

# The Basics: Title I-C

## Education of Migratory Children and Youth

ESEA Consolidated Application Technical Assistance Workshop  
April 23-25, 2018

# Presentation Overview

## **Agenda**

- Overview of the MEP
- Funding to Districts
- Identification & Recruitment
- Continuous Improvement Cycle
- Migrant Services & Activities
- Coordination & Consultation

## **Packet Pieces**

- District
  - Guidance for Budgeting for a Migrant Summer Program in GMS
  - Migrant Summative Data Report (MSDR)
  - Title I-C Schoolwide Consolidation Information, if applicable

# Overview of the Migrant Education Program (MEP)

# Organization

- U.S. Department of Education - Office of Migrant Education (OME)
- Alaska Department of Education & Early Development - Migrant Education Office (MEO)
- School Districts - Local Migrant Education Program

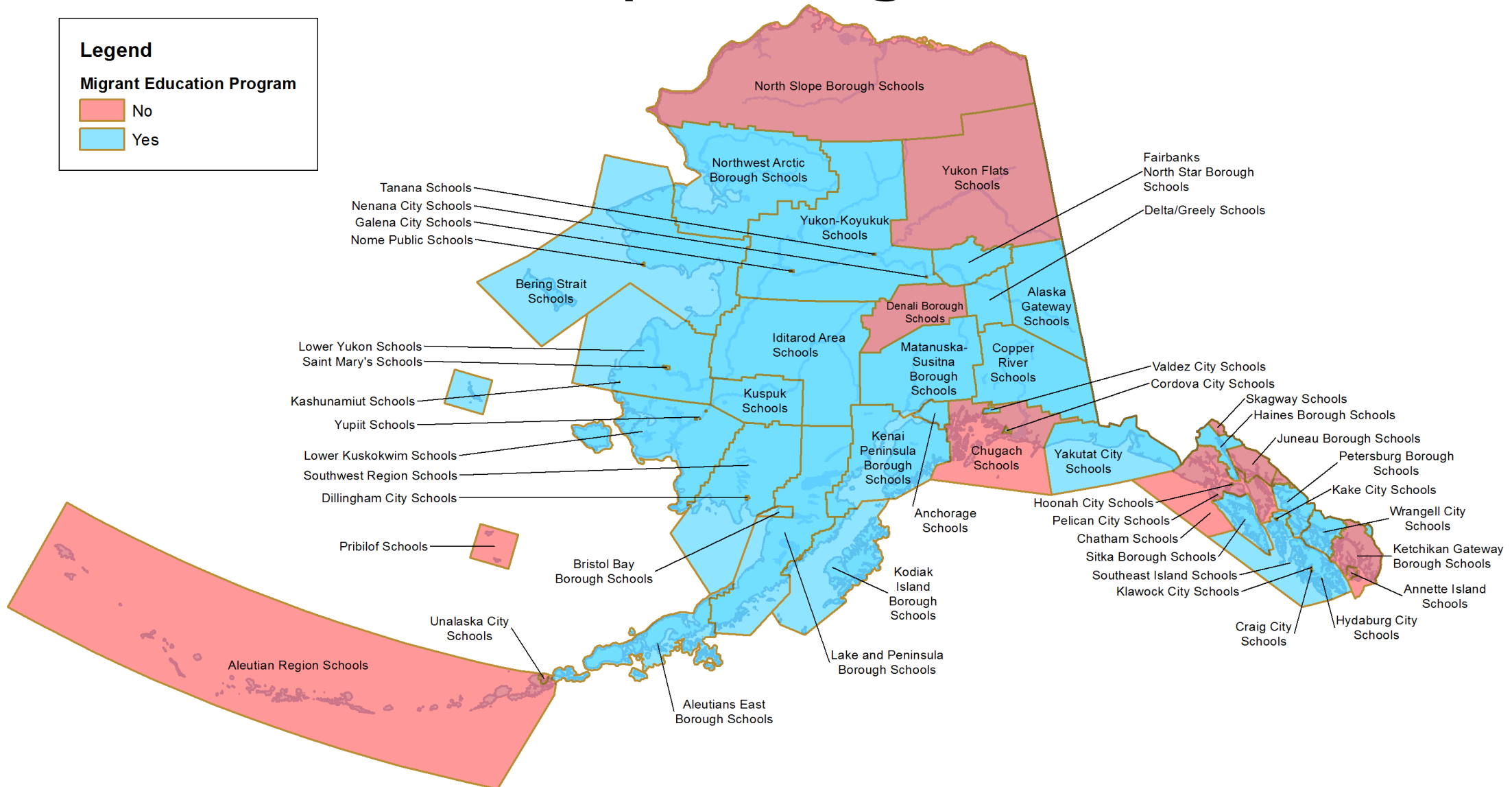
# Legal/Authoritative Reference

- Statute
  - Elementary and Secondary Education Act (ESEA), Title I, Part C, §1301-1309, as amended
- Code of Federal Regulations
  - 34 CFR § 200.81-200.89
- Guidance
  - MEP Policy Non-Regulatory Guidance

# Goal of the Program

- Ensure that all migrant children and youth
  - reach challenging academic standards
  - graduate with a high school diploma that prepares them for
    - responsible citizenship,
    - further learning, and
    - productive employment.

# FY18 Districts Operating a MEP



# Funding to Districts



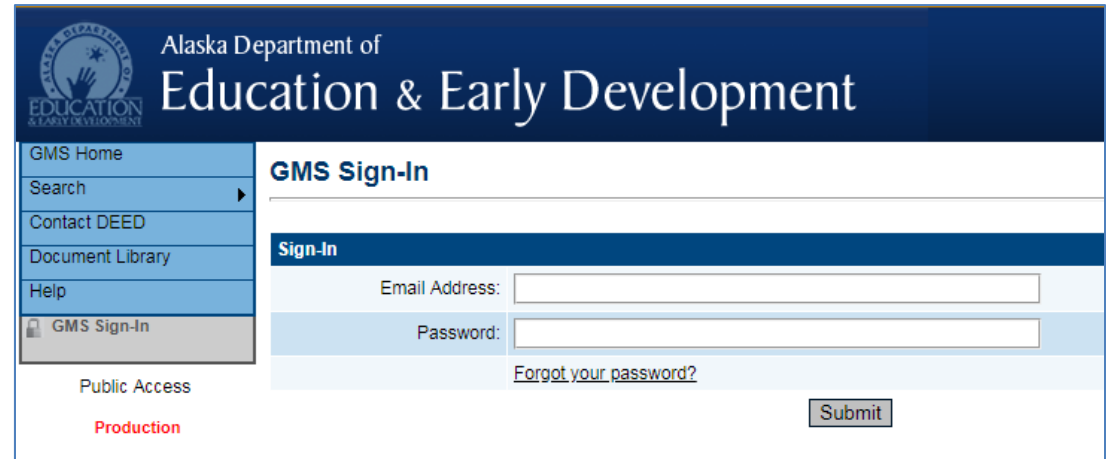
# Migrant Literacy Grant (Book Grant)



- Participation in the grant requires a one page application at the beginning of the fiscal year and a one page report at the conclusion of the school year.
- Distributing books to children through the literacy grant is considered a support service; however, many districts choose to incorporate the books into a family literacy night and offer instructional services (certain requirements apply).

# Formula Title I-C Allocation ESEA Consolidated Application

- Single consolidated application for all ESEA formula entitlements, including the following titles:
  - Title I-A, Title I-C, Title I-D, Title II-A, Title III-A, and Title IV-A.
- Is completed using an electronic web-based application, known as GMS.
- Districts apply for and plan their migrant education programs in this application.



The screenshot shows the login interface for the GMS (Growth Monitoring System) application. At the top, the header reads "Alaska Department of Education & Early Development". On the left is a navigation menu with links: "GMS Home", "Search", "Contact DEED", "Document Library", "Help", and "GMS Sign-In" (which is highlighted). The main content area is titled "GMS Sign-In" and contains a "Sign-In" section with input fields for "Email Address:" and "Password:". Below these fields is a link for "Forgot your password?" and a "Submit" button. At the bottom left of the page, it says "Public Access" and "Production".

