

# Title I, Part C—Migratory Students Application Content

## Consolidated Application for Federal Title Programs

### Introduction

The document outlines the content for the Title I, Part C (Title IC)—Education of Migratory Students Application in the Consolidated Accountability and Support Application's Consolidated Application. The program application consists of three required components: assurances, questions, and a budget. For program guidance and contact information, visit the Iowa Department of Education's [Every Student Succeeds Act \(ESSA\) Guidance and Allocations page](#).

### Program Assurances (ESEA § 1304; 20 U.S.C. 6394(c))

1. The LOA assures it will only use Title IC funds for programs and projects (including the acquisition of equipment) in accordance with section 1306 (Comprehensive Needs Assessment and Service-Delivery Plan; Authorized Activities; ESEA § 1304(c)(1)(A)). (Yes/No)
2. The LOA assures Title IC funds will be used only to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families (ESEA § 1304(c)(1)(B)). (Yes/No)
3. The LOA assures such programs and projects will be carried out in a manner consistent with the objectives of: (Yes/No)
  - Section 1114 (Schoolwide Programs);
  - Subsection (b) of section 1115 (Targeted Assistance School Programs);
  - Subsection (d) of section 1115 (Integration of Professional Development);
  - Subsection (b) of section 1118 (Federal Funds to Supplement, Not Supplant, Non-Federal Funds);
  - Subsection (c) of section 1118 (Comparability of Services); and
  - Part F (General Provisions; ESEA § 1304(c)(2)).
4. The LOA assures that in the planning and operation of State and local agency programs and projects, it will consult and continue to consult with migratory children's parents (including parent advisory councils) for programs not less than one school year in duration and that all such programs and projects are carried out— (Yes/No)
  - In a manner that provides for the same parental involvement as is required for programs and projects under section 1116 (Parent and Family Engagement), unless extraordinary circumstances make such provision impractical; and
  - In a format and language understandable to the parents (ESEA § 1304(c)(3)).
5. The LOA assures that in planning and carrying out Title IC programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children and migratory children who have dropped out of school (ESEA § 1304(c)(4)). (Yes/No)

6. The LOA assures that it will determine the effectiveness of Title IC programs and projects, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under Title I, Part A (ESEA § 1304(c)(5)). (Yes/No)
7. The LOA assures that all Title IC such programs and projects will provide outreach activities for migratory children and their families to inform them of other education, health, nutrition, and social services to help connect them to such services (ESEA § 1304(c)(6)). (Yes/No)
8. The LOA assures that, to the extent feasible, all Title IC programs and projects will provide for— (Yes/No)
  - Advocacy and other outreach activities for migratory children and their families, including helping them gain access to other education, health, nutrition, and social services;
  - Professional development programs (including mentoring) for teachers and other program personnel;
  - Family literacy programs;
  - Educational and related programs; and
  - Programs to facilitate the transition of secondary school students to postsecondary education or employment (ESEA § 1304(c)(7)).
9. **Priority for services.** The LOA assures that in providing services with Title IC funds, it will give priority to migratory children who have made a qualifying move within the previous one-year period and who— (Yes/No)
  - Are failing, or most at risk of failing, to meet the challenging State academic standards; or
  - Have dropped out of school (ESEA § 1304(d)).
10. **Continuation of services.** The LOA assures that it understands, notwithstanding any other provision of Title IC— (Yes/No)
  - A child who ceases to be a migratory child during a school term must be eligible for services until the end of such term;
  - A child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and
  - Students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation (ESEA § 1304(e)).

