



# Title I, Part C: Migrant Education Program (MEP) Overview

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**BEST** FOR  
**ALL**

We will set all students on a path to success.

## ACADEMICS

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

## STUDENT READINESS

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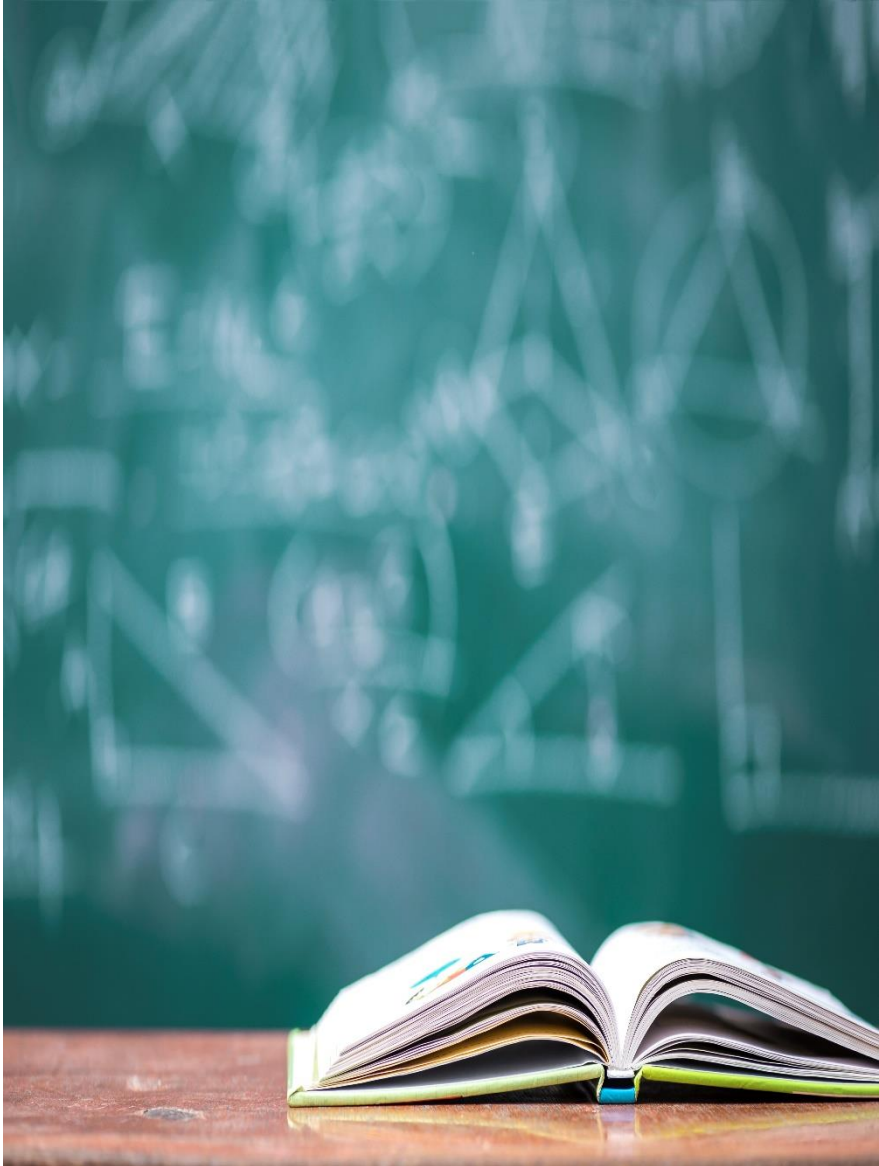
TENNESSEE PUBLIC SCHOOLS WILL BE  
EQUIPPED TO SERVE THE ACADEMIC  
AND NON-ACADEMIC NEEDS OF ALL  
STUDENTS IN THEIR CAREER PATHWAYS

## EDUCATORS

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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

- Welcome and Introductions
- History of the MEP
- Where We've Been and Where We're Going
- Program Overview & Purpose
- Organization of the TN MEP
- Required Occupational Survey (OS) Forms
- Identification & Recruitment Program Eligibility
- Services to Migrant Students
- Arroyo Research Services (ARS) Activities Overview
- Migrant Student Success Stories
- State Support for LEAs
- Closing



# Welcome and Introductions

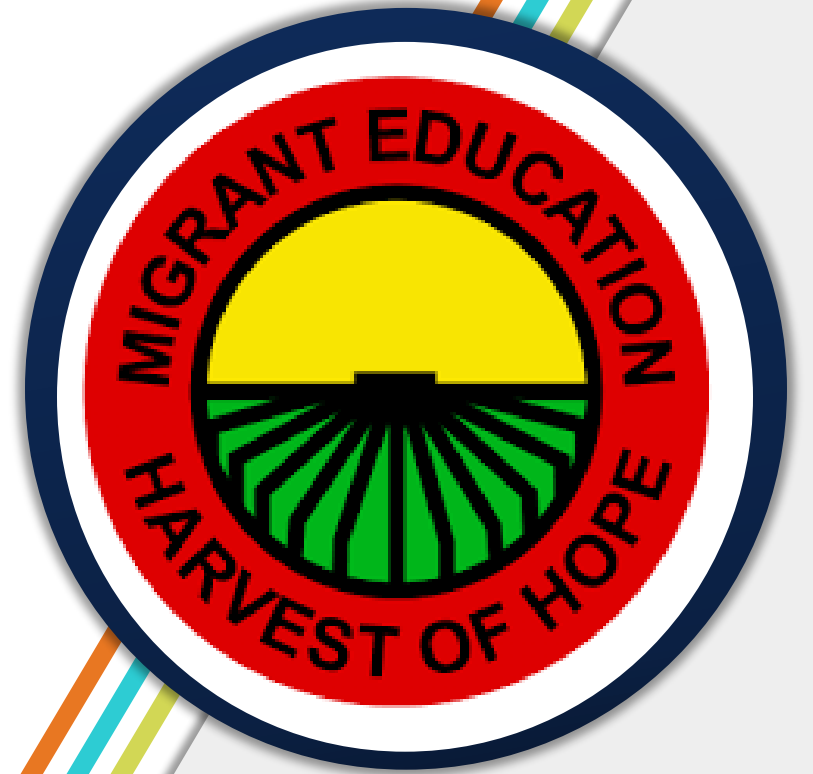
# Introductions

## ▪ **Hannah Gribble**

- Title III and Migrant Education Program Grant Manager
- Division of Federal Programs & Oversight, Tennessee Department of Education

## ▪ **Rachel Jackson**

- Statewide Pre-K and K-12 Field Services Leader
- Arroyo Research Services (ARS)



# Norms and Expectations

- Take calls and necessary phone communications outside of the session room.
- Remain engaged.
- Visit a team member at the registration table if you have questions about the conference.
- All session slide decks are available in ePlan > TDOE Resources > Federal Programs and Oversight (FPO) > Federal Programs Professional Development > 2023 Federal Programs Institute.



# Building on Prior Knowledge

- What do you know already about the MEP?
- Complete the following sentences:
  - The purpose of the Migrant Education Program is to . . .
  - Children and youth are eligible for the program when . . .
  - An example of a service MEP provides is . . .
- Why did you select this session to attend?



