Migrant Education Program Overview and FY24 Consolidated Funding Application Updates

Hannah Gribble | Title III and Title I, Part C
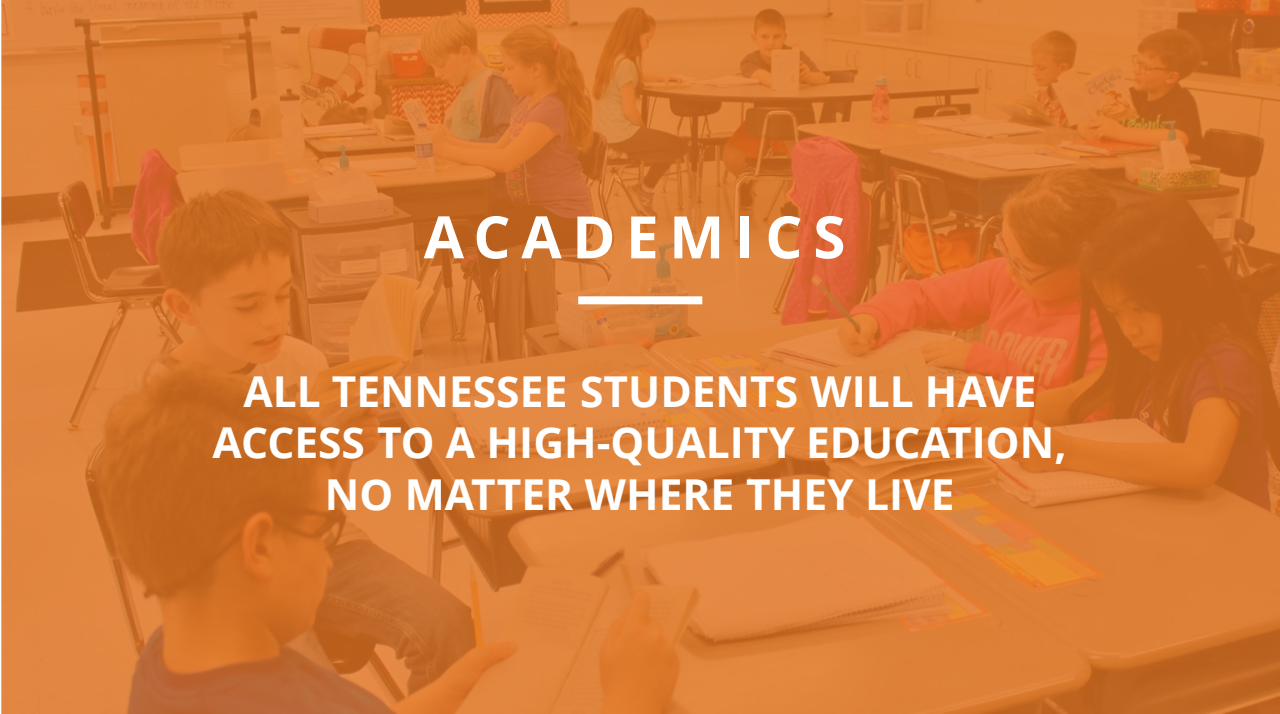Migrant Education Program (MEP) Grant Manager

