



Migrant Education Program

Enhancing Your Title I, Part C Grant

Rogelio Ruiz, MEP Director
April 30th, 2025

Agenda

- Updates for FY26 MEP Grant
- Assurances
- Title I, Part C Funding
- Program Narrative Questions
- Best Practices



Updates to FY26 MEP Grant



Grants Management Update: How Does this Impact Your FY26 Title I, Part C Grant Application?

- The Title I, Part C Migrant Education Program (MEP) grant application opened on April 1st, 2025.
- We **strongly urge** that you continue to work on your grant application so that we can remain on track with providing any feedback necessary prior to providing director approval.
 - This is even more imperative for consortia applications, since the application includes the submission materials of multiple MEP Projects.
- We will continue to adhere to the **May 1st, 2025**, deadline. While we offer flexibility, our hope is that attempt to meet this submission deadline.

FY26 MEP Grant: Notifications for FY26 Title, I Part C (MEP) Grant Application

- The FY26 Preliminary Allocations were sent out to MEP Projects on Friday, March 21st, 2025.
- It should have arrived from MEPInbox@azed.gov

<i>SOUTH REGION CONSORTIUM</i>		
100206000	Marana Unified	\$20,067.74
20213000	Willcox Unified*	\$96,572.20
	Consortium Admin	\$183,030.29
	Consortium Total	\$299,670.23
<i>CENTRAL / WEST VALLEY CONSORTIUM</i>		
70636000	Aguila Elementary	\$33,981.51
70447000	Agua Fria Union	\$33,806.41
70433000	Buckeye Union	\$38,873.09
70449000	Palo Verde Elementary	\$38,743.04
70394000	Paloma Elementary	\$56,101.35
70290000	Saddle Mountain	\$37,328.21
70444000	Avondale Elementary*	\$147,061.21
	Consortium Admin	\$255,757.58
	Consortium Total	\$641,652.40
<i>EAST VALLEY CONSORTIUM</i>		
70295000	Queen Creek Unified*	\$318,466.62
110244000	J.O. Combs Elementary	\$23,619.71
110424000	Stanfield Elementary	\$48,514.31
	Consortium Admin	\$201,212.13
	Consortium Total	\$591,812.77
<i>BASIC GRANT</i>		
70280000	Chandler Unified	\$146,981.87
110221000	Coolidge	\$63,525.57
140413000	Crane Elementary	\$393,833.14
20227000	Douglas Unified	\$43,469.60
140432000	Gadsden Elementary	\$954,209.73
70204000	Mesa Unified	\$323,541.86
108744000	PPEP	\$400,735.64
140411000	Somerton Elementary	\$512,567.30
140401000	Yuma Elementary	\$973,124.32
140570000	Yuma Union	\$1,275,776.70
	Individual MEP Project Total	\$5,087,765.74

FY26 MEP Grant: Notifications for FY26 Title, I Part C (MEP) Grant Application

Things to keep in mind with your FY26 Preliminary Allocation:

- The allocation amount provided includes a **20% estimated reduction**.
- The allocation amount given, may change at any point during the fiscal year.
- We expect for final allocations to be provided on or **after July 1st, 2025**.

******This is an expected date, and not a guarantee.

Assurances



FY26 MEP Grant Sections: Assurances-

- Think of the assurances section as "terms and conditions" for receiving Title I, Part C funds.
- It is a commitment that the **Local Education Agency (LEA)** is making with the **State Education Agency (SEA)** regarding how the funding will be utilized, and that its use will contribute to the goals of the Migrant Education Program.

FY26 MEP Grant Sections: Assurances-General

Plan Assurances

* Per Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards /Subtitle VI-General Provisions for Selected Items of Cost/§ 200.428 Collections of Improper Payments - The costs incurred by a non-Federal entity to recover improper payments are allowable as either direct or indirect costs, as appropriate. Amounts collected may be used by the non-Federal entity in accordance with cash management standards set forth in § 200.305 Payment.

* Fiscal and Program Coordinator(s) for the Consortium

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FY26 MEP Grant Sections: Assurances-MEP Assurances

* The Project assures the...
• implementation of strategies and accountability of the Arizona SDP at your local project.
• instructional services that will be provided to migratory students meet Arizona State Standards.
• non-instructional and support services will be provided to migratory children, including but not limited to health referrals, counseling services, transportation and other referrals.
• Migrant Education Program will be coordinated with other local, state and federal programs such as, but not limited to Title I, Title III, and Special Education to ensure that the activities are supplementary, and do not supplant existing state and locally funded activities and required services.
NOTE: <i>MEP funds cannot be used to pay for programs and services that are required and/or funded by other Federal, State or Local funds.</i>
• timely referral of migratory students in need of special education services to the proper special education official at the LEA level and make available records to the appropriate special education staff.
• provision of opportunities for additional credit accrual and credit deficient migratory students, and that such a program will support academic promotion. (State Service Delivery Plan).
• provision of services to promote high school graduation and decrease drop-out rates. (State Service Delivery Plan)
• coordination of the Migrant Program services with Private and Tribal Schools in the area.
• process of an attestation of need to determine support for supplemental services and activities.

