



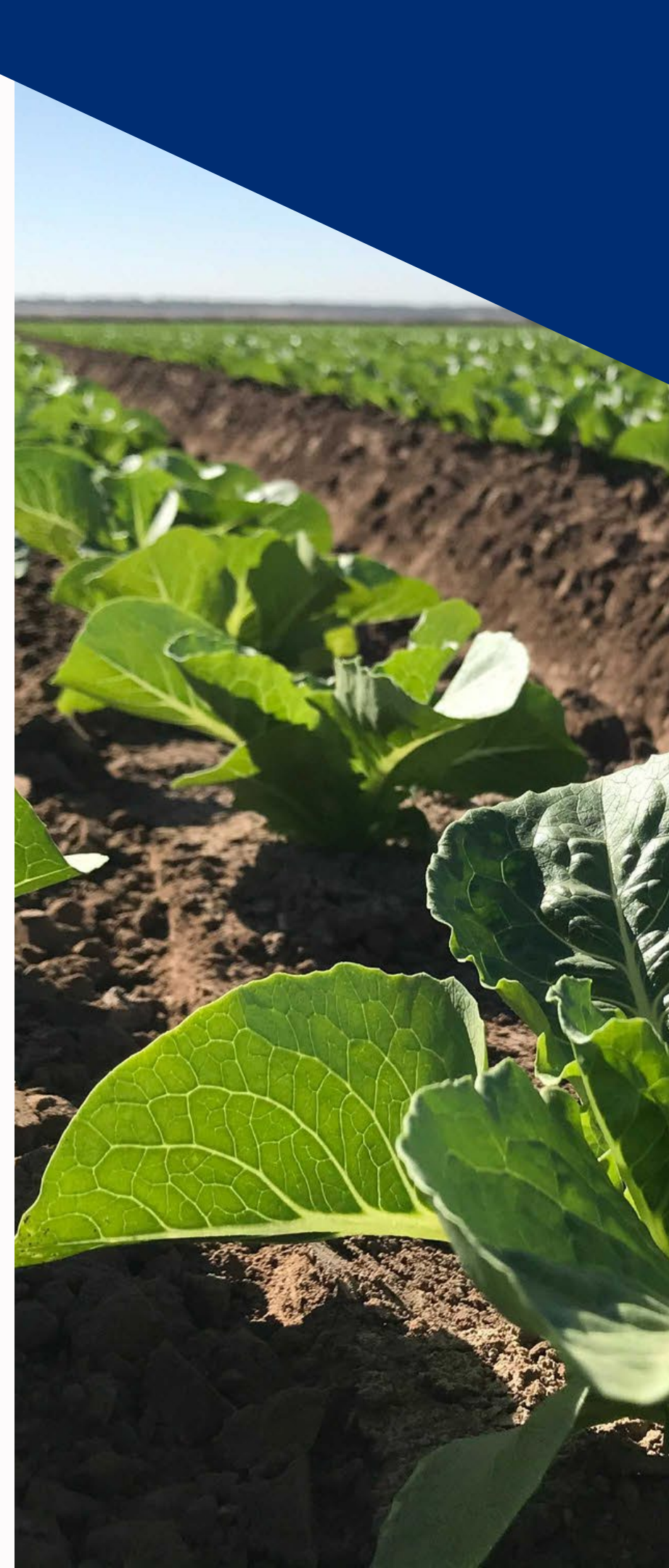
Migrant Education Program

Introduction to Title I, Part C

ESEA Field Day

Date: 30 April 2025

Presenter: Rogelio Ruiz, MEP Director



Agenda

- Who We Are
- Arizona Agriculture
- History, Goal, and Mission
- Overview of Program Areas
- Call to Action





Who We Are



Meet the Arizona MEP Team





Arizona Agriculture



Agriculture in Arizona

Dairy is currently **Arizona's leading agricultural product** and State's ranchers produce enough beef annually to feed more than **4.6 million** Americans.

Arizona is a top producer of the nation's fruits and vegetables and continues to be the **winter lettuce capital of the world**, all while continuing to be recognized as a world-class leader in **water management**.

The Yuma area grows more **Medjool dates** than anywhere else in the world.

Cotton is one of the original and major agricultural commodities produced in Arizona.

Arizona ranks **second** in the nation for **cantaloupe** and **honeydew melons**.

Arizona's border town of **Nogales** is the gateway for **50% of all fresh fruits and vegetables** shipped into the United States from México.





