

# Tennessee Migrant Education Program



Tennessee Migrant Education Program  
Guidance for Local Education Agencies  
2017–18



**conexión**  
américas

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## **Introduction and Purpose**

The purpose of this guidance document is to give Local Education Agencies (LEAs) an understanding of the Migrant Education Program (MEP) and its responsibility of identifying and serving migrant students and families in the state of Tennessee. This document addresses key program areas, including student identification and recruitment, data requirements, program forms and available services for migrant students and families, as well as resources for school teachers and administrators.

## **History of the MEP**

In 1966, the United States Congress noticed a gap in the American public education system—children of the growing farm worker population were falling through the cracks. Responding to this need, the Office of Migrant Education was created. Currently, the Office of Migrant Education has programs in all 50 states, as well as Washington D.C. and Puerto Rico, and serves upwards of 500,000 students by offering academic help and support to students 3-21 years of age.

The goal of the Migrant Education Program (MEP) is to ensure that children migrating with family for work are able to benefit fully from free public education in the same ways as other children in the state. The Migrant Education Program also aims to help migrant students overcome issues such as educational disruption, cultural and language barriers, social isolation, health-related issues, and other factors that inhibit their ability to be successful in a classroom environment.

## **Migrant Education Program Contractor**

In Tennessee, the department of education uses an outside contractor to manage the state Migrant Education Program. Conexión Américas, a non-profit agency based in Nashville, carries out the daily work of the MEP for the state Title I-C grant. Conexión Américas is responsible for the identification and recruitment of migratory students in the state (including preschool, in-school, and out-of-school youth) and for providing supplemental services to help students succeed in school and graduate from high school. Conexión Américas works directly with families, schools, local education agencies, and communities to gather data and deliver services to migratory students and families.

The Migrant Education Program utilizes a network of recruiters and stakeholders to identify and provide support for migrant students in the state via a thorough understanding of the agricultural matters and trends in Tennessee, community outreach, and an unwavering commitment to the well-being of the youth this program serves.

More information on Conexión Américas can be found at our website ([conexionamericas.org](http://conexionamericas.org)).

## **MEP Recommendations for Local Education Agencies (LEAs)**

Every school district must designate a staff member as a migrant education liaison. This person may also be a coordinator for other federal programs in the district. The migrant education liaison will work directly with the MEP contractor (Conexión Américas), with teachers, and with other school personnel to support migrant students and families.

**It is recommended that all local education agencies and local liaisons have a plan that includes procedures to:**

- identify migratory students living within the district's boundaries, including preschool, in-school, out-of-school youth and Priority for Service (P1) students;
- assess the educational, social, and health-related needs of all migratory students;
- ensure that P1 migratory students are given first concern when mapping access to educational and social services;
- complete the appropriate documentation of eligible students and maintain accurate student data, including a copy of the Certificate of Eligibility (COE) for each student identified as migratory;
- attend trainings and other professional development opportunities when offered by the state MEP;
- collaborate with the MEP contractor to utilize, create, and expand programs for students; and
- support and promote the involvement of migrant parents and families at the school.

## What is the definition of a “migratory child”?

According to sections 1115(c)(1)(A) (incorporated into the MEP by sections 1304(c)(2), 1115(b), and 1309(3) of the ESEA, and 34 C.F.R. § 200.103(a)), a child is a “migratory child” if the following conditions are met:

1. The child is not older than 21 years of age; *and*
2.
  - a. The child is entitled to a free public education (through grade 12) under State law, *or*
  - b. The child is not yet at a grade level at which the LEA provides a free public education, *and*
3. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; *and*
4. With regard to the qualifying move identified in paragraph 3, above, the child moved due to economic necessity from one residence to another residence, and—
  - a. From one school district to another; *or*
  - b. In a state that is comprised of a single school district, has moved from one administrative area to another within such district; *or*
  - c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

## Student Eligibility Checklist

### MIGRATORY STUDENT

- ☐ The child is younger than age 22;
- ☐ The child is entitled to a free public education;
- ☐ The child made a qualifying move in the last 36 months; AND
- ☐ The qualifying move was with, or to join, a parent or spouse who is a **migratory agricultural worker** or a migratory fisher; OR
- ☐ The qualifying move was on his or her own as a migratory agricultural worker or migratory fisher.

### MIGRATORY WORKER AND QUALIFYING WORK

- ☐ The worker made a qualifying move in the last 36 months; AND
- ☐ The worker engaged in new qualifying work soon after that move OR did not engage in new qualifying work after a qualifying move; AND
- ☐ The worker sought new qualifying work AND has a recent history of moves for temporary or seasonal agricultural employment; AND
- ☐ The new qualifying work is seasonal or temporary; AND
- ☐ The new qualifying work is agricultural or fishing.

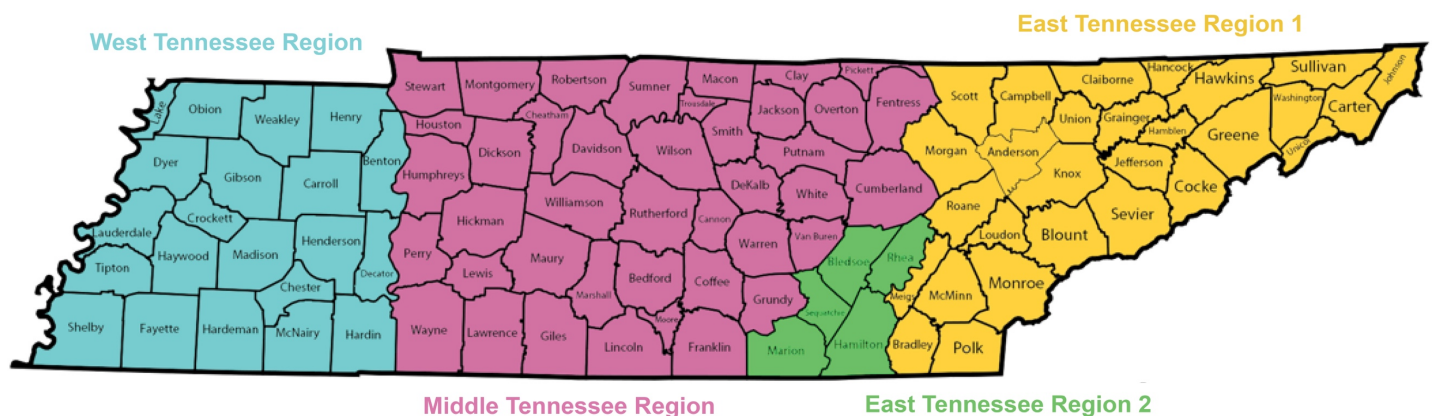
### QUALIFYING MOVE

- ☐ The move was from one school district to another; AND
- ☐ The move occurred within the last 36 months; AND
- ☐ The move was a change from one residence to another residence; AND
- ☐ The move was due to economic necessity.

## Identification and Recruitment (ID&R)

Identification and Recruitment (D&R) is the process of locating and establishing the eligibility of migrant children across the state. As required by federal mandates, all migrant children receiving services through the program must be officially recruited in through the MEP. Migrant children often move across state and district lines several times a year, leading to disruptions in their educations. Finding these children and their families in a timely manner is critical in providing them with the services necessary to succeed both in the classroom and the community.