* Fiscal and Program Coordinator(s) for the Consortium

FY26 MEP Grant Sections: Assurances-Priority for Services (PFS)

- * The Project assures that...
- students will be identified for Priority for Service, and that they receive the appropriate services provided by your district. Priority for Services to migrant children: (1) who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and (2) whose education has been interrupted during the regular school year.
 - the LEA completed a Priority for Service goal into the Integrated Action Plan including strategies and action steps.

* Fiscal and Program Coordinator(s) for the Consortium

FY26 MEP Grant Sections: Assurances-Identification and Recruitment (ID&R)

The Project assures that...

- the local Migrant Education Program has an Identification and Recruitment (ID & R) Plan in place and is reviewed and revised annually to meet the current needs of your local community.
- the MEP staff will be provided training on ID & R and all current topics in the Migrant Education Program.
- each recruiter has an updated ID & R action plan for finding eligible migratory children, youth and their families.
- services are provided to migratory preschool children and out of school youth.

* Fiscal and Program Coordinator(s) for the Consortium

FY26 MEP Grant Sections: Migrant Student Information Exchange (MSIX)

* The Project assures that...
• all recruiters and staff who use the Migrant Student Information Exchange (MSIX) have current knowledge and access of this program.
• all recruiters, at the time of identifying possible migratory students, use MSIX as a tool to assist with the process of recruitment and education placement of migratory students.
• all MEP staff complete yearly personal identifiable information (PII) training.

* <u>Fiscal and Program Coordinator(s) for the Consortium</u>
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FY26 MEP Grant Sections: Migratory Preschool

* The Project assures the...

- provision of services to preschool migratory children, ages 3-5, in an established pre-school or through home-based visits.
- provision of an estimated unduplicated count of the number of migratory children to be served in a migrant - funded preschool or through home-based visits.

* Fiscal and Program Coordinator(s) for the Consortium

FY26 MEP Grant Sections: Parent Involvement

* The Project assures the...
<ul style="list-style-type: none">• Migrant Education Program will strive to involve parents in the education of their children. (State Delivery Plan)
<ul style="list-style-type: none">• participation of migratory parents in the planning, implementation, and evaluation of the MEP
<ul style="list-style-type: none">• establishment of a Migrant Parent Advisory Council (MPAC), or agree to participate in an established MPAC cluster group according to the following:
<p>NOTE: <i>MPAC members may be selected/appointed by any method the LEA chooses; the membership of an MPAC will have a majority of parents of children eligible to be served; at least 3 MPAC meetings will be held during the school year; the LEA will maintain minutes and sign-in sheets of every MPAC meeting; the MPAC will be consulted on the design and implementation of the migrant education program; the MPAC will have access to the existing Federal Migrant Education Law and Regulations, the LEAs current approved Migrant Education Program, and any reports resulting from a Federal/State audit monitoring of evaluation report of that LEA's MEP; and the LEA will conduct an evaluation of MPAC activities. (State Delivery Plan)</i></p>

* <u>Fiscal and Program Coordinator(s) for the Consortium</u>

FY26 MEP Grant Sections: Additional Allocations

- * The Project assures that the...
- adherence to all assurances stated above also applies to any optional/additional allocations received.

