

THE HISTORY AND PURPOSE OF THE MIGRANT EDUCATION PROGRAM

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The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.

AGENDA

- Origin and purposes of the Title I, Part C- Migrant Education Program (MEP)
- Three Pillars of the MEP
- Other Program Components

LEGAL REFERENCES

- Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, as amended: §1301-1309
- Code of Federal Regulations: 34 CFR Part 76 (EDGAR); 34 CFR 200.81-89; 2 CFR Part 200
- Migrant Education Program Guidance: Chapters I - XII

OFFICE OF MIGRANT EDUCATION (OME)

Located in the Office of Elementary and Secondary Education, OME administers the MEP, the High School Equivalency Program (HEP) and the College Assistance Migrant Program (CAMP). Our mission is to provide:

- Excellent leadership;
- Technical assistance; and
- Financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.

HISTORY AND PROGRAM PURPOSE

ORIGIN OF TITLE I, PART C – MIGRANT EDUCATION PROGRAM

In 1966, Congress enacted the MEP as a state- administered and -operated program to reduce the unique challenges that children of migratory workers experience, such as:

- High level of mobility,
- Cultural and language barriers,
- Social and community isolation,
- Health-related problems, and
- Highly disadvantaged socio-economic background

PROGRAM PURPOSE

The purpose of the MEP is to address the unique educational needs of migratory children so that they have full and appropriate opportunities to meet the same academic standards as all other children.



GOAL OF THE MEP

The goal of the MEP is to assist all migratory children in meeting challenging academic standards and achieving graduation from high school (or a HSE) with an education that prepares them for responsible citizenship, further learning, and productive employment.



GOVERNMENT PERFORMANCE RESULTS ACT (GPRA) – MEP PERFORMANCE INDICATORS

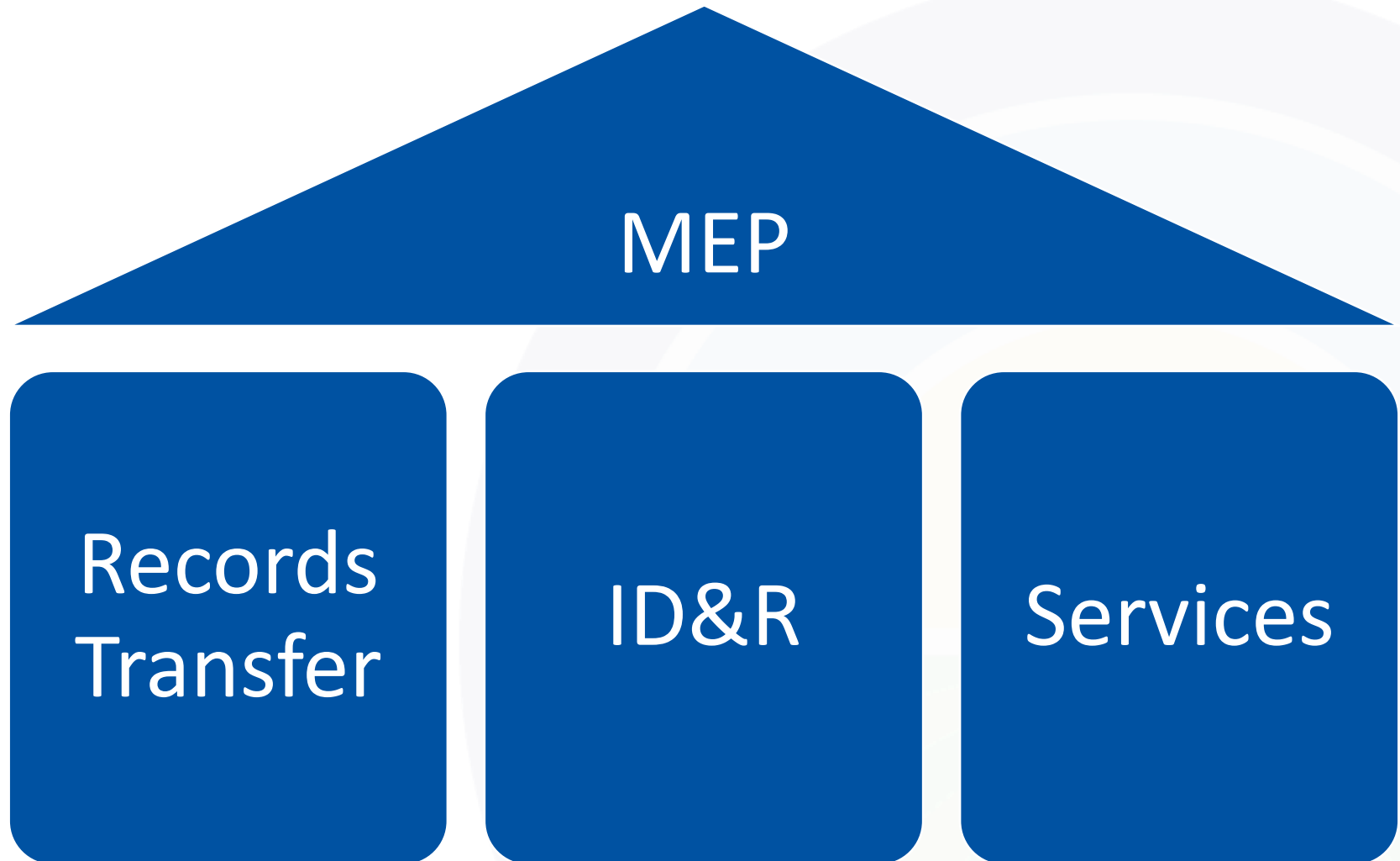
- The percentage of MEP students that scored at or above proficient on their state's annual Reading/Language Arts assessments in grades three through eight.
- The percentage of MEP students that scored at or above proficient on their state's annual Mathematics assessments in grades three through eight.
- The percentage of MEP students who were enrolled in grades seven through twelve, and graduated or were promoted to the next grade level.
- The percentage of MEP students who entered 11th grade that had received full credit for Algebra I or a higher Mathematics course.