The Tennessee Migrant Education Program divides the state of Tennessee into four regions: West Tennessee, Middle Tennessee, East Tennessee Region 1, and East Tennessee Region 2, as seen below. The regions have been divided according to geographical location and level of migrant activity. The Tennessee Migrant Education team strategically employs a staff of regional recruiters and tutors to provide services to migrant students throughout the state. During peak seasons, staff may travel to other regions in order to provide additional assistance to regional recruiters and tutors, especially when their own region is in a low season. For example, Middle Tennessee sees a flurry of migrant activity during the fall and winter months due to the numerous tobacco farms and tree nurseries located there, while counties in the East regions are more active during the summer months.

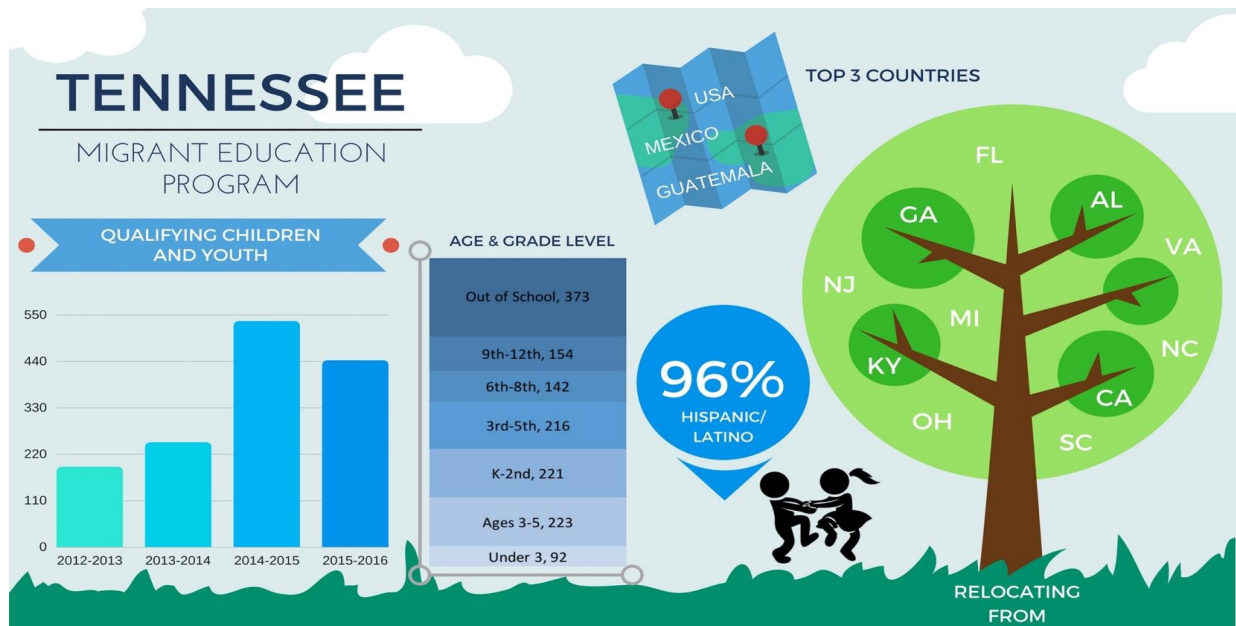


Identification and recruitment of migrant children is critical because:

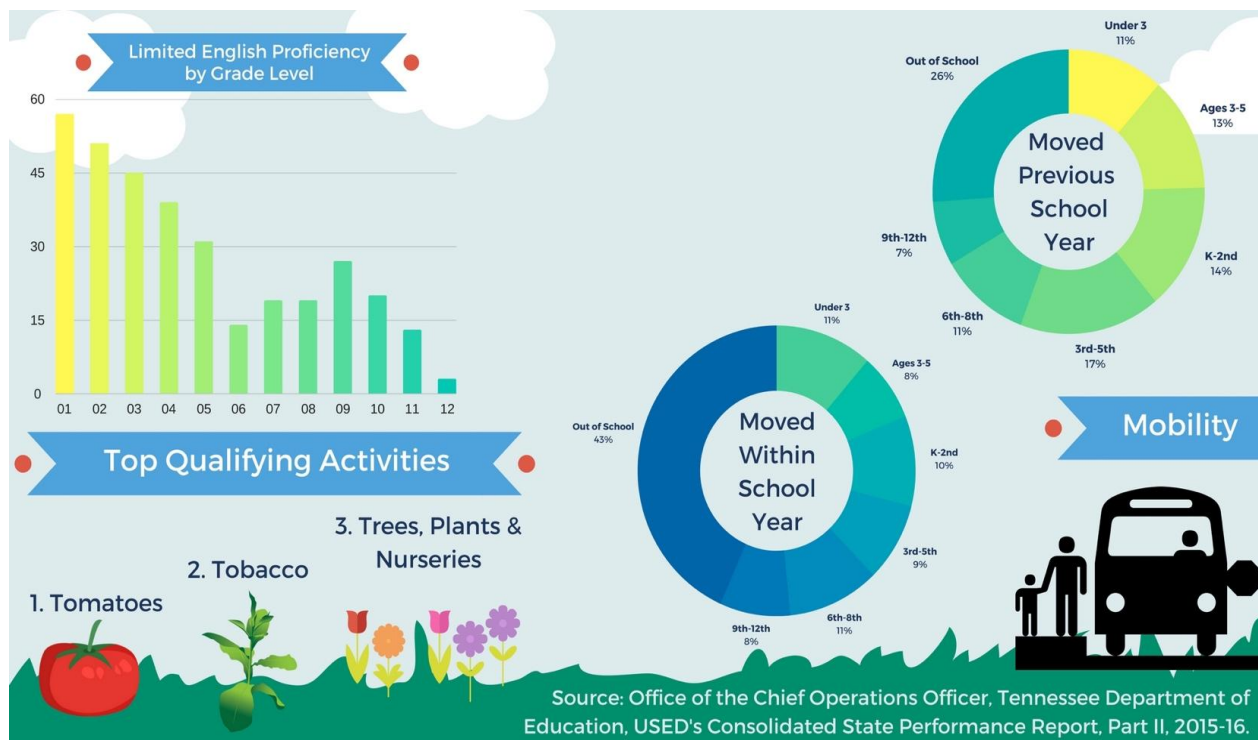
- the children who are most in need of program services are often those who are the most difficult to find;
- many migrant children would not fully benefit from school, and in some cases, would not attend school at all, if the state education agencies (SEAs) fail to identify and recruit those students into the MEP; and
- children cannot receive MEP services without a record of eligibility.

The first step toward supporting Tennessee’s identification and recruitment efforts is to become familiar with the MEP student eligibility guidelines, as well as the different agricultural trends in the state. In the following sections, we will cover both student eligibility and agricultural trends in Tennessee.

## Tennessee Migrant Education Program at a Glance



Migrant families often come to Tennessee from Florida, Georgia, Alabama, New Jersey, Kentucky, Michigan, Ohio, South Carolina, California, North Carolina, Virginia, Mexico, and Guatemala. Of the people migrating to Tennessee, 96 percent are Hispanic/Latino. The number of qualifying migrant youth went up steadily during the 2012, 2013, and 2014 academic years, with a slight decline in eligible youth during the 2015 academic year.

