



Title I, Part C Guidance

Education of Migratory Children

Introduction

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), established the Migratory Education Program (MEP) under Title I, Part C (Title IC) in 2015. This program provides formula grants to states to:

- Support high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children;
- Ensure that migratory children who move among the states are not penalized because of state disparities in curriculum, graduation requirements, and academic standards;
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet;
- Help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to succeed in school; and
- Help migratory children benefit from state and local systemic reforms (ESEA § 1301).

The MEP seeks to address the unique educational needs of migratory students that arise because of their migratory lifestyle by providing educational assistance to children whose families frequently move in search of agricultural or fishing work. The program helps migratory children master the educational content provided in the local districts by offering services to help reduce the educational disruptions and other problems that can result from these moves.

Important Definitions

- **Migratory Child** – The term “migratory child” means a child or youth who made a qualifying move (i.e., a move due to economic necessity from one residence to another and from one school district to another¹) in the preceding 36 months:
 - As a migratory agricultural worker or a migratory fisher; or
 - With or to join a parent or spouse who is a migratory agricultural worker or a migratory fisher (ESEA § 1309(3)).
- **Migratory Agricultural Worker** – The term “migratory agricultural worker” means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in agriculture, which may be dairy work or the initial processing of raw agricultural products. If an individual did not engage in such new employment soon after a qualifying move, such individual may be considered a migratory agricultural worker if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal agricultural employment (ESEA § 1309(2)).

¹ If the state has only a single school district, a qualifying move is from one administrative area to another within the district. If the school district is greater than 15,000 square miles, a qualifying move is a distance of 20 miles or more to a temporary residence (ESEA § 1309(5)).

- *Migratory Fisher* – The term “migratory fisher” means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment (ESEA § 1309(4)).
- *Out-of-School-Youth (OSY)* – For these purposes, the Department considers the term “out-of-school youth” to mean age 16 through age 21 who:
 - Are entitled to a free public education in the state,
 - Meet the migratory child definition, and
 - Are not currently enrolled in a kindergarten through grade 12 (K-12) institution.

School enrollment does not affect MEP eligibility. Therefore, OSY who meet the definition of a “migratory child” are eligible for the MEP. Table 1 provides examples of what OSY does and does not include.

Table 1. OSY Examples.

OSY Examples	Non OSY Examples
OSY could include: <ul style="list-style-type: none"> • Students who have dropped out of school, • Youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, or • Youth who are “here-to-work” only. 	OSY would not include: <ul style="list-style-type: none"> • Children in preschool nor • Children and youth with temporary absences (e.g., summer or intersession, suspension, illness).

PRIORITY FOR SERVICES

The term “priority of services” means that when providing MEP services, the district must first provide services to migratory students who:

- Have made a qualifying move within the previous one-year period and
- Are failing, or most at risk of failing, to meet challenging state academic standards or have dropped out of school (ESEA § 1304(d)).

Eligibility

As Iowa’s recipient of MEP funds, the Iowa Department of Education (Department) identifies the state’s migratory students and distributes subgrants to school districts with eligible students to improve opportunities for migratory children and help them succeed in their regular school program, meet the state academic standards, and graduate from high school.

Child Eligibility

A child is eligible for the MEP (and thereby eligible to receive MEP services) if the child:

1. Is a “migratory child” (see the previous definitions section);
2. Is an “eligible child” (i.e., is not older than age 21 and entitled to a free public education through grade 12 but not yet at a grade level at which the district provides a free public education); and
3. Has the basis for the state’s determination that the child is a migratory child properly recorded on the national certificate of eligibility (COE).

A child is eligible for services provided by MEP funding if:

- The child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate;
- The child is a migratory agricultural worker or a migratory fisher or has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; and
- The child has moved within the preceding 36 months to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work; and
- Such employment is a principal means of livelihood; and
- The child has moved from one school district to another.

Grant Requirements

To receive a Title IC subgrant, a school district must complete a short list of requirements. The Department has integrated these requirements into the overall ESSA planning and implementation process in the Consolidated Accountability and Support Application's (CASA) Consolidated Application. The requirements, along with recommended actions to improve program implementation and efficacy, are outlined in Table 1. Such requirements include submitting an application to the Department, which includes assurances, a program budget, and program questions, and filing reimbursement claims each quarter in the CASA.

Table 2.

