

## 1012 – Migrant Education Program

Commission LEA Policy 6504 – Migrant Students lays out the broad requirements and expectations for serving migrant students to ensure that these students have access to the services available through the Migrant Education Program. This document provides the standard operating procedures for compliance with the Migrant Education Program for Commission authorized charter schools. These procedures cover:

- Migrant Education Coordinator
- Student Eligibility
- Identification of Migrant Students
- Grievance Procedures
- Occupational Surveys

### Migrant Education Point of Contact

Each charter school shall name a migrant education Point of Contact (“POC”) who will be the main contact for the Commission’s migrant education liaison. By July 31 of every year, the charter school shall notify the Commission of the school’s migrant education POC by submitting the individual’s name and contact information on spreadsheet contained within the reporting calendar. The migrant education POC shall be familiar with the Migrant Education Program and is responsible for submitting any occupational surveys to the Commission’s migrant education liaison. The school’s migrant education POC shall also be responsible for completing the relevant sections of the school’s annual Sub-recipient Monitoring Self-Assessment. More information about the Sub-recipient Monitoring Self-Assessment can be found in the Commission’s Sub-recipient Monitoring Guidebook.

### Student Eligibility

To qualify for the Migrant Education Program, a student must meet the following criteria:

- Is between the ages of three (3) and twenty-one (21) years old and has not graduated from high school; **and**
- Is a migratory agricultural worker or fisher, or has a parent, spouse, or guardian who is a migratory agricultural worker or fisher; **and**
- Has moved within the preceding thirty-six (36) months (from one school district to another) in order to obtain or accompany a parent, spouse or guardian who moved to obtain temporary or seasonal work in agriculture, poultry, dairy, food processing, or fishing.

## **Identification of Migrant Students**

- All authorized charter schools shall screen all enrolled students annually using the Occupational Survey to identify any students that may qualify for services through the Tennessee Migrant Education Program.
- At the beginning of each school year and if new students enroll during the school year, all new and previously enrolled students shall complete the occupational survey, in a language they can understand. Required forms are included below and must be used in their entirety. Occupational surveys translated into additional languages can be found at the [TN Migrant Educational Program website](#).
- Schools shall keep all completed occupational surveys for the duration of the school year in one location and the Commission will regularly audit for compliance.

## **Submission of Occupational Surveys**

- If the first and second questions on the occupational survey both have a response of “yes,” a copy of the survey with the student’s information must be securely sent to the Commission’s Migrant Education Liaison.
- The Commission Migrant Education Liaison will submit the completed form to the Tennessee Migrant Education Program for further review.
- If a student is identified as qualifying for services through the Migrant Education Program, the Commission Migrant Education Liaison will be notified and receive a Certificate of Eligibility (“COE”) for the student through the TNMigrant online system. In turn, the Commission contact will notify the school’s migrant education POC that a student has qualified for services.
- The Certificate of Eligibility shall be kept on file in a student’s cumulative file and with the Commission’s migrant education liaison.
- Within seven (7) business days of notification that a student qualifies for services, the school must code the student with an “I” in the Commission’s student information system.
- The Commission Migrant Education Liaison will verify the free-reduced price lunch status of any student with a COE with the department of school nutrition for the qualifying time period (36 months from the Qualifying Arrival Date (QAD) noted on the COE).
- Monthly, the Commission Migrant Education Liaison will submit required documents to the secure Migrant Student website (e.g., monthly reports, needs assessment forms, and graduation plans).

## **Individual Needs Assessment**

Once a student has been identified by the MEP as migrant and a certificate of eligibility has been received, the school must collaborate with the LEA Migrant Liaison and the state Migrant Education Program complete parts I, II, and III of an Individual Needs Assessment (INA) within two (2) weeks to:

- Determine the needs of migratory students and how those needs relate to the priorities established by the state;
- Design local services; and
- Select students for the receipt of those services.

The purpose of the INA is to identify the needs of migratory students, which should then be used to inform services provided to the students. The INA also serves as documentation that the school has met requirements under Title I, Part C. The INA will help determine needs and services for each student, including:

- Priority for Service (PFS) status
- Academic needs
- Medical and humanitarian needs
- Immunizations

Schools must have a process in place to update and monitor INAs every 4.5 weeks. INAs may be combined with Individual Learning Plans (ILPs) for migratory English learners where appropriate. Schools must inform teachers that migratory children are in their class and provide them with the information included on the INA. The school's migrant education POC will provide signed documentation that teachers are aware of a student's status as migrant to the Commission's Migrant Liaison via the reporting calendar within two (2) weeks of identification.

## **Graduation Plans**

Once a student in grades 9-12 has been identified by the MEP as migrant and a certificate of eligibility has been received, the school must submit a graduation plan to the Commission via reporting calendar within two (2) weeks of identification. Graduation plans should include, at a minimum, courses required for graduation and progress on courses to date.

