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.
OBJECTIVES

• Spotlight the absolute priorities and competitive preference priorities OME is proposing to focus on for the next iteration of the Migrant Education Program (MEP) Consortium Incentive Grant (CIG) program

• Highlight successes of FY20 CIG cohort

• Solicit feedback/gather ideas for the new grant award competition based on needs identified by the field
LEGAL REFERENCES

• Statute: Elementary and Secondary Education Act (ESEA), Title I, Part C, Section 1308(d)

• Federal Register: Notice of Final Requirements, March 3, 2004 (69 FR 10110); Notice of Final Priority, March 12, 2008 (73 FR 13217); and Notice of Final Requirements, Dec. 31, 2013 (78 FR 79613)

• Applicable regulations to be published in Notice Inviting Applications (NIA)
BRIEF OVERVIEW OF THE CIGs

• **Purpose:** Improve the delivery of services to migratory children whose education is interrupted by improving inter/intrastate coordination of Migrant Education Programs (MEPs).

• State Educational Agencies (SEAs) must implement the activities described in the project application(s) as a condition of their receipt of funds.

• Up to three years: Year 2 and Year 3 awards will be based on substantial progress toward completing the prior year’s activities and attaining the outcomes & objectives identified in a consortium’s approved application.

• May be used to implement consortium activities or to carry out general activities authorized under the MEP.
FUNDING AND AWARD AMOUNT

• The Secretary may award up to $3 million in CIG funds per year.

• Participating SEAs receive one CIG award per year regardless of the number of CIGs in which they participate.

• Award amounts are based on a two-tiered funding formula.
  o Tier I - awardees whose MEP Basic State formula grant allocations are $1 million or more.
  o Tier 2 - awardees whose MEP Basic State formula grant allocations are $1 million or less will receive twice the base amount of the incentive award.

• The most an SEA may receive is $250,000 per year, or the amount of their basic MEP formula allocation, if that is less.

• Funds may be used to implement consortium activities or to carry out general activities authorized under the MEP.
ABSOLUTE PRIORITIES

• **Absolute Priority 1:** Services designed to improve the proper and timely identification and recruitment of eligible migratory children whose education is interrupted;

• **Absolute Priority 2:** Services designed (based on a review of scientifically based research) to improve the school readiness of preschool-aged migratory children whose education is interrupted;

• **Absolute Priority 3:** Services designed (based on a review of scientifically based research) to improve the reading proficiency of migratory children whose education is interrupted;

• **Absolute Priority 4:** Services designed (based on a review of scientifically based research) to improve the mathematics proficiency of migratory children whose education is interrupted;
• **Absolute Priority 5:** Services designed (based on a review of scientifically based research) to decrease the dropout rate of migratory students whose education is interrupted and improve their high school completion rate;

• **Absolute Priority 6:** Services designed (based on a review of scientifically based research) to strengthen the involvement of migratory parents in the education of migratory students whose education is interrupted;

• **Absolute Priority 7:** Services designed (based on a review of scientifically based research) to expand access to innovative educational technologies intended to increase the academic achievement of migratory students whose education is interrupted; and

• **Absolute Priority 8:** Services designed (based on a review of scientifically based research) to improve the educational attainment of out-of-school migratory youth whose education is interrupted.
SECRETARY’S SUPPLEMENTAL PRIORITIES

• **Priority 1**—Addressing the Impact of COVID–19 on Students, Educators, and Faculty;

• **Priority 2**—Promoting Equity in Student Access to Educational Resources, Opportunities, and Welcoming Environments;

• **Priority 3**—Supporting a Diverse Educator Workforce and Professional Growth To Strengthen Student Learning;

• **Priority 4**—Meeting Student Social, Emotional, and Academic Needs;

• **Priority 5**—Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success; and

• **Priority 6**—Strengthening Cross-Agency Coordination and Community Engagement To Advance Systemic Change
CURRENT FY 2020 CIG COHORT
Overview
Designed to support state migrant education programs (MEPs) to strengthen migratory parent engagement and empowerment so that parents can better support their children’s learning.