# History of the MEP





# Timeline of the Migrant Education Program

- **1947:** Mendez v. Westminster: segregation of Mexican-American students unconstitutional
- **1954:** Brown v. Board of Education: segregation on the basis of race was unconstitutional
- **1960:** Edward R. Murrow's documentary "Harvest of Shame"
- **1964:** Civil Rights Act of
- **1965:** Elementary and Secondary Education Act
- **1966:** The Migrant Education Program (MEP) was created





# Harvest of Shame

- Harvest of Shame-television documentary
- Aired just after Thanksgiving Day in November 1960



# **Video clip from 1960** **Harvest of Shame**

- <https://www.youtube.com/watch?v+CBbc2u4fMkA>

# Where We've Been and Where We're Going...

**July 2021:** New contract for identification and recruitment (ID&R) and data services is awarded to Arroyo Research Services (ARS)

**2021-22:** First year of local education agency (LEA) implementation of Title I, Part C grant

**Spring 2022:** ARS assumes responsibilities and services for Pre-K and Out-of-School youth (OSY) students

**Summer 2022:** ARS provides summer services for some unfunded LEAs

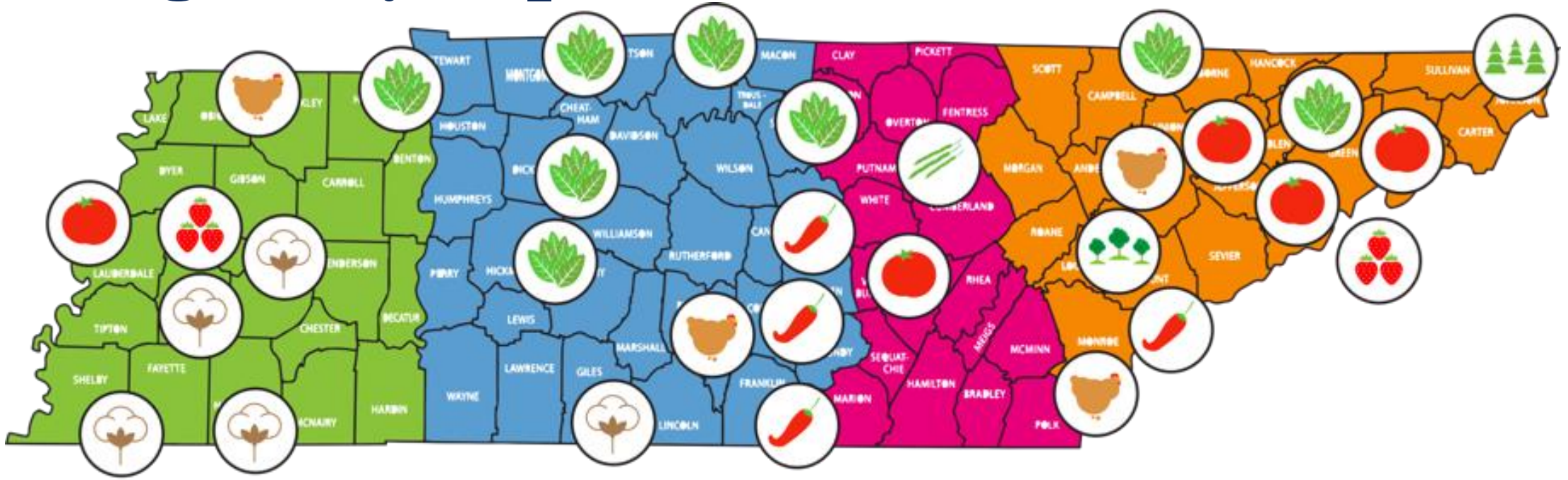
**2022-23:** Second year of LEA implementation of Title I, Part C grant

**2023-24:** Third year of LEA implementation of Title I, Part C grant

# Where We've Been & Where We're Going

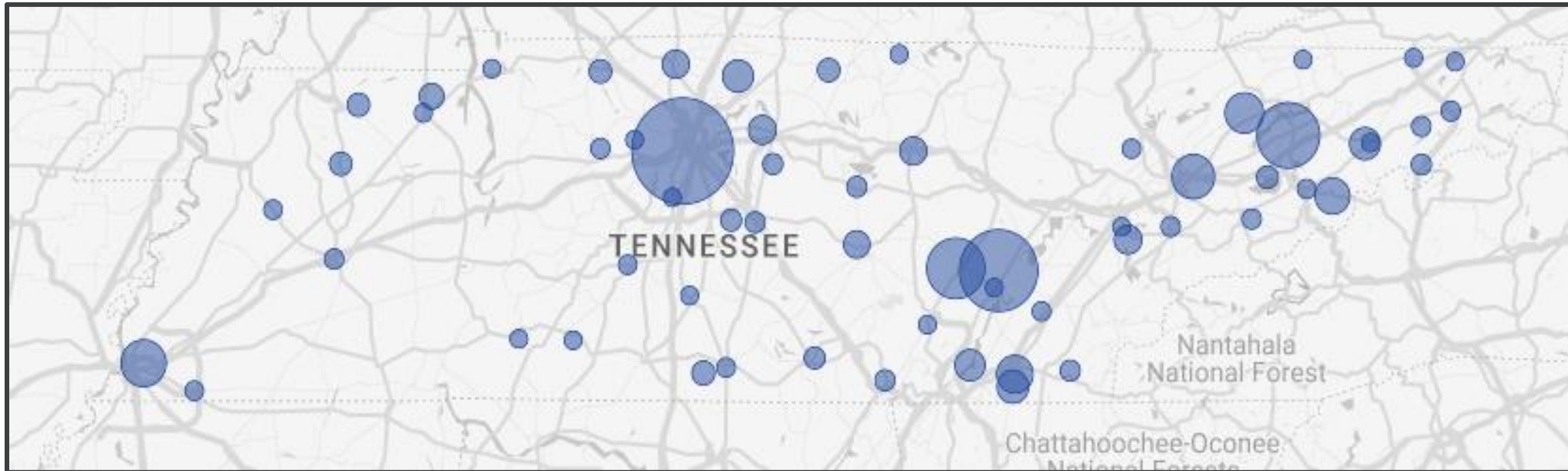


# TN Migratory Population



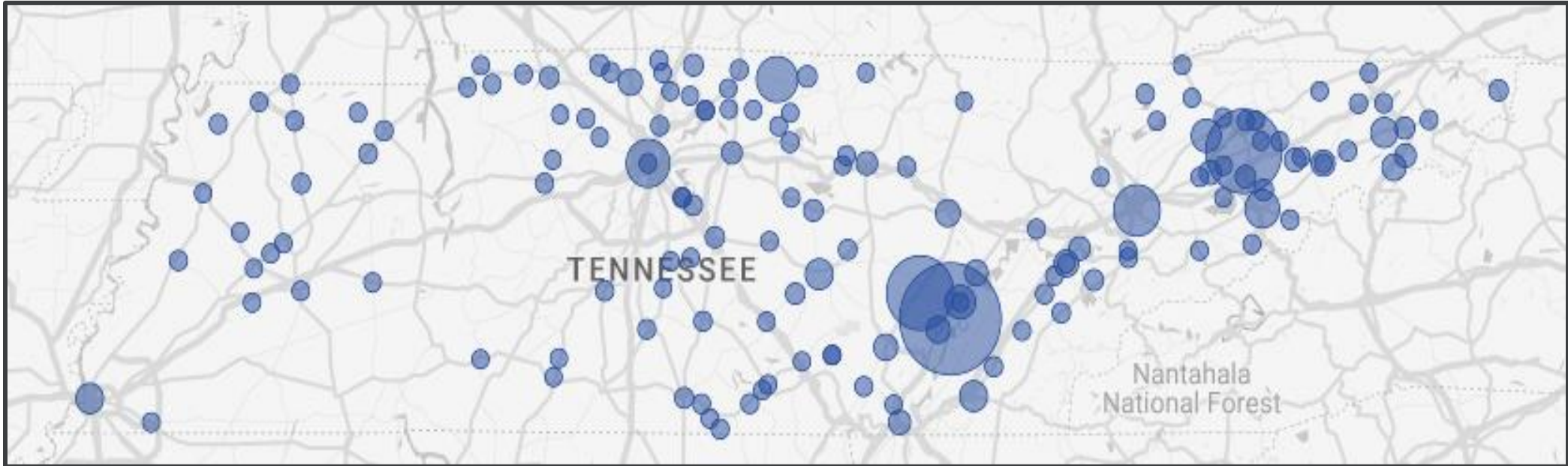
Christmas Trees		Poultry		Tomatoes	
Strawberries		Beans		Tobacco	
Peppers		Cotton		Nursery Trees	

