

Supporting Migratory Families Using Title I, Part C

ESSA Academy 2026

James Cornelius
Victor Pacheco
Emily Williams



**SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

Agenda

- Who are Title I, C students?
- Program Structure and subgrantee opportunities
- How can we work together to support students and families?



Statutory Purpose of Migrant Ed



The general purpose of the MEP is to ensure that migratory children fully benefit from the same free public education provided to other children. To achieve this purpose, the MEP helps SEAs and local operating agencies address the special educational needs of migratory children to better enable migratory children to succeed academically. More specifically, the purposes of the MEP are to:

- Support high-quality and comprehensive educational programs for migratory children in order to reduce the educational disruption and other problems that result from repeated moves;
- Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;

Statutory Purpose of Migrant Ed (cont.d)



- Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment; and
- Ensure that migratory children benefit from State and local systemic reforms. (See section 1301 of the ESEA.)
- Read more at https://ed.sc.gov/sites/scdoe/assets/file/programs-services/88/documents/mep_guidance_2010_1.pdf

Overview



- Also known as “Migrant Education Program” or MEP
- Part of the 1966 amendments to the Elementary and Secondary Education Act of 1965 (ESEA)
- Reauthorized under No Child Left Behind (2001) and again under the Every Student Succeeds Act (2015)
- State-operated formula grant program w/ flexibility [ESEA §1306(b)(1)]
- Health and education together for MEP information systems, record transfers among the states, and in comprehensive planning/allowable expenses of funds[ESEA §1306 and §1308(b)(2)]

Let's Hear About Your Experiences!

- Have you ever worked on a farm?
- Do you have experience running a local MEP?
- Who do you think “migrant” farmworkers are (and in particular in relation to Title I, Part C)?
- What is the longest living fruit or vegetable you have grown (i.e., do you have a fruit tree you have grown from a seedling? A recurring vegetable or herb garden? Etc.)?
- Did you ever have to move while you were in school? Mid-year or over the summer? What was that experience like?



Who Are Migratory Students

- Children of Mobile Farm Workers
- Migrant ≠ Immigrant ≠ Hispanic
- Migrant eligibility is determined by
 - ✓ **Mobility** (from at least one district to another)
 - ✓ **Previous or current work in agriculture or fishing** (family member or individual with whom the students move/join)



Seven Areas of Concern

01. Educational Continuity

- Students tend to experience a lack of educational continuity because migrant students often are forced to move during the regular school year. Migrant students experience differences in curriculum, academic standards, homework policies, and classroom routines.

02. Time for Instruction

- Mobility decreases the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning result in lower achievement levels. Ways to ameliorate the impact of family mobility and delays in enrollment procedures are essential.

Seven Areas of Concern (continued...)

03. School Engagement

Migrant students are frequently faced with adjustments to new school settings, making new friends, and social acceptance challenges, which are generally grouped as

- behavioral engagement,
- emotional engagement, *and*
- cognitive engagement.

04. English Language Acquisition

Since many migrant students have a home language other than English, migrant programs must find ways to address the difficulties they face in ELA due to their unique lifestyle, without supplanting Title III program activities.



Seven Areas of Concern (continued...)

05. Educational Support at Home

While migrant parents value education for their children, they may not always know how to support their children in a manner consistent with school expectations, nor do they have the means to offer an educationally rich home environment. Efforts to inform families are crucial.

06. Health

Good health is a basic need that migrant students often do not attain. The compromised dental and physical health status of migrant children is well documented. They are more likely to be uninsured and to have difficulty accessing healthcare. Families often need assistance in addressing health problems that interfere with the student's ability to learn.

Seven Areas of Concern (continued...)