History, Goal, and Mission



Invisible Children



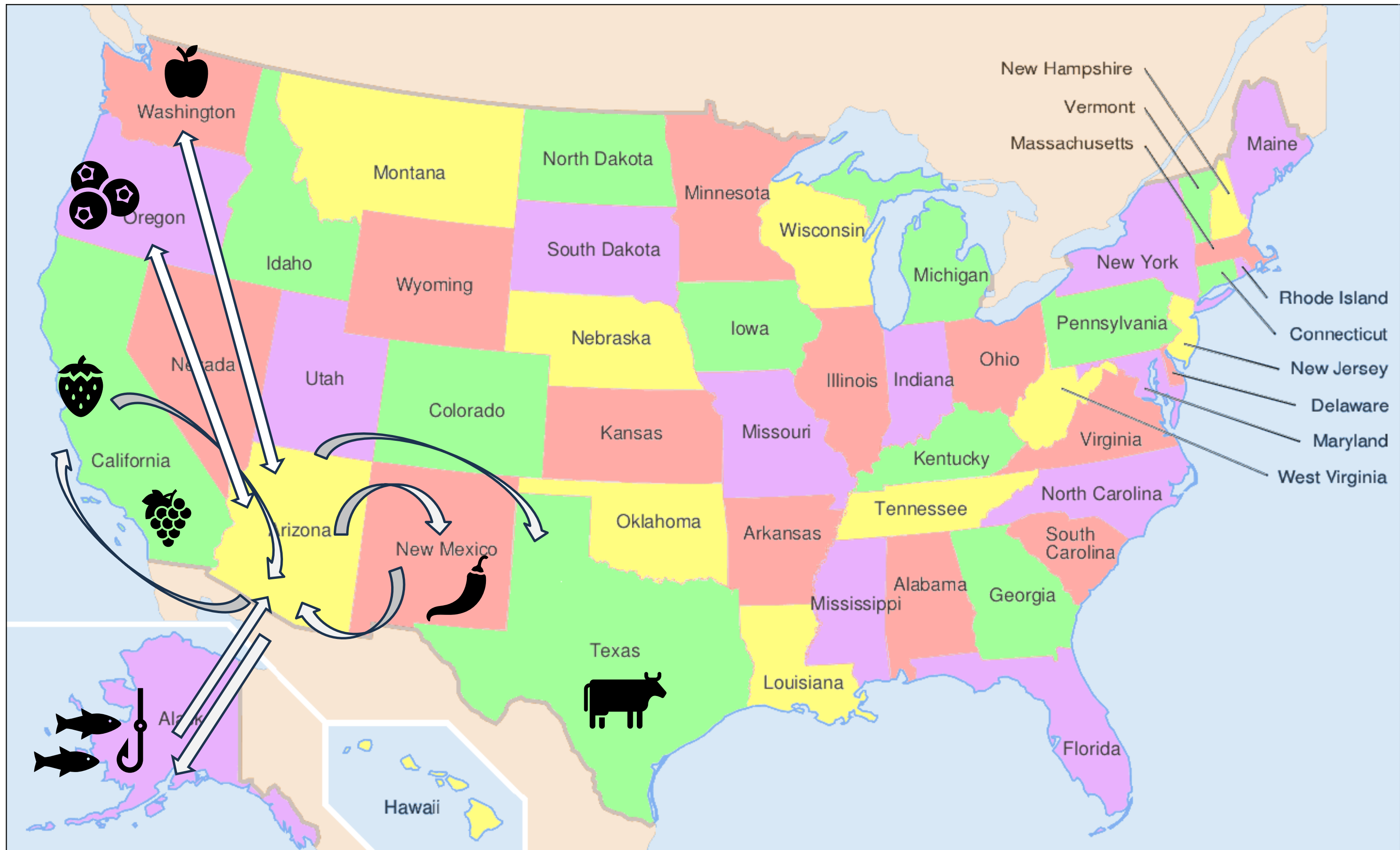
History

- In 1966, Congress authorized the **Migrant Education Program (MEP)** under **Title I, Part C** of the Elementary and Secondary Education Act (ESEA) as a state-administered, state-operated program.
- It was part of President Lyndon B. Johnson's and his administration's ***Great Society*** initiative.
- It was enacted to reduce the unique challenges experienced by **children of migratory agricultural workers**.

Migratory vs. Migrant

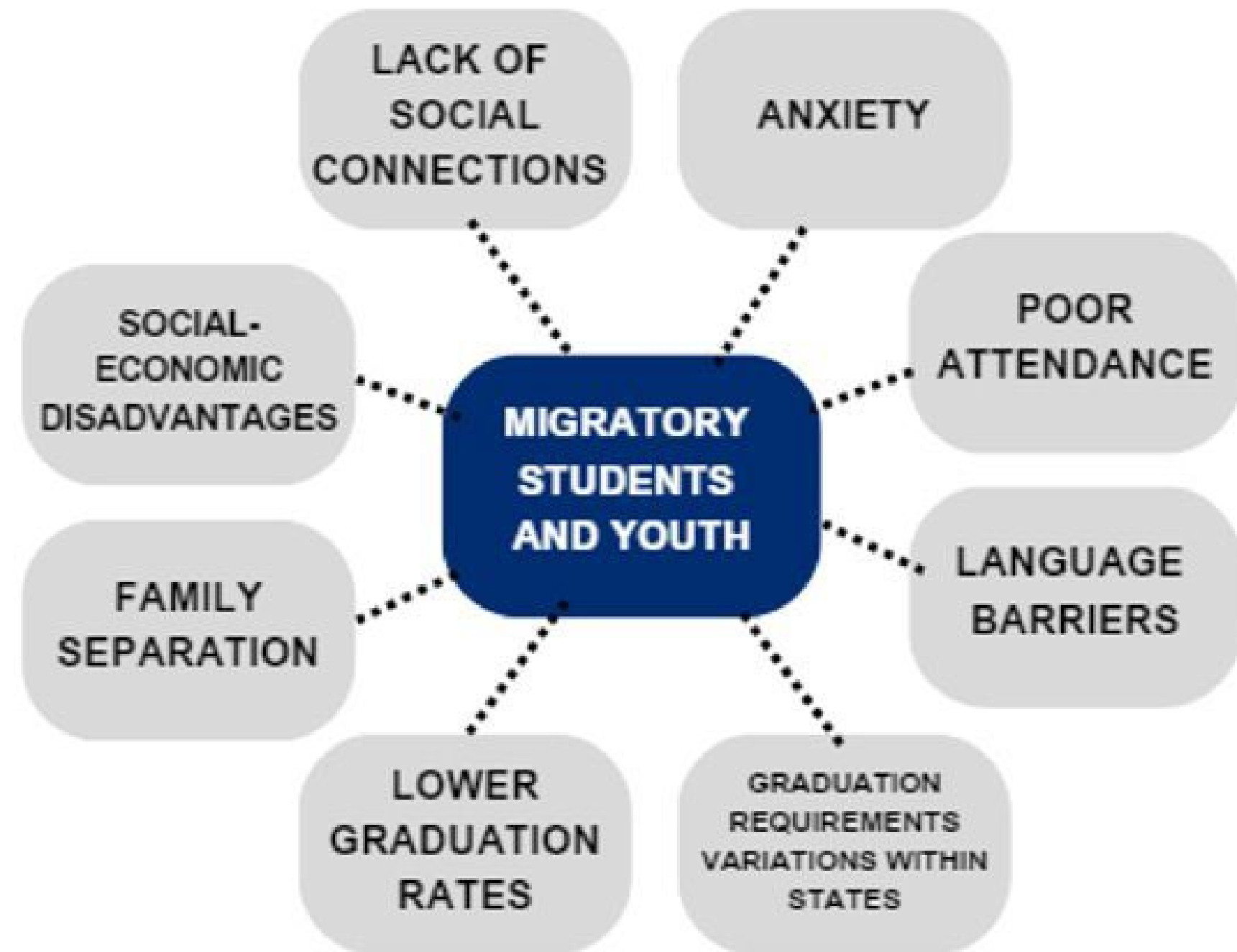
- Under **Title I, Part C of the Elementary and Secondary Education Act** of the 1965 (ESEA), as amended, "**migratory child**" means a child or youth who made a **qualifying move** in the preceding 36 months-
 - As a migratory agricultural worker or a migratory fisher; or
 - With, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher;
- The term "**migrant**" is commonly used to refer to individuals who move from one country to another, not limited to those who move and engage in agricultural work or fishing
- In some cases, the Department has used the term "**migrant**" when referring to Title IC- eligible children and Title IC-funded programs (e.g., "**Migrant Education Program**").