## Program Questions (ESEA § 1306; 20 U.S.C. 6396)

1. What universal screener(s) will the local education agency use to show migratory students below benchmark, indicating priority for service in reading? (Check all that apply)
  - FAST earlyReading
  - FAST CBMreading
  - FAST aReading
  - AIMSwebPlus Early Literacy Composite
  - AIMSwebPlus 2-6 Composite
  - DIBELS Next Composite
  - MAP Primary
  - MAP
  - STAR Early Literacy
  - STAR Reading
  - Other (Limited to 150 characters)

2. What universal screener(s) will the local education agency use to show migratory students below benchmark, indicating priority for service in math? (Check all that apply)
- Acuity Mathematics
  - AIMSweb
  - Classworks Universal Screener
  - Mathematics - Predictive Assessment
  - FAST Adaptive Math
  - FAST earlyMath Composite
  - G-MADE
  - i-Ready
  - MAP Primary
  - MAP
  - mCLASS: Math
  - STAR Math
  - Other (Limited to 150 characters)
3. **Strategy 1-1a:** Describe how the LOA will coordinate and/or provide parents of migratory children aged birth to five with information and strategies on child development. Examples:
- Use college students, volunteers, tutors, regional recruiters, and retired teachers to teach, mentor, and monitor supplemental instructional activities.
  - Collaborate with health and/or nutrition services.
  - Coordinate with local early childhood systems to provide access to local resources.
  - Coordinate with the state-level early childhood system to ensure inclusion of migratory children as an underserved population.
  - Explore access and/or usage of online and/or virtual programming to provide information and ideas on how to support learning at home (e.g., Ready Rosie).
  - Provide learning opportunities to parents about resources and instructional services.
  - Provide school readiness tools and resources for children and parents (e.g., books in a backpack, pre-literacy and pre-numeracy learning kits).
  - Support parents as first teachers by helping parents with activities to do at home (e.g., Parents as Teachers).
4. **Strategy 1-1b:** Describe how the LOA will coordinate and/or provide parents of migratory children aged birth to five with access to local preschool resources. Examples:
- Collaborate with health and and/or nutrition services.
  - Coordinate with local early childhood systems to provide access to local resources.
  - Coordinate with the state-level early childhood system to ensure inclusion of migratory children as an underserved population.
  - Explore access and/or usage of online and/or virtual programming to provide information and ideas on how to support learning at home (e.g., Ready Rosie).
  - Provide learning opportunities to parents about resources and instructional services.
  - Provide school readiness tools and resources for children and parents (e.g., books in a backpack, pre-literacy and pre-numeracy learning kits).
  - Support parents as first teachers by helping parents with activities to do at home (e.g., Parents as Teachers).
5. **Strategy 1-2:** Describe how the LOA will coordinate with local preschool and/or childcare programs to ensure migratory children aged birth to five receive instructional services. Examples:
- Coordinate access to community services (e.g., libraries).
  - Coordinate access to existing childcare and preschool services and programs.
  - Coordinate services based on needs (e.g., half day, full day).

- Coordinate services in the language spoken at home.
  - Coordinate with local early childhood systems to provide access to local resources.
  - Coordinate with the state-level early childhood system to ensure inclusion of migratory children as an underserved population.
  - Identify early childhood programs across the state.
6. **Strategy 1-3:** Describe how the LOA will coordinate and/or provide instructional and support services to migratory children aged birth to five to support school readiness and transition to kindergarten. Examples:
- Coordinate services with local libraries.
  - Coordinate with local early childhood systems to provide access to local resources.
  - Coordinate with the state-level early childhood system to ensure inclusion of migratory children as an underserved population.
  - Coordinate and/or provide early reading and math services in the native language of the child.
  - Coordinate and/or provide support for writing and/or reading, and math at home.
  - Coordinate and/or provide transition to kindergarten services.
  - Provide books in native language.
7. **Strategy 2-1:** Describe how the LOA will coordinate and/or provide needs-based supplemental instruction in ELA and math to migratory students in grades K-12 during the regular school year. Examples:
- Before and after-school tutoring
  - Coordinated student schedules (i.e., academic support happens outside of school and outside of activity and/or practice)
  - Literacy and math backpacks (i.e., checkout and return)
  - Literacy nights
  - Online platforms (e.g., Duolingo, Unite for Literacy, BookFlix, TrueFlix, Khan Academy, Prodigy, Dreamscape)
  - Partner with colleges for tutoring support
  - Project-based learning (e.g., hands-on activities, building trades, cooking, health care, child development, STEAM, robotics, gardening, greenhouse work, agriculture)
  - Provide professional development on ELA and math instruction to staff serving migratory students
8. **Strategy 2-2:** Describe how the LOA will coordinate and/or provide needs-based supplemental instruction in ELA and math to migratory students in grades K-12 during the summer. Examples:
- Back-to-school night – provide books
  - ESL classes
  - Field trips and/or excursions
  - Literacy nights
  - MEP-funded summer school
  - Online platforms (e.g., Duolingo, Unite for Literacy, BookFlix, TrueFlix, Khan Academy, Prodigy, Dreamscape)
  - Partner with libraries, 4-H, ISU Extension offices, and other community organizations.
  - Solicit support from local businesses to sponsor middle and/or high school students interested in a summer business venture.
  - Summer reading program
  - Writer’s workshops
  - Project-based learning (e.g., hands-on activities, building trades, cooking, health care, child development, STEAM, robotics, gardening, greenhouse work, agriculture)