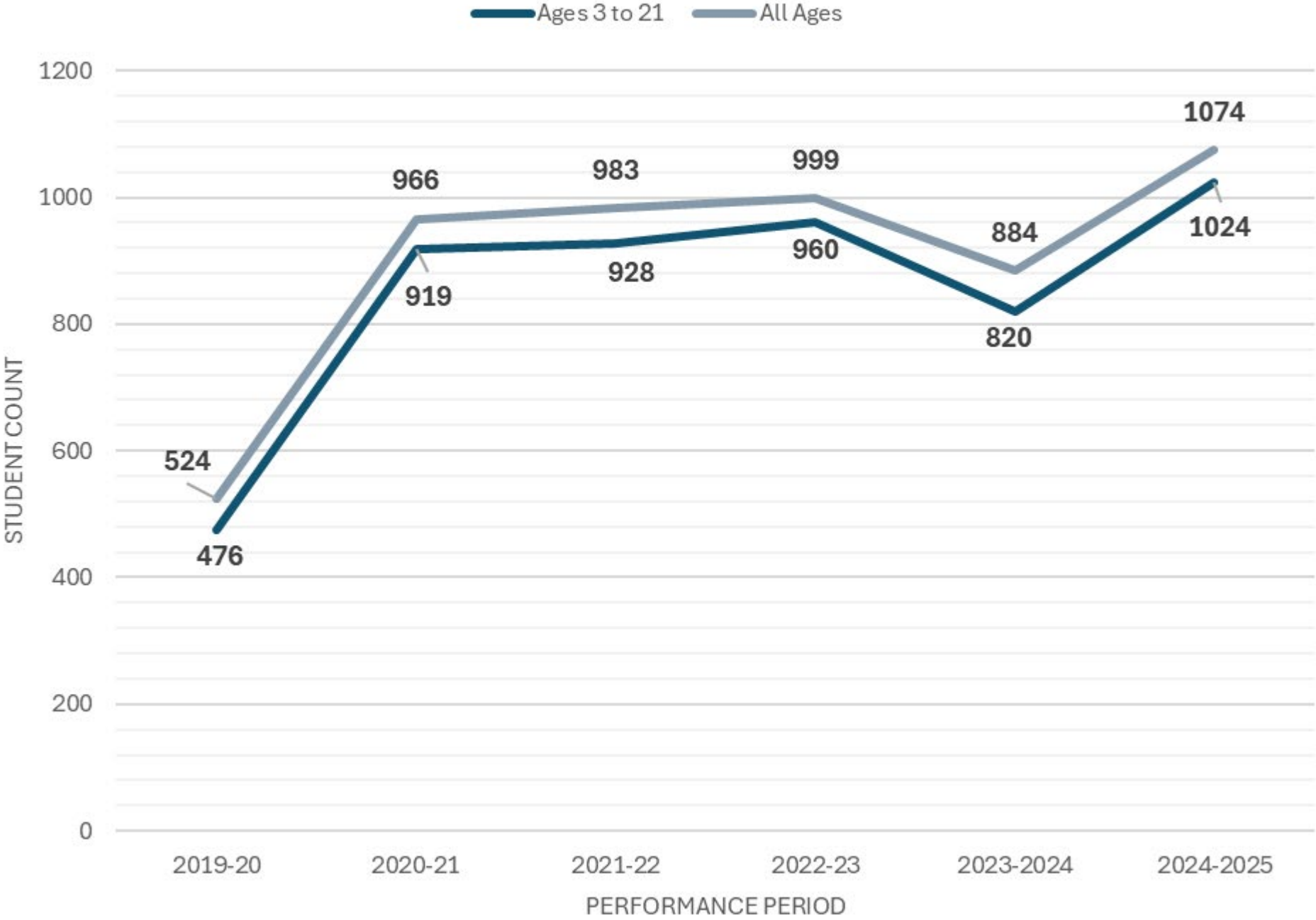
07. Access to Services

Newcomer status and home languages other than English often decrease access to educational and educationally-related services to which migrant children and their families are entitled. Since they are not considered permanent residents, obtaining services becomes more difficult.