Most Common Migratory Patterns



Our Students

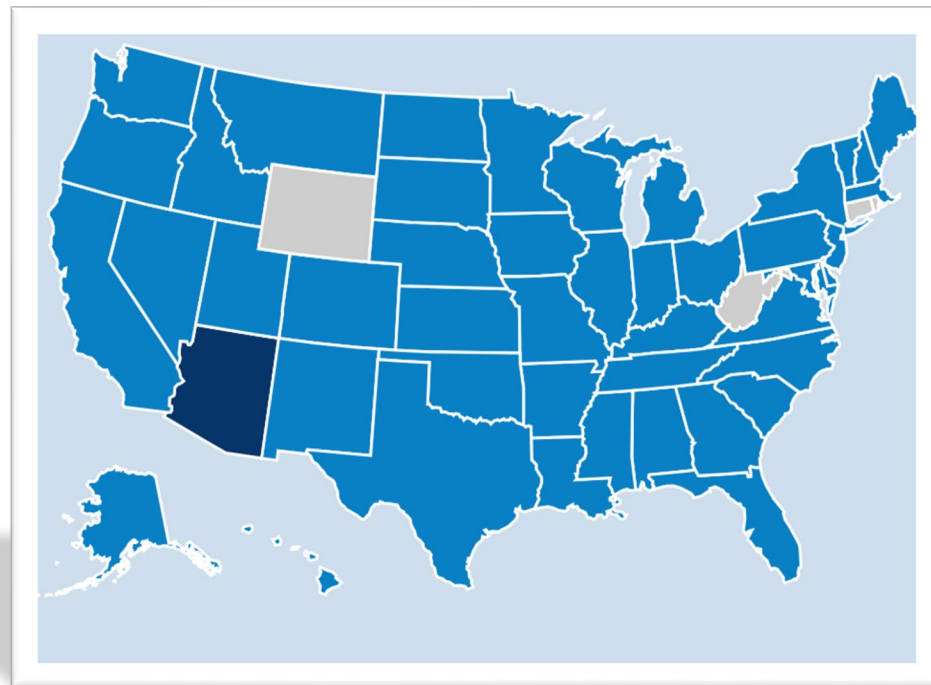
Migratory children and youth face **multiple challenges** because of their migratory lifestyle.



MEP in Arizona

Arizona has approximately **10,000** identified migratory children and has the **7th largest** population in the country (7 of 46).

We serve **all** identified migratory youth and children in the state of Arizona, regardless of what district they reside in.



Our Goal

The goal of the **Migrant Education Program** is to assist all migratory students and youth in meeting challenging academic standards and achieving graduation from high school (or GED) with an education that prepares them for **responsible citizenship, further learning, and productive employment.**

