



Title I, Part C Migrant Education FY25 Program Guide

Tennessee Department of Education | April 2024

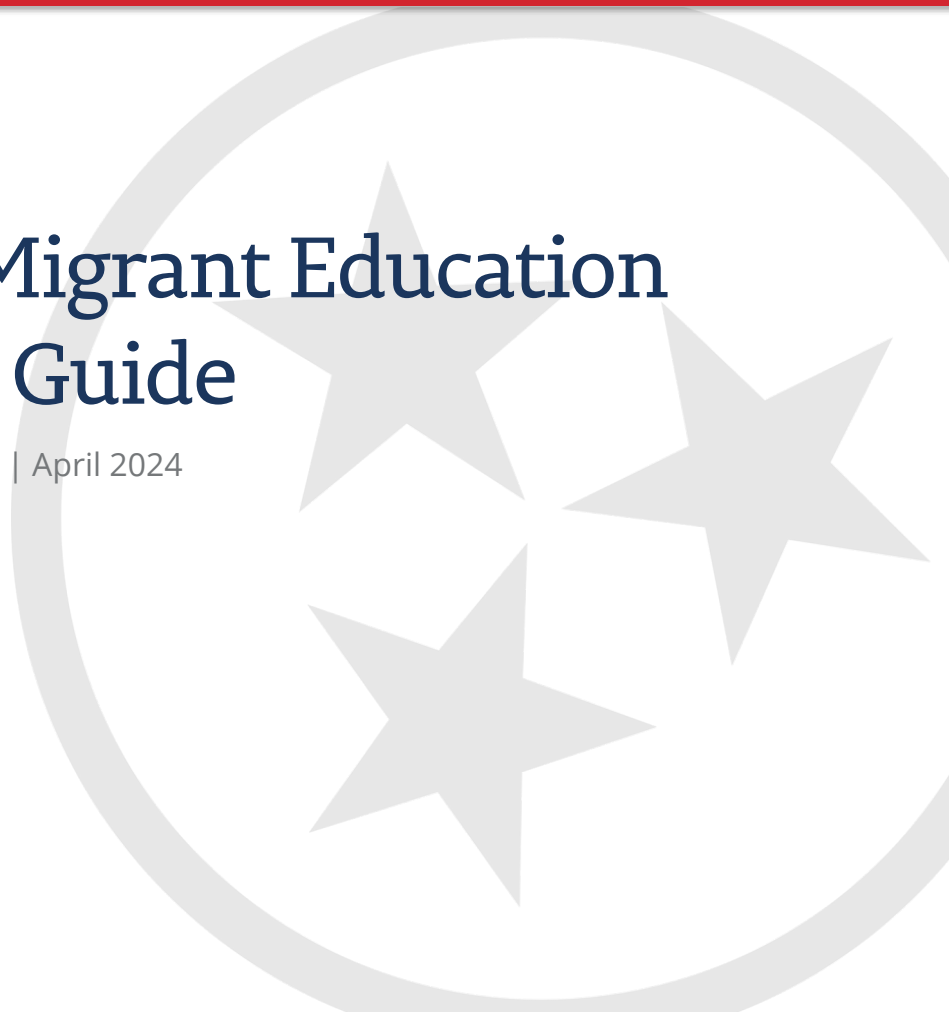


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Overview

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 migratory 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).

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 2024-25,

¹ For more information on the Title I, Part C section of the CFA, see the [Technical Application Guide: FY25 Consolidated Funding Application](#).

LEA funding is calculated based on the number of K-12 migratory children and youth enrolled in the 2021-22 and 2022-23 school years during the regular and summer sessions and those students with Priority for Service (PFS) status.

Program Requirement	FY25 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 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:
 - a. 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.
 - 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. 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
 - i. Conduct an ongoing evaluation of their Migrant Education Program.

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 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 a distance of 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 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 of migratory children who were served for one or more days in MEP-funded summer or intersession programs in the state during the September 1 – 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 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

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 conducts a thorough interview of 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 [Tennessee MEP Referral Form](#).

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 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.*
- **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
- Medical 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 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.
 - In order 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.
- 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 migratory 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 at the onset of the second semester. 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 Reporting²

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

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

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 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.

