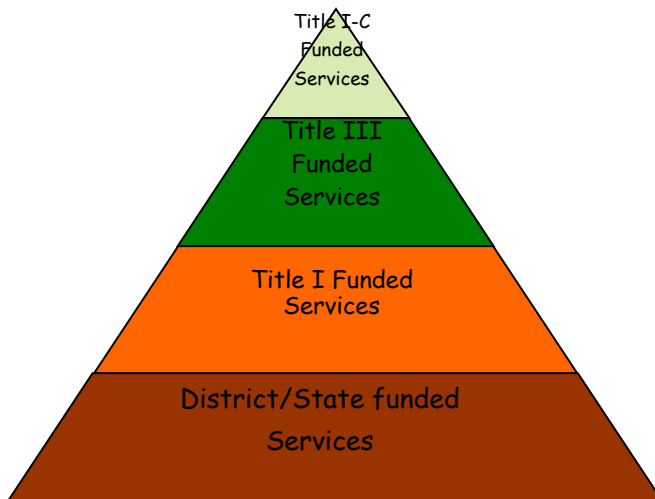


How are migrant funds different than all other funds the district receives to serve ALL students?

Title I-C funds are to provide **supplementary** services for migrant students. They can't be used to supplant programs or services provided to all other students (migrant students included) funded by state, district, and other federal funds. They are the "funds of last resort." Migrant funds should never be used to provide services to **all** students. Services provided by the LEA or a migrant funded staff should be in alignment with the activities outlined in the State Migrant Education Program Service Delivery Plan. This can be found on the State MEP website at: http://www.sde.idaho.gov/site/migrant_edu/compNeeds.htm



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Idaho Migrant Education Program

Guide for Building Principals



(208) 332-6958

Idaho State Dept. of Education

What is the definition of a migrant child?

A **migratory child** is a child who is, or whose parent, spouse or guardian is, a migratory agricultural worker or a migratory fisher who, in the preceding 36 months, in order to accompany or join such parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher has moved from one school district to another.

How long is a child eligible for the Migrant Education Program?

A child is eligible for the Migrant Education Program for 3 years from the date the child and the worker complete a qualifying move. This is known as the qualifying arrival date, or QAD.

How is a migrant child recruited for the Migrant Education Program?

Each migrant funded LEA is required to have in place a comprehensive identification and recruitment plan. This is typically carried out by the LEA's migrant family liaison/recruiter. Eligibility is documented on a Certificate of Eligibility or COE.

What does Priority for Services (PFS) mean in the Migrant Program?

Title I-C Sec 1304(d) of ESEA defines priority for services as the statutory priority to FIRST serve children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards; AND whose education has been interrupted during the regular school year.

Note: *To receive priority for services of migrant funded programs/services, migrant students must meet both criteria. The State MEP definition can be found at: http://www.sde.idaho.gov/site/migrant_edu/docs/Reports_Documents/August%202012%20PFS.pdf*

Who identifies Priority for Services (PFS) Migrant students in my district? Am I responsible for knowing who they are?

The **district migrant director/coordinator** in the LEA is responsible for assuring that Priority for Service Migrant students are identified appropriately and services are provided accordingly. This information should then be communicated to all building administrators and migrant funded staff.

Staff who are fully or partially migrant funded should be providing **supplementary** services to PFS migrant students on a priority basis over all other migrant students.

I have a migrant funded (full or partial) paraprofessional in my building. What can this person do?

- Any paraprofessional, or other staff member that is **partially or fully funded with migrant funds** should be providing **supplementary** instructional or support services to migrant students and their families. These services should be aligned with the State Service Delivery Plan, as well as the activities the LEA has indicated that will be supported with migrant funds in the Consolidated Federal and State Grant Application.
- The amount of time this staff member provides supplementary services to migrant students should be equivalent to the FTE of the salary. Example: .5FTE funded with migrant, then 50% of time should be spent providing supplementary services. This should be documented through time and effort (positive time reporting).

I d a h o M i g r a n t
E d u c a t i o n P r o g r a m

For more information and to review the State MEP Service Delivery Plan go to:

http://www.sde.idaho.gov/site/migrant_edu/