



Title I, Part C Migrant Education FY27 Program Guide

Tennessee Department of Education | March 2026

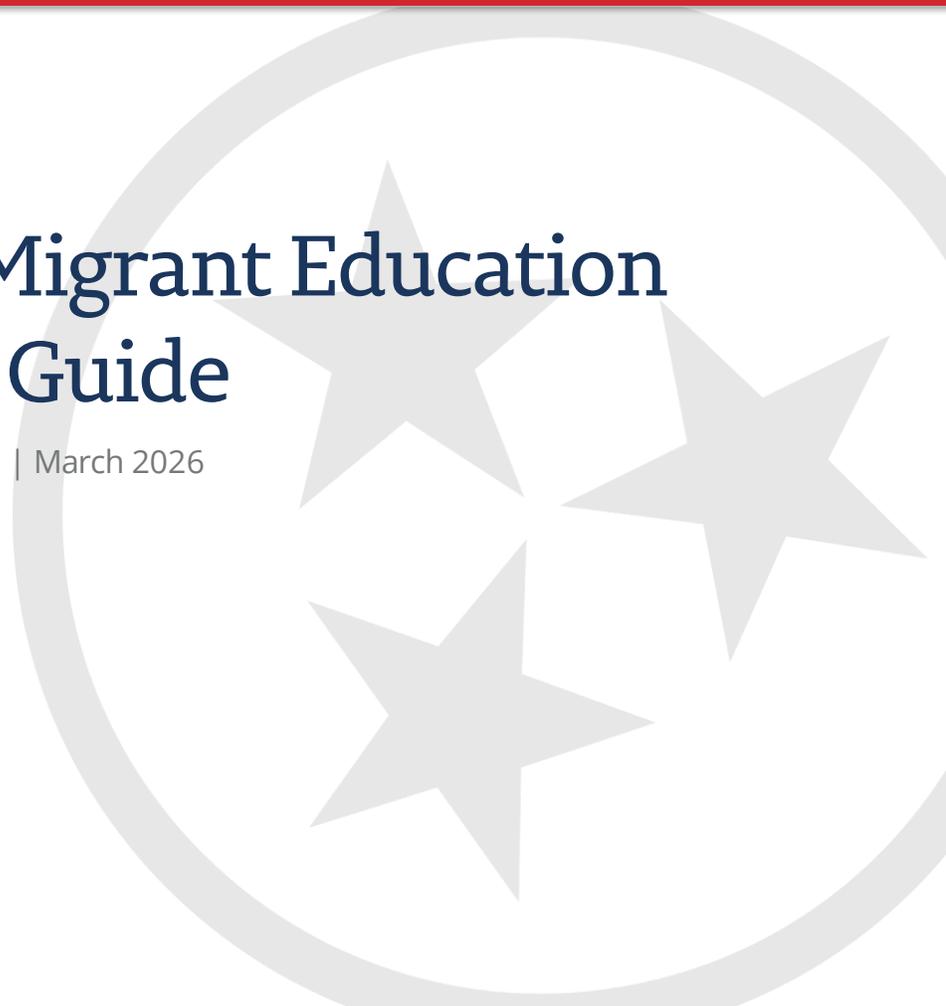


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Overview

Program Purpose

The purpose of the Migrant Education Program (MEP) is to provide high-quality and comprehensive supplemental educational programs and services 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 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 discontinuity that result from repeated moves;
- Ensure that migratory children who move among the states are not penalized in any manner due to 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 and support 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 needs, and other factors that inhibit the ability of such children to do well in school;
- Ensure that all migratory students graduate with a high school diploma (or a General Education Development (GED) 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, services to Out of School Youth (OSY), preschool migratory students, and eligible students in unfunded LEAs are managed by a contracted local operating agency, Arroyo Research Services (ARS).

Title I, Part C funds are made available to eligible LEAs via the Consolidated Funding Application¹ (CFA) to provide migratory children and youth with supplementary educational and support services. For 2026-27, LEA funding is calculated based on the number of K-12 migratory children and youth enrolled in the 2023-24

¹ For more information on the Title I, Part C section of the CFA, see the [Technical Application Guide: FY27 Consolidated Funding Application](#).

and 2024-25 school years during the regular and summer sessions, and those students with Priority for Service (PFS) status. The table below summarizes roles and responsibilities based on Tennessee’s Title I, Part C funding.

