

Tasks & Corresponding Cycles	Task Purpose & Legal Background	Required Form and Prompt	Required Documentation
MEP Monitoring Statement of Assurance Cycle 1-6	<p>Purpose In this task, the Project leadership will complete the Migrant Education Program (MEP) Monitoring Statement of Assurance for the 21-22 performance period. The submission of the MEP Monitoring Statement of Assurance affirms that the Project has been reviewed and complies with all documents and procedures addressed in the monitoring instrument.</p> <p>Legal Background <i>The SEA should monitor its subgrantees for compliance with Federal statutes and regulations, applicable State rules and policy, needs assessment findings, the consolidated State application, and the SEA-approved operating agency agreement. To do so, SEAs are encouraged to conduct a systematic review of all MEP activities on a periodic basis to determine whether local operating agencies have made progress toward meeting all approved project objectives.</i></p> <p>Statutory Requirements: Section 1004 of Title I, Part A; sections 1302, 1304(b)(5), 1304(d), and 1309 of Title I, Part C; section 9201 of the ESEA; sections 437(a) and 452(a) of GEPA</p> <p>Regulatory Requirements: 34 CFR 76.300-76.401, 76.560, 76.561, 76.563, 76.730, 76.731, 76.770; 77.1; 80.40(a); 200.82; 200.83(c); 200.100(b)</p>	Complete the required Online Form: The online form is the MEP Monitoring Statement of Assurance for the 21-22 performance period. Please note that the completed online form includes a digital signature and acknowledgement for the submission.	<ul style="list-style-type: none"> No documents required for upload in this task.
MEP Private Schools and Migrant Children Cycle 4 and Cycle 2	<p>Purpose In this task, the Project will demonstrate that after timely and meaningful consultation with private school officials, they provide supplemental educational services, and/or other benefits, as defined in Title I Part C, on an equitable basis to eligible migratory students. If the private school has eligible migratory students, the evidence should demonstrate that the Project offers the following benefits:</p> <ul style="list-style-type: none"> services to private school migratory students and teachers in an equitable manner, based on the needs of the private school migratory students desiring to participate, and opportunities for teachers of participating private schools to participate, on an equitable basis, in the Project's professional learning opportunities. <p>Legal Background <i>The agency that operates the local MEP Project is required to provide special educational services or other benefits on an equitable basis to eligible children who are enrolled in private schools, and to their teachers and other educational personnel. This must be done after timely and meaningful consultation with appropriate private school officials.</i></p> <p>Statutory Requirements: Sections 1304(c)(6); 1306(b) of Title I, Part C; Sections 9101(37) and 9501 of Title IX</p> <p>Regulatory Requirements: 34 CFR 200.29(c)(1); 200.83; 200.86; 299.6 - 299.9</p>	In the space below, please explain the established procedure used to identify and provide services to eligible migratory students enrolled in private schools.	<ul style="list-style-type: none"> Upload the signed Affirmation of Consultation. Upload the description of services provided to migratory students and teachers at private schools, including the days, times, and locations of these services.