Goals
1) Local education agencies (LEAs) implement a targeted Family Engagement Action Plan (FEAP) that aligns to the State MEP Parent Involvement Plan
2) Educators increase their capacity to facilitate parent involvement activities in ways that are more relevant and accessible for migratory families
3) Migratory parents/caregivers increase their ability to participate in and support their children's learning
The overarching goal of IDRC is to improve the proper and timely identification and recruitment (ID&R) of eligible migratory children whose education is interrupted. The goal is accomplished through:

1. Building a cadre of trained recruiters and MEP staff to increase the proper and timely ID&R of migratory children;
2. Creating and disseminating ID&R capacity building tools to improve recruiters’ and other ID&R staff’s capacity to conduct ID&R and use data to inform ID&R;
3. Developing an electronic system that streamlines ID&R tracking to increase recruiter efficiency/recruitment time;
4. Coordinating with agribusinesses employing migratory workers and agencies serving them to build/optimize relationships to facilitate ID&R;
5. Revising/developing state ID&R plans to include credit accrual policies to meet students’ unique needs; and
6. Preparing materials on keeping safe and healthy when conducting ID&R.
• The goal of iSOSY is to increase state and staff capability to provide instruction that will improve the educational attainment of OSY and secondary students at-risk of dropping out.

• Key activities completed in Year 1 include:
  o development and delivery of online instructional materials;
  o definitions of what migratory students need to know to participate successfully in alternative pathways to graduation; provision of training and information about assessment materials to determine academic and English language skills; and
  o goal setting/career awareness and personal wellness activities to support participation. iSOSY developed methods for tracking progress along pathways to HSED or a diploma and trained MEP staff on instructional strategies for students who have experienced trauma.
MPEC

MPEC’s goal is to strengthen the involvement of migratory parents in the education of their children including supporting their children’s mathematics skills needed to be successful in science, technology, engineering, and mathematics (STEM) fields.

• Through this CIG and its previous iterations, the Migrant Literacy NET (MLN) (https://www.migrantliteracynet.com/) was created containing literacy lessons, screeners to identify reading skill deficiencies, and standards-based online tutorials with content-embedded pre/post assessments that were developed through a rigorous validation process.

• Development of a Parent Portal on the MLN that provides parent access to the resources on the MLN, parents’ increased ability to support their children’s literacy and mathematics skills at home; training toolkits and videos; development of a PEP to facilitate parent usage of the resources on the MLN to improve their own reading and math skills; and modification of the Student Success Plan to include an area where parents/teachers can identify a path/goals for children’s STEM learning.
CURRENT CIG FUNDING CYCLE

Year 1: Fiscal Year (FY) 2020
2020–2021

Year 2: FY 2021

Year 3: FY 2022
2022–2023

2021-2022
BREAKOUT SESSION
BREAKOUT SESSION

You will have 20 minutes in your breakout groups to:

• Designate one person to each of the following roles: facilitator, record keeper/note-taker, and spokesperson (or spokespersons).

• Discuss the guiding questions and other proposed ideas.

• Report your group’s findings and/or recommendations.

• Note: Please copy/save your notes prior to leaving the breakout group. You can save them into a word document or email and send directly to: Michael.Meltzer@ed.gov
BREAKOUT SESSION: GUIDING QUESTIONS

1. Based on the current cohort of CIGs, what works and should not be changed? (i.e., something that is crucial to the success of the CIG program)

2. Based on the current cohort of CIGs, what would you change about the CIG? (i.e., something that may be outdated or needs improvement)

3. What would you like to add to the new iteration of the CIG program?

4. What Absolute Priorities and Secretary’s Priorities would you like to see addressed in the next iteration of the CIG program?
BREAKOUT SESSION: SHARE FEEDBACK

• Designated spokesperson from breakout group will report out on their group’s discussion.

• You will have 2-3 minutes to share your group’s feedback on the CIG.
CIG WEBSITES AND CONTACT INFORMATION

• I^2MPACT: [https://www.i2mpact.org/](https://www.i2mpact.org/)  
  Michele Cheney, I^2MPACT Coordinator  
  Michele.Cheney@arroyoresearchservices.com

• IDRC: [www.idrconsortium.org](http://www.idrconsortium.org)  
  Jessica Castañeda, IDRC Director  
  jcastaneda@idr@gmail.com

• ISOSY: [www.osymigrant.org](http://www.osymigrant.org)  
  Tracie Kalic, ISOSY Director  
  tkalic@embarqmail.com

• MPEC: [https://www.migrantliteracynet.com](https://www.migrantliteracynet.com)  
  Bill Bansberg, MPEC Contractor  
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THANK YOU

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