# Identification & Recruitment

# Migratory Child

A child under the age of 20 who made a qualifying move, due to economic necessity, across school district boundaries (or traveled 20 miles or more one way in a school district of more than 15,000 square miles) in the preceding 36 months—

- as a migratory agricultural worker or a migratory fisher; or
- with, or to join, a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher.



# Identification & Recruitment in Alaska

- Local School Districts
- Local Village Recruiters
- Annual Statewide Training
- Annual Recertification
- Intrastate Coordination
- Interstate Coordination

# Turn & Talk

- What is one of your district's strategies to identify and recruit migrant children?
- What is one difficulty your district faces with identification & recruitment of migrant children?

# Continuous Improvement Cycle

# State Migrant Education Program (MEP) Guiding Documents



CNA

## **Comprehensive Needs Assessment**

- Guides the design of the state MEP.
- Identifies four areas of need for the Alaska MEP:
  - academic support (ELA & Math)
  - high school graduation,
  - school readiness, and
  - support services.

SDP

## **Service Delivery Plan**

- Outlines strategies for meeting the needs of migrant students identified in the CNA.
- Sets Measurable Program Outcomes (MPOs) on which the migrant education program will be evaluated.

Eval

## **Evaluation**

- Evaluates the effectiveness of the state MEP.
- Determines progress towards meeting the set MPOs.



# Annual Cycle of District MEP Planning

## Step 4:

### Evaluation

Evaluate Effectiveness  
Review Progress Towards  
Meeting MPOs

## Step 3:

### Implementation of Service Delivery Plan

Deliver Supplemental Services  
Track Services Provided



## Step 1:

### Needs Assessment

Study Migrant Children  
Pre-Plan

## Step 2:

### Service Delivery Plan

Plan Program & Services  
Set Measurable Program  
Objectives (MPOs)

# Step 1: District Needs Assessment

- Determine the extent of the needs of migrant children in the district area
- Identify the unique educational needs of the migrant children resulting from their migratory lifestyle and other needs that are necessary to permit these students to participate effectively in school.
- Determine how to design local services.
- Determine which students should receive services.



**Step 1:**  
**Needs Assessment**  
Study Migrant Children  
Pre-Plan

# Turn & Talk

- What data do you look at when determining the unique needs of migrant children in your district?

# Step 2: District Service Delivery Plan (SDP)

- Create SDP through joint planning among local, State, and Federal programs.
- Develop the MEP's measurable outcomes and how they help achieve the State's performance targets.
- Develop the services the district MEP will provide.
- Determine how to evaluate whether and to what degree the program is effective.

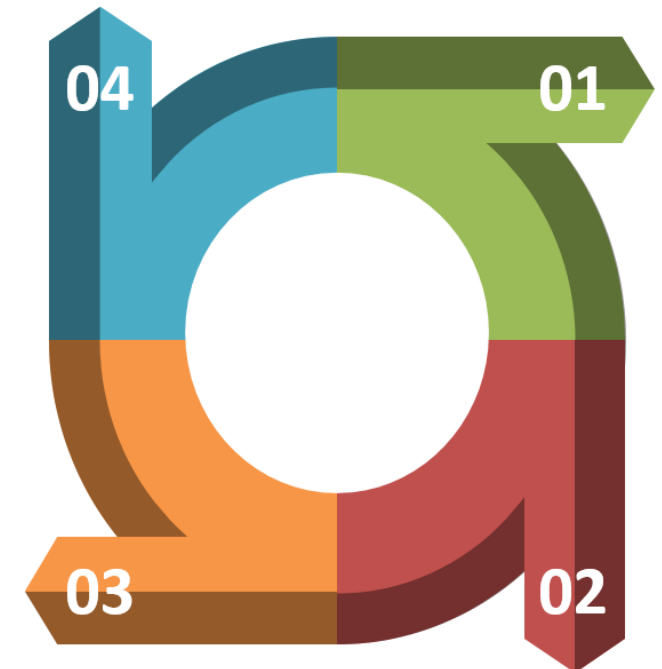


**Step 2:**  
**Service Delivery Plan**  
Plan Program & Services  
Set Measurable Program  
Objectives (MPOs)

# Step 3: Implementation of Service Delivery Plan

- Carryout the state and district SDPs with fidelity.
- Deliver supplemental services to migrant children and youth that is aligned to the state and district SDPs.
- Keep track of all Title I-C supplemental services provided to migratory children in youth.