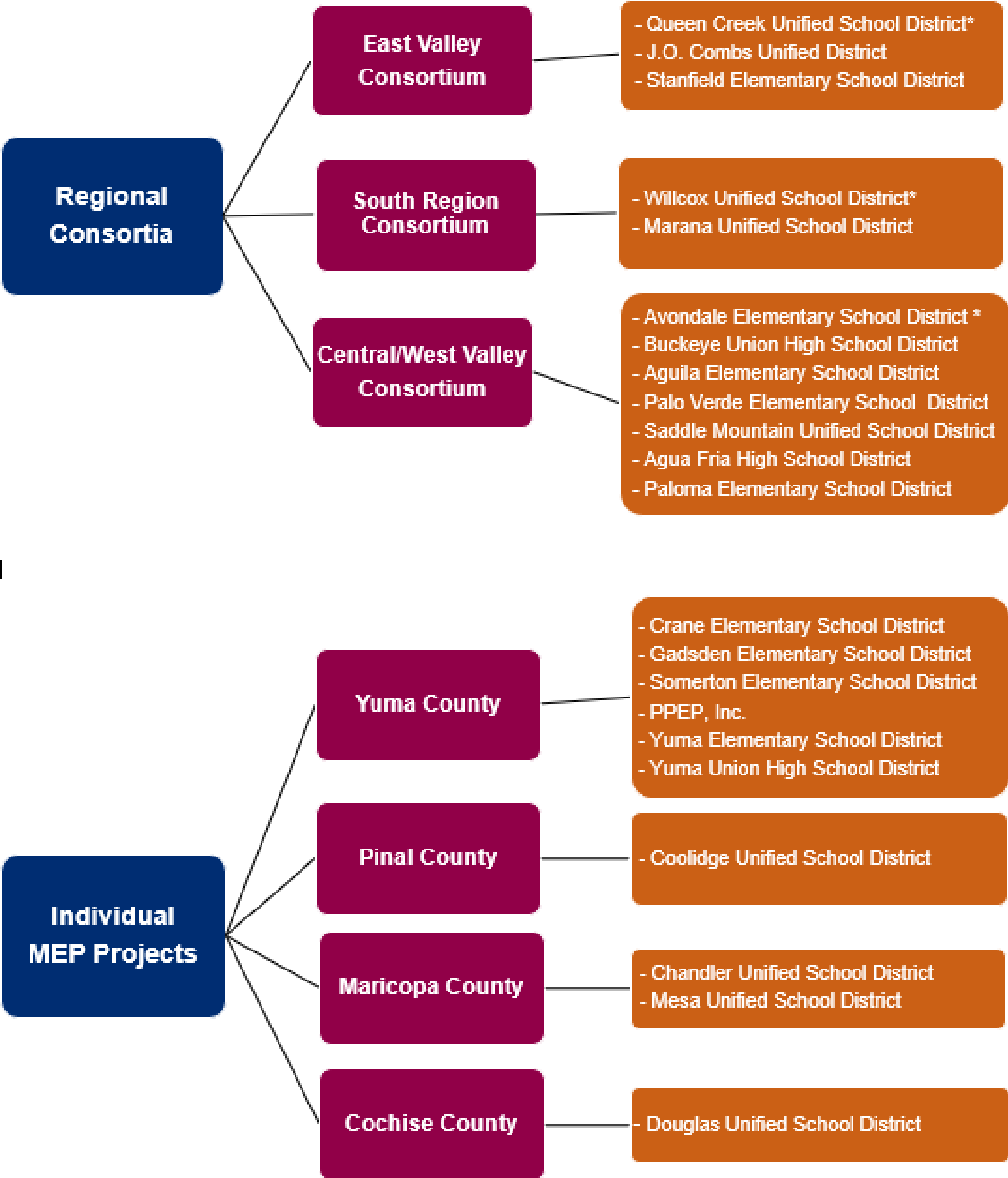
Our Mission

Impact **teaching** and **learning** in K-12 classrooms by providing **supplemental instruction and support services** to children and youth of migratory workers from the ages of **three through twenty-one**.

We provide **funding and support** to Local Educational Agencies (LEAs) to provide the **structure, support**, and scope of **available services** to migratory students and youth. This ensures their **achievement** of higher academic standards and graduation from high school.

Local Education Agencies

MEP Projects & Consortia





Overview of Program Areas



Identification & Recruitment

Migratory students are often the most in need but also the most difficult to find