<p>MEP Needs Assessment Cycle 1-6</p>	<p>Purpose In this task, the Project will demonstrate that a Local Comprehensive Needs Assessment (LCNA) was conducted to determine the needs of migratory students, and how those needs relate to the priorities established by the State’s Service Delivery Plan (SDP). The LCNA must include the following data points:</p> <ul style="list-style-type: none"> • a summary of MEP student academic achievement data in reading and math • a comparison of PFS to non-PFS student academic achievement data in reading and math • MEP student graduation rates; • MEP student drop-out rate; and • MEP student mobility rates. <p>Legal Background <i>Local operating agencies conduct individual needs assessments to: (1) determine a plan that includes the following: Summary of student academic achievement data/student profile to determine the needs of migrant students and how those needs relate to the priorities established by the State; (2) design local services; and (3) select students for the receipt of those services. While the SEA and local operating agencies must jointly ensure that needs assessment procedures at the local operating agency level are aligned with those at the State-level, local operating agencies are able to narrow their needs assessments because local staff have access to more precise information than is available at the SEA level. This enables the local operating agency to identify such critical elements as the specific needs of children by grade levels, academic areas in which the project should focus, instructional settings, instructional materials, staffing, and teaching techniques.</i></p> <p>Statutory Requirements: Title I, Part C, Sections 1304(b) and 1306(a) Regulatory Requirements: 34 CFR 200.83</p>	<p>In the space below, please explain the established procedure of how the LCNA data was utilized to determine the instructional and non-instructional services provided to eligible migratory students.</p>	<ul style="list-style-type: none"> • Upload the LCNA, and other standards-based academic data used to identify migratory student needs and design the MEP. • Upload the summary of the results of the surveys, including the number of surveys distributed and collected.
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<p>MEP Service Delivery Plan Cycle 4 and Cycle 1</p>	<p>Purpose The Project has aligned program goals with the State’s Service Delivery Plan (SDP). The SDP was developed based on the findings from the Comprehensive Needs Assessment (CNA). Below is a summary of strategies for each Measurable Program Outcome (MPO) identified in the SDP. The implementation plan describes the process for each strategy.</p> <p>Strategies for Performance Goal 1:</p> <ul style="list-style-type: none"> • 1-2: Provide supplemental instructional services to identified students (e.g., before school/after school tutoring, interventions, summer school). • 1-3: Utilize and maintain a student profile tool. • 1-4: Provide parents with information and assistance in accessing existing instructional resources and support services during recruitment, MPAC, and SMPAC meetings. <p>Strategies for Performance Goal 2:</p> <ul style="list-style-type: none"> • 2-1: Host parent meetings to introduce and model strategies designed to increase school readiness to support student’s academic success. • 2-2: Provide instructional and/or support services for migrant children ages 3-5 (not in kindergarten) through MEP-funded preschool programs when no other early childhood services are available. • 2-3: Develop and disseminate a recruiter kit containing specific information for pre-school-aged students (i.e., flyers about resources, programs). • 2-4: Coordinate/collaborate with other programs (e.g., Title I, Title III, community agencies), funding sources, and agencies to support the needs of migrant children ages 3-5 (not in kindergarten). 	<p>In the space below, please explain the established procedure used to determine the Project’s program goals and how they are aligned with the MPOs outlined in the SDP. Be sure to include the type of data collected and its role in determining the instructional and non-instructional services provided.</p> <p>In the space below, please explain the established procedure used to identify and meet the identified needs of Priority for Service (PFS) students.</p>	<ul style="list-style-type: none"> • Upload the strategies and action steps that address the needs and services provided to PFS students incorporated in the Local Integrated Action Plan (LIAP). • Upload the Fidelity of Strategy Implementation for your MEP Project.

Strategies for Performance Goal 3:

- 3-1: Provide and/or coordinate with SEA efforts focused on PD for staff members regarding the eligibility criteria for Out of School Youth (OSY).
- 3-2: Create partnerships and collaborate with local migrant employers, other LEAs, and educational service agencies to identify and recruit OSY.
- 3-3: Collaborate with/provide supplemental instructional services (e.g., distance learning, on-line classes, PASS, credit accrual/recovery).
- 3-4: Partner with local community colleges/ universities/agencies to host college and career readiness events to discuss academic expectations and post-secondary opportunities for high student and/or OSY.

Priority for Service

The Project shall give priority to migratory students who are failing or most at risk for failing, to meet the State’s challenging academic content standards and challenging academic achievement standards, and whose education has been interrupted during the regular school year. The Project shall also continue to provide services until the end of the school term (semester) to a student who ceases to be a migratory child during such term or for one additional year in absence of comparable services.

Legal Background

Alignment with SDP: SEAs are also required to develop a comprehensive State plan for service delivery that describes the strategies the SEA will pursue on a statewide basis to help migrant children achieve the performance targets that the State has adopted for all children in reading and math, high school graduation, reducing school dropouts, school readiness (where applicable), and any other performance target that the State has identified for migrant children.

Statutory Requirements: Title I, Part C, Sections 1304(b) and 1306(a)

Regulatory Requirements: 34 CFR 200.83 Title I, Part C, Sections 1304(b) and 1306(a)

Priority for Services. SEAs must establish and implement appropriate procedures to identify and target services to migrant children who meet the priority for services requirement. This requirement applies to all migrant children who are at an age that they are required to attend school in the State. In order to determine who meets this criterion, SEAs should first determine which children are failing or most at risk of failing to meet the State’s academic content standards and student achievement standards. Among those children who are failing or at most risk of failing, the SEA must identify and give priority for services to children whose education has been interrupted during the regular school year.