# Migrant Students Statewide



Accessed July 2023  
MIS2000 TNMigrant Data System  
<https://www.msedd.com/>

# All Recruitment in the Last Five Years



Accessed July 2023  
MIS2000 TNMigrant Data System  
<https://www.msedd.com/>

# LEAs with Highest Migratory Student Population

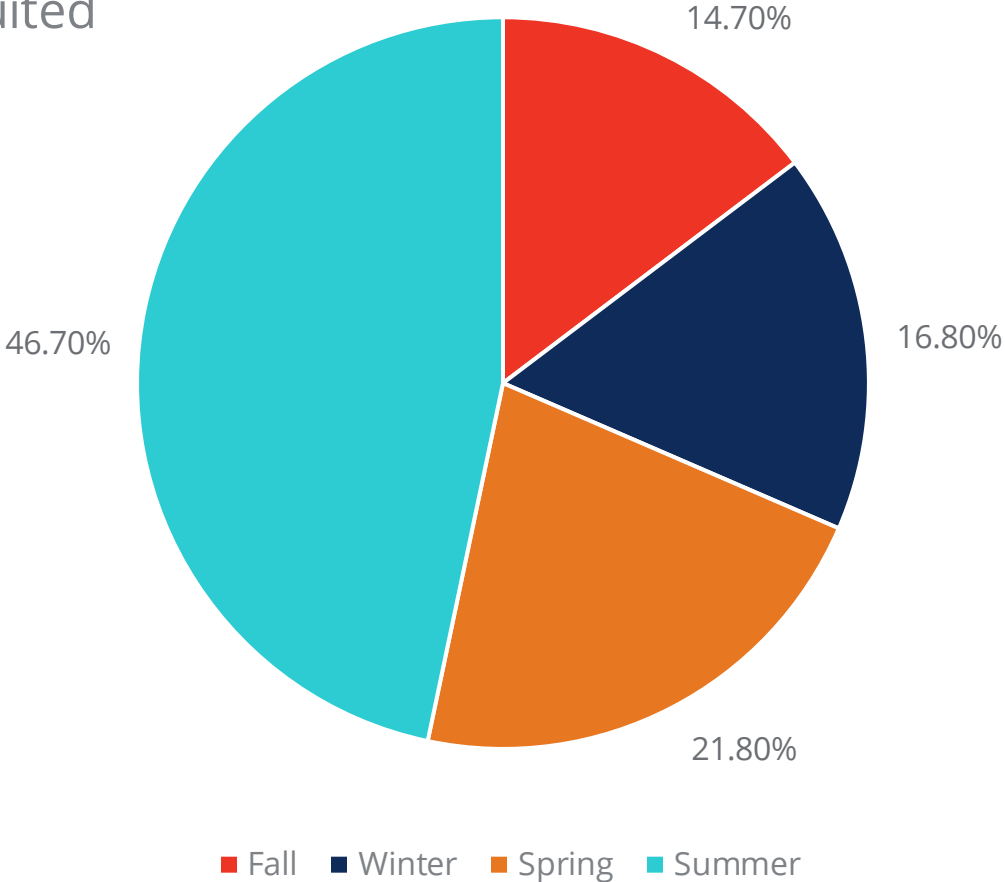
LEA Name	Number of Students
Metro-Nashville Public Schools	149
Rhea County Schools	136
Hamblen County Schools	109
Bledsoe County Schools	106
Memphis-Shelby County Schools	45
Knox County Schools	41
Grainger County Schools	40
Cocke County Schools	36
Loudon County Schools	36
Bradley County Schools	29



