



OKLAHOMA
Education

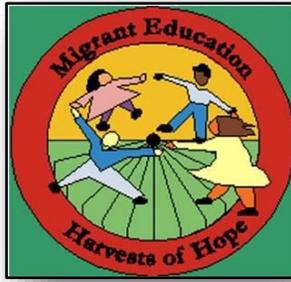
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Introduction to the Oklahoma Migrant Education Program



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Introduction

Preface

The Migrant Education Program (MEP) was established under the Elementary and Secondary Education Act (ESEA) of 1965. The provisions of the MEP are included in Part C of Title I of the ESEA section 1301. The MEP is not a flow-through entitlement program such as Title I, Part A, but functions instead as a state-run reimbursement program. The Oklahoma State Department of Education (SDE), Oklahoma Migrant Education Program (OMEPE) is responsible for leadership, oversight, and ensuring that migrant students receive the full benefits of this funding.

Overview

The services offered by the MEP are coordinated with other federal, state, and local educational services to support high-quality, comprehensive educational programs for migrant children to reduce educational disruptions and barriers resulting from repeated moves. States receive annual, federal, formula grants based on the number of migrant students identified within the state. The grants are to establish or improve education programs for migrant children. These grants assist states in improving educational opportunities for migrant children through the provision of **supplemental**, direct services to ensure migrant students succeed in school, graduate from high school, and make successful transitions to postsecondary education or employment.

Purpose

MEP funds are solely for the benefit of migrant students and may not be used to support projects that include non-migrant students. Fiscal requirements for the expenditure of migrant education funds must be met by all fund recipients. Federal and state statutes and regulations require that operating agencies:

- Provide services to migratory children that are at least comparable to services provided to non-migratory children.
- Use MEP funds to supplement, not supplant regular non-federal funds. Thus, MEP funds are supplementary to the base and other special programs.

The purpose of this guide is to provide basic information and guidelines for the use of migrant education funds. This guide explains MEP administrative responsibilities, federal authority, resources, cash management, and instructions for grant applications.

Federal Authority

Federal requirements are the standards for the use of the MEP grant awards. Migrant education operating agencies and service providers shall comply with all applicable federal and state laws, regulations, policies, guidelines, and operating practices. Local policies must conform to applicable federal and state law in regards to the use of MEP funds.

Specifically, the following applies:

- Education Department General Administrative Regulations (EDGAR) Administrative Responsibilities §76.700 and §76.702
- 2 C.F.R. Part 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
- 34 C.F.R. Part 76 – State Administrated Programs
- Applicable sections of U.S. Code Title 20, Education
- All migrant education policy, operational, and informational memoranda
- All federal assurances and certifications for local educational agencies (LEAs)



General Policy for Funding of Migrant Education Programs

Process

Each approved operating agency is funded by the State Department of Education (SDE) and the Oklahoma Migrant Education Program (OMEP) through a sub-granting process. The total amount allocated to applicants is based on the availability of federal funds and on a sub-granting formula (outlined below) determined by OMEP. **Migrant Education grant funds are not entitlements. There is no guarantee of funding. The state is the grantee, and the districts are sub-grantees with the state having sole discretion as to the disposition of MEP funds.**

Funding Formula

The State of Oklahoma determines the amount of MEP funds that are awarded to local educational agencies (LEA's) by collecting information required by MEP statute *Every Student Succeeds Act (ESSA)* Section 1304(b)(5), Title I, Part C – Education of Migratory Children, subsection 1304(b)(5)].

1. Number of migratory children eligible to be served (aged birth through aged 21 years who have not graduated) with MEP funds.
2. Number of migratory children with particular, state-established needs clearly identified and counted by need.
3. Priority Students are Migratory children who have made a qualifying move within the previous 1-year period and who 1) are failing, or most at risk of failing to meet challenging State academic standards, or 2) have dropped out of school.
4. Availability of funds from other federal, state, and local programs.

It is the district's responsibility to collect this information and report it to OMEP by accurately completing all state and federally required documents throughout the academic year.

Funding Period

The funding period is from July 1 through June 30 of each year. The grant program funds have a period of availability of 27 months.

Supplement versus Supplant

All MEP costs are separate and distinct and must directly correlate with a student's migrant status. Migrant program costs are defined as **above the normal cost** of instruction and **above all costs normally incurred** in the absence of the MEP. The MEP costs are supplemental to the base and to Title I, Part A and cannot be used if other federal or state funds are available to be used.