Statutory Requirements: Title I, Part C, Sections 1304(d)

Regulatory Requirements: 34 CFR 200.83

Tasks & Corresponding Cycles

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<p>MEP Coordination of Services Cycle 4 and Cycle 2</p>	<p>Purpose In this task, the Project will demonstrate joint planning among local, state, and federal education programs serving migratory students, as well as coordination with similar community programs and projects to benefit migratory children and youth. To this end, the evidence should demonstrate that the Project has a process and plan to maintain documentation of inter-state coordination, and intra-state coordination, as it applies to supplemental services and programs.</p> <p>Legal Background <i>Section 1112(b)(1)(E)(ii) of the statute requires LEAs to coordinate and integrate Title I, Part A services with programs that serve migrant children. Also, sections 3113(b)(4) and 3124 require SEAs to coordinate Title III programs with other appropriate programs. Section 1112(b)(1)(J) requires LEAs to ensure that eligible migrant children and formerly migrant children are selected to receive Title I, Part A services on the same basis as other eligible children. In a schoolwide program, sections 1114(b)(1)(B)(i) and (iii) of the statute require schools to implement reform strategies that address the needs of all children in the school. In a targeted assistance school, section 1115(b)(2)(A) of the statute provides that migrant children are eligible to participate in the Title I, Part A program on the same basis as other eligible children.</i> Statutory Requirements: Title I, Part C, Sections 1304 (b)(1)(B) and (C); 1304 (b)(3); 1304(c)(1)(B); 1306(a)(1)(A), (F), and (G); 1308(a), (b) and (d); Section 3124 of Title III, Part A Regulatory Requirements: 34 CFR 200.83</p>	<p>In the space below, please explain the established procedure used to coordinate services provided to eligible migratory students through inter- and intra-state programs and projects.</p>	<ul style="list-style-type: none"> • Upload evidence for coordination of services form (Ex: private, non-profit, social community, and other governmental agencies). • Upload documentation of agreements for coordination of services (Ex: purchase orders, contracts, letters, etc.). • Upload referrals and services received. • Upload list of days, times, and purposes of all supplemental support services and activities funded from all funding sources, including the MEP.
<p>MEP Parental Advisory Council Cycle 4 and Cycle 3</p>	<p>Purpose In this task, the Project will demonstrate that for the planning and operation of the local Migrant Education Program (MEP), there was consistent consultation with Migrant Parent Advisory Council (MPACs) throughout the school year. The evidence should demonstrate that the Project maintains documentation that the required consultation occurred and was carried out in a format and language accessible by parents on the following topics:</p> <ul style="list-style-type: none"> • design and implementation of the MEP; • federal MEP laws and regulations; • current MEP application; • any reports resulting from a federal/state audit, monitoring, or evaluation of the Project's MEP; • student MEP data; and • State Migrant Parent Advisory Council (SMPAC) meetings. <p>Legal Background <i>Pursuant to section 1304(c)(3), SEAs and local operating agencies must consult with parent advisory councils in planning and operating the MEP if they operate programs of one school year in duration. The statute also requires the MEP provide for the same parental involvement as is required in section 1118, unless extraordinary circumstances make such provision impractical. This provision requires SEAs and local operating agencies to involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the MEP. (See section 1118(c)(3) of the statute.) In addition, section 200.83(b) of the regulations requires SEAs to develop the comprehensive State plan in consultation with the State parent advisory council if the program is one school year in duration. If the program is less than one school year in duration, the SEA must consult with migrant parents.</i> Statutory Requirements: Section 1118 of Title I, Part A and sections 1304(c)(3) and 1306(a)(1)(B)(ii) of Title 1, Part C Regulatory Requirements: 34 CFR 200.83(b)</p>	<p>In the space below, please explain the established procedure used to ensure that eligible MEP parents are involved in the planning, review and improvement of the MEP.</p>	<ul style="list-style-type: none"> • Upload the Parent Advisory Committee (PAC) meeting calendar for the 21-22 performance period with agendas. • Upload the Parent Advisory Committee (PAC) meeting sign in sheets for the 21-22 performance period.