# Students Recruited by Season



Students Recruited by Season

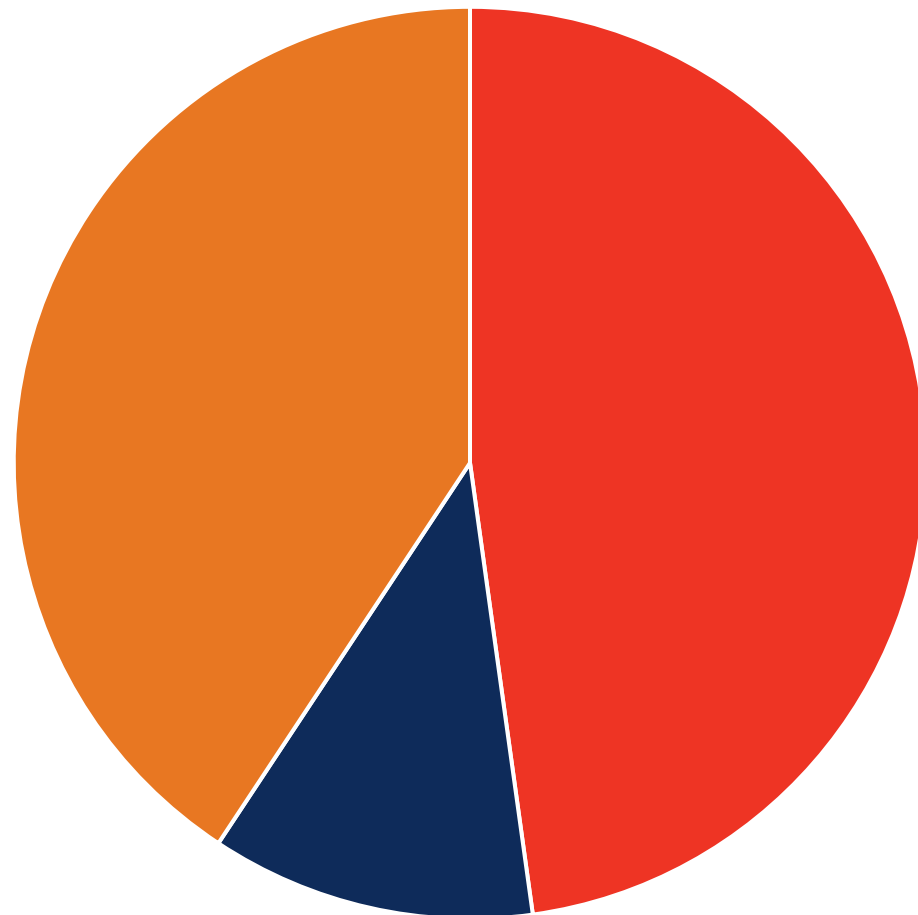




# Students recruited by grade group 2022-23



Students

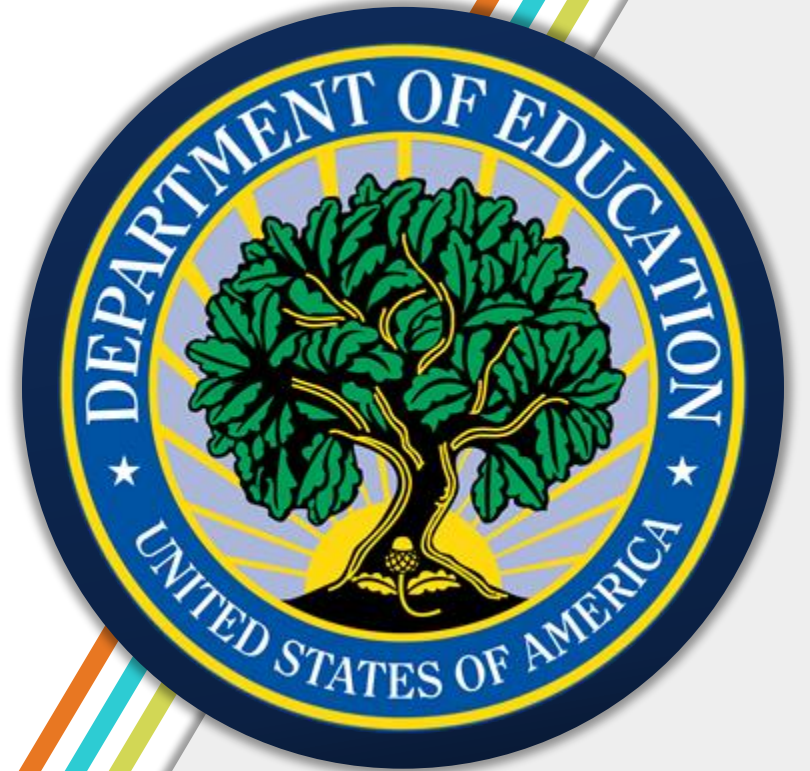


■ K-12 ■ P0-P5 ■ OS ■

# Program Overview & Purpose

# MEP Overview

- Title I, Part C of the Elementary and Secondary Education Act (ESEA) is the Migrant Education Program (MEP)
- The MEP is funded by the U.S. Department of Education (ED) and administered by the Tennessee Department of Education (department).
- The department distributes funds to LEAs across the state and to ARS in order to identify, recruit, and serve the eligible migratory children and youth in the state.



# MEP Purpose

- The MEP aims to ensure that all migratory children and youth reach challenging academic standards and graduate with a high school diploma (or equivalent) that prepares them for responsible citizenship, further learning, and productive employment.



# Organization of the Tennessee MEP



# MEP Responsibilities

Organization Responsible	Program Requirement
Department	Statewide MEP administration
Department	Consolidated Funding Application (CFA) Title I, Part C subgrants
Department	LEA monitoring
LEAs & ARS	K-12 educational and support services
LEAs & ARS	Data collection and reporting
ARS	Identification and Recruitment (ID&R)
ARS	Services to pre-K and OSY students



# Who Does What?



All Tennessee LEA Responsibilities

Title I, Part C Funded LEA Responsibilities

Arroyo Research Services Responsibilities

- Designate a **migrant liaison** to support the recruitment of and services to eligible migratory students in the LEA.
- Distribute and collect the **Occupational Survey (OS) for every student every year** to identify potential migratory students.
- Submit OS forms to [tn.msedd.com](http://tn.msedd.com) (TNMigrant) according to **OS procedures**.
- **Code migratory students correctly** in the LEA's student information system (SIS).
- Provide data on migratory students for input into **MSIX** (national Migrant database).
- Complete and submit an **Individual Needs Assessment (INA)** for every identified migratory student to [tn.msedd.com](http://tn.msedd.com) (TNMigrant).
- Exchange information and **collaborate** with the state MEP contractor as requested.

# Title I, Part C Funded LEAs

- Provide **services** to eligible K-12 migratory students.
- Create a local migrant **Parent Advisory Council (PAC)** to meet at least twice a year.
- **Maintain proper documentation** of PAC and family engagement activities.
- **Record service data using service codes** in TNMigrant monthly.
- Complete and revise (as needed) the **Title I, Part C section of the CFA**.
- Participate in **MEP training**.

- Provide statewide **services to migratory pre-K and Out of School Youth (OSY)** and some **K-12 summer services** in unfunded LEAs.
- Manage **data and reporting** requirements from ED, including the Migrant Student Information Exchange (MSIX) platform.
- Collaborate with the department to provide **professional development and technical assistance** to LEAs.
- Manage **statewide parent engagement** and the state PAC.
- Manage **program evaluation**, including the state Service Delivery Plan (SDP) and Comprehensive Needs Assessment (CNA).



# Required OS Forms

# Occupational Survey (OS)

- All LEAs, regardless of Title I, Part C funding, must follow procedures associated with the processing and submission of OS forms.
  - Within **three weeks of student enrollment**, the LEA migrant liaison should submit all OS forms that meet the following conditions to the ID&R team through [tn.msedd.com](https://tn.msedd.com) (TNMigrant).
    - All OS forms with “Yes” answers to both questions.
    - OS forms that may not have answered “Yes” to Question 2, but there are other signs that indicate the family may qualify.
  - 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 [tn.msedd.com](https://tn.msedd.com).



# Occupational Survey (OS)

- In Tennessee, **every student** must complete an Occupational Survey (OS) form **every school year**.
- The OS is available in 12 languages and can be found in ePlan > TDOE Resources>ESSA Information, Guidance, PPTs, & Webinars> Title I, Part C: Migrant Education Programs> Migrant Education Documents & Information

English

Gujarati

Spanish

Kinyarwanda

Swahili

Kurdish

Amharic


Somali

Arabic


Telugu

Chinese

Vietnamese



**Tennessee Parent Occupational Survey**



Under Title I, Part C of the Elementary and Secondary Education Act (ESEA) our school district provides supplemental services to the children of agricultural workers who have recently moved. This survey is to help the school identify if your child might qualify for these free supplemental services such as tutoring, school supplies, summer camps in select counties, and other free services. Please answer the following questions and return this form to your child's school. **The information provided below will be kept confidential.**

Today's Date \_\_\_\_\_

Student First Name \_\_\_\_\_

School Name \_\_\_\_\_

Parent/Guardian First & Last Name \_\_\_\_\_






Student Last Name \_\_\_\_\_

Student Grade \_\_\_\_\_

**1. Have you or an immediate family member performed any agriculture or fishing jobs temporarily or seasonally, in any part of the United States, in the past 3 years? Check all that apply.**

\_\_\_ NO

\_\_\_ YES. Check all that apply:

<b>Agriculture/Field Work:</b> planting, picking, sorting crops, soil preparation, irrigation, fumigation  <input type="checkbox"/>	<b>Processing &amp; Packaging:</b> fruit, vegetables, chicken, pork, beef, eggs, etc.  <input type="checkbox"/>	<b>Dairy/Cattle Raising:</b> feeding, milking, rounding up.  <input type="checkbox"/>
<b>Nursery/Greenhouse:</b> planting, potting, pruning, watering, harvesting  <input type="checkbox"/>	<b>Forestry:</b> soil preparation, planting, cutting trees; does not include landscaping.  <input type="checkbox"/>	<b>Other:</b> Any other agriculture or fishing work, please list here: _____ _____

**2. In the past 3 years, has your family moved to another state, city, school district, and/or county?**

\_\_\_ NO

\_\_\_ YES. My family has moved within the past 3 years. Indicate how long ago below.