Program Requirement	FY26 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 K-12 migratory students in funded LEAs	LEAs
Instructional and Support Services for OSY and preschool migratory students	ARS
Instructional and Support Services for K-12 migratory students attending unfunded LEAs	ARS

Eligible LEAs who wish to decline Title I, Part C funds may do so, but must still assist the state in completing 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) for eligible migratory students. See later sections of this guide for more information on the OS and INA.

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. For each required activity, the LEA/school is responsible for maintaining written documentation on file to support the implementation of each activity. MEP activities shall be used to do the following:

- a. Meet the identified and unique educational needs of migratory children that result from their migratory lifestyle and permit these children to participate effectively in school.
- b. Address the unique educational needs of migratory children that are not addressed by services available from other federal or nonfederal programs.
- c. Administer Title I, Part C funds to address Priority for Service (PFS) to qualifying migratory students.
- d. Collect migratory student data and enter that data into the state or federal databases.
- e. Communicate with Arroyo Research Services (ARS) staff to utilize the national database for migrant student information, the Migrant Student Information Exchange (MSIX), to promote interstate coordination and timely records exchange as appropriate.
- f. Ensure parental participation in the MEP.
- g. Coordinate with available programs offering options for credit accrual and recovery to ensure that migratory secondary students are accessing opportunities available to earn required credits and makeup courses lacking due to late entry or early withdrawal.
- h. Coordinate and collaborate with other LEAs to ensure continuity of services for migratory children as they move from LEA to LEA. Communicate with ARS staff to provide move notifications for migratory children when they move within or out of the LEA.
- i. Conduct an ongoing evaluation of their MEP.

Identification and Data Basics

Definition of a Migratory Child

According to §§ 1115(b)(1)(A) (incorporated into the Migrant Education Program by virtue of sections 1304(c)(2) and 1309(2)) and §§ 200.81(e) and 200.103(a) of the regulations for Title I, Part C, Education of Migratory Children, under the Elementary and Secondary Education Act of 1965 (ESEA) a child is eligible for the services provided by the MEP if the following conditions are met:

1. The child is not older than 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 condition 3, above, in order to seek or obtain qualifying work; *and*
5. Regarding the move identified in condition 4, above, the child:
 - has moved from one LEA to another; or
 - in a state that is comprised of a single LEA, has moved from one administrative area to another within such LEA; or
 - resides in an LEA of more than 15,000 square miles and migrates 20 miles or more to a temporary residence.

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 may continue beyond that according to the Continuation of Services Policy).

Category 1 and Category 2 Students

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

The **Category 1** child count is the 12-month unduplicated statewide total of children who are eligible to be counted for funding purposes. It consists of children ages 3 through 21 who, within three years of a qualifying move, resided in the state for one or more days during the September 1 to August 31 performance period. A "migrant child" must meet the definition in §1309 of the statute and § 200.81 of the MEP regulations.

The **Category 2** child count is the unduplicated statewide total summer/intersession count of eligible MEP project participants who can be counted for funding purposes (migrant children ages 3 through 21). It consists of all migratory children who were served for one or more days in MEP-funded summer or intersession programs in the state during the September 1 to August 31 performance period. All Category 2 students are also 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 K-12 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
- English Language Proficiency Assessment scores below proficient/exit
- TNReady ELA marked as below or approaching
- TNReady MA (math) marked as below or approaching
- Identified as English learner based on state English language proficiency 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/Individualized Education Plan (IEP) – student identified as having a disability²
- Missing credits for graduation
- Student’s age does not match grade level
- ACT score below 20

Preschool age student “at risk of failing” factors include:

- The child is at least 4 years old and is not enrolled in a formal preschool program.
- The child is at least 3 years old and has a suspected or identified developmental delay.

Out of School Youth (OSY) “at risk of failing” factors include:

- The child has dropped out of a US school.
- The child wishes to re-engage in a formal education program like public school, GED, Adult Basic Education, or trade/technical school.

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

Occupational Survey

To meet the requirement to identify potential migratory students and/or families, LEAs must have families complete and return an Occupational Survey (OS) each year as part of the registration process. **The OS is one of the first steps in identifying eligible MEP students but is not the final determination of eligibility.** The OS is crucial as it provides initial information that is given to the ID&R team, who then conduct a thorough interview with the family. The ID&R team makes a final determination of eligibility based on information gathered in the interview and recorded in the Certificate of Eligibility (COE). If there are other students that the LEA thinks may qualify, but were not flagged by the responses on the administered OS, the MEP liaison or other LEA staff should send the student’s information through the

² Students with IEPs who have been identified as gifted-talented (GT) are not included in the above risk factors.