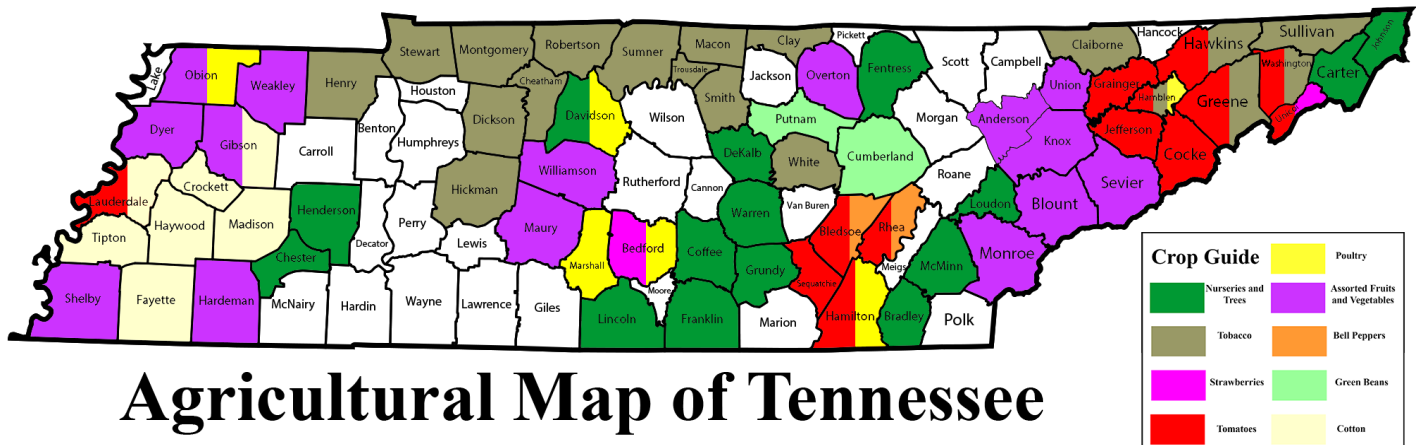


Most migrant families come to Tennessee to work in the agriculture industry, specifically working with crops like tomatoes, tobacco, and trees, plants, and nurseries. A migrant youth's eligibility for the program depends on whether they have moved within the past 36 months.

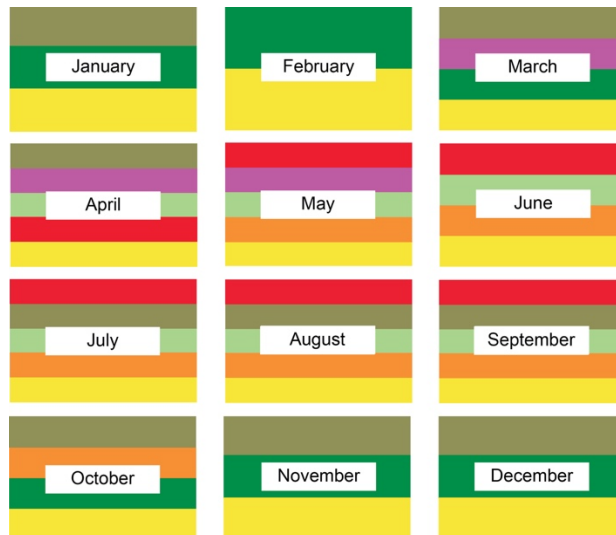


## Seasonal Farming Trends by County

The following map is color-coded to show which crops are most prominent in each county across the state. Counties on the map without any color either do not have a predominant crop, or information regarding what is growing in those counties is insufficient. The key below shows which crops correspond with each county. Below the key is a chart illustrating the peak months for certain crops in the state.



## Agricultural Map of Tennessee



## School-Based Identification and Recruitment

The Tennessee Migrant Education Program has a network of recruiters across the state who seek to connect migrant children with the resources the program offers. Recruiters travel to different locations—homes, farms, packing houses, schools, and other locations throughout the state—to identify and recruit students. Once a migrant family is identified, recruiters refer migrant youth and families to appropriate health, social, and/or legal services. The following six steps describe the identification & recruitment of students at a school.

**1.** A copy of the Occupational Survey is given to all students as part of their enrollment package at school. If the student or his/her parents have moved to the area and are working or have previously worked in agriculture, then that student may be a migrant.

**2.** Occupational Surveys with at least two “YES” answer should be sent to the district migrant liaison and uploaded to the TNMigrant secure server site ([tn.msedd.com](http://tn.msedd.com)). Contact the program director to find out who the liaison is for your district.

**3.** Conexión Américas will then notify a local Migrant Education Program recruiter to conduct a home visit and interview to determine if the family is eligible for migrant education services.

**4.** Once the family is assessed—and if they qualify—the recruiter will complete a Certificate of Eligibility (COE) on. Students who meet certain criteria are also identified as Priority for Services, meaning they will be given first concern for benefits.

**5.** If the student is certified as a migrant student and is eligible for services, Conexión Américas will notify the local school district and send a copy of the student's Certificate of Eligibility.

**6.** Migrant student lists will be provided monthly on the TNMigrant site. Review your list each month and ensure that the migrant student classification (I) is entered in your SIS/EIS for each student on the list. As new students enroll, please upload the classification.

## Tennessee Migrant Education Program—Occupational Survey

The Occupational Survey is a tool that Tennessee uses to meet requirements put in place by the state and to correctly identify and recruit all eligible migrant children residing in Tennessee. The three-question survey is given to **all new** and **returning** students every year.

### **1. May the Occupational Survey be included in a packet of information provided to new students?**

Yes. This would be an efficient method for ensuring that all new students receive the survey. Monitoring teams from the state may ask to see the information packet given to students new to the district in order to confirm that the survey has been distributed.

### **2. To whom do I send completed surveys?**

All surveys with at least two “yes” answer should be sent to the district migrant liaison and uploaded to the TNMigrant secure server site ([tn.msedd.com](http://tn.msedd.com)) upon receipt.

### **3. Do I have to keep a copy of the completed survey in the student’s file?**

Yes. Completed Occupational Surveys (both surveys with **Yes** and **No** answers) must be kept in the student’s cumulative file at the school or in a file in a centralized location, such as the district office. Each year the previous Occupational Survey will be replaced in the cumulative folder with a new survey for the current school year. At all times, there should be an Occupational Survey in each student’s cumulative file. These will be verified during state monitoring team visits.

### **4. What if the parent does not want to complete the survey?**

Ultimately, as with any survey, the parent may make the decision not to complete and return the information. It is possible that out of fear or lack of understanding of how the information provided may be used, a parent may be reluctant to provide information. Every effort should be made to collect completed surveys for the purposes of identifying potential migrant students and assisting the State in its compliance with ESSA responsibilities. If the Occupational Survey is not returned within 10 business days, the district should reach out to the family to see if translation or interpretation services are needed. It is permissible for the family to write “N/A” or “not applicable” on the form, but the district must obtain a date. If the parent did not date the form, the district must put a date on the form on the date received or processed, and the reviewer must initial and write underneath the initials, “for the school” or “for the district.”

### **5. Can the Occupational Survey be completed online?**

Yes. If your district uses an online system for student enrollment and registration, you may add the Occupation Survey to your online platform and ask parents to complete the survey online.