\_\_\_\_\_ Years      \_\_\_\_\_ Months      \_\_\_\_\_ Weeks

**If you answered "Yes" to question 1, please complete the information below. A staff from the Migrant Education Program will follow up with your family to verify if you qualify for free services.**

Home Street Address \_\_\_\_\_

City \_\_\_\_\_

Telephone Number \_\_\_\_\_

Email Address \_\_\_\_\_

Apt # \_\_\_\_\_

Zip Code \_\_\_\_\_

Language \_\_\_\_\_

Best Day of Week and Time to Call \_\_\_\_\_

**For School Use Only:** Please forward all surveys with a "YES" response to Question 1 to your district migrant liaison for them to submit to the ID&R Team through [tn.medi@doe.tn.gov](mailto:tn.medi@doe.tn.gov). If you have any questions, email the TN MEP ID&R Team: [ids@tn.mep.net](mailto:ids@tn.mep.net)

Student State ID: _____	Enrollment Date: _____	District ID: _____
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# Identification & Recruitment Program Eligibility

# MEP Eligibility is Determined By



1. **Work:** The type of work a youth or parent engages in
2. **Move:** A move across school district lines
3. **Age/Graduation Status:** Eligible for public school
  - a. The student has not yet attained a high school diploma
  - b. The student is under the age of 22



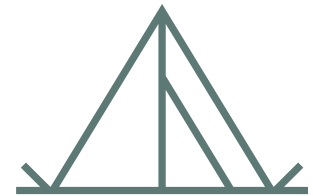
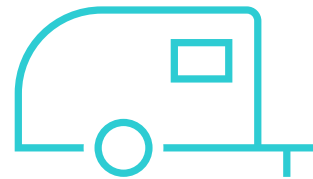
# The Work

- Temporary or Seasonal: Agricultural, Processing, & Fishing
- Must involve the raw product



# The Move

- **Migratory:** Students, families, and workers moved across school district lines in the past three years



# Public School Age

- **Eligible for Free Public Education in the United States:** Children/youth who have not yet reached age 22 or obtained a high school diploma or equivalent



Preschool Age (Birth-5 years)



School Age (Grades K-12)



Out-of-School Youth (OSY) (Up to age 22)

# Where and how are potentially eligible MEP students identified?

- Schools
- Farms
- Community
- Referrals
- Move notification from other states



# Certificate of Eligibility (COE)

- Student determined eligible by a trained recruiter when the student meets all MEP eligibility criteria
- Each migratory child/youth must have a **Certificate of Eligibility (COE)** signed by the department to receive services and be deemed eligible for the program.

Tennessee /County Name _____ COE # _____ Home Language _____ National Certificate of Eligibility Migrant Education Program													
<b>I. FAMILY DATA</b>													
Parent/Guardian 1: Last Name _____ First Name _____						Parent/Guardian 2: Last Name _____ First Name _____							
Current Address: _____						City _____		State _____	Zip _____		Telephone _____		
<b>II. CHILD DATA</b>													
Last Name(s)		First Name		Middle Name	Grade	Race	Sex	Birth Date	Birth Place City, State, Country		MB	Code	Residency Date
1.													
2.													
3.													
4.													
5.													
<b>III. QUALIFYING MOVES &amp; WORK</b>						<b>IV. COMMENTS (Must include 2bi, 4a, 4b, 5, 6a and 6b of the Qualifying Moves &amp; Work Section, if applicable.)</b>							
<p>1. The child(ren) listed on this form moved due to economic necessity from a residence in _____ School district / _____ City / _____ State / _____ Country to a residence in _____ School district / _____ City / _____ State _____.</p> <p>2. The child(ren) moved (complete both a. and b.):</p> <p>a. <input type="checkbox"/> as the worker, OR <input type="checkbox"/> with the worker, OR <input type="checkbox"/> to join or precede the worker.</p> <p>b. The worker, _____ First Name and Last Name of Worker _____, is <input type="checkbox"/> the child or the child's <input type="checkbox"/> parent/guardian <input type="checkbox"/> spouse.</p> <p>i. (Complete if "to join or precede" is checked in 2a.) The child(ren) moved on _____ MM/DD/YY _____. The worker moved on _____ MM/DD/YY _____. (provide comment)</p> <p>3. The Qualifying Arrival Date was _____ MM/DD/YY _____. </p> <p>4. The worker moved due to economic necessity on _____ MM/DD/YY _____ from a residence in _____ School district / _____ City / _____ State / _____ Country to a residence in _____ School district / _____ City / _____ State _____, and:</p> <p>a. <input type="checkbox"/> engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move); OR</p> <p>b. <input type="checkbox"/> actively sought new qualifying work, AND has a recent history of moves for qualifying work (provide comment)</p> <p>5. The qualifying work,* _____ describe agricultural or fishing work _____, was (make a selection in both a. and b.):</p> <p>a. <input type="checkbox"/> seasonal OR <input type="checkbox"/> temporary employment</p> <p>b. <input type="checkbox"/> agricultural OR <input type="checkbox"/> fishing work</p> <p>*If applicable, check: <input type="checkbox"/> personal subsistence (provide comment)</p> <p>6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:</p> <p>a. <input type="checkbox"/> worker's statement (provide comment), OR</p> <p>b. <input type="checkbox"/> employer's statement (provide comment), OR</p> <p>c. <input type="checkbox"/> State documentation for _____ Employer _____.</p>						<p><b>V. INTERVIEWEE SIGNATURE</b></p> <p>I understand the purpose of this form is to help the State determine if the child(ren)/youth listed on this form is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.</p> <p>Signature _____ Relationship to the child(ren) _____ Date _____</p> <p><b>VI. ELIGIBILITY DATA CERTIFICATION</b></p> <p>I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399 and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.</p> <p>Signature of Interviewer _____ Date _____</p> <p>Signature of Designated SEA Reviewer _____ Date _____</p>							
<input type="checkbox"/> Pre-School Kit <input type="checkbox"/> McKinney Vento/Homeless <input type="checkbox"/> Educational Materials <input type="checkbox"/> Welcome Bags <input type="checkbox"/> Occupational Survey <input type="checkbox"/> H2A Worker <input type="checkbox"/> Dropout													

# Move Notifications- MSIX

Migrant Student Information Exchange

“Technology that allows States to share educational and health information on migrant children who travel from State to State”





# Services to Migrant Students

# Provision of Services

- Although SEAs and local operating agencies may spend MEP funds on many types of allowable activities, some of these activities do not constitute a “service” (e.g., identification and recruitment or parent involvement activities).
- “Services” are distinct in that they are the **educational or educationally related activities** provided to migrant children to enable them to succeed in school.



# Types of Services

- State education agencies (SEAs) and LEAs may use MEP funds to provide the following types of services:
- Instructional services (e.g., educational activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school); and
- Support services (e.g., educationally related activities, such as advocacy for migrant children; health, nutrition, and social services for migrant families; necessary educational supplies; transportation).



# What constitutes a service?

- MEP services must be:
  - educational** or educationally related activities that **directly benefit** a migrant child;
  - consistent with the SEA's **comprehensive needs assessment (CNA)** and **service delivery plan (SDP)**;
  - grounded in **evidence-based research** or, in the case of support services, are a generally accepted practice; and
  - are designed to enable the program to meet its **measurable outcomes** and contribute to the achievement of the **state's performance targets**.

**Note:** Priority for Service (PFS) migratory students must be served first.



# Examples of MEP Instructional Services

- **Instructional Services** include instruction provided by Title I, Part C funded teachers or Title I, Part C funded paraprofessionals (e.g., tutors or other instructors who do not have a teacher certification):
  - Correspondence courses, distance learning, virtual tutoring
  - Tutoring (before/after school, at school, in-home)
  - Targeted skills development -reading and math
  - Homework help/school projects
  - Credit reviews, alignment, accrual and recovery
  - College and career readiness planning
  - Summer programs



# Examples of MEP Support Services

- **Humanitarian/Support Services** include educationally related services that are provided to students.
  - Health, nutrition, counseling, and social services
  - Necessary educational supplies
  - Necessary educational transportation
  - Referrals and connections with community agencies
  - Medical, dental and other healthcare services referrals
  - Health insurance referrals
  - Food and clothing connections



# Examples of MEP Non-Services



- Allowable activities that are **NOT** considered to be services may include:
  - Identification and recruitment activities
  - Parent engagement
  - Program evaluation
  - Professional development
  - Administration of the programs
  - Provision of instructional packets to a child or youth (without an accompanying lesson)
  - Dissemination of materials, such as handing out leaflets/documents/information to migratory families, children or youth
  
- Although these are allowable activities, they are not services because they do not meet **all the MEP service criteria.**

# MEP Service Codes



- Title I, Part C funded LEAs must follow the procedures outlined in the [Service Codes and Descriptions and Data Collection Protocol](#) to submit MEP service codes monthly.
  - A training [webinar](#) is also available.
- A Services tab has been added to the monthly migratory list in TNMigrant.
  - The Services tab includes a list of students along with Priority for Service (PFS) status and the service codes.
- For each student, indicate which services were received the previous month.
  - For example, the September 2023 list will be used to collect services provided during August 2023.