Division of Federal Programs and Oversight
April 2023

#TNBestforAll

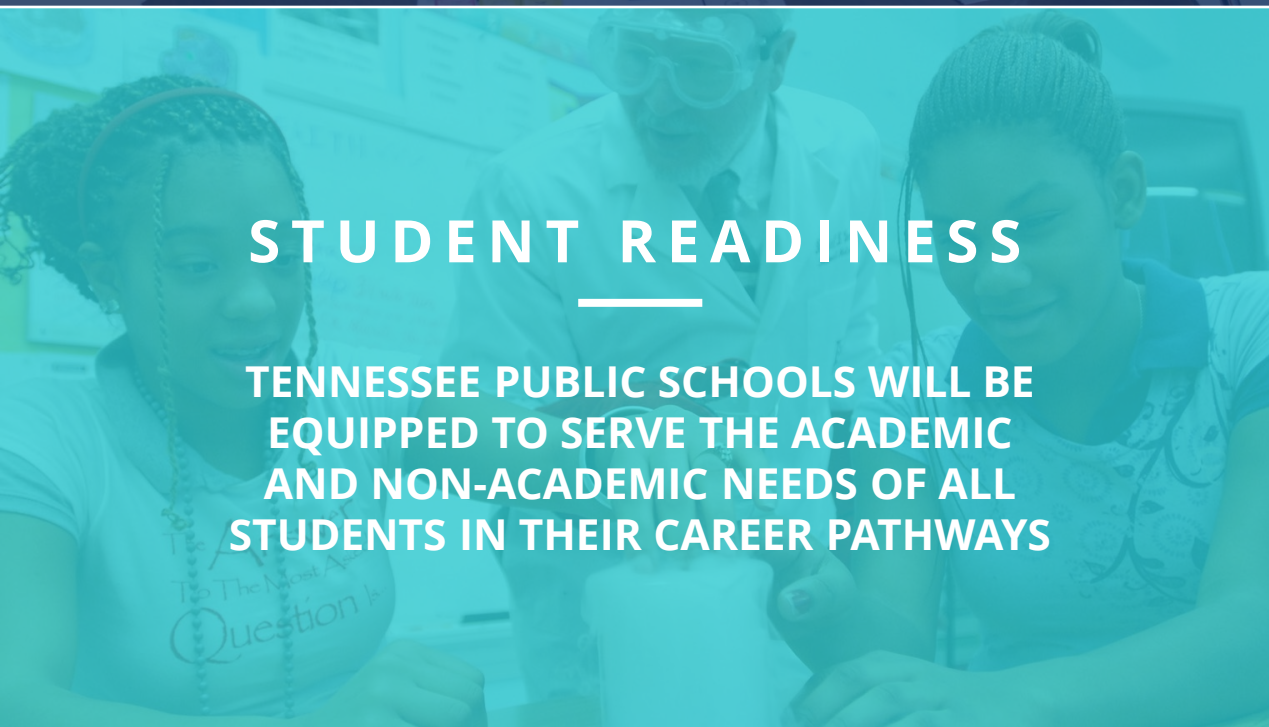© Tennessee Department of Education

BEST FOR ALL
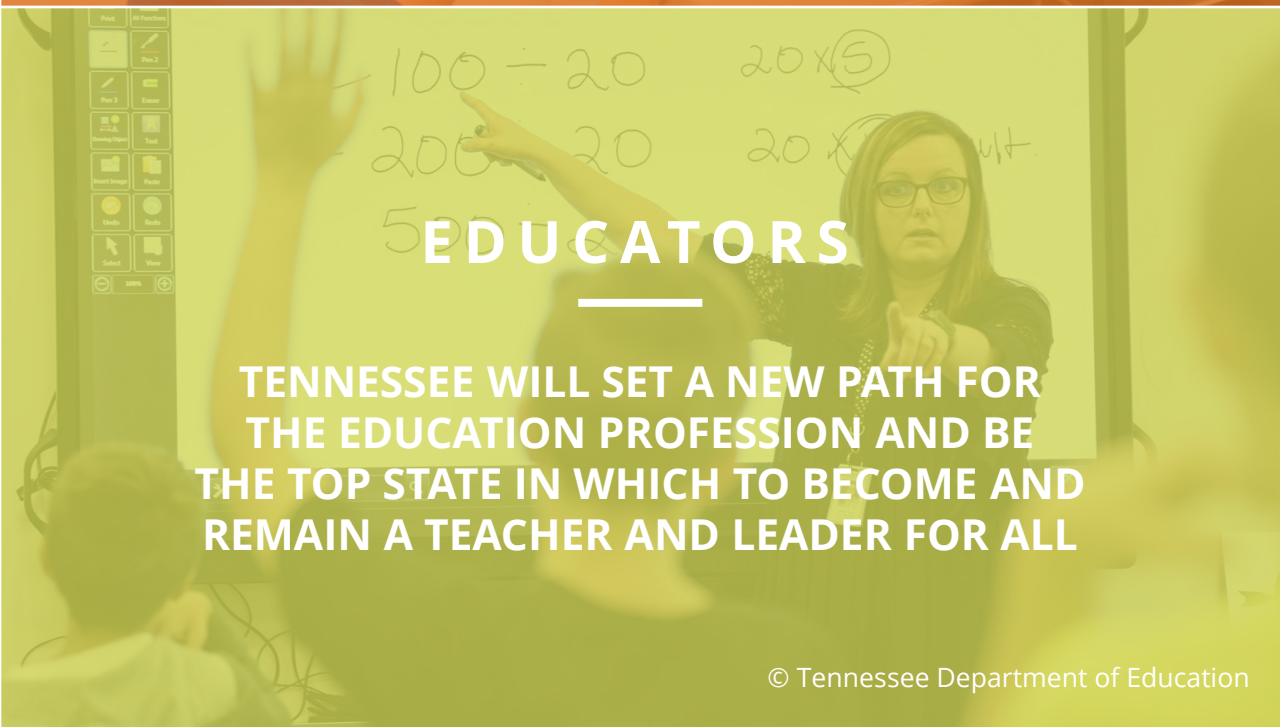
We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

Agenda

- Program Overview
- FY24 Consolidated Funding Application (CFA) Program Details Page
- Resources & Support

Program Overview

Purpose

- The purpose of the Title I, Part C Migrant Education Program (MEP) is to:
  - design and support high-quality and comprehensive educational programs that provide migratory children with the same opportunity to meet the challenging state academic content and student achievement standards that are expected of all children, and
  - 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.

Category 1 and Category 2 Students

- The U.S. Department of Education (USED) collects two separate child counts to determine state allocations of MEP funding: 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 work in qualifying temporary or seasonal work in agricultural or fishing industries

- Category 2 students are migratory students who are served in the summer or intersession migratory programs.
  - All Category 2 students are also counted as Category 1 students.

- *Note: Local education agencies (LEAs) are required to conduct screenings for the preliminary identification of migratory students even if the LEA declines or does not qualify for Title I, Part C funds.*

Priority for Service (PFS)

- After the state MEP contractor and the LEA identifies a student as migratory, the student's PFS status is determined through the completion of the Individual Needs Assessment (INA).

- **PFS** denotes students who:
  - are failing, or most at risk of failing, to meet the state's challenging academic content standards and challenging student academic achievement standards, or