ESEA Citation	Action. Related Resource	Recommended/ Required
Approved State ESSA Plan	Designate a migratory liaison to assist in identification of migratory students in the state.	Required
1304	Fill out the Consolidated Application, including completing program questions, assurances, and a budget. See the Title I, Part C Application Content document for more details.	Required
1306	Use Title IC funds 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.	Required
1114, 1115(b) & (d)), 1118(b)-(c)), and part F.	Carry out programs and projects in a manner consistent with the objectives of: <ul style="list-style-type: none"> • Schoolwide Programs under section 1114; • Targeted Assistance School Programs under section 1115(b); • Integration of Professional Development under section 1115(d); • Federal Funds to Supplement, Not Supplant, Non-Federal Funds under section 1118(b) (see the following Supplement Not Supplant section); • Comparability of Services under section 1118(c); and • General Provisions (part F). 	Required
1116(F)	Consult with parents of migratory children in the planning and operation of programs and projects.	Required

ESEA Citation	Action. Related Resource	Recommended/ Required
1116	Plan and carry out Title IC programs and projects to address the unmet education needs of preschool migratory children and migratory children who have dropped out of school.	Required
1116	Determine the effectiveness of programs and projects using the same approaches and standards that will be used to assess the performance of students, schools, and districts under Title I, Part A, where feasible.	Required
1116	Provide program and project outreach activities for migratory children and their families to inform such children and families of other education, health, nutrition, and social services to help connect them to such services.	Required
1304(c)(7)	Provide: <ul style="list-style-type: none"> • Advocacy and other outreach activities for migratory children and their families, including helping such children and families 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. 	Required
SEC. 1304. 20 U.S.C. 6394(c)	Ensure migrant liaisons or staff , as appropriate for each site, speak to migratory parents about issues (e.g., graduation requirements, postsecondary options) within 90 days of their child's enrollment.	Required
SEC. 1304. 20 U.S.C. 6394(c)	Consult MSIX, review student transcripts (if available), and, if clarification is needed, contact the sending schools to ensure students are placed in correct classes.	Required
SEC. 1304. 20 U.S.C. 6394(c)	Refer migrant students with unique educational needs to the appropriate area education agency (AEA) or Early ACCESS staff (IDEA Part C).	Required
1309(3)	Determine child eligibility. A child is eligible for the MEP (and thereby eligible to receive MEP services) if the child meets all of the eligibility criteria (see the previous Eligibility section).	Required
1305(e) & 1306	Provide migratory students educational programming and services consistent with the state's service delivery plan (SDP). The Iowa SDP determined the following are the focus areas that will be used to measure the extent to which the proposed solutions address the state performance targets: <ul style="list-style-type: none"> • Providing Supplemental Reading Instruction; • Providing Supplemental Mathematics Instruction; • Increasing High School Graduation Rates; • Expanding Access to Early Childhood; and • 	Required

MEP Services and Evaluation

Context for Continuous Improvement

The Department must deliver and evaluate MEP-funded services to migratory children based on a state plan that reflects the results of the statewide, comprehensive needs assessment (CNA; ESEA § 1306). To do so, a state's service delivery plan (SDP) must be viewed within a cycle of continuous improvement that contextualizes identified needs based on:

- State performance targets, which are adopted in reading, mathematics, and high school graduation;
- The statewide CNA, which identifies unique and high priority needs of migratory children and families across all areas of focus;
- Measurable program outcomes (MPOs), which help the MEP assess whether it is meeting identified migratory needs in targeted areas;
- Service delivery strategies, which are laid out in the SDP and outline the specific ways to achieve the performance targets and MPOs across focus areas; and
- An evaluation plan, which determines whether and to what extent the MEP is effectively achieving its goals for migratory children and families.