# Why Summer Services are Important

- We encourage districts to serve students during the summer months, for several reasons:
- There is a strong positive impact on migratory children who need support to stay grade-ready through the summer and who are especially in need of readiness support whether entering kindergarten, middle or high school, and
- The number of students served during the summer has a direct impact on Tennessee migrant education program funding



# ARS Activities Overview

# Special Events & Partnerships

- **Bradley Space Day:**

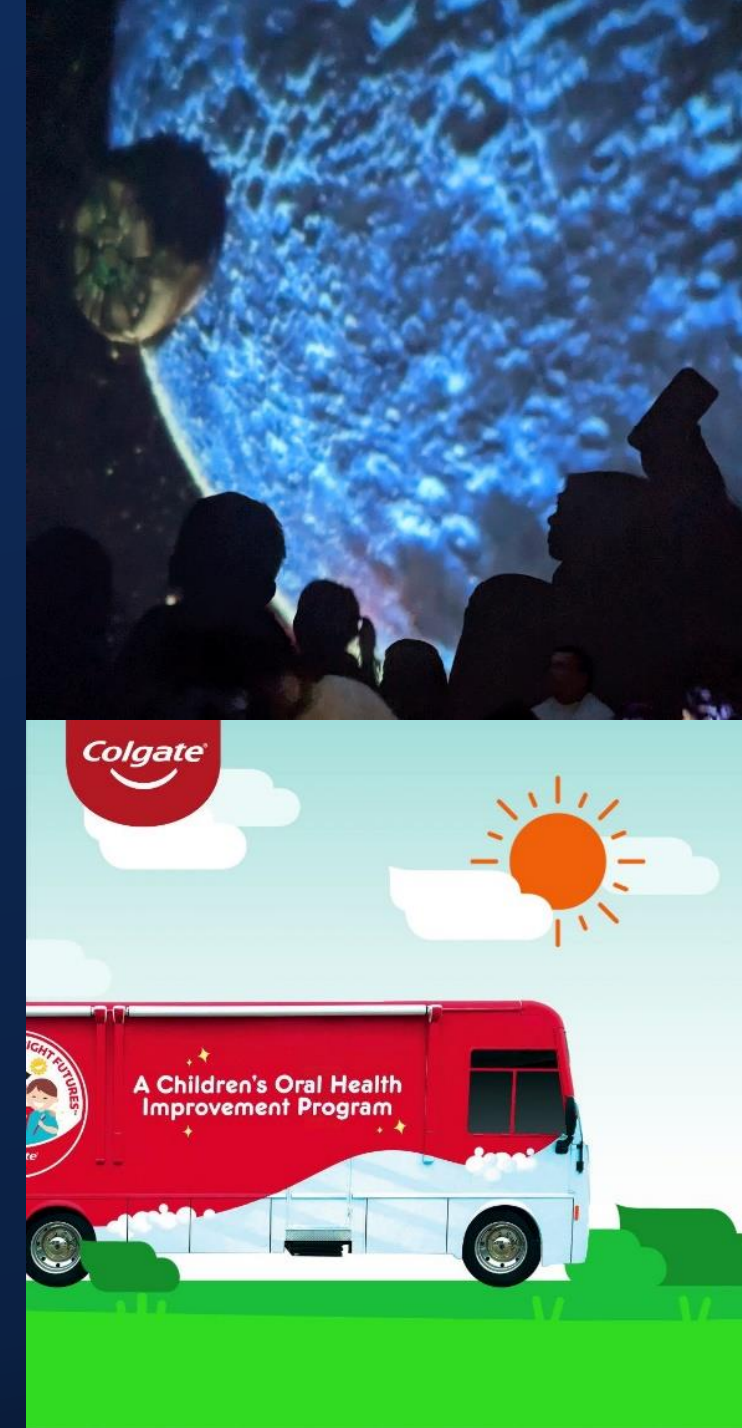
- Hands-on STEM activities and immersive space experiences by UTSI
- Dental sealants and fluoride treatments by the mobile dental clinic of the regional health department
- Parent focus group and parent engagement sessions

- **Bright Smiles:**

- Oral hygiene, healthy eating habits, dental visits, etc.
- Parent section on developmental norms & consult with dentist/hygienist

- **Rhea Book Bus:**

- Community building: fun family activities, food, and free books in book bus
- School registration



# College & Career Readiness

## ▪ **Virtual workshops:**

- Overview of the basics: GPA, FAFSA, scholarships, types of degrees, etc.
- Exploration of likes/ interests and common career pathways

## ▪ **Individual sessions:**

- Credit review (in partnership with student's guidance counselor)
- College essay and application support; FAFSA

## ▪ **College visits:**

- Campus tour, financial aid information, application process
- Q&A sessions with any Hispanic or Latinx student organizations





# Adelante: High School Leadership Camp



- 18 high school students from across TN and from various backgrounds and cultures
- 3 days on the Maryville College campus
- Strong college & career readiness academic focus
  - Workshops facilitated by Maryville professors and students
  - Campus tour, financial aid session, Latino Student Alliance meeting
- Social emotional focus on community building and leadership
  - Digital story project with the theme of “Yesterday, Today, and Tomorrow”
  - Team building, experiencing dorm life, and Alpine Tower climb



“It helped me be more sociable and have more confidence in myself”

“I would enjoy starting an online volunteer program to talk to freshman, sophomores, or juniors in high school that are Hispanic or just in general need of any advice because it’s a lot more difficult in places like rural TN”

“When I get home, I’m going to study Spanish. My dad always told me how important it is, but I didn’t want to. Now I really want to and learn about my family”

“Very eye opening especially if you’re thinking about going to college but aren’t sure”

“I thought the Coast Guard was my only option, but now I could see myself in college”

SUPPORTING WORK



# Out of School Youth (OSY)

- English lessons
- Heat protection
- Access to health & dental services
- Driver's license
- Goal setting



### Dehydration

Hydrate! Drink lots of Water!

Adequate hydration is the most important step to combating heat stress. When it is hot outside, you should drink lots of water (1 quart every hour) frequently throughout the work shift; you should consume at least one cup every 15 minutes or a pint every half hour - in order to stay properly hydrated. Do not wait until you feel thirsty to drink; if you are thirsty you may already have lost 2% of your body's water. The onset of heat exhaustion can begin after losing 3% of the body's water and heat stroke occurs once 8% is lost. The bottom line is, if you are not regularly urinating or have dark urine, you are dehydrated and at risk for heat illnesses!

**Assess the Danger**  
Assess the relative danger of the worksite. Be aware that high heat, high humidity, low air circulation all create a more dangerous working environment. Any time more than one of these variables is present, the danger is compounded. Wearing non-breathable clothing in combination with heavy exertion with these other worksite risks

**Heat Cramps**-It is easily treated with rest, plain water and eat salty chips or nuts.  
**Fainting**- Anyone who faints should be medicated.  
**Heat Exhaustion**-Symptoms can include: fainting, signs such as headache, impaired judgment, or dizziness.  
**Heat Stroke**-This is a medical emergency. If degrees F or higher, and the brain is serious to the touch. Call 911 and quickly lower the temperature.