- Provide credit-bearing courses and/or help.
- Indicate how the local education agency will share graduation plans among migratory parents, students, and staff.

9. **Strategy 3-1:** Describe how the LOA will coordinate, partner, and/or provide supportive systems for migratory high school students to obtain credits for prompt high school graduation. Examples:

- Communicate with prior school to obtain records.
- Expand statewide partnership and network to provide engaging supplementary supports for high school credit acquisition.
- Offer credit recovery.
- Online schools
- Open enrollment
- Partner with institutions of higher education.
- Provide 1:1 tutoring.
- Provide hybrid learning opportunities with in-person support.
- Provide job-based schedules and earn credits for school from work experiences.
- Provide on-demand tutoring (e.g., phone, online).
- Provide opportunities to accrue credits focused on prompt graduation.
- Provide virtual, online learning (asynchronous).
- Provide/coordinate avenues for flexibility for credit accrual of high school (including transfer of credit).
- School counselors/MEP staff meet with students to access credits and history to award credits.
- Seamless credits
- Texas Migrant Interstate Project (TMIP) for assessing Texas-based student credit needs

10. **Strategy 3-2:** Describe how the LOA will coordinate, partner, and/or provide migratory high school students and out-of-school youth (OSY) with culturally relevant information and/or services and access to college and/or career readiness and postsecondary education. Examples:

- Coordinate with other states.
- Coordinate with High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP).
- Host career fairs.
- Host meetings for students and families with motivational speakers.
- Offer college readiness workshops.
- Offer Free Application for Federal Student Aid (FAFSA) and/or college nights.
- Provide college visits.
- Provide culturally relevant trips and experiences.
- Provide opportunities for stackable certificates.
- Provide seminars and webinars on how to access postsecondary education.
- Provide support for non-FAFSA-eligible students
- Provide visits to vocational and/or technical schools

11. **Strategy 3-3:** Describe how the LOA will coordinate, partner, and/or provide instructional and support services to migratory OSY. Examples:

- Contract with agencies and community resources to provide social services for OSY.
- Coordinate services for OSY.
- Coordinate with trade and/or technical schools.
- Create resource guides for services available for OSY.
- Provide online and in-person English as a second language opportunities for OSY residing in rural areas.