  - have dropped out of school.

  Note: See the next slide for additional criteria.

- All PFS students must be prioritized for support in LEAs accepting Title I, Part C funds [ESEA Title I, Part C §1304(d)].

Priority for Service (PFS)

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

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

Occupational Survey (OS)

- The OS form is a preliminary screening tool in the identification of migratory students.
- All LEAs are required to administer the OS to every student, both new incoming and former returning students, during registration or enrollment in the fall and spring semesters of each academic year.
- Whether the district uses a hard copy or electronic OS forms, the forms are administered by each campus, then collected and submitted to the LEA migrant liaison for further processing.
- The LEA migrant liaison submits all forms that meet the required conditions to the state MEP contractor through TNMigrant within ten (10) days of the student's enrollment.
- For more information on the OS, please see the MEP Program Guide.

Individual Needs Assessment (INA)

- LEAs must complete an INA on eligible migratory students to:
  - Determine the needs of migratory students;
  - Design local services;
  - Prioritize PFS students for receipt of specific, targeted services based on the instructional and support needs identified in the INA; and
  - Provide non-PFS students instructional and support services identified in the INA.
- LEAs must complete an INA for each migrant student each academic year.
  - Migrant students with a new Certificate of Eligibility (COE) must have an INA completed within ten (10) business days of receipt of the COE.
  - Migrant students who are returning or continuing students from the previous school year must have an INA completed within ten (10) business days of enrollment in the LEA.