Local Educational Agency (LEA) or District Responsibilities

General Administrative Functions

The administrative responsibilities are to:

- Serve as the administrative authority for participating schools (district level);

- Provide services in compliance with applicable state and federal laws and regulations;
- Provide a program consistent with the basic objectives of project requirements contained in 34 CFR 200.88 regarding supplementing of non-federal assistance, comparability of services, and meeting the intent of Title I, Part C;
- Ensure that services are provided for the children who have been determined to have the greatest need;
- Employ the appropriate staff to carry out all the essential program services and administrative functions;
- Provide support to staff (e.g., professional development training and materials);
- Promote continuity of program services through staff participation in state MEP meetings and professional development activities;
- Promote effective involvement of parent advisory committees;
- Keep and maintain program records;
- File all required forms in a timely manner;
- Attend all meetings and professional development offered from the OSDE;
- Submit all reports on time to the OSDE.

Fiscal Responsibilities

The classification and appropriateness of expenditures must be in conformity with state and federal statutes and requirements.

Each LEA shall:

1. Use funds in a manner consistent with program requirements as set forth in federal legislation.
2. Establish a program plan and budget reflective of program needs, enrollment and/or other factors such as mobility, age, and grade level.
3. Expend funds only on the basis of applications, amendments, or revisions approved by OMEP.
4. Maintain fiscal procedures in conformity with requirements pursuant to the most recent Oklahoma Cost Accounting System (OCAS) guidance.
5. Use fiscal control and fund accounting procedures that will ensure proper disbursement of and accounting for NCLB Title I, Part C funds.
6. **All costs must be reasonable and necessary for proper and efficient performance and administration of the MEP.**

Parent Involvement

Overview

Parental involvement is an integral part of all Title I programs, including the Migrant Education Program. Research shows that parents play a significant role in the academic achievement of their children. Therefore, it is important for parents and schools to develop partnerships and build an ongoing dialogue to improve student achievement.

Authority

The Elementary and Secondary Education Act (ESEA) has strengthened and expanded the requirements for involving the parents of Title I students. In ESSA, Section 1116

(a)(2), these requirements add parent consultation and information by explicitly requiring the district and schools to develop a written parental involvement policy.

The Local Parent Advisory Council (PAC)

A PAC advises the local educational agency (LEA) on concerns of migrant parents that relate to the planning, operation, and evaluation of MEP programs and projects in which their children participate. In particular, the SEA and LEA must consult with the PAC about:

1. The comprehensive assessment of the needs of migratory children to be served; and
2. The design of the comprehensive service delivery plan.

Having a PAC does not meet all the requirements of ESSA, Section 1116 (a)(2). However, an active PAC may be an appropriate focal point of a district's parental involvement efforts. For example, PACs may be used to:

1. Ensure full parental participation in MEP project planning, design, and implementation;
2. Convene an annual meeting of parents at which school officials explain the MEP projects; and
3. Provide opportunities for regular parent meetings to gather input.

Obtaining parent involvement is not always easy; however, it is important that each district and school attempt to gain the participation of parents.

Identification and Recruitment (ID&R)

Overview

ID&R is the cornerstone of the MEP. It is the responsibility of the school district to **identify** eligible families and **recruit** them for the district's MEP. It is important to know that district funding is determined by the number of eligible migrant students that have been recruited.

The Recruiter

Each participating district is required to have at least one individual designated as a migrant recruiter. Though it is allowable for this person to have other duties within the district, it is recommended that they devote all or at least the majority of their efforts in ID&R activities. Recruiters perform the service that allows schools to provide services to the local migrant population. In order for recruiters to locate and recruit migrant families, **they must be out in the community as much as possible**. Without active recruiting, the program will not be available for students and their families. It is unreasonable to expect eligible families to seek out the recruiter, and school based recruiting misses a great deal of potentially eligible people by excluding the Out-of-School Youth (OSY) population as well as those families that move into the community for a short time, as is the case for seasonal workers.

Year Round Recruitment

Recruitment opportunities do not stop with the summer break; that is why it is important that the district maintain a recruiting presence in the community year round. Migrant families do a great deal of moving during the summer months so the district's recruiter will need to be in the field and looking for these families. The district will receive funding for eligible migrant students recruited throughout the year whether the students move out of the district or stay in the area.



