

WELCOME



Federal Programs - ESSA and IDEA – Summer Professional Learning Series

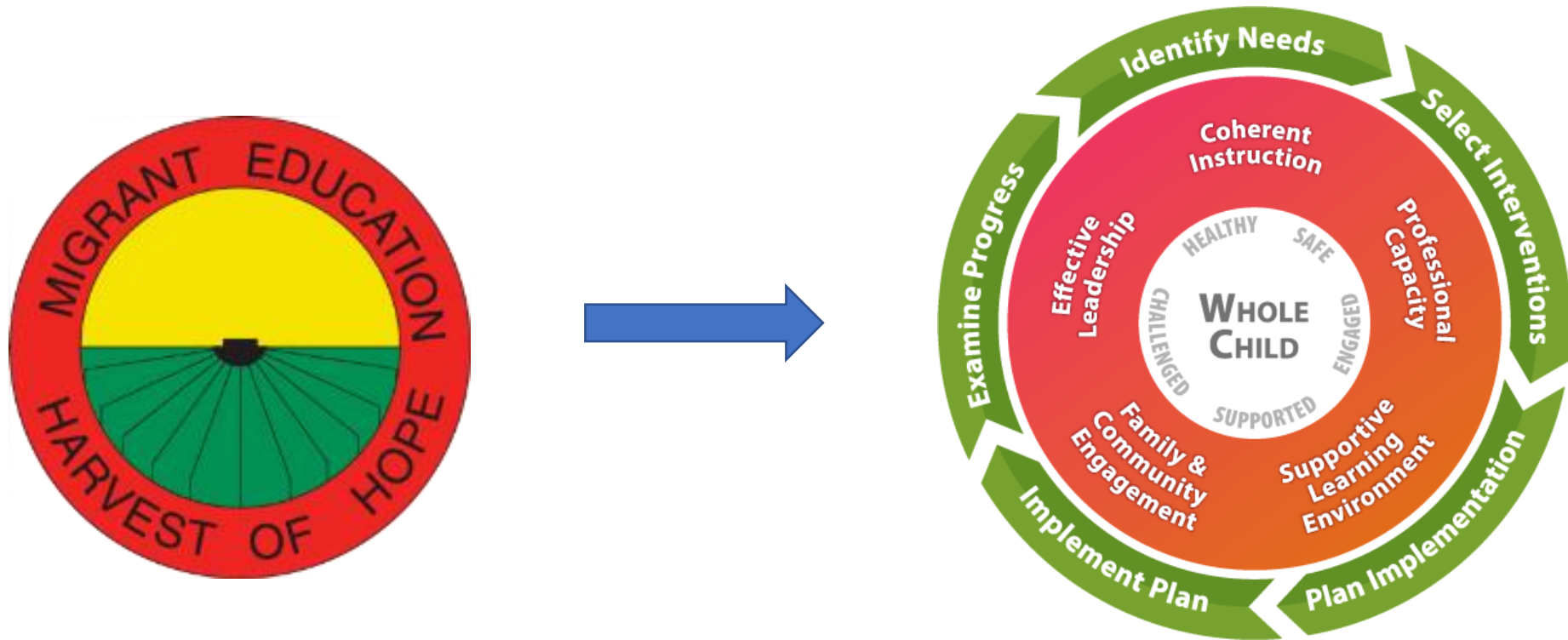
July 14, 2021

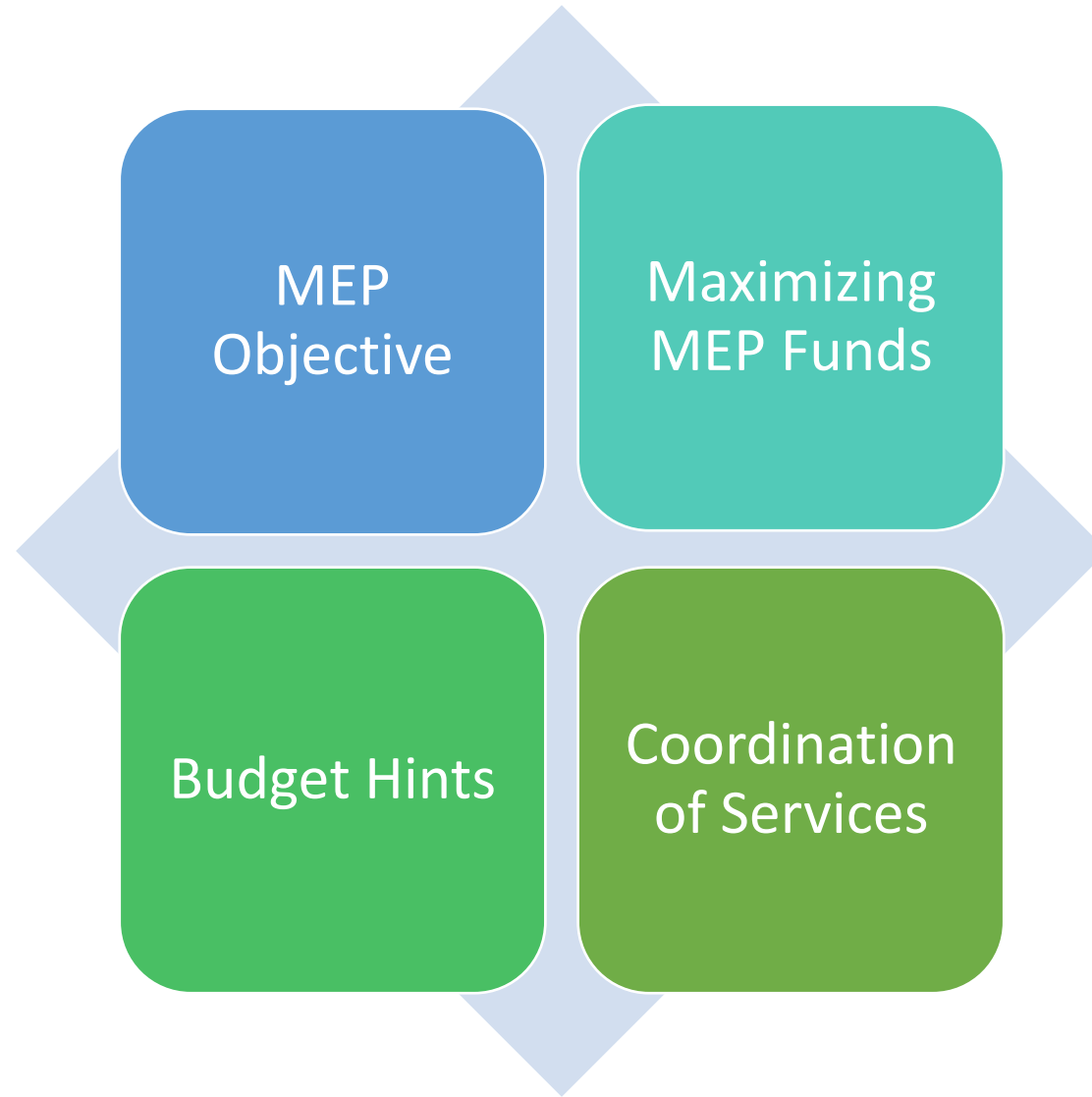
Title I, Part C Migrant Education Program Budget Planning and Service Delivery Plan

This session will provide guidance to LEAs to effectively plan, allocate funds, and deliver services to participants in the Migrant Education Program. Also, the session will explore potential ideas of collaboration with other programs' funds and community organizations.



Georgia's Systems of Continuous Improvement





Title I, Part C Education of Migratory Children



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Title I, Part C Education of Migratory Children

The Title I Part C is a unique Federal Program

Funds are allocated from USDE to GaDOE to meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school, as identified through the comprehensive Statewide needs assessment.

Title I, Part C

Education of Migratory Children

The GaDOE:

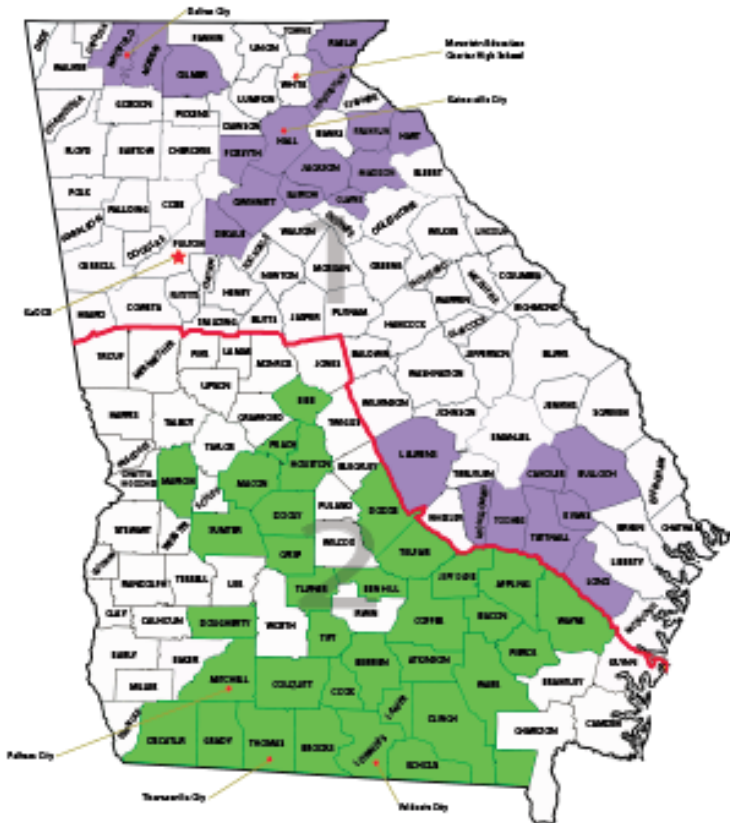
- Manages the program and is deeply involved in all aspects of MEP implementation in direct funded LEAs and the consortium
- Is held accountable for everything having to do with services to eligible MEP participants (preschool, K-12 enrolled, out-of-school youth and dropouts)
- Ensures that MEP funds are used to close the achievement GAP and ensure that ALL migrant participants meet academic proficiency levels on state assessments and/or local assessments

How can LEAs maximize funds?

Are there any recommendations from the CNA committee to consider as you budget your FY22 MEP funds?

- Can instruction/tutoring be expanded throughout the summer and the tutoring day be a four-hour day instead of a full day?
- Can it be contracted personnel instead of full-time employee?
- Can SSPs/tutors provide study packet guidance and/or academic support to participants before they leave the regular school year term?
- Can SSPs/tutors check the completed summer study packets from participants when they return to school?

Title I Part C: MEP Funds



- Allocations for LEAs are formula based
- LEAs with larger migrant participant counts and allocations receive funds directly
- LEAs with smaller participant counts and allocations of less than \$15,000 are part of the MEP consortium
- Abraham Baldwin Agricultural College (ABAC) is the MEP consortium fiscal agent

MEP Budget

- The migrant students' unique needs identified during the CNA process are the driving force behind the budget
- The budget must address the academic needs of preschool children, K-12 students, out-of-school youth (OSY) and dropouts (DO) through the implementation plan
- Local programs must reflect their local demographics, i.e., if 70% of migrant participants are OSY, the LEA should plan for the bulk of their services and expenditures to be allocated toward serving the needs of OSY
- Budget and documentation requirements are very similar to Title I, Part A

Budgeting Hints

1. **Personnel: List each MEP funded employee in a single line, specifying:**
 - Position (SSP, recruiter, cert. teacher, contracted tutors)
 - Part-time or full-time and rate of pay
 - Location of services (school, homes, labor camps etc.)
 - MEP participants to be served
 - Recommended Function Codes: 1000/2100
 - Recommended Object Codes: 110/140
- Pre-approval for hiring certified staff
[Approval for certified staff approval form](#)
- Don't forget to budget for each employee's **benefits** (combined line or separate)
 - Recommended Function Codes: 1000/2100
 - Recommended Object Codes: 210/220/230/260...290

Budgeting Hints

2. Identification and recruitment (ID&R) and tutorial travel

- Include a budget line item for specific travel:
 - To travel between schools to provide migrant participant tutoring services
 - For ID&R activities: travel for paraprofessionals to identify and recruit eligible participants.
 - Recommended Function Codes: 1000/2100
 - Recommended Object Codes: 580

Budgeting Hints

3. Supplies

- Include detail regarding type of instructional supplies to be provided to migrant participants.
Ex: *instructional supplies: pens, pencils, markers, rulers, erasers, notebooks, crayons, glue, index cards, scissors, file folders, labels, copy paper, and tape.*
 - Words like “such as”, “among others”, “include,” “etc.” cannot be used.
- Fill out the “Expenditure Prior Approval Form” before allocating funds for technology projects/equipment over \$5,000 and submit it to the regional coordinator for approval.
 - **Recommended Function Codes: 1000/2100**
 - **Recommended Object Codes: 610/612/615**