Balanced Recruitment Efforts



School-
Based
Recruitment

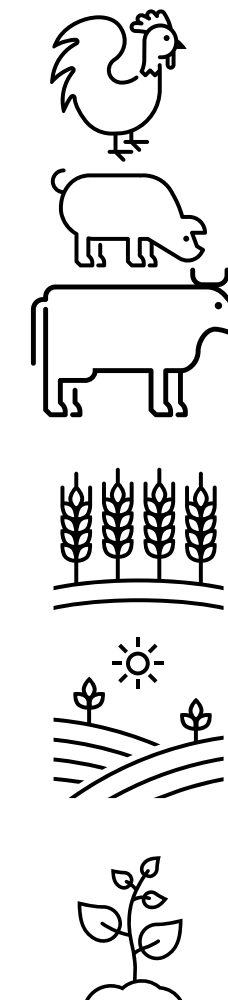
Field-Based
Recruitment

Community-
Based
Recruitment

Housing-
Based
Recruitment

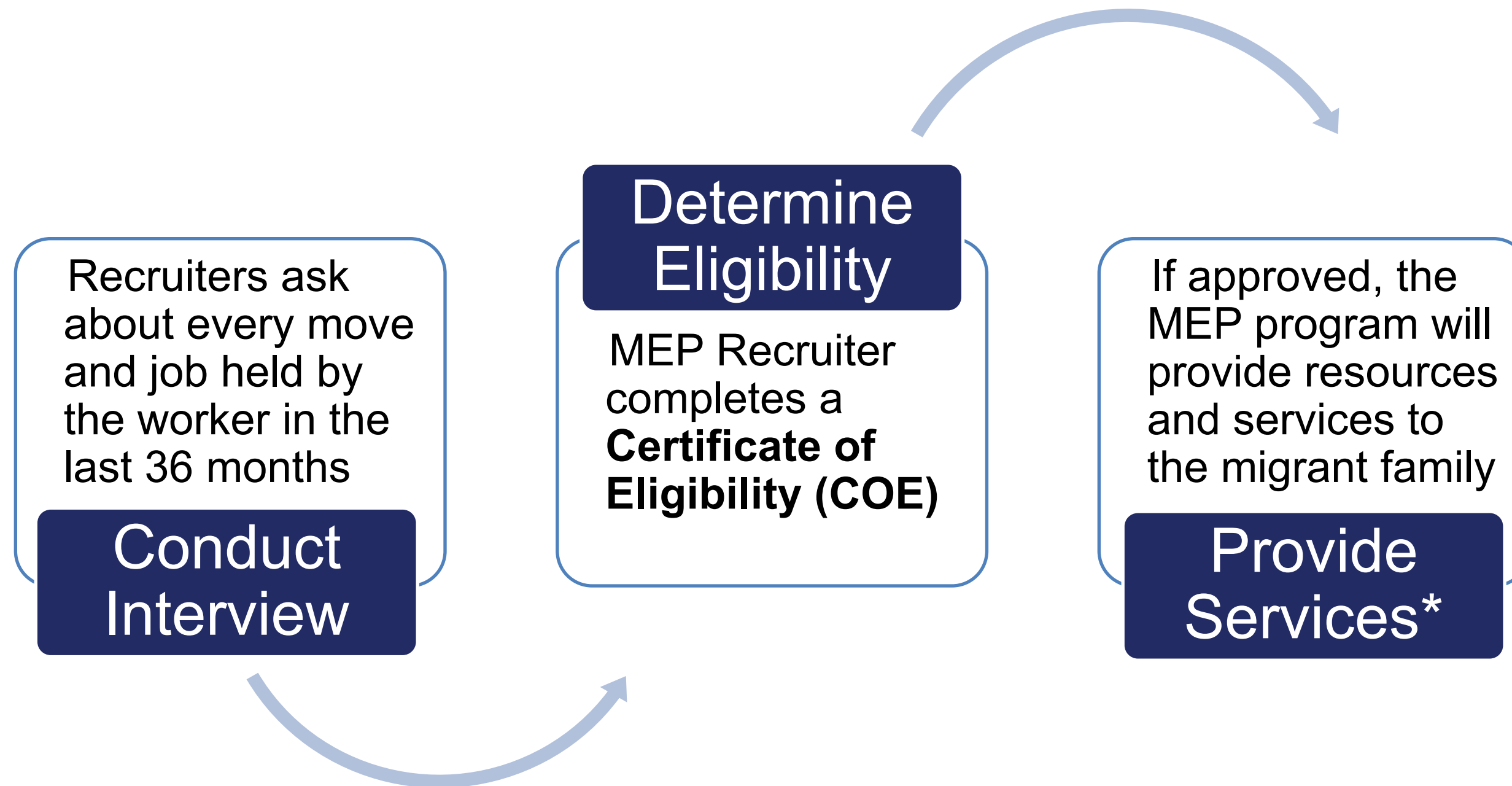
Basic Eligibility

Age	School Completion	Qualifying Move	Qualifying Work*
<ul style="list-style-type: none">Children and Youth under 22 years of age	<ul style="list-style-type: none">Have not graduated high school or obtained a GED	<ul style="list-style-type: none">Child moves on their own, with, or to join/precede a Migratory WorkerMove within the state or to another state	<ul style="list-style-type: none">Worker engages in Agricultural or Fishing WorkSeasonal or Temporary Work



*A parent/guardian does not to be working in agriculture or fishing at the time of the interview. They can qualify based on qualifying work and moves they have made in the last 36 months.

Eligibility Process



*A migratory child remains eligible to receive services for 36 months from his/her most recent qualifying arrival date, until they turn 22, or they graduate – whichever occurs first.

Title I, Part C Funding

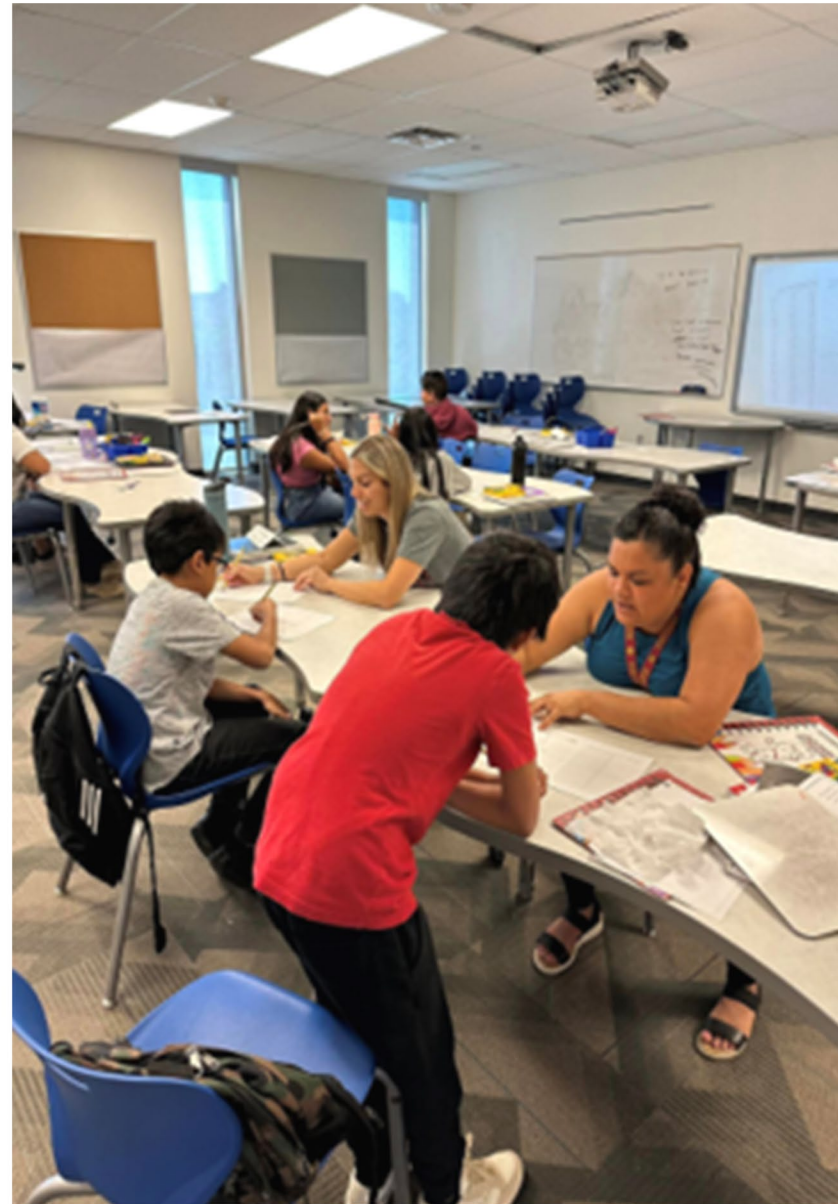
Migrant Education Program Grant



Allowable Services under Title I, Part C

Instructional Services

- Standard-Driven Tutoring Programs
- Standard-Driven Enrichment Programs
- In-Home Instruction
- Credit Recovery and High School Graduation Services
- Distance Learning Programs



Non-instructional Support Services

- Health
 - Vision, medical, and dental services
- School Supplies
 - Backpacks, calculators, graduation gowns, etc.

*****Allowable when there are no other sources of funding*****



Supplement vs. Supplant

- **Title I, Part C** funds must be used to **supplement**, and not **supplant**, any state, local, and other federal funds that would otherwise be used for migrant students. In other words, activities must be in addition to what would be supplied or carried out through state, local, or other federal funds.

Professional Learning

Developing training opportunities to maximize program effectiveness across the state



Professional Learning

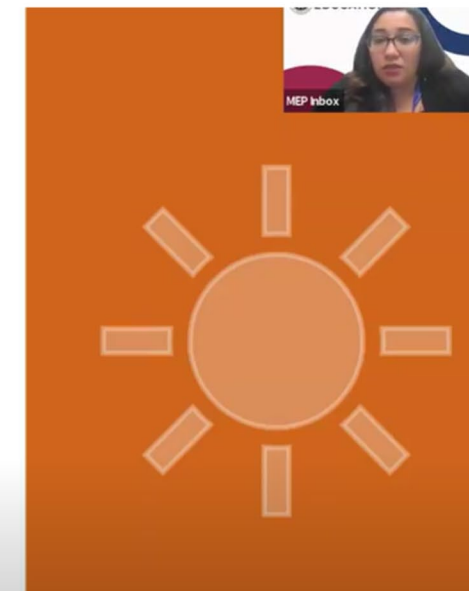
- Training Module Recordings
- Virtual Monthly Workshops
- In- person Spring and Summer Boot Camps
- Manuals, Guides, Check Lists, and much more!