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, either as a physical paper copy or digital copy. Both versions must be made available in the language of the parent. The completed and collected survey may be maintained and stored as a physical paper or electronic document.
- Every student/family in the LEA must complete an OS every year.
- 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.
- The LEA migrant liaison submits all OS forms that meet the following conditions to the ID&R Team through 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 did not 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.*
- **NOTE:** *If the form is not completely filled out, please enter the relevant information on the form that will allow the ID&R team to contact the family.*

For assistance uploading OS forms to TNMigrant, contact info@tn-mep.net.

Individual Needs Assessment (INA)

The purpose of the INA is to identify the comprehensive needs of migratory students. The completed form must 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, and
- Health and humanitarian needs,

INA Instructions and Completion Process

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

- When a 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.
 - To collect information on potential humanitarian needs (medical, dental, food, etc.), the migrant liaison or designee must speak to the migratory parents/caregivers.
- After collecting the required information, the LEA migrant liaison must enter the information into TNMigrant to complete the INA.
- 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 migratory students by the end of September of the current academic year.**
- **For migratory students who are identified throughout the school year, complete the INA within two weeks of enrollment.**

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 at the onset of the second semester. All INA updates must be completed by January 30 of each academic year. 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 or Elena.Cruz@tn-mep.net.

Data Collection and Reporting³

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 Tennessee Education Data System (TEDS). The EIS is the database from which the state creates federal files utilized in reports

³ For more information on federal data reporting requirements, see the [FPO Data Manual](#) and [Migrant FPO Data Mini-Webinar](#).

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/TEDS data regularly.

The state MEP contractor, in conjunction with the Federal Programs and Oversight (FPO) data manager, sends a monthly report to LEAs that have identified migratory students enrolled in their LEA. 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. 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 MEP sub-grantees and receive Title I, Part C funds, are required to enter service codes 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 students in unfunded LEAs and all preschool migratory students and OSY students. For questions about service codes, contact info@tn-mep.net.

The state MEP contractor analyzes 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):

Migrant Liaison

- Each LEA must identify a migrant liaison.
- The LEA must update the LEA's contact list in ePlan and notify the department if there is a change in personnel.
- The department informs ARS of personnel changes to provide the liaison access to MIS2000

Occupational Survey

- 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.
- Download the OS protocol [here](#).

Certificate of Eligibility (COE)

- The state MEP contractor will share the COE with the LEA. The LEA must maintain the COE on file in the student's cumulative folder or LEA files.
- Review COE student data. If there are discrepancies between COE data and LEA student data, alert ARS data specialist [Elena Cruz](#).

MEP Student Enrollment/Grade and Course Placement

- Enroll new migratory students in school in a timely manner and ensure proper grade/course placement.
- Most migratory families need extensive support with school enrollment that may include

transportation to enroll; translation of enrollment documents and other information (bus stops and times); and transportation and translation for immunizations.

- Students must be placed grade/age-appropriately, regardless of English proficiency level, by the state guidelines. Refer to the [ESL Manual](#), page 24.
- Some migratory students are also eligible for McKinney-Vento services. Be sure to assess which MEP students are eligible. and note it in the student's INA. The LEA should help to coordinate the services for migratory students who are also eligible for McKinney-Vento.

USDA Food and Nutrition Service

- Children identified as eligible for the MEP are categorically eligible for free school meals.
- Notify food services personnel at the beginning of the school year and throughout the year, as needed, when new migratory students enroll.
- The LEA must notify the household as soon as possible of the child's eligibility for free meal benefits.
- Acceptable documentation as evidence of MEP eligibility and therefore categorical eligibility for free meals includes:
 - A list of names of participating children from the LEA's migrant liaison; or
 - The effective dates and the signature of a MEP official; or
 - A letter from a MEP official or migrant liaison provided by the household to the school confirming the child currently participates in MEP; or
 - A COE approved by the designated state reviewer
- A child in the MEP is eligible for free meals for the duration of the current school year, regardless of a change in circumstances, and up to 30 operating days into the next school year, due to the year-long eligibility requirement.
- The MEP liaison should issue updated lists of the district's current migrant student roster periodically to the school nutrition office.
- For more information, download the [Eligibility Manual for School Meals](#).

