library for families, etc.)
- Assisting migratory parents with training and providing classes on such issues as nutrition, parenting skills, and basic literacy to encourage their active participation in the education process
- Providing transportation and lodging for parents to attend migrant events/conferences/trainings, etc.
- Developing and conducting Parent Advisory Council (PAC) engagement activities

**Costs to administer the MEP<sup>4</sup>** include, but are not limited to:

- Office supplies (e.g., ink, printer cartridges, paper, etc.)
- Computers (e.g., tablets or notebook computers for recruiters)
- Professional library (e.g., software, books, training materials, etc.)
- Professional development (e.g., speakers, provide on-site and off-site trainings, etc.)
- Support recruitment activities
- Communications
- Personnel services (e.g., salaries for MEP staff/benefits)

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<sup>4</sup> LEAs may reserve up to 20% of their Title I, Part C funds for program administration, including contributing to ESEA Consolidated Administration.

## Schedules for Service Delivery

- Priority for Service (PFS) migratory students must be served first.
- Knowledge of the academic needs of each migratory student is required to create an effective schedule of services.
- Smart scheduling will allow for all PFS and other students to be served with proper academic support, as needs are identified.
- Fluid and flexible schedules are needed. MEP schedules must be maximized and not confined by the regular school building bell schedule. This means that some children may only need direct academic service one or two days a week and others may need more. Services may also be provided at the times of the day/week when families are available (evenings, weekends).
- Inclusion or push-in support can be extremely beneficial if the MEP staff and the classroom teacher engage in conversation and planning before the class period. Based on student need, inclusion support schedules need to be flexible to allow for other students to be served. This means that the MEP staff does not need to be in the same classroom for the same period each day (based on the needs of the child/group).

## Continuation of Services Policy

Under ESEA §1304(e), a student whose eligibility for the MEP has expired may continue to receive services in certain circumstances. A child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term.

- A "term" is defined as the regular (fall/spring) or summer sessions. If a student ceases to be eligible for the MEP during these terms, they may receive services until the end of the term without filling out any additional documentation.
- For example, if a student's eligibility runs out in December of the regular school year, the LEA may choose to continue to serve that student until the end of the school year. Or, if a student's eligibility runs out in May, the LEA may choose to continue to serve the student until the end of the summer term.

## Equitable Services to Non-Public Schools

Under ESEA, LEAs that receive Title I, Part C funding must provide equitable services to eligible migratory non-public school students, their teachers, and other educational personnel. After timely and meaningful consultation with appropriate non-public school officials, LEAs must:

- Provide appropriate instructional services which may include evaluation services to determine progress, counseling, tutoring, special education services, or other benefits (such as dual or concurrent enrollment, technology devices, etc.) that address the student needs, and
- Ensure that teachers and families of these children participate on an equitable basis in services and parent and family engagement activities.

If a non-public school indicates that they would like to participate in the Title I, Part C, the non-public school will need to distribute and collect the OS annually to all students. LEAs should follow standard ESEA equitable services processes associated with the annual [Non-Public School Survey](#) and the equitable services section of the CFA to indicate and plan for non-public school participation in Title I, Part C. More information about Title I, Part C equitable services can be found [here](#).

## Program Evaluation

Each LEA with identified migratory students is required to evaluate the impact of services on the academic growth of migratory children and youth. LEAs must develop a process to ensure that an ongoing evaluation of the local service plan is occurring. It is important to note that this evaluation is required of all LEAs with identified migratory students, not just those who receive Title I, Part C funds.

- Program evaluation should consist of the completion and ongoing monitoring of INAs, monitoring classroom performance, observations to monitor fidelity of implementation, and using local and state formative and summative assessment results to create a complete view of how migratory children and youth are performing.
- Results from the on-site, desktop, and self-assessment tiers of Results-Based Monitoring (RBM) may also be utilized for programming evaluation purposes.
- During local PAC meetings, local MEP staff should present this ongoing program evaluation to stakeholders for review.
- The results of this evaluation must be used to inform the design of service delivery for the following year. For LEAs that receive Title I, Part C funds, the required PAC meetings provide an opportunity to engage stakeholders from this subgroup of students.
- It is important to remember that many migratory children are not present in the LEA during state summative assessment windows or have just recently enrolled prior to these important assessment windows, resulting in a short amount of time exposed to the curriculum being assessed. Due to this transiency, the LEA should use a wide array of local progress monitoring information during this process (classroom performance, common formative assessments, benchmarks, universal screeners, etc.).
- Additionally, when the LEA gathers migratory performance information for review, the following data disaggregation should be included:
  - Comparison of migratory children to non-migratory children,
  - Comparison of PFS migratory children to non-PFS migratory children and non-migratory children,
  - Graduation rate, and
  - Dropout rate.

## **Resources**

- [Federal Spending Handbook: Coordinated Spending Guide](#)
- [FPO Data Manual](#)
- [Technical Application Guide: Consolidated Funding Application](#)
- [Title I, Part C Non-Regulatory Guidance](#)
- [Office of Migrant Education](#)—Multiple resources including the [Title I, Part C program webpage](#)
- [Office of Elementary & Secondary Education: Educators](#)—Multiple resources for educators of migratory children
- [Office of Elementary & Secondary Education: Families](#)—Multiple resources for migratory families from all 50 states
- [Identification and Recruitment Consortium \(IDRC\)](#)—Information to improve the proper and timely identification of all migratory children.
- [Instructional Services for Out-of-School youth \(iSOSY\)](#)—Information and resources to improve services to out of school youth
- [What Works Clearinghouse](#) - Provides resources to educators to make evidence-based decisions

## **Contact Information**

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