Migrant Education Program (MEP) Requirements

Overview

As with any supplementary program, the MEP requires a certain amount of responsible reporting to meet federal expectations. Every required document has a purpose and is needed for the smooth operation of the state program. These reports will be submitted electronically to OSDE by the district migrant coordinator before their respective due dates. By and large, the only requirement to complete these forms is for you to provide a date, program code, or credit accrual information (for secondary students). Be sure to contact the migrant office if you, or your staff, need assistance. For your convenience, the reports you will receive are listed below along with the months in which they are due:

Timeline

<i>July</i>	<i>July and August</i>
	Summer School Enrollment and Withdrawal Dates
Title I, Part C Application - this form is found on the Single Sign-on Grants Management System (GMS).	Summer School Supplemental Programs
<i>October</i>	<i>January</i>
Re-certify/Students Who Have Not Made a New Move	Fall Semester Credit Accrual & Supplemental Services Report
Certificate of Eligibility (COE) Updates	
Student Enrollment Dates	
Supplemental Programs Codes & Start Dates	
<i>June</i>	
Student Withdrawal Dates	Supplemental Programs End Dates
Spring Semester Credit Accrual & Supplemental Services Report	
---Submission of new COEs to the MIS2000 system is an ongoing process throughout the school year. ---	



Creating a Successful Program

The definition of a “successful” program depends on a number of variables and ultimately hinges on the needs of the students in your school district. There are a few points that you, as an administrator, should consider when planning your program:

1. **Complete a yearly comprehensive needs assessment (CNA) and service delivery plan (SDP).** A CNA will indicate what areas your students need the most help with and will help you plan what supplemental activities your district will offer. A service delivery plan summarizes the findings from the CNA and provides a framework for implementing strategies to address the needs of your district’s migrant children. There is a state level CNA and SDP on OMEP’s website, this step may be as simple as choosing what strategies outlined in the state documents fit the needs of the local population and then documenting them.
2. **Staffing is important.** At a minimum, your program should include a recruiter; this is a person whose job it is to locate and recruit eligible families.
3. **Recruit, recruit, and recruit.** The amount of your district’s sub-grant is entirely dependent upon the number of eligible families that have been identified and recruited in your area. If your recruiter does not recruit, your program will dwindle and eventually be unsustainable. To avoid this, you should allow as much time as possible for your recruiter to be in the field. It is a good idea to allow a flexible work schedule for recruiters as they are often required to meet with families after normal business hours and on weekends.
4. **Services.** Provide services that are needed by your migrant students. Services need not be limited to education. The MEP allows for funds to be spent on health related and other services that benefit your migrant students. **Design your program, in a coordinated and efficient manner, to help migrant children overcome educational disruption, cultural and language barriers, social isolation, and health related problems.**
5. **Development.** Plan, implement, and attend staff development programs that focus on cultural diversity and poverty. Knowledge of and empathy for the lives of your migrant students will help you and all district staff understand and better serve the migrant community.

6. **Parent contact.** ESSA, Section 1116, requires the implementation of the MEP to have the same active participation by parents in the planning and involvement of the migrant program. Parent involvement, though required, is also a way to include more partners (the parents) to be active in the academic growth of the migrant students. A local parent advisory council (PAC) that meets at least once per year is a great way to ensure parents are involved. Even if you feel that the parents will not appear for meetings, they should be scheduled and advertised.
7. **Community involvement.** The MEP serves as a referral service in that it collaborates with any community resource agencies in providing information and/or services to identified migrant families. The more aware migrant staff in your district are of what services are available, the better able they are to assist migrant families.



New Programs

Overview

This section addresses how new migrant programs are created and what actions a district should take if it is interested in starting a program. **It is important to note that new programs do not receive migrant program funding in the initial year of participation.** Funding is based upon data from the previous fiscal year.

Research

In these first few steps, the district will determine if a program is viable.

1. Read the state's *Identification and Recruitment Guide* to learn about the migrant education program and eligibility criteria. Contact the OMEP office for assistance.
2. Survey the local population and industry to determine if you believe eligible families are in the area and if there is agricultural activity. The OMEP office requires a minimum of ten (10) Migrant students to be eligible for the Title I, Part C grant.
 - a. One method is to obtain the services of a paraprofessional or school employee to survey the community.
 - b. If someone in the district has a good rapport with plant managers or farm owners in the area, ask them to contact such individuals on the district's behalf. This will help to determine the amount of temporary and seasonal agricultural work in your area.

- c. If your district does not locate the minimum ten (10) Migrant students, exceptions may be made on a case by case situation. The OSDE will work with the district to help develop ways to possibly increase their identification and recruitment.
- d. If your district alone cannot recruit the minimum ten (10) Migrant students, there could be an opportunity to create a consortium between smaller districts. Please contact the OMEP office to discuss this option.