Recent MEP Data

Eligible Migratory Students



Average QAD (2022-2023)
Monday, March 17, 2025
Most Recurring QAD (2023-2024)
Sunday, June 1, 2025

Top Qualifying Activity	
PICKING TOMATOES	

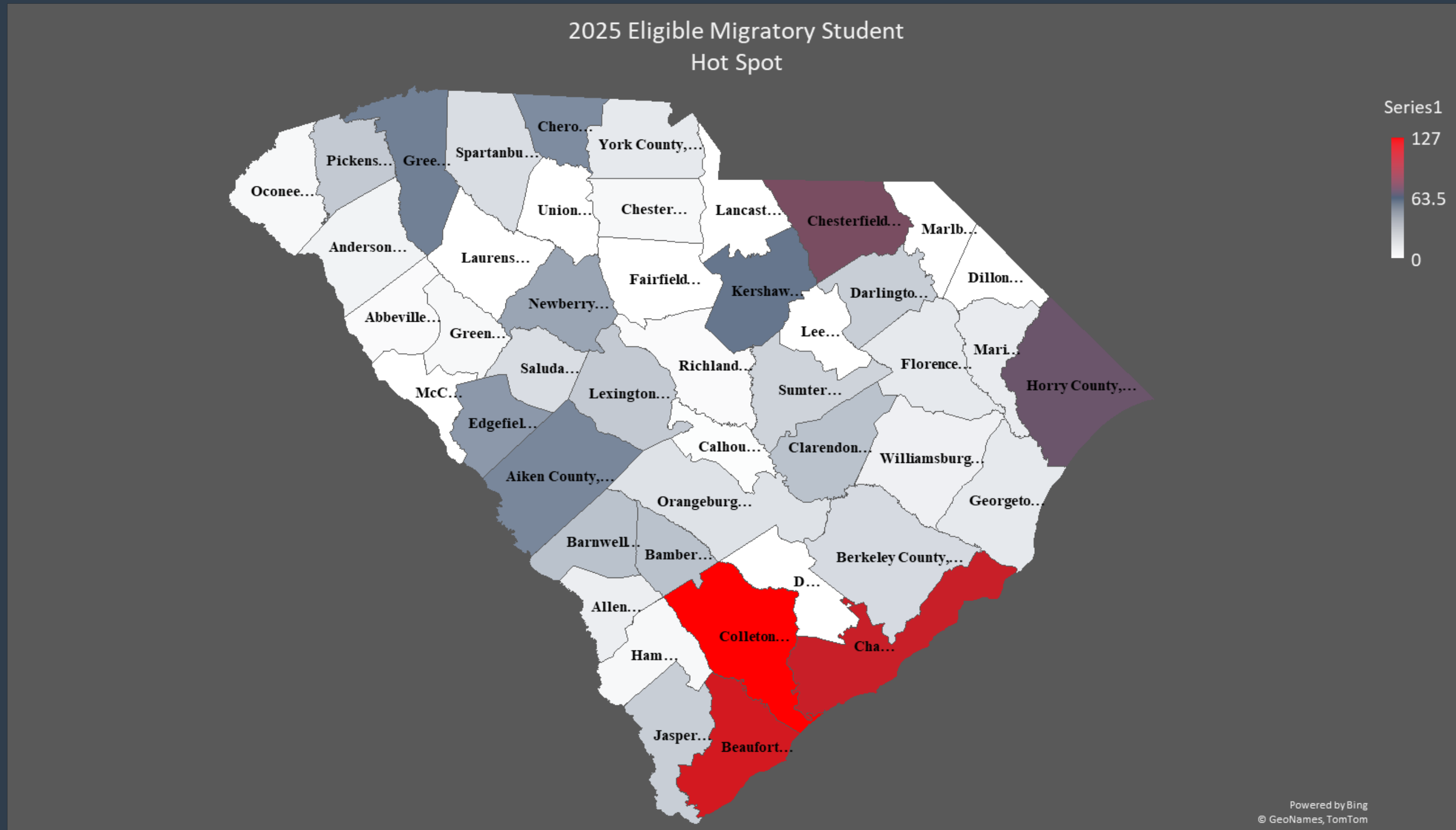


Recent MEP Data (continued)

South Carolina Top Languages		
Primary / Secondary	Language Description	Studentcount
Primary - 1	Spanish	976
Primary - 2	English	22
Primary - 3	Akatek	19
Primary - 4	Mam	15
Primary - 5	Afrikaans, Mixteco	8
Secondary - 1	English	239
Secondary - 2	Spanish	84
Secondary - 3	Mam	8
Secondary - 4	Mixteco	5
Secondary - 5	Akatek	4



Eligible Student Hot Spot Map



Program Structure and Subgrantee Opportunities

- State-level time is divided into three regions:
 - 1-Lowcountry, 2-Midlands, 3-Upstate
- Recruiter and Liaison
- Subgrantee opportunities for Districts and Non-profits.
 - Applications usually open up in the spring every year
 - Programs can run all year, or just in the summer
 - Support, training, and technical assistance from the team at the state level MEP to identify and recruit, understanding programmatic requirements, etc.