If you have any questions, please contact:

Jan Lanier  
Director of English Learner, Immigrant, and Migrant programs  
Tennessee Department of Education  
[Jan.Lanier@tn.gov](mailto:Jan.Lanier@tn.gov)  
(615) 532-6314  
(615) 337-8401



## Tennessee Migrant Education Program - Occupational Survey

Your child may qualify to receive **free** educational services. Please answer the following questions to help us determine their eligibility. Once completed, return this form to the school.

STUDENT FIRST NAME:	STUDENT LAST NAME:	DATE:
SCHOOL:		GRADE:
PARENT/GUARDIAN NAME:		

1) In the past three years, has your family moved to another city, state, and/or county?

☐ Yes ☐ No

2) Do you or anyone in your immediate family currently work or have worked (in the past three years) in any of the following occupations?

☐ Yes ☐ No

a. If yes, please circle all that apply:



**Processing & Packing**  
(fruit, vegetables, chicken, eggs, pork, beef, etc.)



**Agriculture/Field Work**  
(planting, picking, and sorting crops; soil preparation; irrigation; fumigation; etc.)



**Dairy/Cattle Raising**  
(feeding, milking, rounding up, etc.)



**Nursery/Greenhouse**  
(planting, potting, pruning, watering, etc.)



**Forestry**  
(soil preparation, planting, growing, cutting trees, etc.)



**Fishing/Fish Processing**  
(catching, sorting, packing, transporting fish, etc.)

If you answered "yes" to the questions above, please continue. Otherwise, your form is complete.

3) How long have you been in this county in Tennessee?

WEEKS:	MONTHS:	YEARS:
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HOME ADDRESS:		
CITY:	STATE:	ZIP:
TELEPHONE (WITH AREA CODE):		

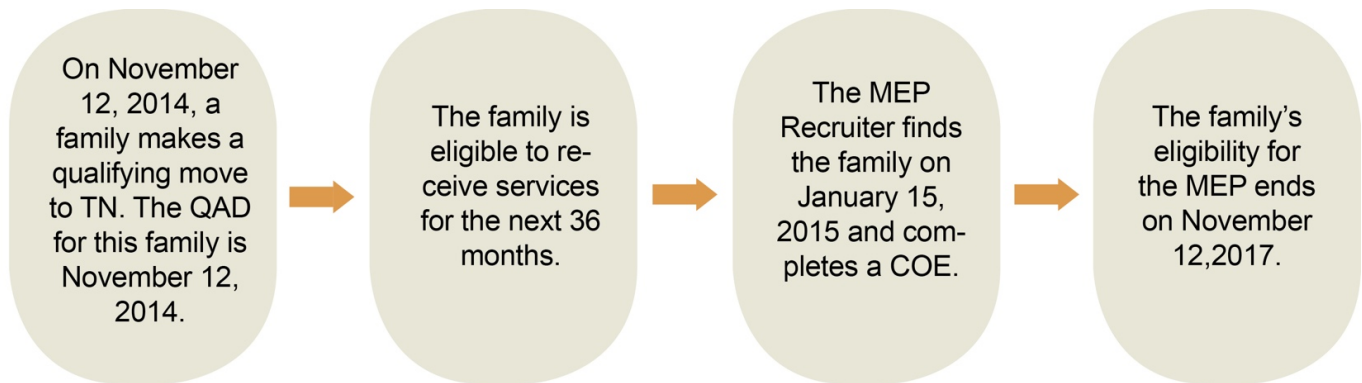
**For school use only:** If questions 1 and 2 are "yes," please send the survey to your district migrant liaison. If you have questions, call (931) 212-9539 to speak with the Tennessee Migrant Education Program.

School District:	Student State ID:	Enrollment Date:
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## Certificate of Eligibility and the Qualifying Arrival Date

In order to provide services to a migrant student, the student's eligibility must first be determined. The Certificate of Eligibility (COE) is the official record of the State's MEP eligibility. A recruiter will interview a potential migrant worker/family, and then use information gained from the interview to fill out the COE. The COE is then submitted for approval, and the information is uploaded into the MSIX system nightly through connectivity with the State's migrant data system, MIS2000.

Upon successful identification and completion of the COE, eligible children qualify for **36 months** of services beginning on the Qualifying Arrival Date (QAD). The QAD is the date a child arrives to a school district as a result of a qualifying move. The QAD is also the date that is recorded on the COE and the date that the child's eligibility for the MEP begins. See the example below.



### Student eligibility for the migrant education programs ends when:

- the student graduates from high school/obtains a General Education Development (GED) certificate; **OR**
- the student turns 22 years old; **OR**
- the 36-month eligibility period expires.

*If a student's eligibility for services ends during the school term, the MEP services must continue through the completion of a school term.*

## Migrant Data: Student Information Systems, Education Information Systems and Student Database Accounts

An important component of data reporting is to ensure that local student information systems (SIS) have migrant students accurately coded.

### Step 1

- Log in to your TNMigrant account and check your monthly list. The list will show all newly-identified migrant students enrolled in your district.

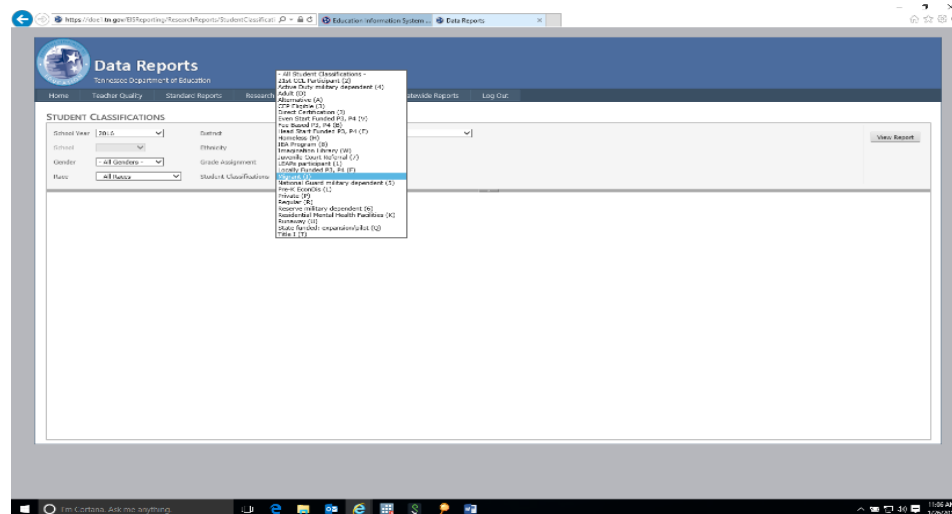
### Step 2

- Once new migrant students appear in your monthly migrant list, upload the migrant student classification (I) from the (SIS) to (EIS) for these students (and only these students).
- Use the Student Classifications Research Query in EIS to confirm that the students in EIS with the migrant student classification match those in the TNMigrant Student Enrollments report.

The migrant (I) student classification applies for the school year. Migrant liaisons should **NOT** remove the migrant (I) student classification from SIS/EIS when a migrant student's eligibility ends three years from the QAD.

### Education Information Systems Student Classifications Research Query

- Select District / Research Queries / Student Classifications / Migrant (I).



### Migrant Student Classification (I) Research Query Results

The product of the query will be similar to the example below, showing the student's school number, state ID and classification, among other things.