[Expenditure Prior Approval Form](#)

Budgeting Hints

4. Migrant Parent Advisory Council (PAC) & MEP Parental Engagement Activities

- Include funds for migrant PAC and parental engagement activities, food (light refreshments preferred) when meeting spans mealtimes, and supplies (specify all supplies needed for these meetings)
 - Recommended Function Codes: 2100
 - Recommended Object Codes: 595
- Parental engagement activities are those that exclusively support migrant parent involvement in their child's education
- Transportation for parents or students to attend parent engagement activities, MEP programs and regional and state PAC meetings
 - Recommended Function Codes: 2100
 - Recommended Object Codes: 300/580/595
- Unless parents are also MEP participants, they are not permitted to receive MEP funded services (ex: direct instructional support or EL classes)

Budgeting Hints

5. Professional Development (costs should be reasonable and necessary and must be connected to the local CNA)

- Specify the names of workshops
 - Specific local professional learning and training opportunities should directly address migrant student/participant needs as well as provide training for MEP staff in their instructional duties and responsibilities
 - Registration costs should be addressed separately under object code 810
 - Recommended Function Codes: 2213
 - Recommended Object Codes: 580

Does the workshop's agenda provide migrant specific professional development opportunities that are aligned to the MEP goals of **reading, writing and math**?

Budgeting Hints

6. Limited Emergency Medical, Dental, & Eye Services

- Some medical expenditures are allowable based on reasonable & necessary circumstances when no other programs can help the child and the matter is directly related to the student's academic achievement or keeping him/her from attending school
 - Recommended Function Codes: 2100
 - Recommended Object Codes: 595

Budgeting Hints

7. Summer Programs

- Plan for coordination with other school programs or agencies; funds may be used for teachers/tutors, space, transportation, registration fees, and supplies
 - Specify if funds are used for facility based, home based programs, or partner agencies

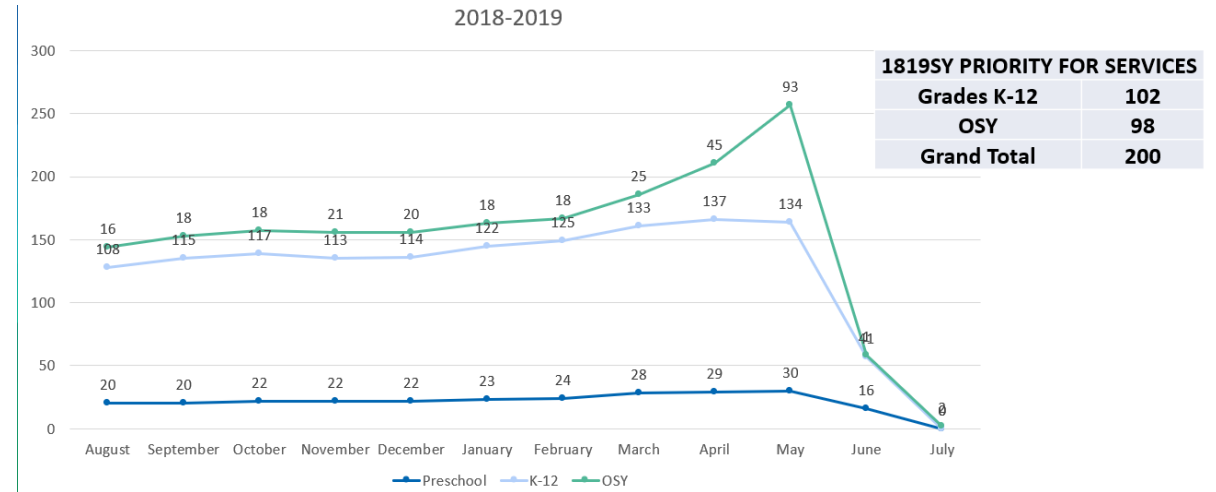
Summer Programs

- The Office of Migrant Education (US Department of Education) highly encourages states to provide summer services for migrant students
- MEP funds may be used to implement programs (home-based or facility-based)
- Summer funds should include non-enrolled participants (Preschool and OSY-DO)