Comprehensive Needs Assessment (CNA)

If an eligible population exists and the district wishes to proceed, a CNA for the migrant program will need to be completed. The district may complete one itself or hire an outside agency. As the migrant population in any community changes frequently, it is recommended that a CNA for the district be completed at least every three years.

Application and Training

After completing a CNA the district should submit the CNA, program plan, and budget to the OMEP office for approval. These items are located on the Title I, Part C website. OMEP requires that any staff who will be involved in a migrant program receive training from OMEP staff; this may be accomplished onsite or at the OMEP office, as the situation warrants. It is a requirement of the grant to participate in all trainings provided by the OSDE throughout the school year.

Recruitment

Upon approval of the district's plan and budget, the district will need to determine staffing needs. OMEP requires a district to have at least one person on staff as a migrant recruiter (a sample job description is located in the appendices). The Certificates of Eligibility (COEs) will be completed by appointed district staff using the MIS 2000 program. A COE is a required form that documents the migrant student's eligibility. Completed COEs are then submitted to the migrant office for approval. Incomplete or inaccurate COEs will be returned to the district. Because districts do not receive funding until the following year, it is allowable for schools to perform school-based recruiting during enrollment of the initial year of participation; however, such districts should hire additional staff as soon as possible and allow recruiters time to pursue active field recruitment. OMEP has created an *Identification and Recruitment Guide* to assist recruiters in the performance of their duties; this guide is located on OMEP's website or a hardcopy may be mailed to the district if requested.

Child Eligibility, was revised to reflect considerations of changes to the program enacted in the Every Student Succeeds Act (ESSA) of 2015, which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA).

Provide Services

After the eligible population has been identified and recruited, the district will follow the approved migrant plan and provide supplementary services.

Appendices

Suggested Uses for Migrant Funds



COSTS TO ADMINISTER THE MEP

- Office supplies (pens, pads).
- Furniture (file cabinets, chairs, desks) for classroom or MEP only staff (people whose salaries are paid completely with migrant funds).
- Computers (tablet or notebook computers for recruiters).
- Professional library (software, books, training materials).
- Professional development (hire speakers, onsite and offsite trainings).
- Support recruitment activities.
- Certified Needs Assessment services.
- Communications.
- Personnel services (salaries for MEP staff/benefits).

PARENT INVOLVEMENT

- Parent resource center (provide computer access and a resource library for parents).
- Training sessions (hire speakers, host parent/teacher cooperative sessions).
- Education (adult education, English as a Second Language lessons, health/well-being classes).
- Provide transportation and lodging for parents to attend migrant conferences/trainings.
- Parent Action Committee (PAC) involvement activities.
- Family literacy programs.

STUDENT ENRICHMENT

- iPads (to be checked out).
- Notebook computers (to be checked out).
- Computer lab for **migrant** students.
- iPods (useful for video and voice lessons or educational podcasts)
- Migrant classroom (if space is available) to hold supplementary lessons.
- Travel (provide transportation for **migrant** students to attend supplementary instruction/summer school).
- Migrant student library (educational and reading books for **migrant** students to check out).
- Dropout intervention and reduction activities.
- Classroom supplies for supplementary activities/summer school.
- Health services for migrant students without insurance.
- Educational support services that provide a pathway to completion of a high school diploma or equivalent for *out of school youth.
- Expand early childhood services to include three year old **migrant** children.

IF YOU ARE NOT SURE WHETHER AN EXPENSE IS ALLOWABLE,
CONTACT THE MIGRANT EDUCATION OFFICE:

Oklahoma Migrant Education Program Office
2500 North Lincoln Boulevard
Oklahoma City, Ok 73105-4599
Office phone: (405) 521-2846

*Out of school youth" is defined as a qualifying migrant child that is not currently enrolled in school and has not achieved a high school diploma or equivalent.

District Level Fiscal Guidance

Overview

This section provides basic guidelines for the Migrant Education Program (MEP) so that you have an understanding of program requirements and allowable uses of funds. Of course if you have any questions regarding allowable expenditures, you should not hesitate to contact the OMEP Office.