Sch #	Last Name	State ID	DOB	Sex	Grade	Student Classification
25	XXXXX	XXXXX	XXX	F	5	I
90	XXXXX	XXXXX	XXX	M	12	I



Tennessee's Every Student Succeeds Act requires that data be collected for migrant students to support the annual Consolidated State Performance Report (CSPR), as well as the Migrant Student Information Exchange (MSIX). MSIX is a national web-based portal that links states' migrant student record databases to facilitate the national exchange of migrant students' educational information among states. To provide the federally required student information for MSIX and for the CSPR, the Individual Student Report (ISR) must be submitted in a timely manner for each student.

The Tennessee ISR is due to the Migrant Education Program offices within 14 days of a student's departure from your school. If the student departs during or at the end of the school year, please notify the MEP. The report is due within four (4) business days, as is part of the MSIX governing body rules.

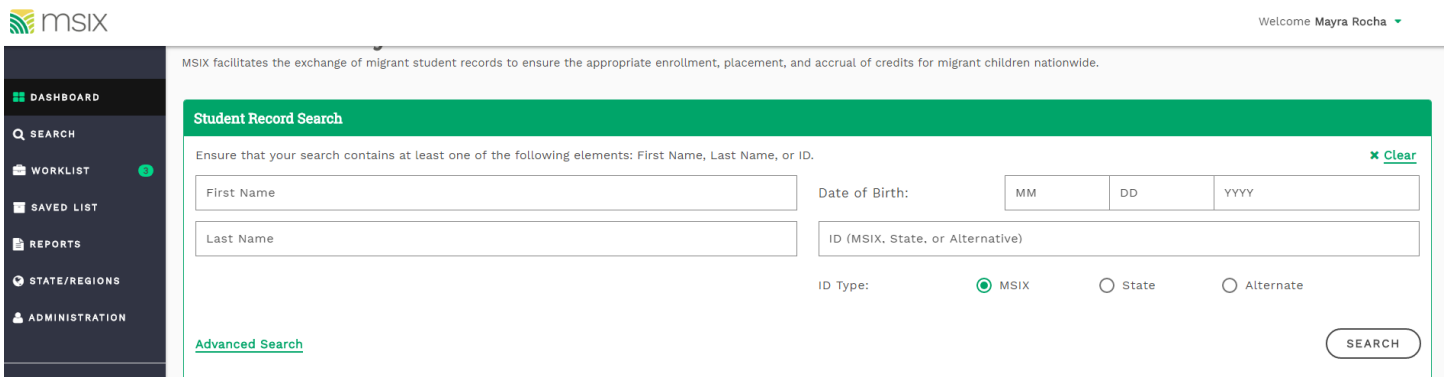
### Tennessee Migrant Education Program - Individual Student Record

Student Name		DOB	DOB Verified How?	Grade Level	Current School Year Enroll Date	Last Day Enrolled	School Year
Student State ID	School Name		District Name		District Number	Number of Days	Number of Days Present
Assesment Information							
Is the student on grade level in reading?		<input type="checkbox"/> Yes <input type="checkbox"/> No		Assesment(s) used to determine proficiency			
Is the student on grade level in math?		<input type="checkbox"/> Yes <input type="checkbox"/> No		Reading Proficiency Level/Score			
Ontrack with Graduation credits?		<input type="checkbox"/> Yes <input type="checkbox"/> No		Math Proficiency Level/Score			
Current GPA?				Writing Proficiency Level/Score			
Does the student receive special education services?		<input type="checkbox"/> Yes <input type="checkbox"/> No		Estimated Oral Fluency (ORF)*			
Classified as an English Learner (EL)		<input type="checkbox"/> Yes <input type="checkbox"/> No		Students with Disabilities (Ex: Specific Learning Disability, Other Health Impairment Speech/Language Impairment ,etc. )			
Has an Individual Education Plan (IEP)?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
Retained in the past?	<input type="checkbox"/> Yes <input type="checkbox"/> No	When?		Promoted to Next Grade Level?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Problems with:	<input type="checkbox"/> Vision <input type="checkbox"/> Hearing <input type="checkbox"/> Speech <input type="checkbox"/> Other			On target for Graduation		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Immunizations Current?		<input type="checkbox"/> Yes <input type="checkbox"/> No		Number Credits Received This School Year?			
Med Alert ?	<input type="checkbox"/> Chronic <input type="checkbox"/> Acute <input type="checkbox"/> None			Anticipated Graduation Date			

## Required Student Database Accounts:

### 1) The Migrant Student Information Exchange (MSIX)

Each designated district user must first complete a User Application for Access to MSIX. Once an application has been received and approved, the applicant will receive an account activation email from MSIX. Please email your completed application to Associate Director of the Tennessee Migrant Education Program. Passwords are to be changed every sixty days or they will automatically expire. Password resets can be done by your State User Administrator, Denise Rocha.



The screenshot shows the MSIX (Migrant Student Information Exchange) web application. At the top, there is a header with the MSIX logo on the left and a user greeting "Welcome Mayra Rocha" on the right. Below the header is a navigation sidebar on the left with links: DASHBOARD, SEARCH, WORKLIST, SAVED LIST, REPORTS, STATE/REGIONS, and ADMINISTRATION. The main content area is titled "Student Record Search" and includes a sub-header: "Ensure that your search contains at least one of the following elements: First Name, Last Name, or ID." Below this are search input fields: "First Name", "Last Name", "Date of Birth" (with MM, DD, YYYY sub-fields), and "ID (MSIX, State, or Alternative)". There are radio buttons for "ID Type" with options: MSIX (selected), State, and Alternate. A "Clear" link is in the top right of the search area. At the bottom, there is an "Advanced Search" link and a "SEARCH" button.

### 2) MIS2000: Tennessee Migrant Education Program Secure Server (TNMigrant)

TNMigrant is a secure server that allows school districts and MEPs to communicate and share information in a timely and secure manner.

- If your district needs an account, please contact Associate Director, Denise Rocha.
- In your request, please include the following information: Name, E-mail address and school district.

Once a request has been made, the designated user will receive an 'Activation' email from [support@msedd.com](mailto:support@msedd.com). Please follow the instructions in the email to activate your account. If you do not receive your activation email, check the Junk and Spam folders. The activation email is only good for a limited time, but a new one can be sent if it expires before you get a chance to activate your account. Once your account is activated, you will be able to log in to the TNMigrant site ([tn.msedd.com](http://tn.msedd.com)) and start using the folders under the Resources Menu. Occupational Surveys, Individual Student Record (ISR) Forms and Student Certificate of Eligibility (COEs) are uploaded and stored on the server.



Closing accounts: TNMigrant users that no longer need access must notify the Tennessee Migrant Education Program who will delete the user's account. Accounts will be reviewed periodically, and those deemed inactive will be closed.



