



## 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, Migratory Students program application in the Consolidated Accountability and Support Application's Consolidated Application. The application consists of three required components: assurances, program questions, and a budget. For guidance, visit the Department's [Every Student Succeeds Act \(ESSA\) Guidance and Allocations page](#) or contact Isbelia Arzola at [isbelia.arzola@iowa.gov](mailto:isbelia.arzola@iowa.gov) or (515) 326-5962.

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

1. The local education agency assures Title I, Part C funds will be used only for programs and projects (including the acquisition of equipment) in accordance with section 1306 (Comprehensive Needs Assessment and Service-Delivery Plan; Authorized Activities); and 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.
2. The local education agency assures such programs and projects will be carried out in a manner consistent with the objectives of:
  - Section 1114 (Schoolwide Programs),
  - Subsections (b) and (d) of section 1115 (Targeted Assistance School Programs and Integration of Professional Development, respectively),
  - Subsections (b) and (c) of section 1118 (Federal Funds to Supplement, Not Supplant, Non-Federal Funds and Comparability of Services, respectively), and
  - Part F (General Provisions).
3. The local education agency assures that in the planning and operation of state and local agency programs and projects, there is consultation 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 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.
4. The local education agency assures that in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of migratory preschool children and migratory children who have dropped out of school.
5. The local education agency assures that the effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under part A.
6. The local education agency assures that 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.

7. The local education agency assures that, to the extent feasible, such programs and projects will provide for:
  - 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.
8. The local education agency assures that the migrant liaisons or staff (as appropriate to each site) will speak to migrant parents about issues that may include but are not limited to graduation requirements and postsecondary options within 90 days of their child's enrollment.
9. The local education agency assures that it will consult MSIX, review student transcripts (if available), and contact the sending schools if clarification is needed to ensure students are placed in the correct classes.
10. The local education agency assures that migratory students with potential developmental delays will be referred to an area education agency or Early ACCESS (Individuals With Disabilities Education Act, Part C).

## **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 CBMR
  - ☐ 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. Indicate how all kindergarten through grade eight (K-8) priority for service migratory students will receive supplemental reading support averaging one instructional session per week or more. (Check all that apply)
- ☐ Use college students, volunteers, tutors, regional recruiters, and retired teachers to teach, mentor, and monitor supplemental instructional activities
  - ☐ Collaborate with community partners to conduct instructional home visits tailored to migratory student needs
  - ☐ Use evidence-based, cloud-based instructional programs and strategies
  - ☐ Communication with educational support staff, monitoring student progress, tutoring, home visitation, or referrals with follow up
  - ☐ Provide before- or after-school tutoring
  - ☐ Other (Limited to 150 characters)
4. Indicate how all K-8 priority for service migratory students will receive supplemental mathematics support averaging one instructional session per week or more. (Check all that apply)
- ☐ Use college students, volunteers, tutors, regional recruiters, and retired teachers to teach, mentor, and monitor supplemental instructional activities
  - ☐ Collaborate with community partners to conduct instructional home visits tailored to migratory student needs
  - ☐ Use evidence-based, cloud-based instructional programs and strategies
  - ☐ Communication with educational support staff, monitoring student progress, tutoring, home visitation, or referrals with follow up
  - ☐ Provide before- or after-school tutoring
  - ☐ Other (Limited to 150 characters)
5. Indicate how migratory students who do not complete Algebra I successfully by the end of 9th grade will receive support in 10th grade. (Check all that apply)
- ☐ Provide before- or after-school tutoring
  - ☐ Connect with community resources and partners to provide services
  - ☐ Connect parents or students to community resources and partners and online support
  - ☐ Provide summer school
  - ☐ Other (Limited to 150 characters)
6. Indicate how migratory students who do not pass Algebra I by the end of 10th grade will receive supplemental instructional sessions designed in consultation with their algebra or mathematics instructors. (Check all that apply)
- ☐ Provide before- or after-school tutoring
  - ☐ Connect with community resources and partners to provide services
  - ☐ Connect parents or students to community resources and partners and online support
  - ☐ Provide summer school
  - ☐ Other (Limited to 150 characters)
7. Indicate how the local education agency will facilitate alternate forms of transportation for migratory students by identifying and communicating options. (Check all that apply)
- ☐ Alternate forms of transportation for migratory students will be shared at the local parent advisory committee meetings
  - ☐ Other (Limited to 150 characters)
8. Indicate how the local education agency will share graduation plans among migratory parents, students, and staff. (Check all that apply)
- ☐ Graduation plans for migratory students will be shared at the local parent advisory committee meetings
  - ☐ Information about each student's graduation plan will be shared in the parent's language with each migratory parent
  - ☐ Other (Limited to 150 characters)

9. Indicate how the local education agency will share information with migratory high school students and their parents regarding the College Assistance Migrant Program (CAMP) and other resources that encourage or enable college attendance (e.g., [imfirst.org](http://imfirst.org)). (Check all that apply)
- ☐ Invite college staff to present to migratory students and their parents about the CAMP opportunity
  - ☐ Disseminate CAMP information to migratory high school students and their parents and encourage them to participate
  - ☐ Other (Limited to 150 characters)

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

Provide budget detail using the line items that correlate with the allowable activities outlined in the law. Please note that the use of "Other" for a line item or an object code requires an explanation.

### **Allowable Activities**

- Collection and transfer of data
- Coordination with other state and federal programs that can benefit migratory children and their families
- Needs of migratory children that result from their migratory lifestyle that permit effective participation in school
- Nonpublic equitable share
- Parent and family engagement
- Professional development
- Supplemental educational services to include extended day, tutoring, and summer school