STATE MEP FUNDING

- SEAs have the flexibility to design and administer the program to maximize resources and best meet the needs of the State's migratory children.
- Federal funds are allocated to States by formula. State funds may be used for
 - General administration of the State MEP,
 - Administrative services that are unique to the MEP (e.g., identification and recruitment, and records transfer), and
 - Delivery of services to migratory children by the SEA or through subgrants and contracts.

PILLARS OF THE MEP

THREE CRITICAL COMPONENTS OF THE MEP



ID&R

- MEP provides funds so that States can identify and recruit eligible migratory children into the program
- Children most in need of program services are often those who are the most difficult to find
- States use the National Certificate of Eligibility (COE) to document the eligibility of their migratory children
- ID&R resources include an ID&R manual, curriculum and National COE on [RESULTS.ed.gov](https://results.ed.gov)

STUDENT RECORD TRANSFER

The Need:

- **High Mobility** — Highly mobile migrant student population
- **Short Notice** — Migratory children move from State-to-State, often without notice
- **Lack of Data** — Timely and accurate educational and health information not always available
- **Placement Errors** — Students placed in incorrect courses or grades
- **Loss of MEP Services** — Students not provided most beneficial MEP services

STUDENT RECORD TRANSFER AND MIGRANT STUDENT INFORMATION EXCHANGE (MSIX)

ED implemented MSIX, a web-based repository containing demographic, enrollment, placement, and credit accrual data, in order to facilitate the national exchange of educational information about migratory children among the States.



PROVISION OF SERVICES

- Educational or educationally-related activities that address the unique needs of migratory children
- The unique educational needs of migratory children are those that result from their migratory lifestyle. For example:
 - Lack of continuity in education, resulting in gaps in learning
 - Insufficient credit accrual for on-time high school graduation
 - Cultural and language barriers
 - Health issues impacting academic performance
 - Lack of a sense of belonging
 - Lost instructional time