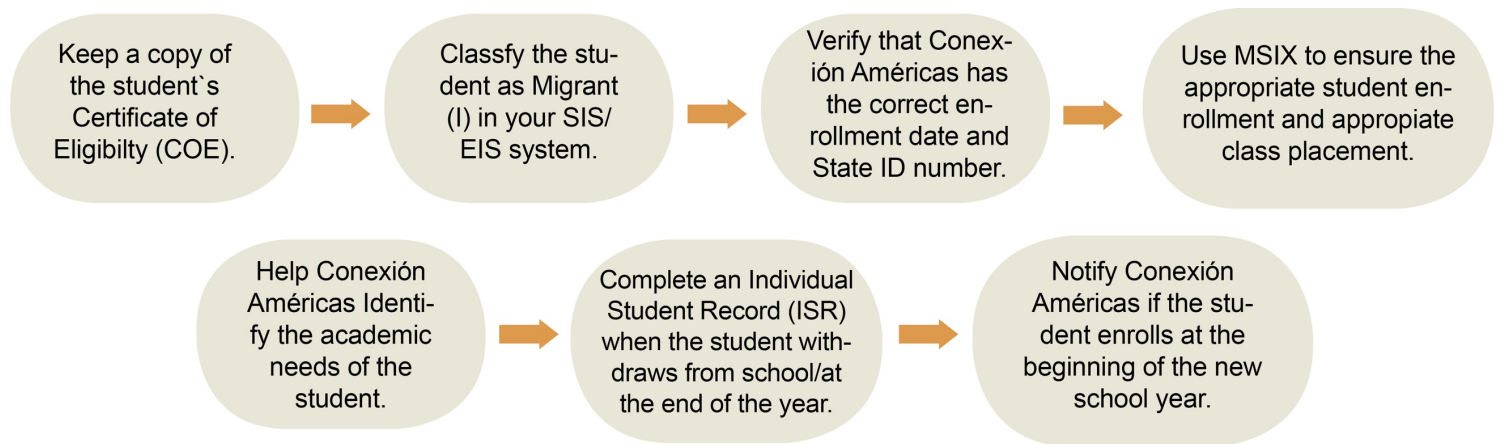
## Data Collection and Reporting Requirements

The Tennessee Migrant Education Program is required to maintain detailed, conclusive data on all its program participants to be in compliance with the specifications of the Title I-C grant. In order for the Migrant Education Program to run smoothly and serve its students as capably as possible, it is critical that accurate data be received from district liaisons in a timely manner.

Form	Agency Completing Form	Send Form to:	Due Date
Occupational Survey	LEA	All qualifying surveys should be uploaded to the TNMigrant site under the 'Occupational Survey' folder.  Once uploaded, please notify Migrant Education State Data Assistant, Elena Cruz at <a href="mailto:Elena@conexionamericas.org">Elena@conexionamericas.org</a>	To be submitted at the start of the fall term and as new students enroll during the school year.
Individual Student Record (ISR)	LEA	Once completed, all forms must be uploaded to the TNMigrant under the 'ISR' folder.  Once uploaded, please notify Migrant Education State Data Assistant, Elena Cruz at <a href="mailto:Elena@conexionamericas.org">Elena@conexionamericas.org</a>	To be submitted within 14 days of student withdrawing during the school year up to but not including the last day of school.  Thirty days after the end of school year for students still enrolled on the last day of school.
Migrant Student List	Conexión Américas	Our Migrant Education State Data Assistant, Elena Cruz at <a href="mailto:Elena@conexionamericas.org">Elena@conexionamericas.org</a> will notify you that a new list is ready for you to review.	To be available monthly or as received
Additional documentation	LEA	Conexión Américas	Available as needed  For an MSIX Data Request, information must be submitted within 4 days
Enrollment Report	LEA	Conexión Américas (This report identifies those migrant students enrolled at the beginning of school)	To be submitted during the first week of October
Certificate of Eligibility (COE)	Conexión Américas	Migrant Liaison COEs are uploaded to the TNMigrant site.	Uploaded on an ongoing basis

## The Migrant Education Student/Data Cycle

Once a student is identified as migrant, the migrant education liaison should follow the process described below to ensure that migrant children are receiving the services needed to overcome the educational barriers resulting from their migratory lifestyle.



## Grievance procedure

Any issue with the server should be brought to the attention of the MEP contractor—Associate Director of MEP, Conexión Americas, 2195 Nolensville Pike, Nashville, TN 37211—or to the attention of the Migrant Education Director—Tennessee Department of Education, 9th Floor Andrew Johnson Tower, Nashville, TN 37243.

## Migrant Education Program Services

### Priority for Service

The Migrant Education Program gives Priority for Services (P1) to migrant children who are failing or most at risk of failing to meet the state's challenging academic content and student achievement standards and whose education has been interrupted during the regular school year.

Each district is responsible for providing services to migrant children who meet the priority for services requirement. Each district is required to ensure that P1 students receive instructional and/or support services that are targeted to the needs of each student.

### Tennessee Priority for Service Criteria:

To qualify as Priority for Services (P1), a migrant student must have experienced one of the possible educational interruptions in Table A, and met one of the risk factors listed in Table B.

#### Educational Interruption (Table A)

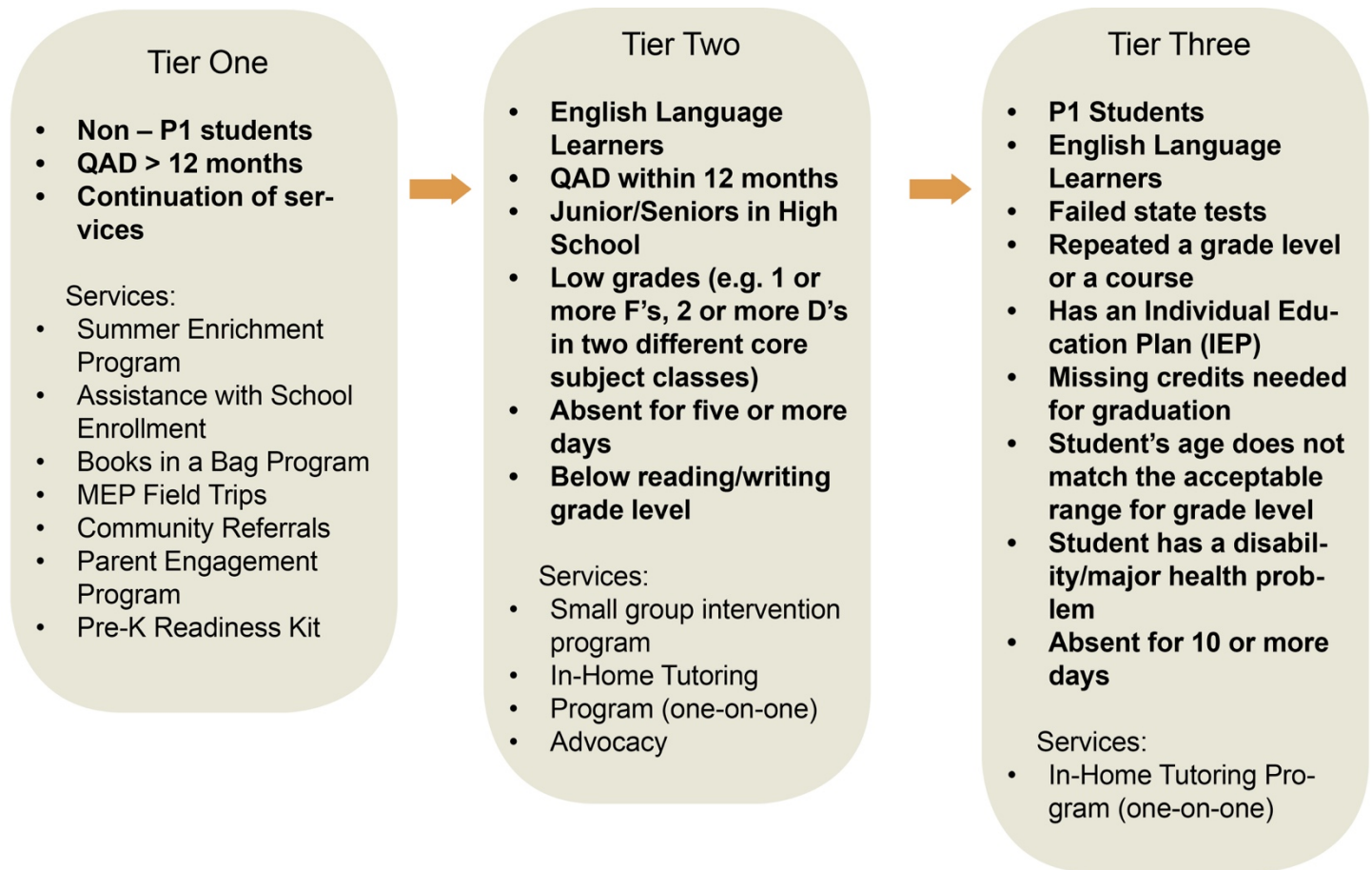
<input type="checkbox"/>	The Qualifying Arrival Date occurred within the last 12 months.
<input type="checkbox"/>	Moved from one district to another due to migratory lifestyle.
<input type="checkbox"/>	Absent for (10 or more days) during regular school year due to migratory lifestyle.
<input type="checkbox"/>	Officially withdrawn and gone for at least 10 days and then re-enrolled due to migratory lifestyle.