### Deshidratación

Hidratar! Toma mucha agua!

El paso más importante para combatir el calor es la hidratación. Cuando el índice de calor es alto, debes beber altas cantidades de líquidos (un litro cada hora) durante el turno de trabajo. Para estar bien hidratado debes consumir por lo menos un vaso de agua cada media hora. No debes esperar a tener sed; si tienes sed, con probabilidad has perdido el 2% del agua corporal. El inicio del agotamiento por calor puede comenzar después de perder 3% del agua corporal. El ataque por calor ocurre cuando se ha perdido el 8% del agua corporal. La línea de fondo es que si estás orinando con poca frecuencia o la orina es de color oscuro, significa que estás deshidratado y estás en riesgo de padecer enfermedades causadas por el calor.

**Hay 4 tipos de Calambres por calor:** se trata fácilmente con reposo, agua y electrolitos.  
**Desmayos:** cualquier persona que se desmaya debe ser atendida.  
**Agotamiento por calor:** los síntomas pueden incluir: mareos, pérdida de conciencia, debilidad, náusea, dolor de cabeza, o pérdida de conocimiento.  
**Ataque de calor:** esta es una emergencia médica. Si la temperatura corporal es de 104 grados F (40 grados C) o más alta, o si la piel se vuelve roja, seca y caliente, llama al 911.

### F.Y.I.: FARM WORKER RIGHTS

There is a law in the United States called the Migrant and Seasonal Agricultural Worker Protection Act.

- Under this law you have the right to:**
- Get accurate information, in writing, about the job when you are recruited.
  - Get accurate and complete wage statements every time you get paid.
  - Have clean, safe housing.
  - Ride in safe vehicles if the employer provides transportation.
  - Expect that the contractor and the employer will keep all their promises.



This law protects workers in many other ways.

### F.Y.I.: DERECHOS OBREROS

Hay una ley en los EE. UU. llamada la Ley Para La Protección de Obreros Agrícolas Migratorios y Temporeros.

- Bajo esta ley, usted tiene derecho a:**
- Información correcta y por escrito, sobre el trabajo cuando le reclutan.
  - Comprobantes de sueldos, correctos y completos, cada vez que le pagan.
  - Una vivienda limpia y segura.
  - Transportación en vehículos seguros si el patrón se la provee.
  - Que el contratista y el patrón cumplen con todas las promesas que le han hecho.

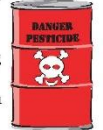


Esta ley dispone protege a los trabajadores de muchas otras maneras.

Revised by the Solutions for Out-of-School Youth (OSY) Migrant Education Program Consortium Incentive Grant with permission from the Farmworker Law Project of New York (2012)

### F.Y.I.: PESTICIDES

- Ask for information from your boss about the pesticides used where you work.
- Use protective equipment.
- Wash your hands before eating, drinking, smoking, or going to the bathroom.
- Wash your body after working to remove pesticides from your skin.
- Wash the clothing you worked in before wearing it again. Wash it separately from other clothes.
- Wear long-sleeved shirts that cover your arms, long pants, socks, and gloves.



### What should you do if you are sprayed with pesticides or you breathe or swallow them?

- Rinse your skin immediately with soap and water. Take off your clothes if they are contaminated.
- If you feel sick or if your eyes, skin or throat hurt, go to a doctor immediately.
- Tell the doctor that you think you have been poisoned by pesticides.
- Tell the doctor that he can call your boss to find out which pesticides were used where you worked.



**Some symptoms of pesticide poisoning are:**  
Irritated skin, nose, eyes or throat, headache, vomiting, blurred vision, sweating, muscle pain or cramps, chest pain, drooling, difficulty breathing, nausea, difficulty walking, weakness and loss of appetite.

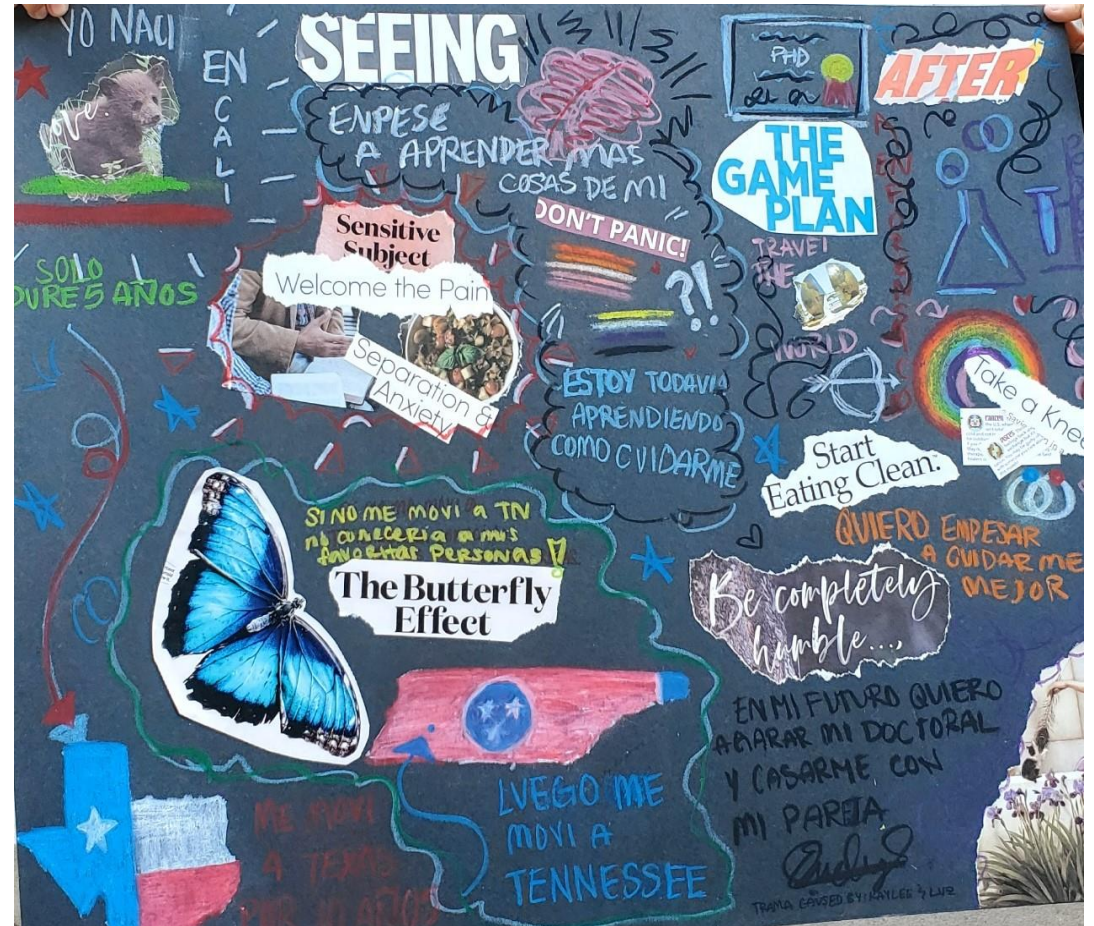
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# Student Success Stories



# Who are TN's migratory students?

- Students transitioning to one of the State Special Schools
- Students and families needing support in overcoming enrollment barriers
- Forging a path to become a first-generation college student