Local Data System: Migrant Coding

- Enter the correct code for migratory students in the LEA's SIS.
- Code migratory student(s) as "migrant" in your local data system (SIS/EIS) using the code "I".
 - It is important to classify migratory students correctly, as this properly marks them as migrant for school enrollment and identifies them for accountability, funding, reporting, and other purposes.
 - Only code a student with the migrant classification "I" if they are indicated as migratory on the monthly MEP student list.
 - For more information, see the [FPO Data Manual](#) or contact the FPO data manager.
- Verify proper uploads to EIS monthly as needed due to any migratory student data changes.

TNMigrant (MEP student data system)

- TNMigrant (tn.msedd.com) houses important information regarding migratory students' eligibility, needs, and academic risk factors and services. The department has authorized one account for each non-MEP-funded district and two accounts for MEP-funded districts. To access the data system, contact Terry.Garrett@tn.gov for authorization. Once approved, access will be established by ARS contact data specialist, Elena.Cruz@tn-mep.net.
- Review the COE information for each migratory child in the LEA. The COE is located in TNMigrant.
 - Sometimes there are discrepancies between what families/caregivers report at the time the COE is completed and the information they provide schools. If you notice a discrepancy, please contact [Elena Cruz](#).
- TNMigrant is also the database in which LEAs complete the INA.
- All MEP-funded LEAs are required to enter instructional and support services monthly in TNMigrant

and to maintain accurate documentation of Title I, C funded services.

- The entry of Title I, Part C services in TNMigrant should be done as soon as possible after the services have been provided, and no later than the 5th of the following month.

Individual Needs Assessment (INA)

- A new INA form must be completed annually for all migratory students by the end of September of the current academic year.
- For migratory students who are identified throughout the school year, complete the INA within two weeks of enrollment.
- The INA must be updated at mid-term of each academic year to reflect the current academic risk factors and humanitarian needs which are required to inform the services needed.
- Optional: complete the [INA Supplement](#).
- Inform teachers that migratory children are in their class and provide them with information included on the INA. Teachers unfamiliar with migratory children may benefit from a brief overview indicating that these students have experienced repeated interrupted education due to the family's frequent mobility while performing agricultural work.
- Download the MEP INA Protocol [here](#).

Other Requirements

- Exchange information with the state MEP contractor as requested.

Requirements for LEAs accepting Title I Part C funds - Meet all requirements listed above, and:

Service Delivery Plan

- Create a local plan for delivering MEP services to migratory students, including those designated as PFS. In accordance with students' needs and the Tennessee MEP Service Delivery Plan,
 - Outline this plan in the Title I, Part C section of the Consolidated Funding Application (CFA).
 - This plan must include both academic/instructional and humanitarian support services.
- Ensure the service plan includes services during the regular school year and summer terms. Summer service counts are part of the overall MEP funding formula for the State.
- The LEA's service plan should be consistently administered throughout the school year with regularly scheduled instructional services.
- In advance of the school year, the LEA should plan to post vacancy notices and/or secure the staff who will be responsible for delivering Title I, Part C funded tutoring.
- Staff assignments and scheduled services to migratory students should begin as soon as possible after the opening of school.

Parent Advisory Councils & Family Engagement Activities

- Establish regular communication with migratory families through phone calls, group texts, chat apps, and bilingual letters or flyers sent home with students. Communications with families must be done in a language or manner the parents/caregivers can understand, including those who are not literate or with low literacy levels in any language.
- Conduct family engagement activities designed to help parents and caregivers better support their children's learning at home and to build the home-school partnership.
- Create a local migratory Parent Advisory Council (PAC) to meet at least twice a year. The purpose of the local PAC is to inform local MEP operations and provide feedback on program services.
- Nominate active migratory parents to participate in the state PAC through the annually released nomination form which is submitted to the state MEP contractor.

- Assist migratory parents' attendance at the two annual state PAC meetings
- Maintain proper documentation of PAC and family engagement activities.

TNMigrant (MEP student data system)

- Manage LEA's eligible migratory student list. Generate your own student enrollment report in TNMigrant to create a real time list of eligible migratory students in your enrolled in the LEA or locate the monthly list located in the Resources section of TNMigrant. This list is compiled monthly, therefore it will not include new students or changes to student information.
- Enter service codes monthly into TNMigrant, documenting the instructional and support services the LEA is providing. Download the MEP Service Collection and Reporting Protocol with service codes [here](#).