Individual Needs Assessment (INA)

- The INA will help determine needs and services for each student, including:
  - Priority for Service status
  - Academic needs
  - Medical, dental, vision, and humanitarian needs
  - Immunizations

- All LEAs, regardless of whether Title I, Part C funding is being received, must follow the procedures associated with the INA.

- For more information on the INA, please see the MEP Program Guide.

Parent and Family Engagement

- ESEA Title I, Part C § 1304(c)(3) requires that LEAs form and consult with **parent advisory councils (PACs)** in planning and designing their local 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 § 1118, unless extraordinary circumstances make such provision impractical.

- Families must receive information in a format and language they understand.

Parent and Family Engagement

- LEAs receiving MEP funds must convene at least two (2) migratory PAC meetings annually.

- The department and the state MEP contractor will collaborate to host a state-level PAC annually.
  - LEAs will nominate local migratory PAC representatives to serve on the state-level PAC.

Parent and Family Engagement

- 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 of the local service delivery plan.

- When effective, PAC meetings can also help to develop leadership skills among migratory parents and educate parents about topics in which they express interest.

Allowable Uses of MEP Funds

- **Instructional and support services, such as:**
  – Before or after school tutoring
  – Summer school
  – Summer camps
  – Dropout intervention and reduction activities
  – College and career programs to assist secondary school students with the transition to postsecondary education or employment

- **Supplemental equipment, materials, and supplies, such as:**
  – Materials for a migratory student library
  – Computer lab or technology equipment for migratory children and youth
  – Classroom supplies for supplementary activities, summer school, tutoring programs, etc.

- **Transportation for migratory children and youth to attend supplementary instruction, tutoring, summer school, summer camp, etc.**

Allowable Uses of MEP Funds, cont.

- **Interstate and intrastate coordination**
- **Advocacy**
- **Nominal health services for migratory students without insurance**
- **Professional development**
  - Conferences, speakers, on-site and off-site training
- **Family Engagement**
  - Family resource center
  - Family training sessions/workshops
  - Provide transportation and lodging for parents to attend migrant conferences/training
  - Family literacy programs
  - Parent Advisory Committee (PAC) activities

Note: Title I, Part C funds shall be used to address the needs of migratory children that are not addressed by services available from other Federal or non-Federal programs, except that migratory children who are eligible to receive services under Title I, Part A may receive those services through funds provided under that part, or through funds under Title I, Part C [ESEA Title I, Part C § 1306 (b)(2)]. Title I, Part A funds must be used before Ti

FY24 CFA Program Details Page

Title I, C MEP-funded Job Description

- **New for FY24:**
  - Job descriptions for any personnel funded with Title I, Part C funds (as applicable)

Documents		
Type	**Document Template**	**Document/Link**
(CFA Title I-C) Job description for any position funded with Title I, Part C	N/A	

Title I, Part C Program Details

- **Summary of administration of Title I, Part C**
  - If **using** consolidated administration—
    - Check the box stating that administrative funds **are being consolidated.**
  - If **not using** consolidated administration—
    - Check the box stating that consolidated administration **is not being used,** and
    - provide a summary of how the Title I, Part C program is administered, the **staff responsible for the grant administration** (titles, no names), the **FTE(s)** to be supported by **Title I, Part C funds**, and all other **funding sources** that will contribute to **Title I, Part C administrative staff salaries/benefits.**

Title I, Part C Program Details

- Student numbers for Category 1 and Category 2
  – The numbers will auto-populate in the first two charts.

Student Numbers for Category 1 Students includes migratory children and youth enrolled in grades K-12, who within three years of a qualifying move, resided in the state for one or more days during the performance period for a given year (September 1 to August 31) and are eligible for MEP services. Note: LEAs are no longer responsible for serving PreK or OSY students, only the K-12 students.