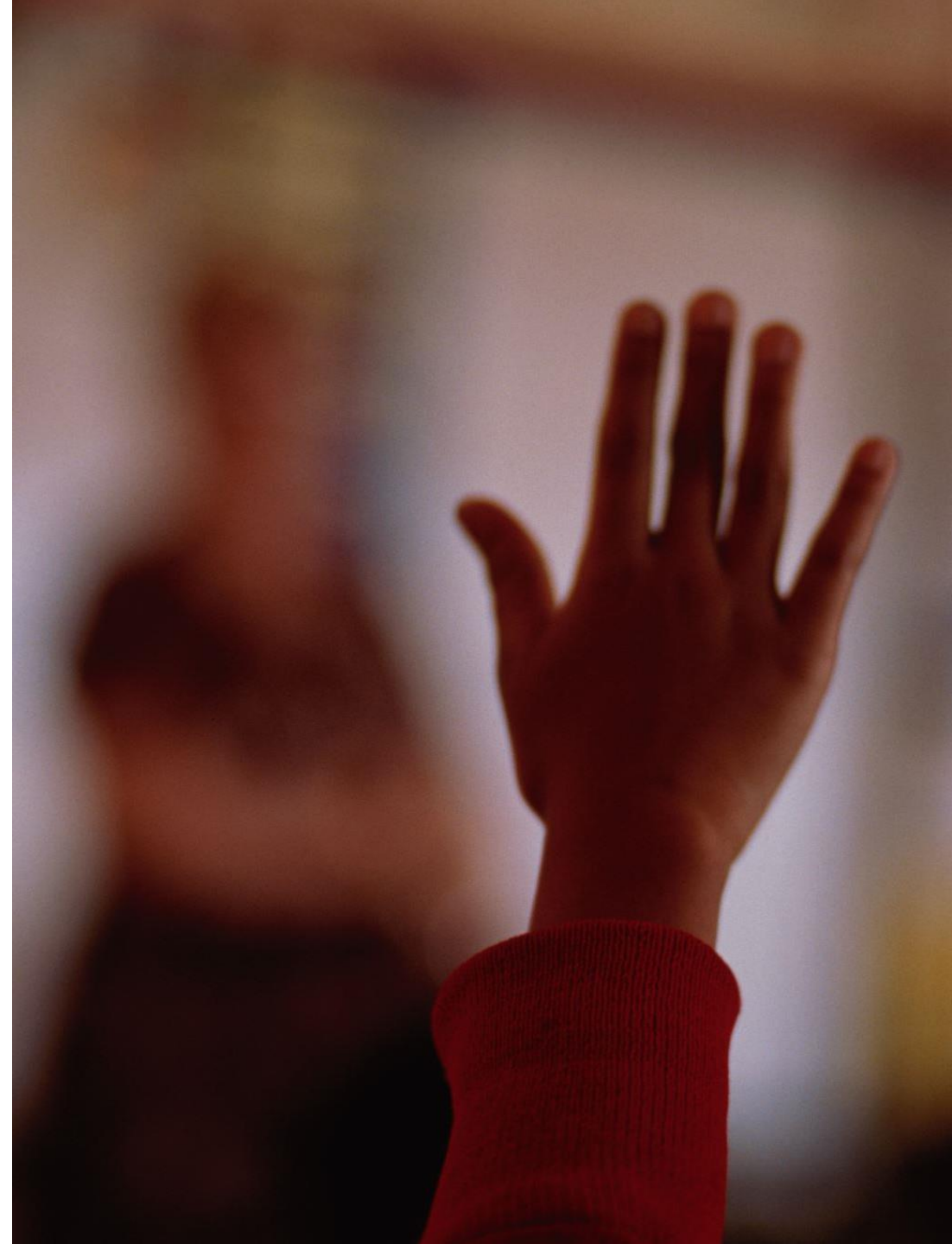
# State Support for LEAs



# MEP Office Hours

**1-2:30 p.m. CT/ 2 -3:30 p.m. ET**

- Aug. 14, 2023: Back to School MEP session
- Sept. 7, 2023
- Oct. 5, 2023
- Nov. 2, 2023
- Dec. 7, 2023
- Jan. 11, 2024
- Feb. 1, 2024
- March 7, 2024
- April 4, 2024
- May 2, 2024



# MEP State Support

- MEP Quarterly Support Sessions are conducted in October, January, and April and provide individualized LEA support to MEP Liaisons and teams for:
  - Program planning
  - Budgets and amendments
  - PACs
  - All levels of Results-Based Monitoring (RBM)
  - CFA for Title I, Part C
  - Technical assistance by request



# Closing

# Resources

- [Resources for School Districts](#)
  - INA
  - Occupational Survey
  - Service Codes
  - MSIX
  - SDP
  - CNA
  - National School Lunch Program
  - [Migrant Liaison Calendar](#)
  - Multiple Trainings
  - FAQs



# Resources

- ePlan > TDOE Resources > ESSA Information, Guidance, PPTs, & Webinars > Title I, Part C: Migrant Education Programs:
  - [Title I, Part C Migrant Education FY23 Program Guide](#)
  - [Migrant Education Program Overview and FY23 CFA Training](#)
  - [Title I, Part C MEP-Equitable Services to Non-Public Schools](#)
  - [MEP Individual Needs Assessment Template](#)
  - [MEP Individual Needs Assessment \(Optional\) Supplement Template](#)
  - [Migrant Liaison Calendar](#)
- [Non-Regulatory Guidance for Title I, Part C, Education of Migratory Children](#)



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**Questions?**



# Thank You!

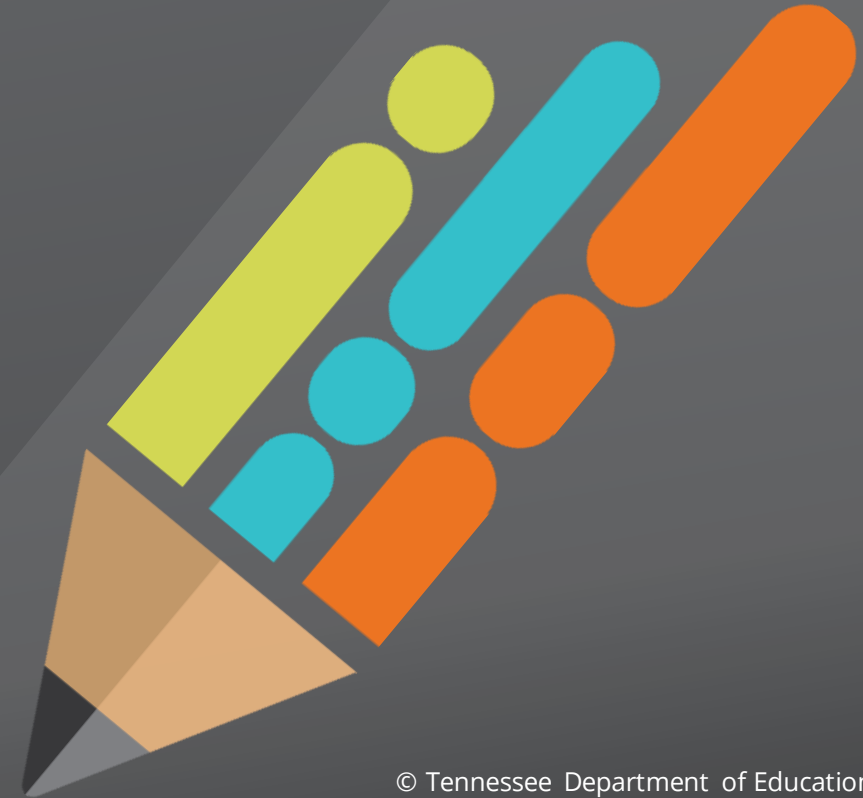
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Tuesday-Thursday

# Please Share Your Feedback:

You may access the PD by navigating here:

[https://stateofennessee.formstack.com/forms/2023fpi\\_pd\\_survey](https://stateofennessee.formstack.com/forms/2023fpi_pd_survey)



# 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>**