Program Service Basics

Parent and Family Engagement

ESEA Title I, Part C § 1304(c)(3) requires that LEAs who accept these funds consult with PACs in designing and operating the MEP if they operate programs of one school year in duration. The statute also requires the MEP to provide for the same parental engagement as is required in ESEA §1116 unless extraordinary circumstances make such provision impractical. Parent engagement and PAC activities are expected to be designed as follows:

- Families must receive information in a format and language they understand. LEAs are federally required to provide interpretation/translation services for students whose home language is not English.
- LEAs receiving MEP funds must convene at least two (2) migratory PAC meetings annually.
 - The PAC must provide input to the LEA on local MEP plans and services
- The LEA must consult with the PAC about the comprehensive needs of the enrolled migratory students as identified in the INAs.
- Parent engagement events, meetings, and activities may also be conducted to:
 - Provide parents with information and support to help their children learn at home,
 - Develop leadership skills among migratory parents, and
 - Educate parents on topics about which they express interest.
- The state MEP contractor will collaborate with the department to host a state-level PAC.
 - LEAs will nominate a local migratory PAC representative to serve on the state-level PAC.

Allowable Uses of Funds⁴

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, 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 migratory students. In other words, activities must be in addition to what*

⁴ Not an exhaustive list of allowable expenses. For more information on allowable use of MEP funds, see [Title I, Part C, Non-Regulatory Guidance](#)

would be supplied or carried out through state, local, or other federal funds. Although instructional and support services may be provided by other federal, state, or local programs, for the services to be counted for Title I, Part C, they must be funded from the district subgrant and be provided by Title I, Part C funds.

Instructional services are provided to migratory students based on their academic needs and must be in alignment with the TN SDP goals and targets. These supplemental academic services are intended to mitigate students' learning gaps and the effects of discontinuity in education due to mobility. The services may occur during the regular school year and during the summer term.

Academic services will support key areas like language and literacy development, including reading in the content areas. Instructional support should also include numeracy and math concepts and skill building.

Instructional services may include, but are not limited to:

- Providing supplemental tutoring and homework help for K-12 migratory students who are failing or at-risk of failing (inclusion, pull-out, one-on-one models, etc.)
- Connecting students with existing school and community instructional services
- Advocating for and mentoring of migratory children to prevent dropping out of school (primarily middle and high school students)
- Enrolling migratory students in secondary credit accrual programs to acquire credits toward graduation requirements and supporting credit accrual work
- Assisting with test preparation and/or test-taking skills for classroom, state, and/or college entrance exams
- Supporting students with college and career readiness work (college essays and applications, financial aid form completion, applications for vocational and postsecondary training)
- Providing transportation for migratory students to attend supplemental instruction/programming
- Providing summer term instruction, tutoring, and/or enrichment activities, such as educational field trips
- Conducting enrichment activities (educational field trips, college visits, participation in community events) and providing transportation when necessary
- Field trips must have an educational/instructional component

Note: *The LEA is responsible for coordinating and scheduling regular, consistently administered, instructional and support services from teachers, paraprofessionals, tutors, or contracted vendors, and for ensuring that delivery occurs uninterrupted throughout the academic year.*

Support services should be educationally related services that are provided to students. These services include but are not limited to health, nutrition, counseling and social services for eligible migratory children, and necessary educational supplies and transportation.

Support services may include, but are not limited to:

- Liaising with the family to support the student enrollment process; assisting in the retrieval of previous school records, including immunization records
- Connecting with existing school and community agencies to address students' needs.
- Arranging emergency medical, vision, and dental care services for health problems that affect classroom performance (setting appointments, transporting students, translating)
- Providing opportunities for newly arriving migratory children to avoid a sense of social isolation and to connect with the students in their new schools, such as a tour of the school, locations of

classrooms, offices, nurse's office, and/or assigning a student to serve as peer support for the newcomer

- Providing support and instructional resources, including training (print and electronic), for students and families to use at home to augment learning

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

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

Note: *Items such as laptops and iPads must be returned to the LEA*

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 migratory events/conferences/trainings, etc.
- Developing and conducting PAC engagement meetings and activities

Costs to administer the MEP⁵ include, but are not limited to:

- Computers (e.g., tablets or notebook computers for MEP liaisons or MEP tutors)
- Professional development and/or participation in MEP local and/or national conferences
- Communication materials such as flyers, brochures, etc.
- Personnel services (e.g., salaries for MEP staff/benefits)

Schedules for Service Delivery

- The LEA must identify migratory students through completion of the INA, and PFS students must receive prioritized services.
- The LEA must determine and document in the INA the academic needs of each migratory student to determine the service plan.
- The needs and availability of students must be considered when developing schedules for services. Services may occur outside regular school hours and school buildings, such as virtual and home-based tutoring, which may be necessary to accommodate the student and family's schedules.