## **Grievance Procedures**

Any issues should be brought to the attention of the LEA's Migrant Liaison. If resolution is still unmet, grievances may be raised to the Migrant Education Program ("MEP") contractor: Arroyo Research Services at [info@TN-MEP.net](mailto:info@TN-MEP.net) or to the attention of the Migrant Education Director, Tennessee Department of Education, Andrew Johnson Tower, Nashville, TN 37243.



## Forms and Appendices

The following forms and appendices are included to supplement these procedures:

[Occupational Survey](#) (*external link*) – *required*

Individual Needs Assessment – *required, if applicable*

Graduation Plan – *template, if applicable*

## **Individual Needs Assessment (INA)**

According to the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act of 2015 (ESSA) § 1306 Title I, Part C, state education agencies (SEAs) and local educational agencies (LEAs) must develop plans that:

- Provide migratory children with the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children are expected to meet.
- Specify measurable program goals and outcomes.
- Encompass the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

Additionally, LEAs that accept Title I, Part C funds must give priority to migratory children who qualify for Priority for Service (PFS) status. The INA is designed to identify the needs of migratory students, inform services provided to the students, and serve as documentation that the LEA has met requirements.

More information on the MEP, including guidance on processes associated with the identification of migratory children and youth can be found in the [Title I, Part C Migrant Education FY22 Program Guide](#) (*ePlan > TDOE Resources > ESSA Information, Guidance, PPTs, & Webinars > Title I, Part C: Migrant Education Programs*). Also provided is an optional [INA Supplement document](#) which can be used in addition to the INA by LEAs to gather and share information important to classroom instruction and the identification of needed wrap-around services.

## **Instructions**

All LEAs, regardless of whether Title I, Part C funding is being received, must follow the procedures listed on this document.

- LEAs must complete the INA in TNMigrant ([tn.msedd.com](https://tn.msedd.com)) within two weeks of the student's enrollment.
- LEAs should review student records/INAs as needed and share changes or updates with teachers serving migratory students.



## INA Completion Process

- When a Certificate of Eligibility (COE) is approved, TNMigrant will generate an email to the Commission's Migrant Liaison notifying them that a student record has been generated in TNMigrant. The record will include initial information such as Student Name, Student ID, LEA Name, etc.
- Once that email is received, the Commission's Migrant Liaison should begin gathering the needed information to complete the INA in TNMigrant.
- The INA should be shared and developed in collaboration with other teachers who serve the student.

### Part I: Student Information (to be completed by the Commission)

Date: \_\_\_\_\_

Name and Title of Person Completing Form: \_\_\_\_\_

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Student Native (1<sup>st</sup>) Language: \_\_\_\_\_

LEA Name and Number: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

### Part II: Student Needs Assessment (to be completed by the school)

Check all that apply.

1. Drop Out Information

☐ Dropped out of school

2. Academic Risk Factors (Check all that apply based on most current data available)

☐ Below proficient on one or more TN assessments

If yes, list assessment(s): \_\_\_\_\_

☐ Identified as English learner based on ELP Screener and/or ELPA21 annual assessment

☐ Repeated a grade or course



- ☐ Student has missed ten (10) or more days of school
- ☐ "D" or "F" grades in more than one subject
- ☐ Individualized Education Program (IEP) – student identified as needing special education
- ☐ Missing credits for graduation
- ☐ Student's age does not match grade level
- ☐ ACT score below 20

3. Medical and Humanitarian Needs (to be completed by TN MEP)

- ☐ Vision
- ☐ Hearing
- ☐ Dental
- ☐ Physical
- ☐ Clothing
- ☐ Food
- ☐ Housing

**Comments:**

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**MSIX Required Minimum Data Elements (to be completed by the school)**

1. Are immunization documents available?  
☐ Yes    ☐ No
2. Medical Alert:  
☐ Acute    ☐ Chronic    ☐ None
3. Algebra 1 Indicator (Secondary Students – student has received full credit in a mathematics course that is Algebra 1 or its equivalent)  
☐ Yes    ☐ No



4. Out-of-School Transcript Indicator (Secondary Students - student has transcripts from another state or country than his/her current enrollment)

☐ Yes      ☐ No

**Part III. QAD and PFS Status** (to be completed by TN MEP)

1. Recent Qualifying Arrival Date (QAD)

☐ Student has a QAD within one (1) year of enrollment date (calculated by TN Migrant)

2. Student is Priority for Service (PFS) (PFS is calculated by TNMigrant based on QAD and academic risk factors)

☐ Yes      ☐ No

Please sign below to acknowledge that the above information has been shared with relevant school staff and that teachers are aware of \_\_\_\_\_'s status as a migrant student.

\_\_\_\_\_

School Migrant Education Point of Contact

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_