Review ID&R Plans

- ❖ Did your team meet the objectives you listed on your ID&R Plans at the beginning of the fiscal year?
- ❖ What are some things that your team did very well?
- ❖ What are some areas of growth in terms of your ID&R efforts?

Please take some time to review your ID&R Plan and discuss these questions. You will be asked to create a new ID&R Plan at the beginning of the next fiscal year, so make sure to save your discussion notes.




Arizona Migrant Education Program Timeline

Monthly focus by program area:

- Grant Deadlines
- Identification & Recruitment Events
- Data Timelines
- Family Engagement Meetings

SEPTEMBER			
GRANTS	DATA (Data Reconciliation Season)	ID&R	FAMILY ENGAGEMENT
<ul style="list-style-type: none">September 20 (Expected): Final day to submit reimbursement requests for MEP previous fiscal year in GME prior to blackout date.September 30: Previous MEP performance period ends.September 30: All budget items for previous year MEP grants must be purchased, received, and reconciled by 09/30.	<ul style="list-style-type: none">September 1: Migrant Year Begins!Enter Missing Residency Verification Dates for the Previous Migrant Year	<ul style="list-style-type: none">First Friday of the month: Activity LogSeptember 30: Local ID&R Plans Due	<ul style="list-style-type: none">First MPAC of migrant year with an introduction to programConduct elections



Data Reconciliation Season begins

NOTES

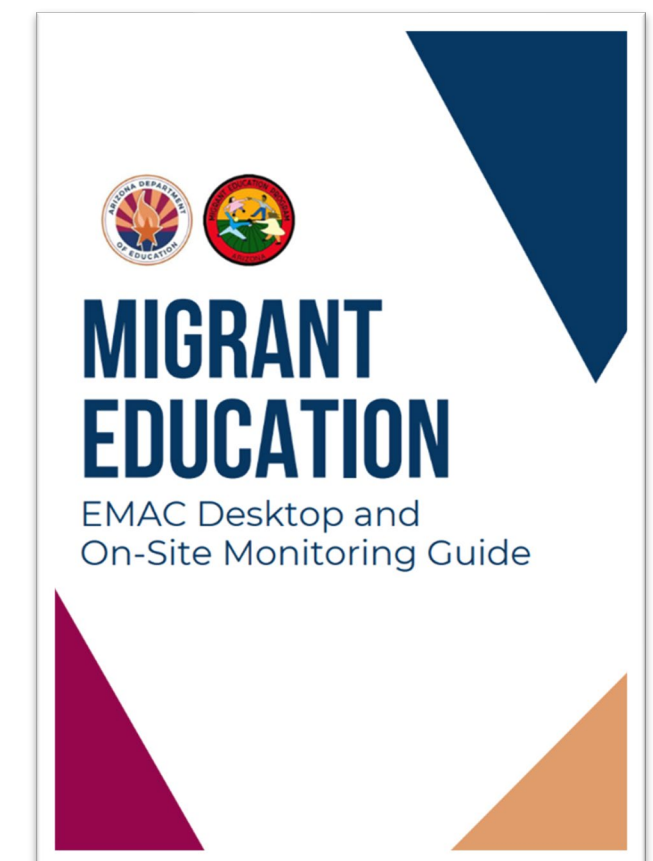
MIGRANT EDUCATION TIMELINE			
JULY			
GRANTS	DATA	ID&R	FAMILY ENGAGEMENT
<ul style="list-style-type: none">July 1: Start of MEP Funding for current year.Substantial approval for MEP grant applications submitted by May 1st deadline.Bootcamp I	<ul style="list-style-type: none">Enter Summer Enrollments, Services and Withdraw DatesRun the Current Enrollment Report for previous school year in MIS2000Bootcamp I	<ul style="list-style-type: none">Distribution of State ID&R ManualActivity LogBootcamp I	<ul style="list-style-type: none">Virtual SMPAC (Federal MEP Discussions)Bootcamp I
AUGUST			
GRANTS	DATA	ID&R	FAMILY ENGAGEMENT
<ul style="list-style-type: none">August 31: LCNA Due (previous performance period data)August 31: Data Evaluation Due, 8/31	<ul style="list-style-type: none">Cross Reference the Current Enrollment Report to Prepare for Manual Enrollment Line Entries of Returning Students with Active EligibilityAugust 10: Quarterly Reports Due to the State for Quarter FourAugust 31: iSOSY Services Spreadsheet dueAugust 31: Migrant Year Ends!	<ul style="list-style-type: none">First Friday of the month: Activity Log DueRe-Interviews conducted by SEAIDRC Competency Skills AssessmentAugust 31: Data Evaluation Assistance	<ul style="list-style-type: none">Fall MPAC Meetings Planning (2 in the fall)Plan/Hold Parent Advisory Council (PAC) ElectionsAugust 31st: Data Evaluation Assistance

MEP Monitoring

The Arizona Migrant Education Program Monitoring is designed to support the overall program design, structure, compliance, results achieved, and best practice implementations at the local level.

The SEA assists LEAs in enhancing their programs in an effort to amplify and better meet the unique needs of migratory children and youth. Conducting monitoring ensures migratory children and youth receive supplemental instructional and non-instructional support services in a timely manner and consistent with the non-regulatory guidance set forth by the U.S. Department of Education, Migrant Education Program.

