Title I Part C, Migrant Education Program (MEP) Operational Management Through the Lens of State MEP Directors

Annual Directors Meeting
March 2018
Legal/Authoritative Reference for MEP

Statute
Elementary and Secondary Education Act (ESEA), Title I part C, Section 1301-1308, as amended

Code of Federal Regulation
34 CFR §§ 200.81-200.89

Guidance
MEP Non-Regulatory Guidance
October 3, 2010
Chapter 2 Revision March 2017
The Key Components of MEP

- ID&R
  - Quality Control
  - Child Count

- State Migrant Education Program
  - Funding Allocation and Use of Funds

- Program Planning
  - Comprehensive Needs Assessment
  - Service Delivery Plan

- Provision of Services

- Family Engagement

- Program Coordination

- Program Evaluation

- Program Performance Reporting
The Every Student Succeeds Act, which was signed into law 12/10/2015, authorized MEP by Part C of Title I.

ED allocates Title I, Part C MEP funds to States through a statutory formula based primarily on the State’s migrant student count, the number of migrant children who receive summer services, and the cost of education in each State.

Local Education Agencies (LEAs)
Educational Service Centers/Regional Offices
Higher Education Institutions
Blended Approach
Overview of MEP Data Collection

What a State Director Needs to Know about Data

Find out who knows what...

- Find out what migrant data system is in use in your state
- Is there someone in your office with knowledge of the data system?
- Is there a grantee who handles data on a statewide basis?
- What relationships are already there with a Vendor?

If you have any of the above...use those resources!
Overview of MEP Data Collection (Cont.)

- MSIX
- CSPR, including child count
- Minimum Elements for National COE

Federal Needs

- What specific items does your state need?

State Needs

- What do Subgrantees need?

Local Needs
How Does your Current System Function?

- What system is it?
- Where is the data housed?
- Who maintains it?
- Who enters the data?
- Who monitors the system (data integrity/security/etc.)?
- Who extracts reports including CSPR?
- Who ensures MSIX compliance?
- How are updates handled?
- Policies and Procedures/Manuals?
Program Planning & Evaluation

State Performance targets are adopted for migrant children in reading, mathematics, and high school graduation.

**Evaluation** efforts determine whether and to what extent the MEP is effectively achieving its goals for migrant children and families.

**Service Delivery Strategies** (laid out in the SDP) outline specific ways to achieve Performance targets and MPOs across focus areas.

**A Comprehensive Needs Assessment (CNA)** identifies unique, high priority needs of migrant children and families across all areas of focus.

**Measurable Program Outcomes (MPOs)** help the MEP assess whether it is meeting identified migrant needs in targeted areas.
Program Planning & Evaluation

The SEA is required to evaluate its Migrant Education Program under Title 34 of the Code of Federal Regulations (34 CFR 200.84) as follows:

"Responsibilities of SEAs for evaluating the effectiveness of the MEP. Each SEA must determine the effectiveness of its program through a written evaluation that measures the implementation and results achieved by the program against the State's performance targets in § 200.83(a)(1), particularly for those students who have priority for service as defined in section 1304(d) of the ESEA."

The questions that the evaluation answers should include:

- To what extent are programs being implemented?
- Are the MEP students meeting state academic targets?
- To what extent are MEP programs impacting student outcomes?
Family Engagement

Parental involvement is an integral of all Title I programs, including the MEP. An SEA and LOAs must implement programs, activities, and procedures that effectively involve migrant parents. An SEA must 1) develop its comprehensive State plan in consultation with parents; 2) consult with parent advisory councils (PAC) regarding programs and 3) plan and operate the MEP in a manner that provides for the same parental involvement as is required in section 1118.
Family Engagement Continued

SEAs and LOAs must consult with parent advisory councils in planning and operating the MEP 1304(c)(3)

- Coordination with Title IA parent meetings
- Community partnerships (Early Childhood, CAMP)
- MEP CNA and SDP committee parent members
- Parent meeting during summer school activity
- Home visit completion of surveys
**Coordination of Services**

**Intrastate** coordination refers to efforts involving two or more local operating agencies within a State to improve educational services to migrant children in that State. The SEA may facilitate these efforts among local operating agencies or the local operating agencies may conduct them directly.

**Interstate** coordination refers to collaborative activities undertaken by two or more States to improve the education of migrant children in those States. Ideally, this term refers to the collaborative activities that two or more States assume to improve the education of migrant children who move between those States.
Cross-Program Coordination

- Representation of other state and federal programs for Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP)
- Joint letters from MEP and other state and federal programs
- Joint trainings with MEP and other state and federal programs
- LOA Funding Application across programs
- LOA Program Reviews conducted with other programs
- Coordination of parent meetings with other federal programs
Intrastate & Interstate Coordination Examples

- Timely transfer of records
- Identification & Recruitment Activities
- 1308 Funds - consortia
- Coordination Work Group (CWG)
- Professional Development
Presenters

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