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<p>MEP Data Verification Cycle 4 and Cycle 5</p>	<p>Purpose In this task, the Project will demonstrate that it assists the State in determining the number of eligible migratory children and youth, who reside in the state full-time and part-time, through required State-approved procedures. The evidence should demonstrate the Project has written procedures for each of the following data elements:</p> <ul style="list-style-type: none"> • validating and verifying all information on the COE; • validating and verifying all codes entered into the electronic COE data collection system; • record transfers (sending and receiving); and • resolving data discrepancies. <p>Legal Background <i>Each year, States must provide MEP specific program performance information, including: (1) the annual count of migrant children; and (2) a detailed narrative that describes the procedures the States followed to obtain and verify the child count. Each SEA must have procedures in place to ensure that the child counts: (1) are accurate; (2) reflect only eligible migrant children; and (3) are sufficiently well documented so that an outside reviewer who is unfamiliar with the MEP would understand the process.</i></p> <p>Statutory Requirements: Title I, Part C, Sections 1303(e); 1304(c)(7) and (e); Title IX, Part C, Section 9303 Regulatory Requirements: 34 CFR 200.81</p>	<p>In the space below, please explain the established procedure used to ensure that accurate records are being kept for migratory children and youth.</p> <p>In the space below, please explain the established procedure used to ensure accuracy in the completion of Certificates of Eligibility (COEs).</p>	<ul style="list-style-type: none"> • Upload the Projects written procedures for validating and verifying information on the COE and service codes entered in MIS2000 data management system. • Upload the Projects written procedures for record transferring of a migratory student (sending and receiving). • Upload the Projects written procedures for resolving data discrepancies.
<p>MEP Identification and Recruitment Cycle 4 and Cycle 6</p>	<p>Purpose In this task, the Project will demonstrate the development and implementation of a plan for the Identification and Recruitment (ID&R) of migratory students. The evidence should demonstrate that the Project has an ID&R plan that includes the following components:</p> <ul style="list-style-type: none"> • mapping the school district; • process/procedures to identify & recruit; • training for recruiters; • deploying recruitment staff; • quality control; and • evaluating recruitment efforts. <p>Legal Background <i>Finding and enrolling eligible migrant children is a cornerstone of the MEP and its importance cannot be overemphasized. Identification and recruitment are critical activities because: § The children who are most in need of program services are often those who are the most difficult to find. § Many migrant children would not fully benefit from school, and in some cases would not attend school at all, if SEAs did not identify and recruit them into the MEP. This is particularly true of the most mobile migrant children who may be more difficult to identify than those who have settled in a community. § Children cannot receive MEP services without a record of eligibility. SEAs or their local operating agencies record eligibility data on a Certificate of Eligibility (COE). Recruiters obtain the data by interviewing the person responsible for the child, or the child him or herself, in cases where the child moves on his or her own.</i></p> <p>Statutory Requirements: Sections 1304(c)(7) and 1309(2) of Title I, Part C Regulatory Requirements: 34 CFR 200.81Page 36</p>	<p>In the space below, please explain the established procedure used to identify and recruit eligible migratory children and youth for the Migrant Education Program (MEP).</p>	<ul style="list-style-type: none"> • Upload evidence of coordination between districts (ex. Elementary and high school, Projects and surrounding districts). • Upload the ID&R Plan.
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<p>MEP Title I-C Fiscal Cycle 4</p>	<p>Purpose In this task, the Project will demonstrate MEP-funded activities and services they're providing migratory children and youth to meet their unique educational needs. By utilizing MEP funds for the following purposes:</p> <ul style="list-style-type: none"> • address educational barriers resulting from students' migratory lifestyle, • solely to supplement and not supplant the other educational services, and • meet migratory student needs that could not be addressed by other programs <p>Legal Background Allowable Services and Activities: <i>Although SEAs and local operating agencies may spend MEP funds on many types of allowable activities, some of these activities do not constitute a "service" (e.g., identification and recruitment or parental involvement activities). "Services" are distinct in that they are the educational or educationally related activities provided to migrant children to enable them to succeed in school. Because student success is the overarching goal of the MEP, services are a vital aspect of the program. In providing services, SEAs must give priority to migrant children who are failing or are most at risk of failing and whose education has been interrupted during the regular school year. A child is eligible for the MEP (and thereby eligible to receive MEP services) if the child: Meets the