- Yearly Sequential Cycle Assignments, Cycles 1-6
- Desktop – EMAC
- On-Site – Cycle 4 Participants



Family Engagement

Family involvement is key to the success of the MEP program



Family Engagement Goals: Increase Participation

Section 1304(c)(3) of Non-Regulatory Guidance:

It is a statutory requirement to have a **Parent Advisory Council (PAC)**

- LEAs must consult with their Parent Advisory Council

Parental involvement

- in the planning of the program enables parents to understand the program and encourages them to have informed conversations with MEP and school staff about their child's education

Meetings times

- Should be at convenient times for parents to attend
- MEP staff can provide **transportation, daycare, and food**
- Materials should be in a **language** they understand

Breakdown: MPAC, PAC, & SMPAC

Parent Advisory Council (PAC): Elected or Appointed

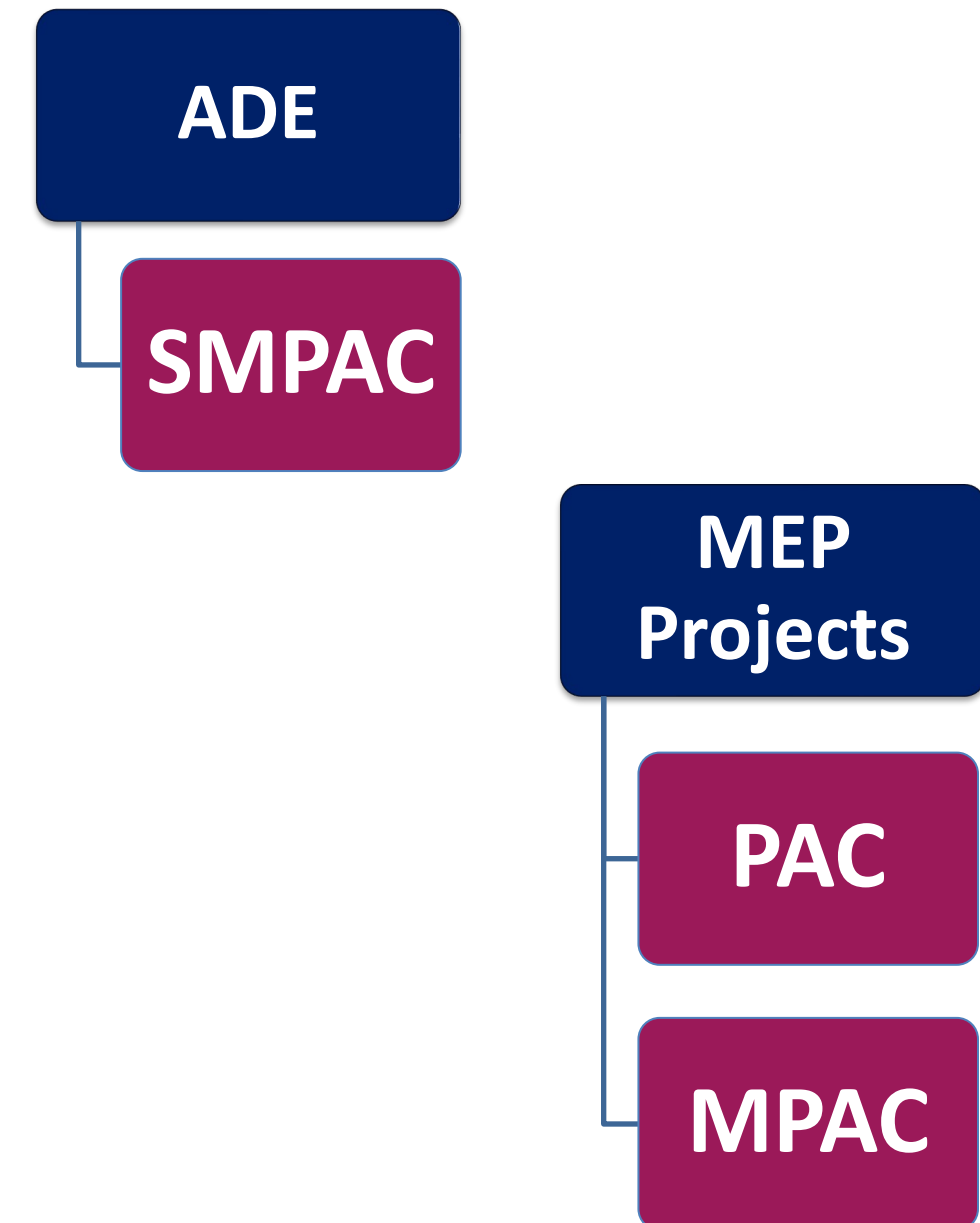
- The PAC, in collaboration with LEAs, consults on the planning and operation of the MEP.
- Elections are held to appoint positions such as President, Vice-President, and Secretary.
- These PAC meetings are required four times a year with the consideration of LEA's budget, space availability, and time.

Migratory Parent Advisory Council (MPAC): General Parent Population

- The MPAC Meetings are those that the PAC officers & LEA's can help plan to include topics, meals, times, dates, and other logistics.
- Welcome new families and invite all existing families to participate and stay engaged throughout the year.
- These MPAC Meetings are recommended four times a year.

The State Migrant Parent Advisory Council (SMPAC)

- Collaborates with the State Education Agency to analyze and utilize data/feedback from the **(Comprehensive Needs Assessment (CNA) & Service Delivery Plan (SDP))** to better serve migratory students.



State Migrant Parent Advisory Council (SMAPC) Meetings



Data

Behind every data point there's a story and every story counts



Data-Driven Decision Making

- Consolidated State Performance Report
 - Required for ESEA programs, including **Title I, Part C** (aka the MEP)
- State Delivery Plan
 - Measurable Program Outcomes
 - **Goal 1**: English Language Arts (ELA) and Mathematics
 - **Goal 2**: School Readiness
 - **Goal 3**: High School Graduation
 - **Goal 4**: Services to Out-of-School Youth
 - **Goal 5**: Non-Instructional Support Services
- Grant Submissions & Allocations
 - Local needs assessments inform grant submissions
 - Funding based on the federal student counts
- Technical Support
 - Supporting **22 MEP Projects** in navigating MIS2000 Database, MSIX Database, and data requirements related to other functional areas (grants, monitoring, etc.)