**Step 3:**  
**Implementation of**  
**Service Delivery Plan**  
Deliver Supplemental Services  
Track Services Provided



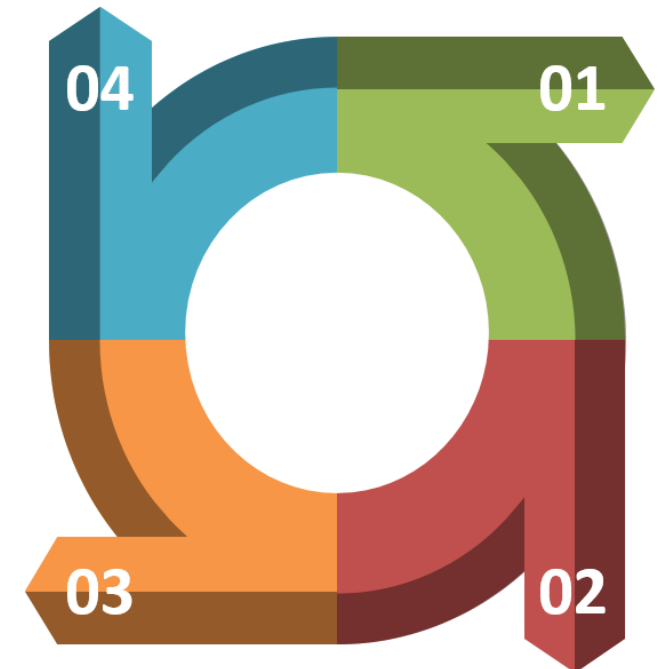
# Turn & Talk

- How does your district keep track of the MEP funded supplemental services provided to migrant children?

# Step 4: Evaluation of Effectiveness

- Determine whether the MEP is effective and document its impact on migrant children.
- Improve program planning by comparing the effectiveness of different types of interventions.
- Determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation.
- Identify areas in which children may need different MEP services.

**Step 4:**  
**Evaluation**  
Evaluate Effectiveness  
Review Progress Towards  
Meeting MPOs



# Turn & Talk

- How does your district know that the migrant education program is effective?
- When does the evaluation of the local migrant education program occur in your district?



# Migrant Services & Activities

# Migrant Programs Types

- During school day, during regular school year
- Extended time during regular school year
- Summer school
- Preschool

# Activities and Services

- Activities
- Supplemental Services
- Districts may use MEP funds for allowable activities and supplemental services, as long as those activities and services address identified migrant children needs.
- Some of the allowable activities do not constitute a service.
- Services are distinct in that they are the educational or educationally related activities provided to migrant children to enable them to succeed in school.

# Possible Title I-C Activities

- Identification & Recruitment
- Records Management
- Administration of the Program
- Migrant Parent and Family Engagement
- Migrant Parent Meetings
- Professional Development

# Types of Title I-C Supplemental Services

- Instructional
  - Supplemental services that provide evidence-based instruction to migrant children.
- Support
  - Supplemental services to provide support and advocacy to migrant children.
- Referred
  - Referred services are those provided to a migrant child by another agency through a referral by a migrant program staff member.
    - Cannot be migrant funded and they cannot be school or district based services that the child is already entitled to receive.
    - The child must actually receive the service in order for it be counted as a referral.

# Supplemental Services



# Possible Supplemental Services

- Academic Instruction
- Tutoring
- After School Programs
- Help with School Supplies
- Graduation Support
- Career Education Services
- Support Services
- Health Services
- Distance Learning Programs
- Counseling and Testing Services
- Referral to Local Agencies
- Preschool Services
- Family Literacy Nights
- Saturday Programs
- Summer or Intersession Programs
- Credit Recovery Programs

# Identifying Students for Supplemental Services



- Identify the eligible migrant children with unique educational needs.
- Determine the educational and educationally related needs of the children to be served.
- Determine the focus of the program (i.e., instructional areas and/or grade levels) based on a needs assessment.
- Select children with the greatest need for MEP services according to the priority for services (PFS) criteria.