Budgeting Hints

8. Services to Out-of-School Youth and Dropouts

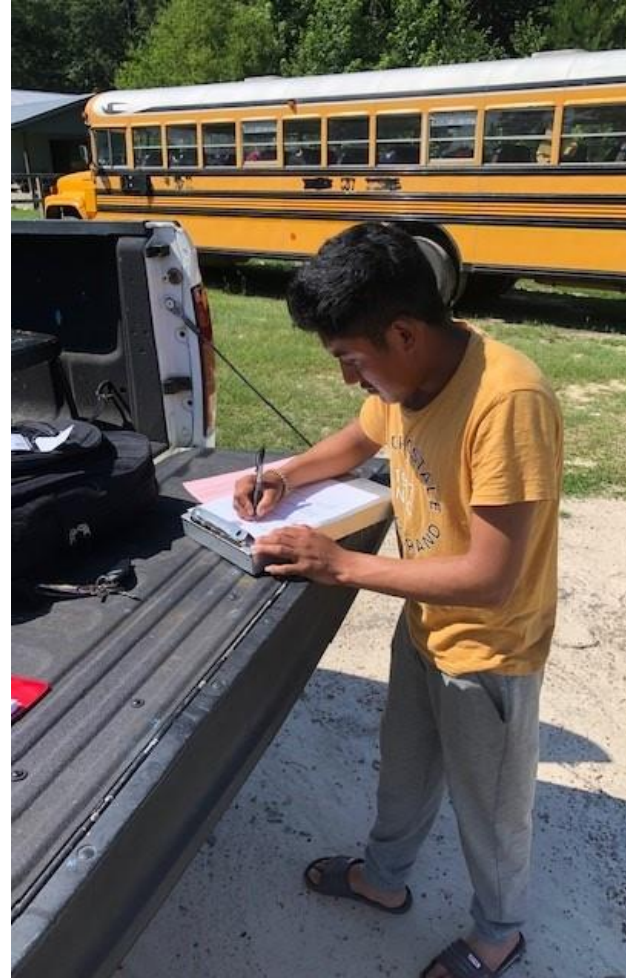
- Staff and travel expenses to provide services outside the regular school day and at various locations
- Instructional lessons & books
- Health education materials – educational delivery component is required
- How many staff do you think are needed to serve OSY/DO?



Local Education Agency	MEP Participant Category	FY20 MEP Category Estimate
	Preschool	\$ 7,057.69
	K-12	\$ 88,450.59
	Out-of-School Youth/Drop Outs/Not Enrolled	\$ 87,454.05
	State Board of Education Approved Allocation	\$182,962

Summer Services: OSY/DO

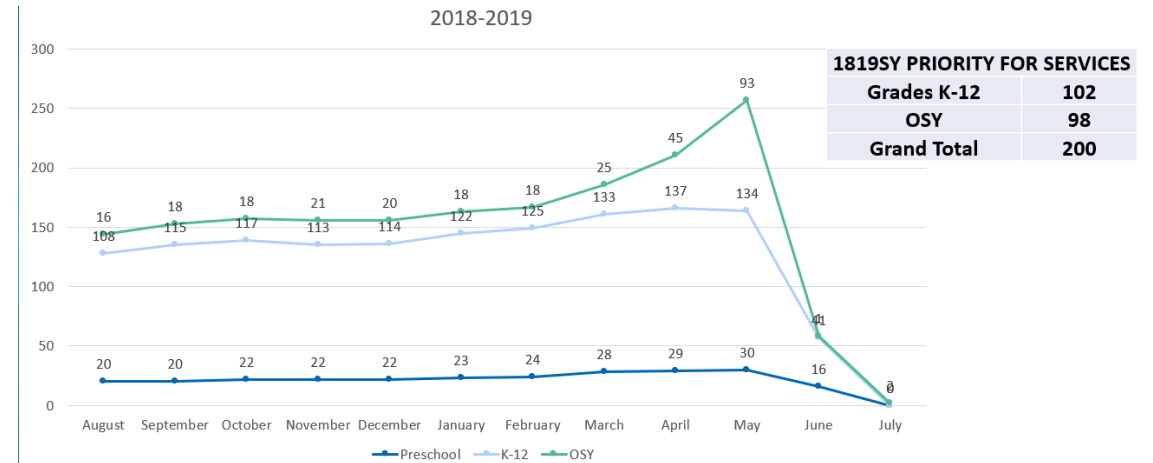
- Monitor OSY mobility
- Allocate funds for recruitment and instruction
- Increase recruitment and services during high peak season
- Allocate funds for OSY supplies
- **OSY/DO participants are asking for services!**