* Fiscal and Program Coordinator(s) for the Consortium

Title I, Part C Funding



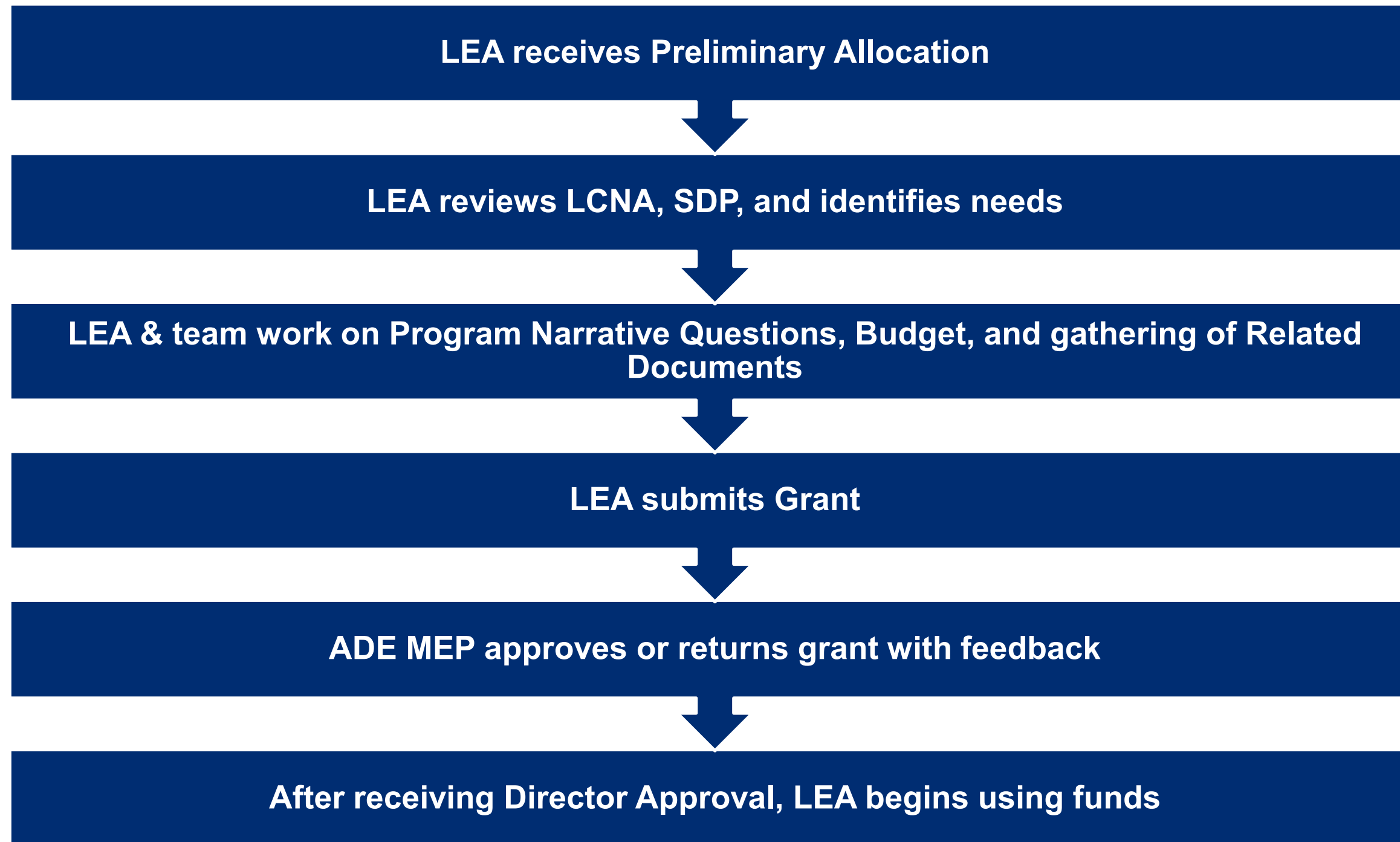
Allocation by LEAs

- Funding based on **several criteria** (# of students, PFS, summer school, English Learners, and alternative funding)
- **# of students identified** determines the Migrant Education Program Model (Consortia Lead, Participant, Individual Project)
- Regional Consortium Leads receive additional funds for administrative costs
- Student Counts – September 1st – August 31st

MEP Grant

- The activity or service comports with the results of the State's **Comprehensive Needs Assessment (CNA)** and the strategies outlined in the **State's Service Delivery Plan (SDP)**
- MEP Funds must first be used to **meet the identified needs** of migratory children that result from their **migratory lifestyle**, and to permit these children to participate effectively in school.
- The activity or service meets the needs of migratory children that are not addressed by services available from other **Federal and non-Federal programs**.
- MEP funds are **used to supplement**, rather than supplant the use of non-Federal funds.

MEP Grant Process



Program Narrative Questions



FY26 MEP Program Narrative Questions

- As a result of updating the Arizona Migrant Education Program **Service Delivery Plan (SDP)**, there are several **Measurable Program Outcomes (MPOs)** that have also been updated.
- There are a total of nineteen questions for the FY26 MEP Grant.
- The intention was to increase **clarity** and **comprehensiveness** of the prompt question, with the expectation that this will lead to direct responses.

FY26 MEP Program Narrative Questions: Scenarios of Successful and Unsuccessful Responses

Imagine you are responsible for submitting responses, and these are your facts:

- You are part of Apple Creek Unified School District.
- This MEP Project serves grades K-12.