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. There are three circumstances that may allow a child to receive continuation of

⁵ LEAs may reserve up to 20% of their Title I, Part C funds for program administration, including contributing to ESEA Consolidated Administration.

services.

- (1) A child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term.
 - o A “term” is defined as the 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 the LEA completing any additional documentation.

For example:

- If a student’s eligibility expires in October of the regular school year, the LEA may choose to continue serving that student until the end of the fall term.
- If a student’s eligibility expires in February, the LEA may choose to continue serving the student until the end of the spring term.
- If a student’s eligibility expires in June, the LEA may choose to continue serving the student until the end of the summer term.

For the circumstances described in #2 and #3 below, the LEA must complete and submit the [MEP Continuation of Services Form](#) to Hannah.Gribble@tn.gov. The Department will review the application and notify the LEA and the state MEP contractor if the student is approved for Continuation of Services (COS).

- (2) A child’s eligibility ends, and the LEA provides services for an additional school year because comparable services are not available through other programs (see § 1304€(2))
- (3) A secondary school student who was eligible for services may continue to be served in secondary school through credit accrual programs until they graduate (see § 1304€(3))

Before the LEA provides services under these provisions, it should consider whether the child’s unmet educational needs are addressed by the general school program and whether migratory children who have PFS status have already been served.

Equitable Services to Private Schools

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

- (1) 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's needs, and
- (2) Ensure that teachers and families of these children participate on an equitable basis in services and parent and family engagement activities.

If a private school indicates that it would like to participate in Title I, Part C, the private 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 private school participation in Title I, Part C. More information about Title I, Part C equitable services can be found [here](#).

Virtual and Home Schools

Migratory students enrolled in MEP-funded LEAs who attend classes virtually or through remote access

remain the responsibility of the LEA, who must continue to provide the required instructional and support services as identified in the students' INAs. The migrant liaison must coordinate tutoring and communicate with the student/family concerning the delivery of humanitarian/support services.

Migratory students enrolled in non-MEP-funded LEAs who attend virtually or through remote access remain the responsibility of the state MEP contractor, ARS, who will provide the required instructional and support services as identified in the students' INAs. The state MEP contractor will coordinate tutoring and communicate with the student/family concerning the delivery of humanitarian/support services. More information about virtual schools can be found [here](#).

Migratory students whose parents have chosen to provide home school services are not eligible for MEP services from either LEAs or the state MEP contractor. Each Tennessee school district has a home school coordinator whose responsibilities include assisting families with compliance for independent home school. More information about homeschooling can be found [here](#).

Program Evaluation

The statewide MEP is evaluated annually to monitor program implementation and progress toward MEP goals established in the SDP. Each LEA plays a part in that evaluation, depending on whether they receive or do not receive Title I, Part C funds. The statewide evaluation is conducted by the MEP contractor

All LEAs (regardless of Title I, Part C funding):

- Complete, review, and update INAs and enter them into TNMigrant for all K-12 migratory students within two (2) weeks of receiving a COE for a newly recruited migratory student or by the end of September of the current academic year for re-enrollment for returning migratory students.
- Maintain a working list of all MEP students with, and prioritize the delivery of, MEP and/or federal programs services to this student group.

LEA's receiving Title I, Part C funding – Must complete all of the above and:

- Report services provided to MEP eligible students via TN Migrant
- Review the completed INA forms for the migratory students who qualify for PFS and develop a plan for instructional and support services to migratory students.
- Collect local migrant student performance data that includes:
 - Services provided to migratory students (must protect the Personal Identifiable Information of all MEP students)
 - Comparison of academic performance of migratory children to non-migratory children
 - Comparison of academic performance of PFS migratory children to non-PFS migratory children
 - Migratory student graduation and dropout data
- Respond to evaluator/state contractor requests for additional program information via surveys and interviews

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
- [Identification and Recruitment Consortium \(IDRC\)](#)—Information to improve the proper and timely identification of all migratory children.

Contact Information

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