# Priority for Services (PFS)

- The district shall give priority to migratory children who meet the definition of Priority for Services.
- Districts may serve children who do not meet the priority for services criteria so long as they serve children who meet the criteria first.
- Priority for Services
  - Migratory children who have made a qualifying move within the previous 1-year period and who—
    - are failing, or most at risk of failing, to meet the challenging State academic standards; or
    - have dropped out of school.

# Turn & Talk

- How does your district prioritize services to migrant students identified as Priority for Services (PFS)?

# Coordination and Consultation

# Coordination With Other Programs

- Districts should ensure that the needs of migratory children are met through a variety of sources in a way that leverages other program funds and optimizes the use of MEP funds for the unique needs of migratory children.



# Turn & Talk

- What are some programs that your district could leverage to meet the needs of migratory children and optimize the use of MEP funds for the unique needs of migratory children?

# Coordination

## Interstate and Intrastate

- Providing educational continuity through the timely transfer of pertinent school records (including health information) is a MEP requirement.
  - The timely transfer of student records can be an effective means of reducing the effects of educational disruption on migratory students.
- To ensure the educational continuity of migratory students, districts must:
  - request the records of eligible migratory children who arrive in their district, and
  - transmit records of those migratory children who move out of their State or district to another location in a timely manner.

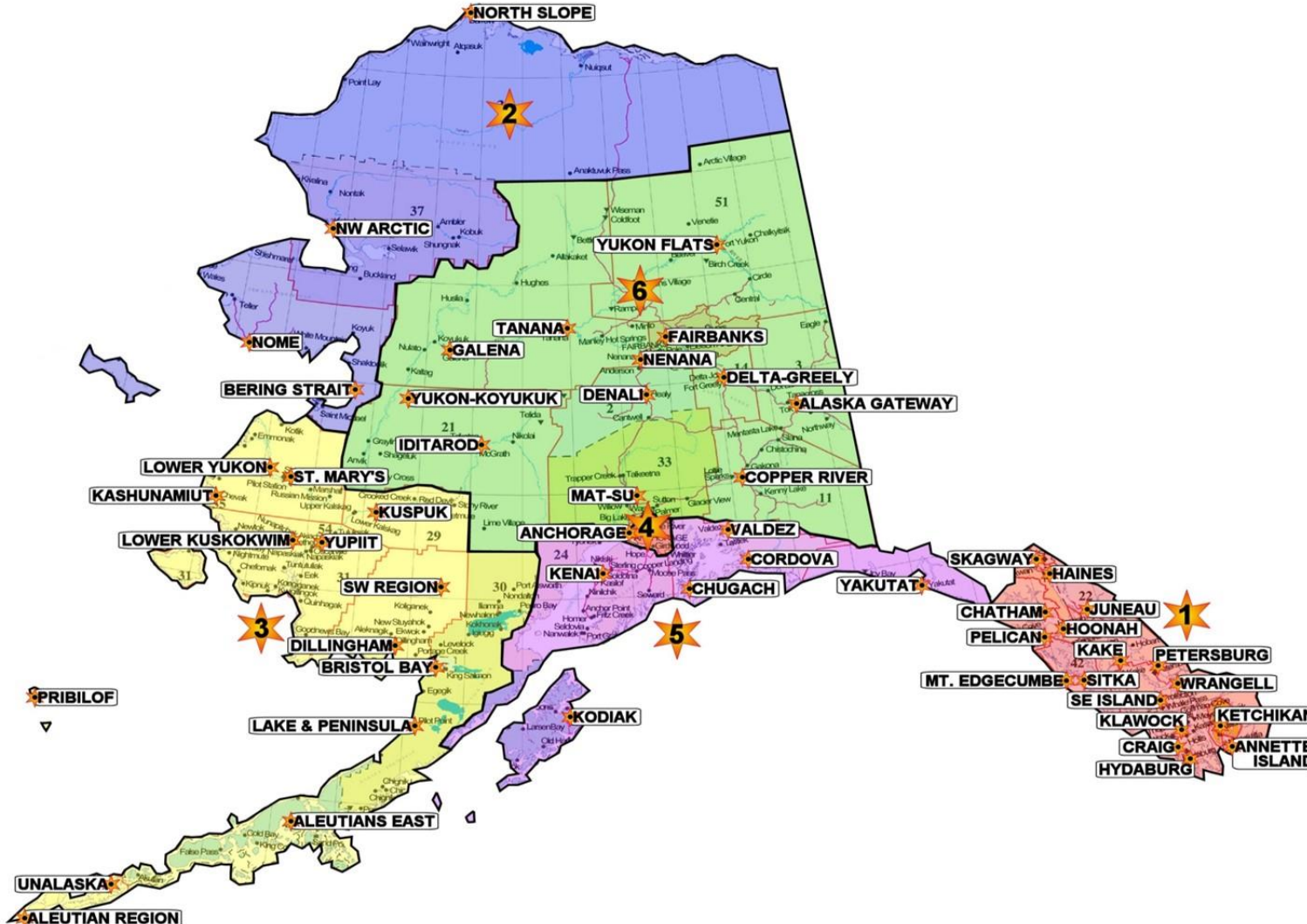
# Consultation State Parent Advisory Council



