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| Module 1: Background and Overview of the MEPLevel 1: Introduction to the MEP  |
| Participant Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Outline |
| Level 1: Goal* To provide background information and an overview of the Migrant Education Program.

Level 1: Objectives After completing Level 1, the participant will be able to* describe the characteristics of migratory agricultural workers or fishers;
* describe the purpose of the MEP;
* recall the basic history of the MEP;
* identify the Child Eligibility Factors and their sources;
* identify key MEP terms;
* describe the differences between Title I, Part A and Part C of the ESEA, as amended;
* identify and explain the roles of local, state, and federal staff in the MEP; and
* articulate the services and benefits that the MEP can provide.
 | Notes: |

### History and Purpose of the MEP

1. How did the nation first learn of the plight of the migratory farm workers?
2. Legislation

1965:

1966:

2001:

2015:

1. Difference between Title 1, Part A and Title I, Part C of the ESEA, as amended

Title I, Part A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title I, Part C: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Purpose of the MEP
3. How does the MEP in your district meet the overall purpose of the National MEP?

1. Key Terms from the Code of Federal Regulations relevant to the Migratory Child Eligibility Factors

1.

2.

3a.

3b.

4a.

4b. \_

1. MEP Organization Responsibilities
* U.S. Department of Education (ED)/Office of Migrant Education (OME)
* State MEP

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* Local (District) Operating Agencies (LOA)

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| Services and Benefits of the MEP |
| Benefits to Recipients(Children or Youth) | Benefits to Families | Benefits to Local Community |
| The most important piece of information I learned about the MEP today was…  |