12. **Strategy 3-4:** Describe how the LOA will coordinate, partner, and/or provide migratory high school students and OSY with needs-based culturally relevant summer services. Examples:
- Coordinate with agencies and/or companies to provide soft skills and/or job skills (i.e., Junior Achievement).
  - Coordinate with AI Éxito University.
  - Coordinate and/or provide more vocational support (i.e., Job Corps).
  - Offer classes for credentials that can be obtained short-term.
  - Partner with 4H.
  - Provide a leadership camp at Western Iowa Tech (WIT) Community College.
  - Provide camps that are fun and engaging.
  - Provide life skills training for H2A workers (i.e., iSOSY lessons).
  - Send students to leadership camps out-of-state (e.g., DC, Nebraska).
13. **Strategy 4-1:** Describe how the LOA will coordinate and/or provide needs-based non-instructional support services to migratory children, youth, and families. Examples:
- Add student service provider positions to project sites.
  - Coordinate and secure basic needs services for migratory families.
  - Coordinate with the Department to establish a coalition of different programs (e.g., Title IA, Homeless).
  - Coordinate with other programs (e.g., Head Start, Title I, Homeless) to streamline services.
  - Establish a referral process.
  - Gather and provide a regional and/or district-level list of resources for families for basic needs (e. g., housing, transportation, nutrition).
  - Identify and/or designate a service provider for migratory families (i.e., liaison to support and help navigate resources based on needs).
  - Parents as Teachers
  - Partner and/or collaborate with local state and/or community organizations.
  - Provide administrators and service providers with PD on allowable use of MEP funds.
  - Provide meaningful and/or purposeful OSY bags and materials.
  - Provide PD to LOAs about how to maximize federal program resources and investments to meet the basic needs of migratory children and youth.
  - Provide support through social worker positions.
  - Use the “I do, we do, you do” model and the “Goldilocks” approach.
14. **Strategy 4-2:** Describe how the LOA will coordinate and/or provide targeted professional development to staff who serve migratory children, youth, and families. Examples:
- Host a statewide MEP conference.
  - Provide MEP staff training on non-instructional support services.
  - Provide MEP staff training to build their skills to support the educational and support services needs of migratory students.
  - Provide MEP staff with definitions for, and examples of, non-instructional support services.
  - Provide opportunities for staff to network and share best practices.
  - Provide PD on allowable use of MEP funds.
  - Provide PD on appropriate enrollment and/or placement of students.
  - Provide PD on appropriate record keeping and recording of services provided.
  - Provide PD on data collection and reporting.
  - Provide professional development on appropriate record-keeping and recording of services provided.
  - Provide regional PD opportunities.

- Provide school staff with trauma sensitive PD to help them handle secondary trauma and empathy-based training.
- Provide statewide awareness of the MEP.

15. **Strategy 4-3:** Describe how the LOA will coordinate and/or provide migratory families with strategies to help them support their children. Examples:

- Communicate and/or coordinate with other school programs.
- Coordinate with housing developments.
- Coordinate with large companies to take social action.
- Establish childcare partnerships.
- Host family events.
- Parents as Teachers training programs
- Provide school resources that match the home and culture of migratory students and their families.
- Provide support for extracurricular events.
- Solicit legislative advocacy.
- Use marketing to tell positive stories about migratory children and their families.

16. **Strategy 4-4:** Describe how the LOA will coordinate and/or provide culturally responsive support and resources to migratory children and youth to build awareness and nurture their social-emotional wellbeing. Examples:

- Coordinate support through [Iowa Department of Health and Human Services \(HHS\)](#) for cultural awareness.
- Coordinate and/or provide family support for appropriate discipline techniques.
- Offer access to family recreational activities.
- Offer college access trainings.
- Offer trainings and/or webinars that support mental well-being.
- Provide access to mental health services.
- Provide access to non-traditional educational activities.
- Provide access to successful adults who share similar stories.
- Provide mentoring and/or cultural ambassador opportunities.

## Program Budget (ESEA § 1306; 20 U.S.C. 6396(b))

The local education agency must:

- Budget 100% of total available funds.
- Explain its use of the "Other" line item or object code.
- Mark the component "Complete" using the button in the bottom right-hand corner.
  - *The budget cannot be marked complete until the superintendent or the school business official has marked the Allocations and Transfers\* collection as complete. Transfers must be completed by October 1st. (\*It is important to note that transfers are in use only and funds do not move from their original source).*