- There are nine members on the Alaska Migrant Parent Advisory Council.
  - Represent six geographical regions.
  - Serve three year terms.
  - Meet 2-3 times each year.
- All travel costs are provided by the state through a separate grant.
- Expiring PAC seats are filled by a nomination process in May of each year.
- Website: [education.alaska.gov/esea/titlei-c/pac](https://education.alaska.gov/esea/titlei-c/pac)



# Alaska State PAC Regions



1

**Southeast Region**

1 Representative

2

**Northwest Region**

2 Representatives

3

**Southwest Region**

2 Representatives

4

**Anchorage Region**

1 Representative

5

**Coastal Region**

1 Representative

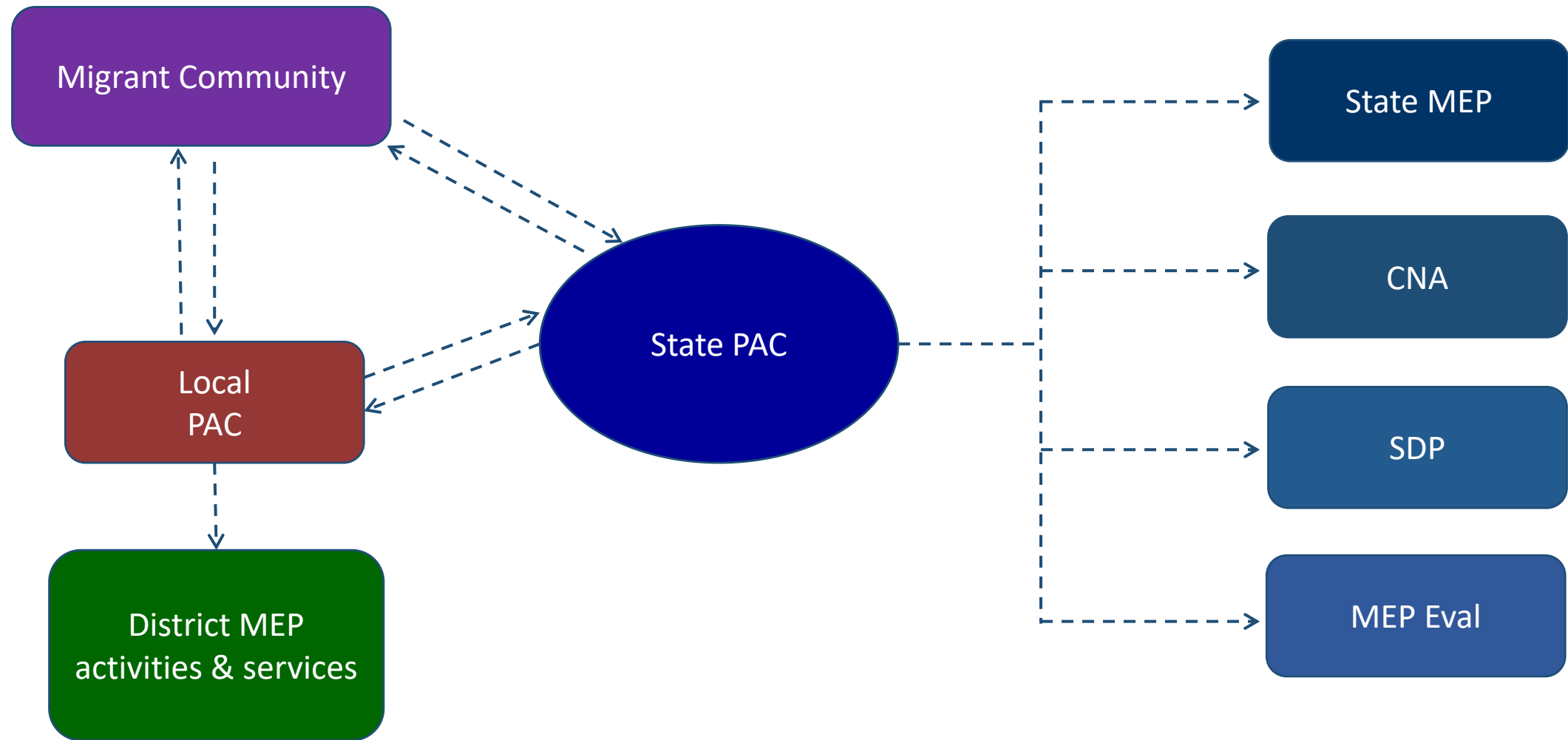
6

**Interior Region**

2 Representatives



# Role of the State PAC



# Consultation

## District Parent & Family Engagement

- Districts are required to have, at minimum, one annual migrant parent meeting that addresses the following:
  - consultation with migrant parents regarding the planning and operating of the local MEP,
  - the design and implementation of the local migrant SDP,
  - migrant student data showing progress on performance targets and measurable program outcomes,
  - information about the migrant program services available to their children, and
  - strategies to increase engagement of migrant parents in supporting their child's education.

# Benefits of Parent Consultation



- Provides parent insight to their children's strengths and weaknesses.
- Builds the parents' capacity to assist in their children's learning at home.
- Shapes parent advocates and supporters of the program because they have a personal stake in its success.
- Enables parents to understand the program and have informed conversations with MEP and school staff regarding their children's education.

# Turn & Talk

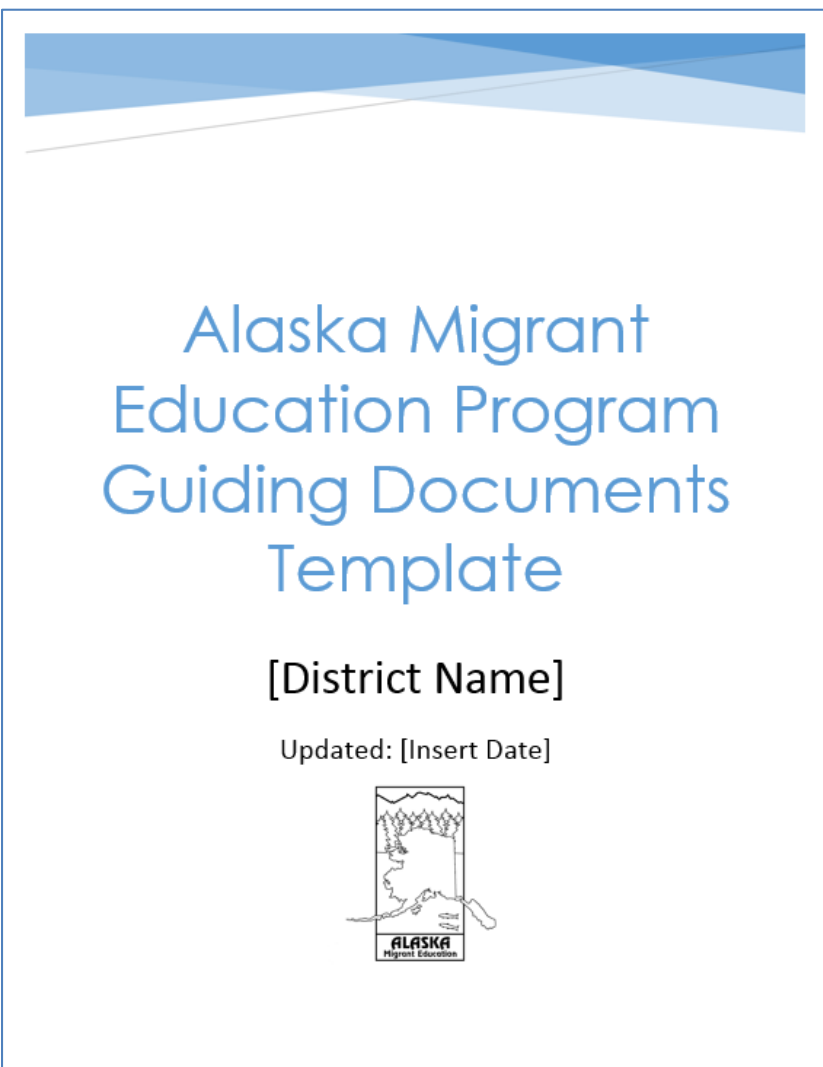
- How does your district engage parents of migrant children?