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):

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 Certificate of Eligibility (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 Elena.Cruz@tn-mep.net.

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 in accordance with the state guidelines. Refer to the [ESL Manual](#), page 27.
- Some migratory students are also eligible for McKinney-Vento services. Be sure to assess which MEP students are eligible.

USDA Food and Nutrition Service

- Children identified by the State, regional, or local MEP director or coordinator or the migrant liaison as meeting the definition of migrant are categorically eligible for free school meals.
- The LEA should attempt to obtain MEP enrollment status early in the school year, prior to a household completing a free lunch application. After documentation is obtained, the LEA must notify

the household as soon as possible of the child's eligibility for free meal benefits.

- Acceptable documentation for MEP participation includes:
 - A list of names of participating children; or
 - The effective dates and the signature of a MEP official; or
 - A letter from an 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.
- LEAs must establish procedures with the MEP liaison and/or homeless liaison to document and certify migratory children for free meal benefits as promptly as possible, especially when a new migratory child is identified.
- 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 [here](#).

Local Data System: Migrant Coding

- Code migratory students properly in the LEA's student identification system (SIS).
- Classify 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 mark a student with the migrant classification "I" if they are indicated as migratory on your monthly MEP student list.
 - For more information, see the [FPO Data Manual](#) or contact the state Data Manager, Trish Kelly (Trish.Kelly@tn.gov.)
- Verify proper uploads to EIS on a monthly basis 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. To access the data system (if you do not already have an active account) contact data specialist Elena Cruz 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 elena.cruz@tn-mep.net.
- TNMigrant is also the database in which LEAs complete the INA.

Individual Needs Assessment (INA)

- 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. 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.
- 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, 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.

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.
- 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. Submit [nomination forms](#) and 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 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. 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 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 comprehensive needs of the enrolled migratory students as identified in the INAs, and
 - The design and evaluation of the local service delivery plan.
- 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
 - educate parents about topics for which they express interest
- The department and the state MEP contractor will collaborate with the Department and state contractor to host a state-level PAC.
 - LEAs will nominate a local migratory PAC representatives to serve on the state-level PAC.

Allowable Uses of Funds³

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 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 tutoring for K-12 migratory students who are failing or at-risk of failing (inclusion, pull-out, one-on-one models, etc.)
- Providing summer school instruction, tutoring and/or enrichment activities (either in schools or on a contracted basis) that offer both academic and enrichment opportunities
- Connecting with existing school and community instructional services
- 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
- Providing transportation for migratory students to attend supplemental instruction/programming
- Enrolling migratory students in secondary credit accrual programs to acquire credits toward graduation requirements.

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.*

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

Support services occurring during the school year and summer 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' humanitarian needs.
- 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 migratory-specific enrichment events such as educational field trips and college visits.

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)
- Migratory student library (e.g., supplemental educational materials and books for migratory students to borrow)
- Classroom supplies for supplementary activities, summer school, intercession support

NOTE: *Items such as laptops and iPads must be returned to the LEA at the end of lessons/series.*

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 MEP⁴ include, but are not limited to:

- Office supplies (e.g., ink, printer cartridges, paper, etc.)
- Computers (e.g., tablets or notebook computers for outreach staff)
- Professional library (e.g., software, books, training materials, etc.)
- Professional development (e.g., speakers, provide on-site and off-site trainings, etc.)
- Communication materials such as flyers, brochures, etc.
- Personnel services (e.g., salaries for MEP staff/benefits)

⁴ 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

- The LEA must identify Priority for Service (PFS) 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 in order to determine the service plan.
- 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 or school day 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).

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

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, which coordinates with the department and each LEA. Additionally, Title I, Part C funded LEAs are expected to review their own performance and report it to their local PACs. Results from the on-site, desktop, and self-assessment tiers of Results-Based Monitoring (RBM) may also be utilized for programming evaluation purposes. Specific evaluation requirements are found below.

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 students or by the end of September of the current academic year for re-enrollment for returning migratory students.
- Maintain current PFS status for all MEP students via TN Migrant

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 your migratory students.
- Collect and report local migrant student performance data to their local PAC that includes:
 - Services provided to migratory 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
- [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.

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