Goal Area 2: English Language Arts (ELA)/Mathematics

MPO 2a: By the end of the 2025-26 performance period, 20% of migratory students in grades K-12 will receive at least one MEP-funded supplemental instructional service in ELA.

* **Narrative question 1:** Please describe the data sources that the LEA used to develop the strategy of serving at least 20% of eligible K-12 in ELA instruction (e.g., MIS2000, PowerSchool, LCNA data, etc.) and how determinations are made to provide instructional programming.

Updated Success Criteria:

For both the regular school year and summer learning programs, provide a clear and detailed explanation of...

- the process to gather sufficient data from stakeholders and other sources for the completion of the LCNA.
- the process of analyzing multiple data points to provide targeted ELA instructional services funded by the MEP.
- the process of implementing supplemental instructional services to meet the 20% service requirement (i.e. after-school tutoring, before-school tutoring, summer school, Saturday school, etc.)

Upload the school calendar, MEP-funded and non-MEP funded instructional services list, and [relevant job descriptions for staff](#) and/or vendors providing the services via the Related Documents page

FY26 MEP Program Narrative Questions: Scenarios of Successful and **Unsuccessful** Responses

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Initial Response: After completing the LCNA, we identify instructional needs for ELA and we make appropriate referrals for tutoring.

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Besides listed MEP staff, we invite our federal grants director, and ELA Services Specialist to participate in LCNA. PowerSchool and LCNA demonstrate that only 38% of our current MEP population is at/or above ELA targets. Due to multiple tutoring services existing for 1st-8th grade, we are providing MEP-funded supplemental summer program for elementary grade students, and we will invite 30% of 1st-8th grade population. For 9-12th grade students we are providing MEP-funded after-school tutoring for PFS (which is 15% of total 9-12 MEP Population) and then the 12% of those that are non-PFS MEP students below proficiency. We expect to service roughly 27% of our total population. In reviewing with federal grants director, we are only providing supplemental services that are above and beyond other programs offered by district. **(Successful)**

FY26 MEP Program Narrative Questions: Scenarios of Successful and Unsuccessful Responses

Goal Area 3: High School Graduation

MPO 3a: By the end of the 2025-26 performance period, 85% of migratory students surveyed will report that the information they received from the MEP increased their knowledge of graduation and college and career readiness opportunities.

* **Narrative question 1:** Describe the supplemental MEP-funded activities that will be provided to migratory high school students throughout the performance period to increase their understanding of graduation requirements and college and career readiness opportunities. Based on survey data collected from migratory youth, describe how informational sessions will be adapted to address specific questions and needs regarding high school graduation requirements and college and career readiness opportunities throughout the performance period.

Updated Success Criteria: For both the regular school year and summer learning programs, provide a clear and detailed explanation of supplemental MEP-funded activities that will be provided to...

- migratory high school students to increase their understanding of graduation requirements and college and career readiness opportunities.
- how data is gathered, analyzed, and used to develop and tailor upcoming sessions in which high school graduation requirements and college and career readiness opportunities are presented to migratory high school students.
- how migratory children in grades 9-12 are surveyed throughout the performance period.

Upload the tentative informational meeting calendar, documentation of partnerships with local colleges and universities, and relevant job descriptions for staff and/or vendors via the Related Documents page.

Imagine that you are responsible for submitting responses

- You are part of the Cherry Hill High School District
- Only serves grades 9-12

FY26 MEP Program Narrative Questions: Scenarios of Successful and **Unsuccessful** Responses

Goal Area 3: High School Graduation

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Updated Success Criteria:

•For both the regular school year and summer learning programs, provide a clear and detailed explanation of supplemental MEP-funded activities that will be provided to...

- migratory high school students to increase their understanding of graduation requirements and college and career readiness opportunities.
- how data is gathered, analyzed, and used to develop and tailor upcoming sessions in which high school graduation requirements and college and career readiness opportunities are presented to migratory high school students.
- how migratory children in grades 9-12 are surveyed throughout the performance period.

•
Upload the tentative informational meeting calendar, documentation of partnerships with local colleges and universities, and relevant job descriptions for staff and/or vendors via the Related Documents page.

Initial Response:

Our MEP Project ensures that migratory students are aware of our district graduation requirements and we make referrals to the PASS program as needed.

FY26 MEP Program Narrative Questions: Scenarios of Successful and Unsuccessful Responses

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Updated Success Criteria: For both the regular school year and summer learning programs, provide a clear and detailed explanation of supplemental MEP-funded activities that will be provided to...

