

THE STATUTORY PURPOSES OF THE TITLE I PART C MIGRANT EDUCATION PROGRAM

The purposes of the MEP are to:

- Assist States in supporting high-quality and comprehensive educational programs and services during the school year, and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
- Ensure that migratory children who move among and within the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
- Help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to succeed in school.
- Help migratory children benefit from State and local systemic reforms.

Unlike Title I Part A which is an LEA administered program, the Title I Part C MEP is a state administered program in that the SEA must oversee all requirements specific to the program. This oversight includes the annual Identification and Recruitment of all eligible children conducted within the state by trained MEP recruiters, the transfer of student records, the provisions for comprehensive needs assessment and service delivery options, relevant professional development for field staff, coordination with other agencies serving migrant populations within and out of the state, and sub-grant determinations for local operating agencies where concentrations of eligible migratory children are located. The Montana Office of Public Instruction Title I Part C MEP provides leadership to the field regarding programs and services that promote academic excellence and equity for migrant children (including preschoolers and dropouts) by creating conditions that empower educators working with migrant children so that the unique needs of migratory children are addressed. Educators that serve migrant children are provided a variety of professional development and training opportunities to ensure that services build upon student strengths, eliminate barriers, provide continuity of education, and produce levels of performance for migrant students that meet or exceed those of the general student population. Professional development

regarding the student eligibility requirements of the program based on mobility and agriculture-related employment of the parent or guardian, the identification and recruitment process which includes the accurate documentation of these requirements on a validated Certificate of Eligibility (COE), assessment of the unique needs of migratory children and a plan for services to be provided.

The full range of services provided by and facilitated by the Montana MEP help migrant children (including preschoolers, dropouts and other out of school youth) overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, and other difficulties associated with a migratory life. The Montana Title I Part C MEP prioritizes services to migrant children and youth who are failing, or most at risk of failing, to meet the state's content and performance standards, who have dropped out of school or who are considered out- of -school youth (OSY) , and who have moved from one school district to another during the performance period which runs from September 1 to August 31. MEP funds must be used in a supplemental manner to address the unmet educational and supportive needs of migrant children that result from this mobility and may not supplant any existing local, state, or other federal programs.

The children of mobile agricultural workers and fishers have unique needs due to high poverty, high mobility, and, often, disrupted schooling. It is important to understand the unique needs of migrant students as distinct from English learners or other special populations who are not mobile, so that those distinct needs are addressed in the service delivery planning process. Each year, using relevant educational and support service data gathered by MEP field staff and OPI data analysts, the Montana MEP updates the statewide Comprehensive Needs Assessment (CNA) to identify the needs of Montana migrant students. Based on those needs, the SEA MEP staff coordinate the creation of a CNA with MEP consultants, educators, and parents. In addition to the CNA, the SEA MEP oversees the statewide IDR plan, data entry of minimum data elements (MDEs) into MIS 2000, coordination with the OPI Achievement in Montana (AIM) system, the OPI School Nutrition program, and the transfer of program educational and health data via the national data linkage system called MSIX. The MT OPI SEA MEP staff provides leadership in the creation of a Service Delivery Plan (SDP) which outlines the types of supplemental instructional and or supportive services which may be provided during the regular school term, and in locations in the state where concentrations of migratory children are found, summer term programs. Besides the Identification and Recruitment of eligible students, the

services may include, supplemental tutoring, site-based summer programs, outreach including the use of on-line resources, essential school supplies, secondary credit accrual, and professional development for the teachers of migratory students utilizing the Minnesota Migrant Education Resource Center or (MMERC). **For more information about the Montana Title I Part C MEP, please contact the Title I Part C MEP Director, Angela Branz-Spall at 406-444-2423; or 406-459-6368; abranspall@mt.gov**