Purpose

Your district level migrant program must first address the following:

1. The activities and services must align with the results of the statewide comprehensive needs assessment and the requirements of the statewide service delivery plan. These documents are required by the federal government and may be found on OMEP's website at <http://sde.state.ok.us/NCLB/Title1PartC.html>.
2. MEP funds must meet the identified needs of migrant children that result from their migratory lifestyle and to permit these children to participate effectively in school.
3. MEP funds must meet the unique needs of migrant children that are not addressed by services available from other federal or non-federal programs.

How do I know when I am able to use migrant funds?

You should be able to respond appropriately to and maintain documentation for each of the following questions to determine whether the expenditure would be allowable:

1. Is the expenditure reasonable and necessary to carry out the intent and purpose of the program?
2. Does the expenditure address a need previously identified in a comprehensive needs assessment?
3. How will the expenditure be evaluated to measure a positive impact on student achievement?
4. Is the expenditure supplemental to other federal and nonfederal programs? Ask yourself what your planned expenditure adds to migrant students' educational opportunities and experience.

MEP funds may be expended on many types of allowable activities; however, some of these activities do not constitute a **service**.

Services are those educational or educationally-related activities that do the following:

- a. Directly benefit a migrant child.
- b. Address a need of a migrant child consistent with the state MEP CNA and service delivery plan.
- c. Grounded in evidenced-based research, or in the case of support services, are allowed under the state MEP service delivery program.
- d. Designed to enable the program to meet its measurable outcomes and contribute to the achievement of the state's performance targets.

Because migrant student success is the overarching goal of the MEP, services are a vital aspect of the program. In providing services, priority must be given to migrant children

who are failing or are most at risk of failing *and* whose education has been interrupted during the regular school year. This is called Priority for Service (PFS).

How do I know if I am supplementing or supplanting?

Funds for this program must be used to supplement (*increase the level of services*) and not supplant (*replace*) funds from other federal and state sources. Any program activity required by federal or state law, Oklahoma State Department of Education (OSDE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. You must maintain documentation that clearly demonstrates the supplementary nature of these funds.

How do I prepare a claim?

Depending on the particular claim and what it includes, there are several things you may want to check before you submit your claim to OMEP:

1. Make sure your application has been approved by OMEP staff. Log onto the Single Sign-on web site and verify that your district's budget and justifications have been approved.
2. Review the function and object codes on your claim and compare them with those used in your approved budget and justification. If the codes do not match, your claim will not be processed until it is corrected.
3. Ensure that you have attached copies of receipts for any claimed material objects or vendor services.
4. If travel is being claimed, be sure to provide a log sheet showing the number of miles traveled and your district's mileage rate. If the trip warrants per diem (according to your district policy), be sure to include a copy of your district's per diem policy.
5. Time and effort sheets for those individuals being paid with migrant funds must be completed and maintained by the district.

What slows or prevents the processing of claims?

Most issues with claims are small and easily corrected. Before you submit your claim, please review it carefully and compare it with your approved budget, you might be surprised with what you see. Listed here are some common errors:

1. Items on the claim do not appear on the approved budget.
2. Personnel on claim are not on the approved budget.
3. Receipts have not been provided for purchased items/services.
4. Function and object codes do not match or do not appear on approved budget.

Sample Migrant Recruiter Job Description

General Description

Under the supervision of _____, identify and determine program eligibility for potential migrant households and out-of-school youth. Collect and compile information regarding migrant students. Act as a liaison between schools and migrant households. Provide community information services to parents, schools, and impacted industries as to program eligibility, services, and activities.

Minimum Qualifications

- Must be bilingual (preferably Spanish/English).

Knowledge/Skills/Abilities

- Must have reliable transportation and a valid driver's license.
- Must be familiar with computers and able to do basic data entry.
- Must be knowledgeable and sensitive to migrant circumstances.
- Must be self-motivated and able to function with moderate supervision.
- Must be able to communicate effectively with the public.

Examples of Work Performed

- Identify and determine migrant student's eligibility for the Migrant Education Program (MEP),
- Ensure that all eligibility determinations are accurately documented with supporting data.
- Assist in the enrollment of migrant students in state and federal databases.
- Make home visits to parents in order to identify and recruit enrollees, validate eligibility, and communicate the purpose, goals, and benefits of the program.
- Establish and maintain working relationships with schools and area businesses in the agricultural/fishing industries.
- Participate in and encourage parent involvement with parent action committees.
- Attend required training workshops, conferences, staff meetings, and other events.
- Perform other duties as assigned.

Working Conditions

- Frequent outdoor activity.
- Frequent contact with the public.
- Some office/desk work.
- Extensive travel required.
- Some evening/weekend activities.