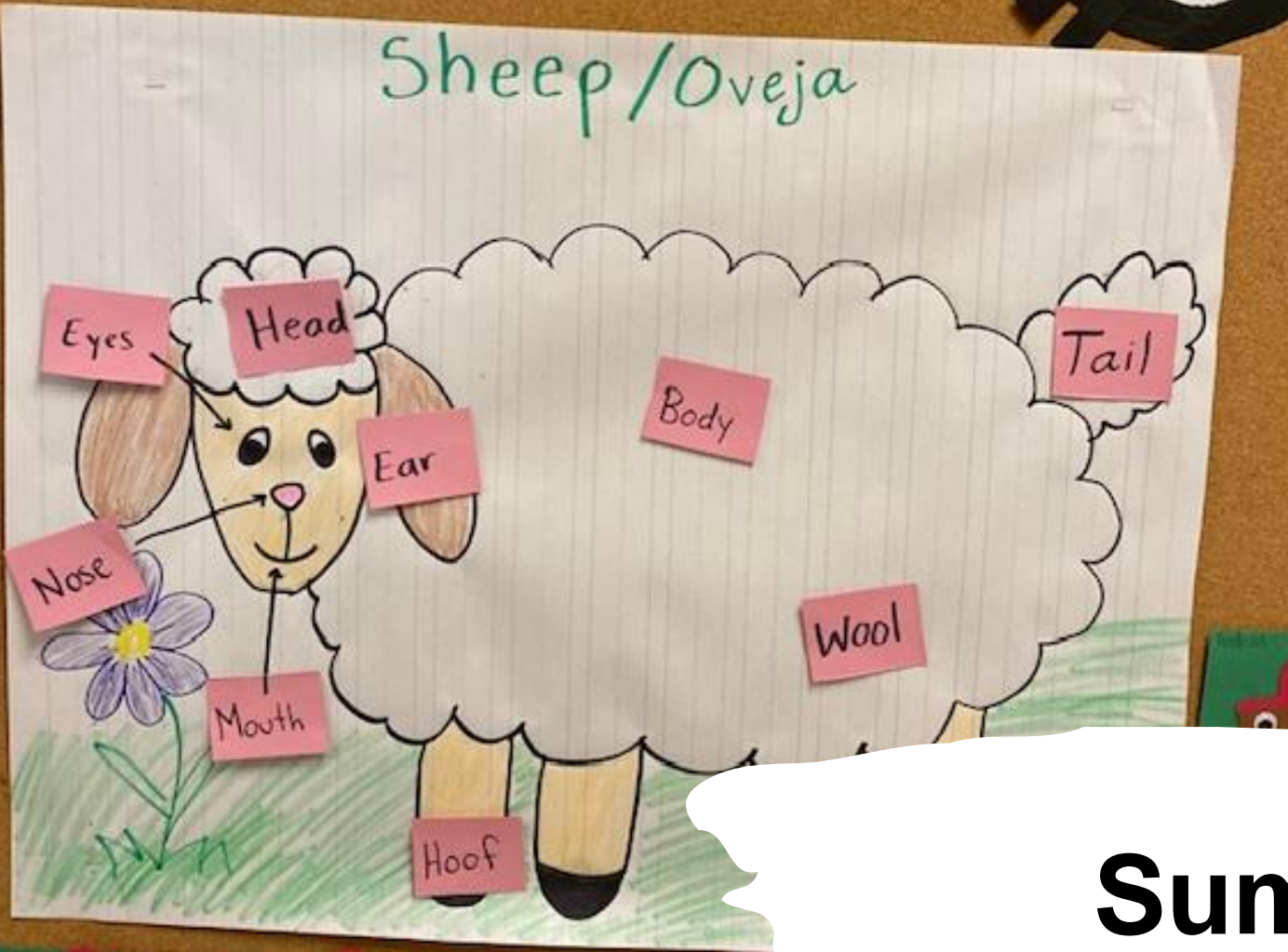
Budgeting Hints

9. Services to Preschool Children

- Staff and travel expenses to provide services outside the regular school day and at various locations
- Educational materials, EXITO materials, etc.
- How many staff do you think are needed to serve the preschool children?