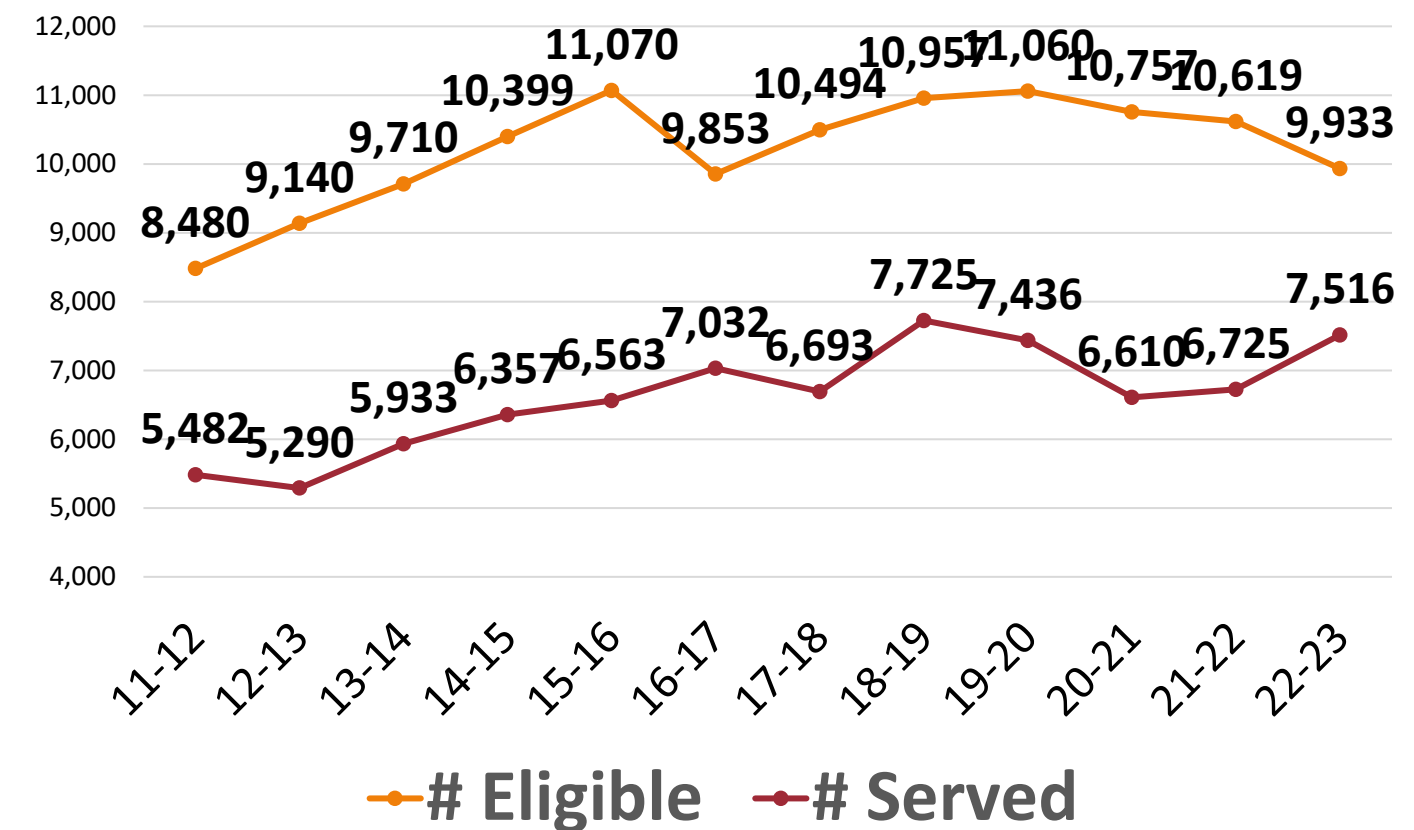


AZ State Delivery Plan

The **Arizona MEP** has 10 Strategies for implementing **services** to migratory students that address **reading** and **math instruction**, **parent education**, **support services**, **school readiness instruction**, **staff training**, and **support services** to secondary-age migratory students/youth.

In the 2022-2023 Performance Period, the MEP **met 9 out of 10** evaluable measurable program outcomes.

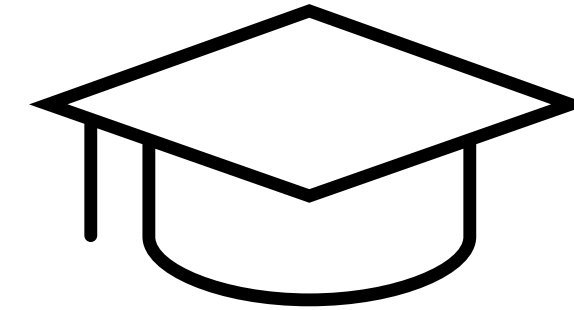
Eligible Migratory Students and Students Served by the AZ MEP



AZ State Delivery Plan

Outcomes included:

- ✓ a greater percentage of students served by the MEP during 2022-23 than in 2021-22
- ✓ **72%** of students assessed in reading gained by **5%** or more
- ✓ **78%** of students assessed in math gained by **5%** or more
- ✓ **99%** of migratory children ages 3-5 had a gain of **5%** or more on their assessments
- ✓ **96%** of students and OSY surveyed reported increased knowledge of graduation requirements
- ✓ **94%** of students and OSY surveyed reported increased knowledge about college and career readiness options
- ✓ **97%** of parents surveyed reported the materials and resources provided by the MEP were beneficial for language development and school readiness
- ✓ **95%** of parents surveyed reported the information provided by the MEP helped them increase their skills to support their child's education
- ✓ **76%** of migratory children and youth received MEP support services
- ✓ **90%** of staff responding to surveys reported that they implemented at least one strategy learned from MEP professional development



In 2022-23, **79.7%** of migratory students **graduated**. The non-migratory student graduation rate was **79.8%**.

The **dropout rate** for migratory students was **2.8%**. The dropout rate for non-migratory students was **5.0%**.

Call to Action

- When we work together, we all win!
- **Our** migratory students are **your** students. Whether they are an English Learner (EL), participating in an after-school program, or a future astronaut, it is our purpose to ensure we are driving academic achievement.
- We invite **you** to be **partners** in their **success!**





Thank you!

For additional assistance, please contact us:

MEPInbox@azed.gov