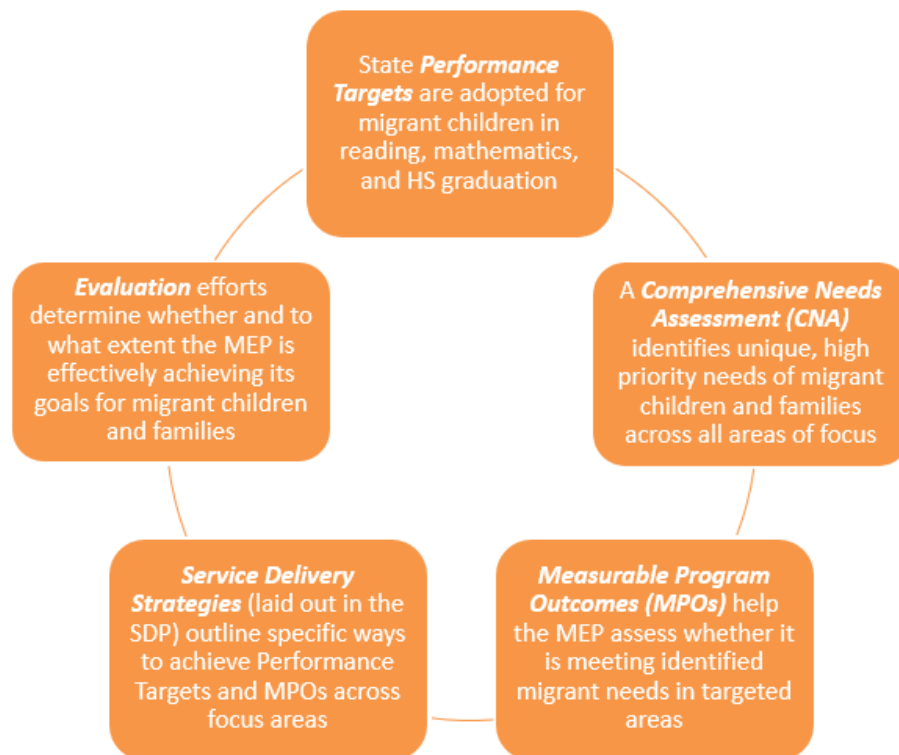


Figure 1. Iowa MEP Continuous Improvement Cycle

Service Delivery Plan Strategies and Required Activities

The Department developed a comprehensive SDP (ESEA §§ 1305(e) & 1306) in consultation with migratory parents based on meeting state performance targets and the priority needs identified in the CNA. This plan intends to update the Iowa MEP's State Delivery Plan in accordance with the most recent CNA and in consultation with the state's migratory Parent Advisory Council (PAC).

The Iowa SDP determined areas of focus to measure the extent to which the proposed solutions address the state performance targets.

Required Activities

The required activities include:

1. Providing Supplemental Reading Instruction;
2. Providing Supplemental Mathematics Instruction;
3. Increasing High School Graduation Rates;
4. Expanding Access to Early Childhood; and
5. Identifying OSY and Providing Timely Services.

The following sections describe each required activity.

PROVIDING SUPPLEMENTAL READING INSTRUCTION

All K-8 PFS migratory students must receive supplemental reading support informed by data analysis and student needs, likely outside of the academic day, averaging one instructional session per week or more. On a per student basis, providing academic support in reading may include:

- Communication with educational support staff,
- Monitoring student progress,
- Tutoring,
- Home visitation, or
- Referrals with follow up.

PROVIDING SUPPLEMENTAL MATHEMATICS INSTRUCTION

All K-8 PFS migratory students must receive supplemental math support informed by data analysis and student needs, likely outside of the academic day, averaging one instructional session per week or more. On a per student basis, providing academic support in mathematics may include:

- Communication with educational support staff,
- Monitoring student progress,
- Tutoring,
- Home visitation, or
- Referrals with follow up.

INCREASING HIGH SCHOOL GRADUATION RATES

Increase high school graduation rates by:

- Supporting timely algebra completion.
 - Migratory students who do not complete Algebra I successfully by the end of ninth grade will receive support in tenth grade
 - Migratory students who do not pass Algebra I by the end of Grade 10 will receive supplemental instructional sessions designed in consultation with their algebra or math instructor.
- Involving parents early in the MEP.
 - Migratory liaisons will speak to parents of students within 90 days of their enrollment
- Communicating with sending school in a timely manner.
 - Upon completion of COE, host schools will be contacted to ensure students are in correct classes.
- Improving access to activities.
 - Facilitate alternate forms of transportation for students by identifying and communicating options
- Promoting knowledge of graduation requirements and post-secondary options.
 - Share graduation plans among migratory parents, students and OSY staff.

- Share College Assistance Migratory Program (CAMP) information with seniors and their parents
- Help parents access online portals to monitor student progress.
- Use www.imfirst.org with migratory secondary students

EXPANDING EARLY CHILDHOOD ACCESS

- Collaborating with agencies to offer home-based services to pre-kindergarten (pre-K; aged 3-5) migratory students not enrolled in school and, if appropriate, referring migratory students with potential developmental delays to the appropriate AEA or Early ACCESS staff;
- Encouraging parents to access high quality pre-K programs;
- Partnering with parents to engage children and bolster school readiness expectations;
- Offering early detection and referral for developmental delays;
- Connecting parents with community agencies based on parent or home needs and expressed barriers (e.g., nutrition, health, transportation)
 - a. Assess needs and identify barriers through family assessment surveys

IDENTIFYING OSY AND PROVIDING TIMELY SERVICES

Identifying OSY and providing timely services to meet their needs by completing an OSY profile for each OSY; providing instruction for OSY; and connecting OSY with community organizations to address unmet needs and/or provide direct instruction.

Supplement vs Supplant Requirement

The supplement not supplant provision requires that federal funds be used to enhance the regular educational program. This means that federal funds cannot be used to supplant, or take the place of, funds that would have been spent if these federal Title funds were not available.

Supplementing	Supplanting (unallowable)
Using federal funds to enhance, expand, increase, or extend the programs and services offered with other federal, state, and/or local funds.	Using federal funds to fund (in total or in part) a program or service that is required to be provided or was previously funded by other federal, state, and/or local funds.

Additional Information

In implementing the comprehensive plan, the Department retains the flexibility to determine the activities to be provided with funds made available under this program except that such funds must first be used to meet the identified needs of migratory children that result from their migratory lifestyle and to permit these children to participate effectively in school.

Funds provided under this program must be used to address the needs of migratory children that are not addressed by services available from other federal or non-federal programs, except that migratory children who are eligible to receive services under Title I may receive those services through funds provided under that program.

Questions and Additional Guidance

For questions and resources, contact Isbelia Arzola at isbelia.arzola@iowa.gov.