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-

Upload the tentative informational meeting calendar, documentation of partnerships with local colleges and universities, and relevant job descriptions for staff and/or vendors via the Related Documents page.

Upon reviewing the LCNA and district graduation progress reports, our MEP Project has identified that 27% of migratory students at risk of not graduating on time. We fund two migrant advocates that check-in twice with all migratory 9-12 student (and three times for those in the 27% at-risk category). Our district offers free credit recovery through online courses. For students that prefer to not do online, or do not have access to internet we offer the PASS Program. In addition, the first MPAC of the Spring focuses on explaining graduation requirements to all high school students and their parents/guardians. We also provide two field trips to state universities during the performance period, and we invite AWC and ASU CAMP to provide a presentation on planning for college. Students complete survey after each meeting with migrant advocate. Parents/Students complete survey after MPAC meeting.

FY26 MEP Program Narrative Questions: Scenarios of Successful and Unsuccessful Responses

Additional Program Questions

* **Narrative question 1:** Sections 1304(b)(1) and 1306(a)(1) of the Non-Regulatory Guidance require that the State and its LEAs identify and address the special educational needs of migratory children and youth regardless of where they reside. Explain how eligible migratory children and youth attending private, charter, and tribal schools, and whose age or grade-level is beyond the age and grade-spans served by the LEA, will be identified and served. Be sure to describe the ongoing collaboration efforts with other MEP Projects, community-based organizations (CBOs), and/or vendors that result in addressing needs, and move beyond referrals.

Updated Success Criteria:

- Provide a clear and detailed explanation of...
 - services that can be provided in the future to eligible migratory youth who are attending private, charter, and tribal, and whose age or grade-level are outside the age and grade range that is usually served.

Imagine that you are responsible for submitting responses

- You are part of the Sunny Pear Elementary District
- Serves grades K-8
- Offers after-school tutoring and summer-school
- There are two private elementary schools, one charter school, and zero Tribal schools within district boundaries.

FY26 MEP Program Narrative Questions: Scenarios of Successful and **Unsuccessful** Responses

Additional Program Questions

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Updated Success Criteria:

Provide a clear and detailed explanation of...

- services that can be provided in the future to eligible migratory youth who are attending private, charter, and tribal, and whose age or grade-level are outside the age and grade range that is usually served.

Initial Response:

In alignment with the Equitable Services requirement, we meet with the necessary schools to serve all students.

FY26 MEP Program Narrative Questions: Scenarios of Successful and Unsuccessful Responses

Additional Program Questions

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- Updated Success Criteria:**
- Provide a clear and detailed explanation of...
 - services that can be provided in the future to eligible migratory youth who are attending private, charter, and tribal, and whose age or grade-level are outside the age and grade range that is usually served.

We have two nonprofit private elementary schools that we are mandated to consult (St. Jude and Ivy Prep). Neither of whom accepts Title I, Part C funding. We have identified zero students at Ivy Prep, but we have identified 4 students at St. Jude. We have implemented the Parent Occupational Survey at Excellence Academy Charter School (and identified 12 students). All students are eligible for the same support services and are invited to participate in MEP-funded after-school and summer school instructional services. While we have attempted to provide training at private school and charter school for staff, they do not wish to move forward. Therefore, we mainly communicate directly with parents to coordinate services. We are not required to consult with any tribal schools.

If we identify OSY or OY, we make the referral to MEP Project at Cherry Hill High School District. We do not offer preschool services, so we refer families to CPLC Migrant and Seasonal Head Start and follow-up with CPLC staff. Lastly, our project works with community-based organizations such as Adelante Health Care, Campesinos Sin Fronteras, Sunny Pear Library, and local food pantry.

Best Practices



When Submitting Budgets

Remember to include the following:

- ✓ **Funding Formulas**

- Example: Eyeglasses for 6 migratory students $6 \times \$150 = 900$.

- ✓ **Budget Narratives**

- Example: Based on family surveys and attestation of need forms, we have discovered students are needing eyeglasses. The district does not provide other sources of funding. Lions club currently has a waiting list. Family needs statements will be collected prior to providing service.

****The more information we have, the better we can assist you****

- ✓ Ensure supporting documents uploaded into the **Related Documents** section
- ✓ Verify that your **budget aligns** with your **program narrative** question responses

D.A.R.N. Litmus Test

Data

Allocable

Reasonable

Necessary

D.A.R.N. = Allowability



Thank you!

For additional assistance, please contact:

Rogelio Ruiz, Migrant Education Program Director
Rogelio.ruiz@azed.gov or call 602.542.3747

