

Title I-C: Education of Migratory Children

The purpose of Title I-C, also known as Migratory Education Program (MEP), is to assist states in supporting high-quality and comprehensive supplemental educational programs and services that address the unique educational needs of migratory children. MEPs help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability to succeed in school.ⁱ

In Oregon, MEPs are usually run by a consortium of districts known as a MEP region. In this document, “MEP region” is synonymous with both district and consortium of districts. Any MEP region that receives an allocation for Title I-C is responsible for offering equitable services to all eligible private schools within their geographic boundaries.ⁱⁱ The MEP region is responsible for maintaining control of all Title I-C funds. The MEP region must never reimburse a private school for equitable services.ⁱⁱⁱ All equipment and supplies paid for with Title I-C funds are owned by the MEP region and must be recorded on [inventory records](#), as applicable.^{iv}

What private school students are eligible for MEP services?

Any private school student who:^v

- 1) In the preceding 36 months made a qualifying move as a migratory agricultural worker or fisher, or with a family member, or to join a family member, who is a migratory agricultural worker or fisher; and
- 2) The state has properly recorded its determination that the child is a “migratory child” on the national Certificate of Eligibility (COE).

Are private schools required to allow eligible students to access MEP services?

No, private schools have no obligation to provide migratory students with access to MEP services. However, the MEP region or state may still choose to offer MEP services to the student as long as those services are outside of the regular private school day and schedule. If the private school’s participation is low or they choose to participate in only some MEP services, the MEP region should examine why this is so and, if appropriate, modify the project to increase participation.^{vi}

How is the equitable share calculated?^{vii}

See [Module 3](#).

What is allowable MEP equitable services?

During consultation, the MEP Region and the private school will decide what equitable services will be provided. MEP equitable services may provide students with supplemental services and other forms of support (in accordance with the State’s comprehensive needs assessment and service delivery plan). Services may include, but are not limited to:^{viii}

- 1) Identifying eligible migratory children; and
- 2) Academic instruction; and
- 3) Transferring of student records within and across state lines; and
- 4) Counseling and career education services; and
- 5) Health, nutrition, and social services; and

- 6) Professional development for educators of migratory children; and
- 7) Parental involvement activities; and
- 8) Advocacy and outreach to migratory children and their families.

For more information on general equitable service allowability and how to [evaluate](#) equitable service programs, see [Module 2](#).

ⁱ [Title VIII Equitable Services NRG](#) (2023) G-1, [ESEA](#) section 1301

ⁱⁱ [Title VIII Equitable Services NRG](#) (2023) G-2, G-3, [ESEA](#) section 1309(1), 8501 (a)(1)

ⁱⁱⁱ [Title VIII Equitable Services NRG](#) (2023) C-16, C-17, [ESEA](#) section 8501(d)(1), [2 CFR Part 200, Subpart E](#)

^{iv} [Title VIII Equitable Services NRG](#) (2023) C-16, [ESEA](#) section 8501(d)(1)

^v [Title VIII Equitable Services NRG](#) (2023) G-4, [ESEA](#) section 1304(d)

^{vi} [Title VIII Equitable Services NRG](#) (2023) G-5, G-8

^{vii} [Title VIII Equitable Services NRG](#) (2023), B-1

^{viii} [Title VIII Equitable Services NRG](#) (2023) G-7, [ESEA](#) section 1306(b)