#### Academic Risk Factors (Table B)

<input type="checkbox"/>	Student speaks limited English.
<input type="checkbox"/>	Failed state tests.
<input type="checkbox"/>	Missing credits needed for graduation.
<input type="checkbox"/>	Repeated a grade level or a course.
<input type="checkbox"/>	Student's age does not match the acceptable range for grade level.
<input type="checkbox"/>	Poor school attendance.
<input type="checkbox"/>	Individual Education Plan (IEP).
<input type="checkbox"/>	Low grades (e.g., 1 or more F's or 2 or more D's in two different core subject classes).

## Migrant Education Program Services

All migrant children receive Tier 1 services, which include the provision of consistent and regular check-ins and communication with the student, family, and school, as well as whole group summer programs and parent trainings that are open to all families. Tier 2 services provide specialized supports for groups of students with similar needs, including small group programs for academic remediation, EL supports, or group counseling. Tier 3 services require more intensive supports for individual students. This tier is for students who may require an IEP, a special placement, or more intensive short-term tutoring or mental or physical health supports.



## Migrant Education Program Instructional and Support Services

- Summer Camps
- After-school Programs
- Field Trips
- Home Tutoring Program
- College Readiness/Career Exploration Programs
- Parent Engagement Programs\*
- Parent Advisory Councils\*
- Lending Library Program
- Summer Leadership Institutes\*
- Health Referrals
- Counseling Services
- School Enrollment/Placement Support
- Community Referrals (legal, social, etc.)
- Preschool Program

**Summer Camps:** The Tennessee Migrant Education Program's summer programs are offered at different sites throughout the state, using a thematic focus to support primary content areas of language arts, math, reading, science, and social studies. All instruction and curriculum materials are prepared to align with Tennessee standards in order to purposely support learning during the regular school year.

**In-Home Tutoring:** Throughout the year the Tennessee Migrant Education Program works with students from kindergarten to grade 12 and their parents in the home. Instructors meet with their students twice a week for one-on-one tutoring sessions that last roughly one hour. Instructors use a balance of academics, arts, and cultural activities to help students overcome barriers to success due to the migratory lifestyle.

**Parents as Partners (*Padres Comprometidos*):** Conexión Américas has been successfully implementing the Parents as Partners family engagement program for Latino parents since 2008. The program aims to forge a working relationship between Latino parents and schools as a means of improving the academic achievement of migrant children. Through this program, parents gain new knowledge and skills and develop the confidence necessary to improve the learning environment at home and advocate for services at school.

**Parent Advisory Council (PAC):** Parents in the Parent Advisory Council are involved in the planning, implementation, and evaluation of the services provided by the migrant program. The PAC exists at both the state and local levels and meets regularly throughout the year. All migrant parents are notified about the meetings and are eligible to be elected to a position.

**Summer Leadership Institutes:** The Summer Leadership Institute is a week-long enrichment residential program held each summer at a local university. The program is free and open to all high school migrant students in the state. The institute gives students an opportunity to develop their leadership skills, prepare for college and explore different career paths. Conexión Américas will notify school districts of their closest institute location.

## Tennessee Migrant Education Program Team

### Administration

**Bailey Basham**  
Program Assistant  
[Bailey@conexionamericas.org](mailto:Bailey@conexionamericas.org)  
(615) 274-9415

**Elena Cruz**  
Data Assistant  
[Elena@conexionamericas.org](mailto:Elena@conexionamericas.org)  
(931) 212-9539

**Denise Rocha**  
Associate Director  
[Denise@conexionamericas.org](mailto:Denise@conexionamericas.org)  
(615) 924-1497

### Middle Tennessee

**Adriana Larios**  
Tutor  
[Adriana@conexionamericas.org](mailto:Adriana@conexionamericas.org)  
(615) 767-3297

**Samuel Montoya**  
Recruiter  
[Samuel@conexionamericas.org](mailto:Samuel@conexionamericas.org)  
(615) 406-3435

**Cesar Rojano**  
Recruiter  
[Cesar@conexionamericas.org](mailto:Cesar@conexionamericas.org)  
(629) 255-7815

**Verónica Rosales**  
Tutor  
[Veronica@conexionamericas.org](mailto:Veronica@conexionamericas.org)  
(615) 487-0442

**Adelina Vasquez**  
Tutor  
[Adelina@conexionamericas.org](mailto:Adelina@conexionamericas.org)

### East Tennessee: Region 1

**Geoffery Márquez**  
Recruiter  
[Geoffery@conexionamericas.org](mailto:Geoffery@conexionamericas.org)  
(629) 255-7815

**Katryia Miranda**  
Recruiter/Tutor  
[Katryia@conexionamericas.org](mailto:Katryia@conexionamericas.org)  
(629) 255-7812

**Stephanie Salazar**  
Family Service Manager  
[Stephanie@conexionamericas.org](mailto:Stephanie@conexionamericas.org)  
(615) 487-0470

**Justyn Settles**  
Identification & Recruitment Coordinator  
[Justyn@conexionamericas.org](mailto:Justyn@conexionamericas.org)  
(629) 255-7814

### East Tennessee: Region 2

**Velma Bautista**  
Tutor  
[Velma@conexionamericas.org](mailto:Velma@conexionamericas.org)  
(615) 924-1497

**Molly Morrill**  
Family Service Manager  
[Molly@conexionamericas.org](mailto:Molly@conexionamericas.org)  
(629) 255-7813

**Brianne Kobeck**  
Tutor  
[Brianne@conexionamericas.org](mailto:Brianne@conexionamericas.org)  
(629) 255-7827

## Frequently Asked Questions:

### 1. What is a Certificate of Eligibility (COE)?

The official record of the student State's eligibility, the COE must be completed by a Migrant Education Program recruiter to certify a student as migratory.