# District MEP Policies and Procedures

# Required District MEP Policies and Plans

- Identification & Recruitment Plan
- Quality Control Plan
- Needs Assessment
- Service Delivery Plan
- Evaluation of Effectiveness

# Template



<b>Table of Contents</b>	
<b>Identification &amp; Recruitment Plan</b>	<b>1</b>
Overview of the District Migrant Population	1
District MEP Staff	1
Identification & Recruitment Efforts	2
Year Round Recruiting Efforts	2
Identification & Recruitment Activities	2
Identification of Special Populations	3
Filing	4
Organization of All Migrant Files	4
Disposal Process of Migrant Files	4
MIS2000	5
Alaska Migrant Web System	5
<b>Quality Control Plan</b>	<b>6</b>
Verifying Eligibility, Validating Data & Timely Data Entry	6
Meets DEED Deadlines	7
Maintain Accurate Records in MIS2000	8
Sending & Receiving Migrant Records	8
<b>Needs Assessment Process</b>	<b>9</b>
Timeline	9
State CNA Alignment	10
Identified Needs	10
<b>Service Delivery Plan</b>	<b>11</b>
Services to MEP Students	11
Performance Targets and Measurable Outcomes	12
Priority for Service Student Policy	15
Identification of K-2 PFS students	15
Identification of 3-12 PFS students	15
Continuation of Services Provision	15
<b>Program Evaluation</b>	<b>16</b>
<b>Parent Engagement</b>	<b>17</b>
Local Migrant Parent Advisory Council/Parent Meetings	17
Providing Information to Parents	17
Strategies to Increase Parent Involvement	17
<b>Appendix</b>	<b>18</b>
Standard District Map (for recruiting)	18
District MEP Staff Job Descriptions	18
Recruiting Brochure/Flier	18
Recruiting Questionnaire/Enrollment Form	18
Eligibility Determination Letter	18
Student Records Request Form	18
Evaluation & Needs Assessment Surveys	18

# Questions?





# DEED Migrant Education Program Staff

- Sarah Emmal
  - Program Manager
  - Phone: 907-465-3826
  - Email: [sarah.emmal@alaska.gov](mailto:sarah.emmal@alaska.gov)
- Amanda Mosher Schmitz
  - Data Specialist
  - Phone: 907-456-2885
  - Email: [amanda.mosher@alaska.gov](mailto:amanda.mosher@alaska.gov)
- Chris Mariano
  - Identification & Recruitment Specialist
  - Phone: 907-456-5531
  - Email: [chris.mariano@alaska.gov](mailto:chris.mariano@alaska.gov)
- Jannessa Luerra
  - Eligibility Specialist
  - Phone: 907-465-8231
  - Email: [jannessa.luerra@alaska.gov](mailto:jannessa.luerra@alaska.gov)