Review the chart below

Row		2020-21	2021-22
1	Total number of Category 1 migratory students identified in the LEA	86	42

Student Numbers for Category 2 Students: Category 2 includes migratory children and youth who were served for one or more days in MEP-funded summer or intersession programs in the State during the performance period (September 1 - August 31) for the given year.

Review the chart below

Row		2020-21	2021-22
1	Total number of Category 2 migratory students identified in the LEA	32	6

Title I, Part C Program Details

- Priority for Services (PFS) counts will auto-populate.
- Please describe how the LEA will provide intensive support to migrant PFS students in addition to those services provided to non-PFS migrant students.

<u>Priority for Services:</u> ESEA § 1304(d) requires LEAs to give priority services to migratory students classified as Priority for Services (PFS). Describe how the LEA will provide intensive support to migrant PFS students in addition to those services provided to non-PFS migrant students.

Review the chart below

		2020-21	2021-22
1	Total number of migratory students who qualified as priority for service in the LEA	4	11

* Describe how the LEA will provide intensive support to migrant priority for service (PFS) students in addition to those services provided to non-PFS migrant students.

Occupational Surveys

- Describe the LEAs process for (1) disseminating, (2) collecting, (3) processing/submitting, and (4) recording OS forms. Indicate the timeline and whether hard or electric copies of the OS form are used. Include the submission requirements and procedure for submitting the forms to the migrant data system.

Occupational Surveys: The Occupational Survey (OS) form is a preliminary screening tool in the identification of migratory students. All LEAs are required to administer the most current 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.

* Describe the LEAs process for (1) disseminating, (2) collecting, (3) processing/submitting, and (4) recording OS forms. Indicate the timeline and whether hard or electronic copies of the OS form are used. Include the submission requirements and procedure for submitting the forms to the migrant data system.

Individual Needs Assessment (INA)

- **Individual Needs Assessment (INA):**
  - Describe the LEA's process for conducting migratory individual needs assessments (INA). Include in the description:
  - who is involved in developing and updating INAs,
  - the general timeline for conducting the INA, and the required updates
  - what data is analyzed and how that data is gathered,
  - how the final INA is shared with educators who work with the student, and
  - who enters the INA into TNMigrant.

Individual Needs Assessment: LEAs must complete an individual needs assessment (INA) for each identified migratory student annually or upon receiving a Certificate of Eligibility (COE). All eligible MEP students must have an INA entered into the TNMigrant website within ten (10) business days of receipt of the COE. If the student is also an English Learner, the INA may be added to the student's Individual Learning Plan (ILP). LEAs must ensure that INAs are monitored and updated as information pertaining to the student changes.

Provide a response to the prompt below.

Describe the LEA's process for developing and submitting the individual needs assessments (INA). Include details about (1) who is involved in developing and updating INAs, (2) the general timeline for conducting the INA, (3) what data is analyzed and how that data is gathered, (4) how the final INA is shared with educators who work with the student, and (5) who enters the INA into TNMigrant.

Data Management

- Describe the LEA's process for the management of the following:
  - entering and reconciling migrant data within the SIS.
  - entering instructional and support services into the TN Migrant system.
  - communicating with the State MEP Contractor on data corrections.

Migrant Data Management: In addition to the administration and processing of the OS and INA, regularly scheduled migrant data tasks.

* Describe the LEA's process for the management of each of these migrant data tasks: (1) the entering and reconciling migrant data within the Student Information System, (2) entering instructional and support services into the tn-mep.net migrant data system, and (3) communicating with the State MEP Contractor on data corrections.

Parent Advisory Council (PAC)

- Describe the LEA's plan and/or process for conducting the LEA-level migratory PAC.
- Include in the description potential timelines for meetings, events, or convenings.