### 2. What is the Qualifying Arrival Date (QAD)?

The QAD is the date a child arrives to a school district as a result of a qualifying move. The QAD is also the date that is recorded on the Migrant Certificate of Eligibility (COE) and the date that the child's eligibility for the MEP begins.

### 3. How long is a child eligible for services?

Eligibility is for 36 months beginning on the Qualifying Arrival Date (although services continue through the completion of a school term).

- If within the 36 months a student makes another qualifying move, then 36 months of program eligibility start again.
- Students who are eligible for migrant services in: Service Year (SY) 2016-17 have QAD dates of 9/2/2013 or later

### 4. How to verify your current count of migrant students?

A copy of the COEs will be uploaded to the TNMigrant site (under the COE folder) on a monthly basis. School districts will be notified that new COEs have been uploaded. Every month, Conexión Américas will provide districts with a migrant student list. Review your list each month and ensure that the migrant student classification (I) is entered in your SIS/EIS for each student that appears on the list. As new students enroll in your district, upload the migrant student classification.

### 5. Do parents have to fill out an application for children to receive free lunch at school?

No, migrant children are automatically eligible to receive free lunch once they are enrolled in the Migrant Education Program.

### 6. Can a LEA refuse to enroll a migrant student because of the child's immigration status or the status of their parents/guardians?

No, students in Tennessee may not be denied admission to public schools because of their race, color, national origin, citizenship, immigration status, or the status of their parents/guardians.

### 7. Are all migrant students also immigrants?

Not necessarily. Many migrant students were born in the United States. While migrant students may also be immigrants, migrant students are of all races and ethnicities.

### 8. Who should I contact if I suspect that a student is migrant?

Contact the Tennessee Migrant Education Program—Associate Director Denise Rocha ([here](#)) or at (615) 924-1497—to find the Migrant Education Recruiter or Tutor for your area.

### 9. How does the program decide which migrant students to provide services for?

The Migrant Education Program gives Priority for Services to migrant children who are failing, or most at risk of failing, to meet the state's challenging academic content and student achievement standards and whose education has been interrupted during the regular school



year. LEAs should facilitate this process by communicating with Conexión Américas to let MEP staff know that a student may be Priority for Services.

## Student Classification in SIS

### 1. Is the student classification (I) for Migrant or Immigrant?

The student classification (I) is for Migrant students.

### 2. If a student is at their end of eligibility, do I need to remove the (I) classification in SIS?

The migrant (I) student classification applies for the school year. Migrant liaisons should **NOT** remove the migrant (I) student classification from SIS/EIS when a migrant student's eligibility ends three years from the QAD.

## Training and Leadership Development Workshops for Schools / School Districts

The Tennessee Migrant Education program designed a professional development system that provides ongoing support to school districts and personnel. The trainings are designed to enhance identification and recruitment efforts, train teachers, counselors, and other school personnel make proper eligibility decisions and complete necessary documentation in a timely and accurate manner.

Theme	Key Points	Audience
Migrant Education 101	<ul style="list-style-type: none"><li>• Who qualifies as a migrant student?</li><li>• Educational barriers resulting from students' migratory lifestyle</li><li>• Student and Family Services</li><li>• Migrant Education Guidelines/Procedures</li></ul>	All Faculty and Staff (including support staff, counselors, social workers, etc.)
Embracing our Students' Cultures	<ul style="list-style-type: none"><li>• Cultural Relevance/Awareness</li><li>• Effective practices for an Empathetic School Climate</li><li>• Community &amp; Family Engagement</li><li>• Understanding students' stories and life experiences</li></ul>	All Faculty and Staff (including support staff, counselors, social workers, etc.)

If you are interested in any of the sessions listed below, please contact the Associate Director by emailing [MEP@conexionamericas.org](mailto:MEP@conexionamericas.org).

- All trainings include a consultation meeting with the goal of integrating school data, needs, and practices into the presentation; ensuring the training meets the needs of the audience; and reaching an understanding on outcomes and goals of the training. Trainings can be adjusted for context.





## Best Practices for Working with Latino Families

### Philosophy: Asset-Based Thinking

- Always assume that families care deeply about their child's education.
- Expand the definition of engagement and get to know families to learn what they bring to the table.
- Position parents as experts of their child and experts of their own experiences.
- Assess assets, characteristics, and needs of the community—reach out to organizations, talk to parents, ask students what they do on the weekends (where they go, where they eat, who they spend time with, etc.) Learn about values and beliefs beyond surface representations of culture.
- This work is never done. Consistently think about your own identity, values, beliefs, and how this informs your work with students and families, including how these concepts influence power dynamics in interactions with family members.

### Planning with Intentionality: Access vs. Availability

- Consider the challenges that influence attendance and plan accordingly. As often as possible, offer workshops/events when families are available and provide food & childcare. If the school is not accessible to parents, consider alternate locations.
- Plan ahead—work with the school system to send home translated materials whenever possible and have interpreters present during events.
- Conduct outreach in a variety of ways and seek input from parents on what is most effective.
- Reach out to or begin identifying key parents. Whenever possible, reach out to them for input or to help you conduct outreach. If you develop parent leaders that are trusted members of the community, they can help share information or invite other parents through word of mouth.
- Be sure to explain educational jargon, and expand your definition of jargon. Give parents concrete ways to connect with complex ideas. Sometimes icebreakers or reflection questions can help create a meaningful bridge between the content shared and families' goals or aspirations for their child.
- When sending materials to families, focus on essential knowledge. Remember that not all parents have high native-language literacy skills.
- Share concrete tools or strategies with parents that allow them to support their children's academic growth. Be sure to carefully explain how these tools or strategies work. Create opportunities for parents to follow up with you on these strategies, whether that is in person or in other ways. If you see improvement or changes in the student, let the parent know.
- Have resources available to families, and when you don't, follow up to find an answer. Be sure to consider how accessible the resource is and whether parents might need support to make use of it.

### Nurture Positive Relationships: Mindful Interactions

- Consider body language and cultural expectations when families come into the classroom—learn about appropriate ways to greet and welcome families.
- Create positive relationships with families—positive phone calls to the homes, home visits, picnics before school starts, etc.
- Get to know key staff and community partners that can facilitate relationships between you and parents.
- Attend events where you might meet parents. For example, sports games are a good way to interact.

- Bring family and culture into the classroom with homework to be done with parents and sharing photographs and multicultural/multilingual books.
- When meeting with a family, convey interest in the child as a whole person—what they’re like at home, their siblings, interests, comments they make about school, study habits, what the parent wants or worries about for their child, etc. Use the parent’s expert input to create a fuller picture of the student. This could help you interpret a child’s behavior or academic performance at school while also building trust with the family.
- When talking about student work, don’t create a “data wall” that physically separates you from the family member—try to sit side-by-side and inspect work together.
- When an interpreter is helping you communicate, talk directly to the parent and use your body to convey interest when the parent is talking. Avoid phrasing your conversation with language like “can you tell her/him that...” Be sure to pause often for your translator, and speak at a normal pace.
- Update parents about their child’s academic progress in ways that are accessible to parents in terms of method and language.

## Additional Resources:

[Results – Migrant Education](#)

Documentary – The Harvest

[Migrant Students: What We Need to Know to Help Them Succeed](#)

[Graduation and Outcomes for Success for Out-of-School Youth](#)

[Preschool Initiative \(PI\)](#)