SERVICES

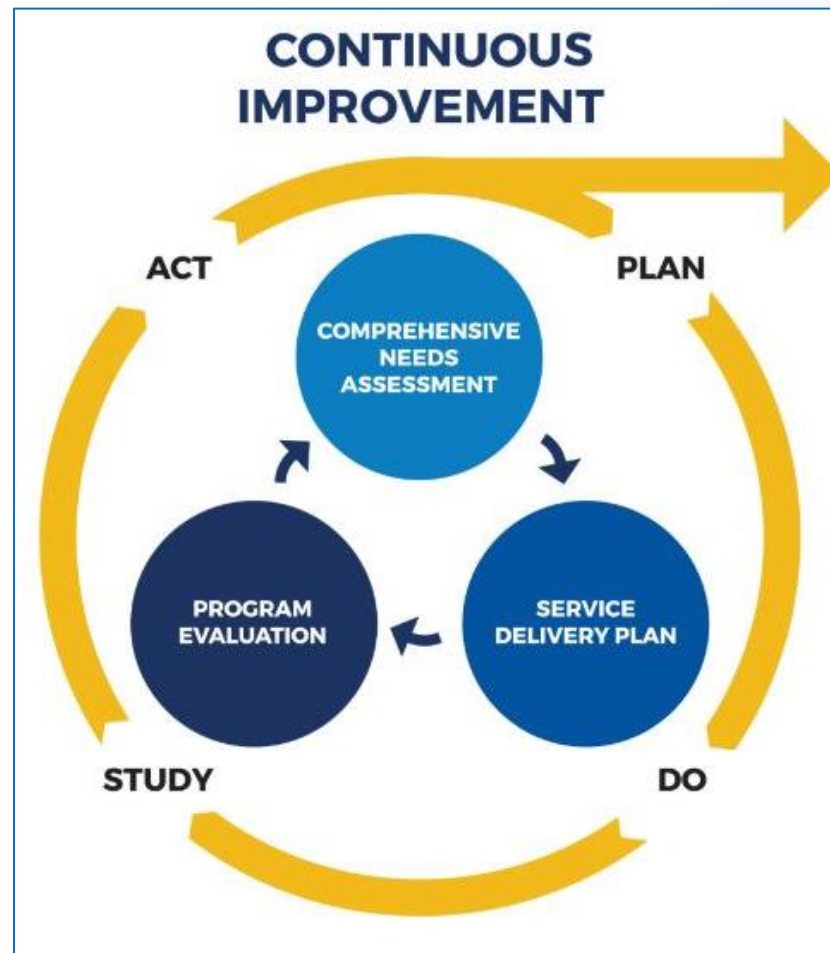
- MEP funds may be used for a broad array of instructional and support services
- States can and should be innovative when providing high quality services to migratory children
- LOAs (subgrantees) implement the services described in the SEA's statewide service delivery plan

SERVICES FOR PRIORITY FOR SERVICES (PFS) CHILDREN



- States must prioritize PFS migratory children when providing MEP-funded services.
- PFS migratory children are those who made a qualifying move within the previous 1-year period and
 - are failing, or most at risk of failing, to meet State academic standards; or
 - have dropped out of school.

CONTINUOUS IMPROVEMENT CYCLE



OTHER PROGRAM COMPONENTS

PARENTAL INVOLVEMENT

- Programs are designed in consultation with parents of migratory children, including parent advisory councils (PACs)
- Programs and projects must provide for the same parental involvement as is required in section 1116 (with the exception of extraordinary circumstances), and in a format and language understandable to parents



INTRA AND INTERSTATE COORDINATION

Cooperative relationships between advocates for migratory students/children in sending and receiving schools are essential for educational continuity and to ensure that coursework meets home base school graduation requirements.



COORDINATION WITH OTHER PROGRAMS



By coordinating with other programs, SEAs ensure that the needs of migratory children are met through a variety of sources in a way that leverages other program funds and optimizes the use of MEP funds for the unique needs of migratory children.

RESOURCES

- Migrant Student Information Exchange - <https://msix.ed.gov/msix/>
- Collaborating and Coordinating to Achieve Results for Migrant Education - <https://results.ed.gov/>
- Office of Migrant Education - <https://www2.ed.gov/about/offices/list/oese/ome/index.html>

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THANK YOU

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