definition of "migratory child" in section 1309(3) of the ESEA,¹¹ and is an "eligible child" as the term is used in section 1115©(1)(A) of the ESEA and 34 C.F.R. § 200.103</i></p> <p>Statutory Requirements: Sections 1304(c)(6); 1306(b) of Title I, Part C; Sections 9101(37) and 9501 of Title IX Regulatory Requirements: 34 CFR 200.29(c)(1); 200.83; 200.86; 299.6-299.9</p> <p>Supplement, Not Supplant: <i>SEAs and local operating agencies must comply with two fiscal requirements regarding the expenditure of State and local funds to ensure that MEP funds are used to provide services that are supplemental to the regular services migrant children receive. The statute requires SEAs and local operating agencies to: (1) use MEP funds to "supplement, not supplant" non-Federal funds; and (2) provide services to migratory children with State and local funds that are at least comparable to services provided non-migratory children. (See sections 1120A(b) and (c) of the statute.) The statute and regulations provide an exclusion from these requirements for special State and locally funded programs that meet the intent and purposes of the MEP.</i></p> <p>Statutory Requirements: Sections 1120A and 1304(c)(2) of Title I; sections 9101 and 9521 of Title IX Regulatory Requirements: 34 CFR 200.88 and 299.5</p>	<p>In the space below, please explain the established procedure used to determine the instructional and non-instructional services provided to eligible migratory students. Be sure to include the types of data collected and the data's role in determining the instructional and non-instructional services provided.</p> <p>In the space below, please explain the established procedure used to ensure that the MEP-funded services provided to eligible migratory students do not supplant any services provided by any other federal, state, or local funding source, including, but not limited to, Title I, Special Education, ELL, N&D, and regular education.</p>	<ul style="list-style-type: none"> • Upload the Fixed Asset Listing, including all capital and equipment items purchased with MEP Title I-C funds for FY22. • Upload a list of the job descriptions for all the MEP-funded staff who provide MEP-funded instructional and support services.
<p>MEP Services for Preschool/Out of School Youth Cycle 4 and Cycle 6</p>	<p>Purpose In this task, the Project must identify and meet the educational needs of Preschool migratory children and Out of School Youth.</p> <ul style="list-style-type: none"> • The Project has a plan that includes a description of how they will identify and address the special educational needs of migratory preschool children. • The Project has a plan that includes a description of how they will identify and address the special educational needs of Out of School Youth (OSY). <p>The evidence should demonstrate that the Project's plan includes a description of how the Migrant Education Program (MEP) staff will identify and address the special educational needs of OSY.</p> <p>Legal Background Preschool: <i>A local operating agency that operates a MEP preschool project must evaluate the progress of migrant children who participate in the project. The agency must measure the project's progress against the project's measurable outcomes and must report its evaluation results to the SEA. SEAs and local operating agencies must ensure that the results of the evaluations are used to improve services for children who participate in MEP preschool projects.</i></p> <p>Statutory Requirements: Sections 1304(c)(5) Regulatory Requirements: 34 CFR 200.84 and 200.85</p>	<p>In the space below, please explain the established procedure used to identify and serve eligible migratory pre-school children.</p> <p>In the space below, please explain the established procedure used to identify and serve eligible migratory out-of-school-youth (OSY).</p>	<ul style="list-style-type: none"> • Upload evidence of identification and services provided to preschoolers on the Project's official letterhead. • Upload evidence of identification and services provided to OSY on the Project's official letterhead. • Upload a list of days, times, and purposes of all supplemental support services and activities funded from all funding sources, including the MEP, that are provided to eligible migratory pre-school children. • Upload a list of days, times, and purposes of all supplemental support services and activities funded from all funding sources, including the MEP, that are provided to eligible migratory out-of-school-youth (OSY).

Out-of-School Youth: For the purposes of the MEP, the Department considers the term “out-of-school youth” to mean children through age 21 who are entitled to a free public education in the State and who meet the definition of a “migratory child,” but who are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are “here-to-work” only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension, or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a “migratory child” are eligible for the MEP.

Statutory Requirements: Sections 1304(c)(2) and 1115(b))
Regulatory Requirements: 34 C.F.R. 200.81, 200.103, and 200.89(c)