## Allowable Activity to Budget Line Item

Goal	Allowable Activity	Budget Line Item
<b>GOAL 1.0: School Readiness</b>	<b>Strategy 1-1a:</b> Coordinate and/or provide parents of migratory children birth to age five with information and strategies on child development.	Provide parents of migratory children with child development information and strategies for parents of migratory children
<b>GOAL 1.0: School Readiness</b>	<b>Strategy 1-1b:</b> Coordinate and/or provide parents of migratory children birth to age five with access to local preschool resources.	Provide parents of migratory children access to local preschool resources for parents of migratory children
<b>GOAL 1.0: School Readiness</b>	<b>Strategy 1-2:</b> Coordinate with local preschool and/or childcare programs to ensure migratory children birth to age five receive instructional services.	Coordinate with local programs to ensure migratory children receive childcare or preschool instructional services
<b>GOAL 1.0: School Readiness</b>	<b>Strategy 1-3:</b> Coordinate and/or provide instructional and support services to migratory children birth to age five to support school readiness and transition to kindergarten.	Provide instructional and support services to prepare migratory children for kindergarten
<b>GOAL 2.0: English Language Arts (ELA) and Mathematics</b>	<b>Strategy 2-1:</b> Coordinate and/or provide needs-based supplemental instruction in ELA and math to migratory students in grades K-12 during the regular school year.	Provide supplemental ELA and math instruction for to K-12 migratory students during the school year
<b>GOAL 2.0: English Language Arts (ELA) and Mathematics</b>	<b>Strategy 2-2:</b> Coordinate and/or provide needs-based supplemental instruction in ELA and math to migratory students in grades K-12 during the summer.	Provide supplemental ELA and math instruction for to K-12 migratory students during the summer
<b>GOAL 3.0: High School Graduation/ Services to OSY</b>	<b>Strategy 3-1:</b> Coordinate or partner or provide supportive systems for migratory high school students to obtain credits for prompt high school graduation.	Support migratory high school students in obtaining credits for timely graduation
<b>GOAL 3.0: High School Graduation/ Services to OSY</b>	<b>Strategy 3-2:</b> Coordinate, partner, and/or provide migratory high school students and OSY with culturally relevant information or services and access to college or career readiness and post-secondary education.	Provide culturally relevant information and services to migratory high school students and out-of-school youth for post-secondary education readiness
<b>GOAL 3.0: High School Graduation/ Services to OSY</b>	<b>Strategy 3-3:</b> Coordinate, partner, and/or provide instructional and support services to migratory OSY.	Provide instructional and support services to migratory out-of-school youth
<b>GOAL 3.0: High School Graduation/ Services to OSY</b>	<b>Strategy 3-4:</b> Coordinate or partner or provide migratory high school students and OSY with needs-based culturally relevant summer services.	Summer services for migratory high school and out-of-school youth
<b>GOAL 4.0: Non-Instructional Support Services</b>	<b>Strategy 4-1:</b> Coordinate and/or provide needs-based non-instructional support services to migratory children, youth, and families.	Provide non-instructional support services to migratory children, youth, and families
<b>GOAL 4.0: Non-Instructional Support Services</b>	<b>Strategy 4-2:</b> Coordinate and/or provide targeted professional development to staff who serve migratory children, youth, and families.	Provide professional development to staff serving migratory families
<b>GOAL 4.0: Non-Instructional Support Services</b>	<b>Strategy 4-3:</b> Coordinate and/or provide migratory families with strategies to help them support their children.	Provide strategies to help migratory families support their children
<b>GOAL 4.0: Non-Instructional Support Services</b>	<b>Strategy 4-4:</b> Coordinate and/or provide culturally responsive support and resources to migratory children and youth to build awareness and nurture their social-emotional well-being.	Provide culturally responsive support and resources to migratory children and youth to nurture their social-emotional well-being
	Administrative costs	Administrative costs
	Other	Other

*Iowa Department of Education guidance should be viewed as advisory unless it's specifically authorized by state statute, according to Iowa Code section 256.9A. This does not apply to administrative rules, declaratory orders, or materials required by federal law or courts.*