Parent Advisory Council: Each LEA accepting MEP funds must create a migratory Parent Advisory Council (PAC) to meet at least twice a year. The LEA must solicit input from the PAC's elected officers and members to inform the local migrant program's service delivery plan. The LEA must maintain documentation of all PAC activities including but not limited to meeting invitations, agendas, minutes/notes, attendance roster, and meeting materials.

Provide a response to the prompt below.

1. Describe the LEA's plan and/or process for conducting the LEA-level migratory PAC. Include in the description potential timelines for meetings, events, or convenings.

Instructional Services Programming

- Indicate which areas of spending funding will address.
  - For each area that is checked, provide a detailed description of the services provided.
- Be sure to address all programming that will be funded through the grant and ensure the information presented aligns with the budget.
  - Instructional support services including direct instruction, online courses, tutoring, educational summer programming, and academic and career counseling

Programming: Indicate which service the funding will address by checking the box below and provide a description of the services to be provided. If non-MEP funds will be used to provide the required support services, please provide the source of the federal or local funds to be used. Be sure to address all programming to be funded through this grant and ensure the information presented aligns with the budget. - NOTE: Required programming for Title I, C includes BOTH supplemental instructional services and supplemental support services.

☐ Instructional support services occur at regular intervals throughout the regular school year and summer term and may include direct instruction, before/after school tutoring, online or virtual courses, summer or intercession education programming, academic and career counseling. All instructional services are to be recorded and entered into the migrant data system. Indicate if regular or summer term instructional services will be provided, or both.

*

Support Services Programming

▪ Support services, including but not limited to wrap-around services, advocacy, health, vision, dental care, and outreach.

☐ Support services occur at regular intervals throughout the regular and summer terms and include emergency medical, dental, and vision services for migrant students without insurance, student advocacy, the provision of school supplies not provided to non-MEP students, loaner technology devices, internet access if not available, and humanitarian support. Indicate if regular or summer term support services will be provided, or both. - NOTE: If non-MEP funds will be used to provide required support services, please provide a description of the services and the source of the funds to be used.

*

Support Services Programming

- Transportation, including needed transportation for students and families.

- Professional development- migrant specific trainings and conferences.

☐ Transportation, including needed transportation for students and families

☐ Professional development specific to the migrant education program, including but not limited to the annual NASDME Conference.

Family Engagement

- Family engagement, including LEA-level PAC activities, facilitation of migrant parent resources, and family literacy programs provided during the regular school year and summer term. Indicate if family engagement will be provided during the regular school year or summer term, or both.

☐ Family engagement, including LEA-level PAC activities, facilitation of migrant parent resources, and family literacy programs provided during the regular school year and summer term. Indicate if family engagement will be provided during the regular school year or summer term, or both.

Assurances

- As with all federal grants, the LEA must assure the SEA that they will ensure compliance with all federal requirements.

Resources & Support

Resources & Support

- Resources can be found in [ePlan.tn.gov > TDOE Resources](ePlan.tn.gov) > ESSA Information, Guidance, PPTs, & Webinars > Title I, Part C: Migrant Education Programs > Migrant Education Documents & Information.

- Additional CFA Guidance

  – Updated section of the [Federal Funding Handbook: Consolidated Funding Application](#)

  – Updated section of the [Coordinated Spending Guide](#)

  – Divisional Coordinators will also provide training and support via their spring CFA training sessions and office hours.

- One-on-one technical assistance is available by contacting Terry.Garrett@tn.gov or Hannah.Gribble@tn.gov.

Thank You!

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TN Department of **Education**

Fraud, Waste or Abuse

Citizens and agencies are encouraged to report fraud, waste, or abuse in State and Local government.

NOTICE: This agency is a recipient of taxpayer funding. If you observe an agency director or employee engaging in any activity which you consider to be illegal, improper or wasteful, please call the state Comptroller's toll-free Hotline:

1-800-232-5454

Notifications can also be submitted electronically at:

http://www.comptroller.tn.gov/hotline