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	K-12	\$ 88,450.59
	Out-of-School Youth/Drop Outs/Not Enrolled	\$ 87,454.05
	State Board of Education Approved Allocation	\$182,962



Summer Programs: Preschool



Summer Programs: Preschool

- Can be facility-based or home-based
- Preschool services build important cognitive, social, and emotional skills



Budgeting Hints

10. Other Allowable Expenditures:

- After-school programs or Saturday programs
- Printing of Georgia MEP publications and materials
- Cell phones for 100% MEP funded recruiters/SSPs who travel outside the school building regularly for home visits and recruitment (LEA must have cell phone policy)
- Transportation to send selected migrant youth to summer camps
- Transportation to attend MEP college events
- Audit cost and indirect cost

Meals and Snacks for Migrant Participants

- There are many programs available through Federal School Nutrition
- Visit the [Georgia School Nutrition](#) website
- In general, Title I, Part C funds are not to be used for food for participants
- There are rare exceptions, and each case is addressed individually with the regional coordinator and program manager
- Your local school nutrition contact is well versed in all available programs and should be consulted well in advance if the need for food or snacks arise during an academic project

MEP Funded Field Trips

Must be connected to an educational IP, reasonable and necessary, and are seldom due to limited funds

Advanced planning and coordination with the MEP regional office

- Complete the MEP [Field Trip form](#)
- Submit to regional coordinator for approval
- Upload the approved form on the attachments tab on the portal

Expenses and Draw Downs

LEA draw down amounts are monitored by the regional coordinators to ensure expenditures are on schedule

Carryover must be budgeted once received

Due to population shifts, some LEAs may no longer have the same MEP participant populations in the district and may face spending challenges. Carryover funds may be held at the state.

Coordination of MEP Services

- By coordinating with other programs, the MEP ensures that the needs of migrant children/youth are met through a variety of sources in a way that it leverages other program funds and optimizes the use of MEP funds for the unique needs of ALL migrant participants
- Making use of CARE's ACT funding that supports at risk students' populations and including MEP participants

Coordinating Services

Children

- School supplies
- Technology and access to technology
- Transportation for afterschool programs and other programs
- Paying for fees to participate in extracurricular activities
- Summer school programs
- Clothes (emergency)
- Fees to pay for GED prep or test
- English classes to Out-of-School Youth
- Services and resources to preschool children

Staff

- Professional development to staff working with migrant children
- Technology to staff

Parents

- Literacy materials for parents
- Translation



Intrastate Coordination

- Title I, Part A- Improving the Academic Achievement of the Disadvantage
- Title I, Part A- Foster Care Provisions
- Title III, Part A- Language Instruction for English Learners and Immigrant Students
- Title IV, Part A- Student Support and Academic Enrichment (SSAE)
- Title V, Part B- Rural Education
- Nita M. Lowey 21st Century Community Learning Centers
- IDEA
- School District Transportation Departments

Intrastate Coordination

In general, for other programs The child/student must qualify for the specific programs where funds could potentially be used. For example:

Title I, Part A can use funds for all student subgroups if it is a Title I Schoolwide School and based upon the identified needs

Title II, Part A can be used to provide programs and activities to increase(i) the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and(ii) the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.

Also, Title II, Part A could be used to provide PD to prepare teachers for summer school.

Intrastate Coordination

Title III, Part A. The child/student **must be a K-12 English learner** or (if using Immigrant funds) must be a PreK-12 Immigrant student

1. The activity must be language focused – must develop academic English proficiency – or for immigrants must introduce to U.S. schools.
2. Must supplement the same resources/activities funded with other federal and/or local funds

Title IV, Part A. Funds can be braided with other programs to supplement activities so that more teachers/students can be reached

Title V, Part B. There may be things allowable for the district that may indirectly support Title I, Part C. For example; summer school or extended learning time for all students which would include migrant students, or professional development that everyone participates in

McKinney-Vento. If the student simultaneously qualifies for McKinney-Vento funds could be used.

IDEA. Supports only special education students that may be migrant as well

Intrastate Coordination

- Migrant Health Programs
- Summer Food Service Programs
- Local Head Start Programs
- Boys and Girls Clubs
- YMCA's
- Local Transit Systems
- Public Library
- College/University Partnerships



MEP Forms

Available on the [GaMEP Forms and Documents](#) website page:

- Field Trip Approval
- Certified Staff Approval
- Other program specific documents

Questions?

Contact Information

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Feedback

Please complete our workshop survey:

- Go here: <https://form.jotform.com/211754158308961>

- Or scan this QR code:



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