

Title I, Part C

Education of Migratory Children

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Intent and Purpose: Title I, Part C provides supplemental resources to local education agencies to provide supplemental instructional and support services for migrant students and their families, as well as to conduct identification and recruitment, data collection and records transfer as required by law.

Intended Program Beneficiaries: Migrant children younger than 22 who have not graduated from high school or do not hold a General Educational Development (GED) [this means that the child is entitled to a free public education or is of an age below compulsory school attendance].

General Program Requirements: To help migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory life, in order to succeed in school, and to successfully transition to postsecondary education or employment.

The purposes of the Title I, Part C Migrant Education Program (MEP) are to:

- (1) support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- (2) ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements and State academic content and student academic achievement standards;
- (3) ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- (4) ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- (5) design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
- (6) ensure that migratory children benefit from State and local systemic reforms.
(P.L. 107-110, Sec. 1301)

Question 1: What are required program activities under Title I, Part C?

The No Child Left Behind (NCLB) Act of 2001 requires that MEP funds should *first* be used to address the unique needs of migrant children that result from their migratory lifestyle or are needed to permit migrant children to participate effectively in school.

Migrant children are eligible for services under the regular Title I, Part A on the same basis as other children. MEP funds are intended to supplement services provided under Part A and other programs to meet the needs of migrant students *that arise from their migrant status*. [Section 1306(b)].

Both the State's Consolidated Application to the U.S. Department of Education and the State's comprehensive needs assessment delineate how the activities and services of the Texas MEP are assessed, delivered and evaluated based on addressing the identified needs of the State's migrant student population.

Question 2: How does an LEA design programs and services for migrant students?

The MEP-funded LEA must follow the priorities for the MEP established as a result of the State's comprehensive needs assessment. The following priorities have been set and are reflected in the NCLB Consolidated Application process.

1. Secondary credit exchange and accrual (giving students the catch up opportunities and ways to earn credit to be applied toward graduation).
2. Early childhood education (providing instructional opportunities to 3 and 4 year old migrant students who are not served in the district's early childhood programs).
3. Tutoring opportunities in the middle and elementary schools (TAKS and coursework tutoring in areas that are not covered by other funding sources, paying particular attention to the 3rd and 5th grade where TAKS is used for grade advancement).
4. Instructional and support services to out of school youth.
5. Migrant summer school (Project MATEMATICA – addressing the two goal areas of math and reading).

The LEA must assure that the priority for services (PFS) students are being served first in the above areas with MEP funds and then move down the line to the other groups of prioritized students (i.e., those failing TAKS with no school interruption, failing courses with school interruption, failing courses with no school interruption, etc.) according to the LEA's documented needs assessment for the MEP.

In terms of parent involvement, the LEA must clearly document that it is operating a functioning migrant Parent Advisory Council (PAC) which meets on a regular basis with officers, agenda and written minutes. The application does allow LEAs to expend money for parents to attend migrant conferences, such as the Texas Parent Coordinating Council (TPCC) conference, the state migrant conference and the national migrant conference. The LEA also may pay for transportation and provide refreshments to migrant parents who attend parent involvement meetings at the district.

After the LEA has documented all of the above, including expending migrant funds on identification and recruitment (ID&R) and data collection (NGS), then based on their documented needs assessment at the district level, the LEA may allocate resources to other areas within the program.

Question 3: Is a MEP-funded LEA required to conduct year round identification and recruitment (ID&R) and data collection on the New Generation System (NGS)?

Yes, LEAs with independent migrant education projects and Shared Services Arrangement (SSA) fiscal agents are responsible for both identifying and recruiting migrant families and inputting migrant student demographic, academic and health data into NGS on a year round basis.

Question 4: What does “Priority for Services” mean?

Under the “Priority for Services” provision, the NCLB Act directs the Texas MEP to **target** funds to provide services to those migrant students who are failing or at risk of failing to meet the State’s challenging content and performance standards, **and** whose education has been interrupted during the regular school year [Section 1304(d)].

To implement this provision effectively and to provide a standard for determining which migrant students shall receive priority, the Texas MEP has streamlined the process of identifying these students by developing a Priority for Services report through the New Generation System (NGS), the migrant student database. Based on the LEA’s timely input of migrant student demographic and educational data, this report provides a list of those students who **MUST** receive services first before migrant funds may be allocated to other migrant students or may be combined into a schoolwide campus budget. LEAs must receive specific permission from the State MEP prior to combining MEP funds on schoolwide campuses.

Question 5: What is a “Priority for Services” action plan?

LEAs are responsible for maintaining on file a Priority for Services Action Plan that describes how the LEA will utilize MEP funds and/or other resources to **target** and address the unique needs of Priority for Services migrant students and to track the services that these students receive.

Question 6: What is “targeting”?

In the MEP, “targeting” includes:

1. Properly identifying and recruiting all eligible migrant children – especially the most mobile;
2. Identifying the unique educational needs of migrant children and deciding which services will effectively meet those needs;
3. Selecting students for services based on individual needs and their “Priority for Services;” and
4. Providing services at a sufficient level of quality and intensity so as to give reasonable promise of meeting the special educational needs of the migrant children being served.

Question 7: Can migrant funds be combined into schoolwide campus budgets?

Funds available under Part C of Title I of the ESEA may be used in a schoolwide program if the LEA meets the State standard for combining Title I, Part C funds into its schoolwide campus budget.

During the application negotiation process, the NCLB Program staff will review the LEA’s migrant student data, based on the most complete and current data available from the NGS

database, to determine if the LEA will be able to combine MEP funds into schoolwide campus budgets.

Question 8: What is the difference between Parent Involvement and Parent Advisory Council (PAC) activities?

Parent Involvement constitutes the participation and involvement of all parents in school activities to ensure the parents receive all of the information they need to help their children succeed in school. A Parent Advisory Council (PAC) is a formal group composed of migrant parents that advises the school district or charter school regarding the manner in which the MEP is addressing the needs of the migrant children in the LEA. The PAC's advisory role includes but is not limited to program planning, operation and evaluation of the LEA's migrant education program.

Question 9: Must the MEP-funded LEA and SSA establish and maintain a Migrant PAC?

Yes, LEAs with independent migrant programs and SSAs must establish and maintain a Migrant PAC which meets on a regular basis throughout the school year.