Recruiter

- Finds the families and students
- Following up on referrals from school, community, and other states
- Randomly doing door-to-door canvassing
- Finding H2A orders to go cold call on
- Using addresses and locations that frequently house workers
- Try to make relationships with Agrobusinesses where possible
- Completes the certificate of eligibility
- Makes note of any needs expressed by family/student
- Helps out Liaisons as needed
- Lead point for the "here to work" Out of School Youth



Liaison

- Follows up with the needs of the student and family
- Referrals in the community
- Support advocating for needs/advocating at school
- Provides TA to schools and districts
- Find a tutor or tutor students directly
- Often transporting students and families to needed appointments
- Basically, Google for a lot of the families and students
- Always looking to balance between pushing the parents/students towards independently accessing services and pushing the community services to be accessible
- Helps out with recruiting as needed
- Lead point for the parenting and/or part of a family unit, Out of School Youth



Subgrantees



- Anyone present who has been a subgrantee before? Would you share about that experience?
- Supplement vs sub-plant
- Flexibility in allowable activities
- Again, can be a non-profit or school district (or work together!)

How Can We Work Together to Support Students and Families ?



- Collaborating on the supplement v sub-plant part of Title I, Part C
 - We are here to help each other and fill in gaps
- Enrollment surveys
- Data list from our office:
 - Circular communication, we will let you know whom we have marked, but you also let us know about any referrals, questions, etc.

Student Lists

- The COE is approved by SCDE's MEP office and stored in the state migrant student database (MIS2000).
- A report will be sent at the end of each month and should be completed and uploaded to the Advanced Data Transfer System (ADT) within 2 weeks of being notified by the Migrant Data Specialist.
- Report will provide districts with a list of eligible migratory students for proper coding in PowerSchool and aid in rectifying student data in the state migrant database (MIS2000).
- **Note:** any child listed on the eligible student list has an approved COE on file with the SCDE MEP Program Office.



Eligible Student Lists

- Proper coding of migratory children is important for both state and federal reporting requirements, and funding, as well as continuity of instructional and support services.
- In accordance with the USDA Memo (2004), migratory students are categorically eligible for free meals. Please coordinate with the appropriate staff to ensure that migratory students in your district are receiving free meals, if applicable.
- Due to the high mobility of migratory students, students may or may not be in your district – this is why we would need 100% participation from districts.



Who Does This?

- Data comes from the field (recruiter-->COE approver-->our database-->List generated by data specialist
- At the district level, typically, this process is completed by the district's Title I, Part C Coordinator, as listed in the District & Entity Information Management (DEIM) portal.
Coordination with PS/DTCs is needed.
- After distributing the list, we've found that this responsibility has varied from district to district.
- Emails will be sent to individuals listed as the Title I, Part C Coordinator on the District & Entity Information Management Systems(DEIMS) – unless MEP Data Specialist is notified otherwise by a district.
- If there is someone listed in DEIMS who has retired, please make sure that the Web Access Coordinator (WAC) updates the position in DEIMS.



Knowledge Check!

- Name one common crop grown and harvested by Title I, Part C families in South Carolina.
- What does Migrant mean for the purposes of Title I, Part C?
- Share one thing you learned in this session with the group



What Questions Do You Have?



Contact Information

- **State Level**
 - James Cornelius
(data specialist)
jcornelius@ed.sc.gov 803-609-8361
 - Emily Williams
(ID&R and services coordinator/ acting co-director)
ewilliams@ed.sc.gov 803-542-0387
 - Victor Pacheco
(program specialist and temporary acting co-director)
vpacheco@ed.sc.gov 803-394-8478



Region 1

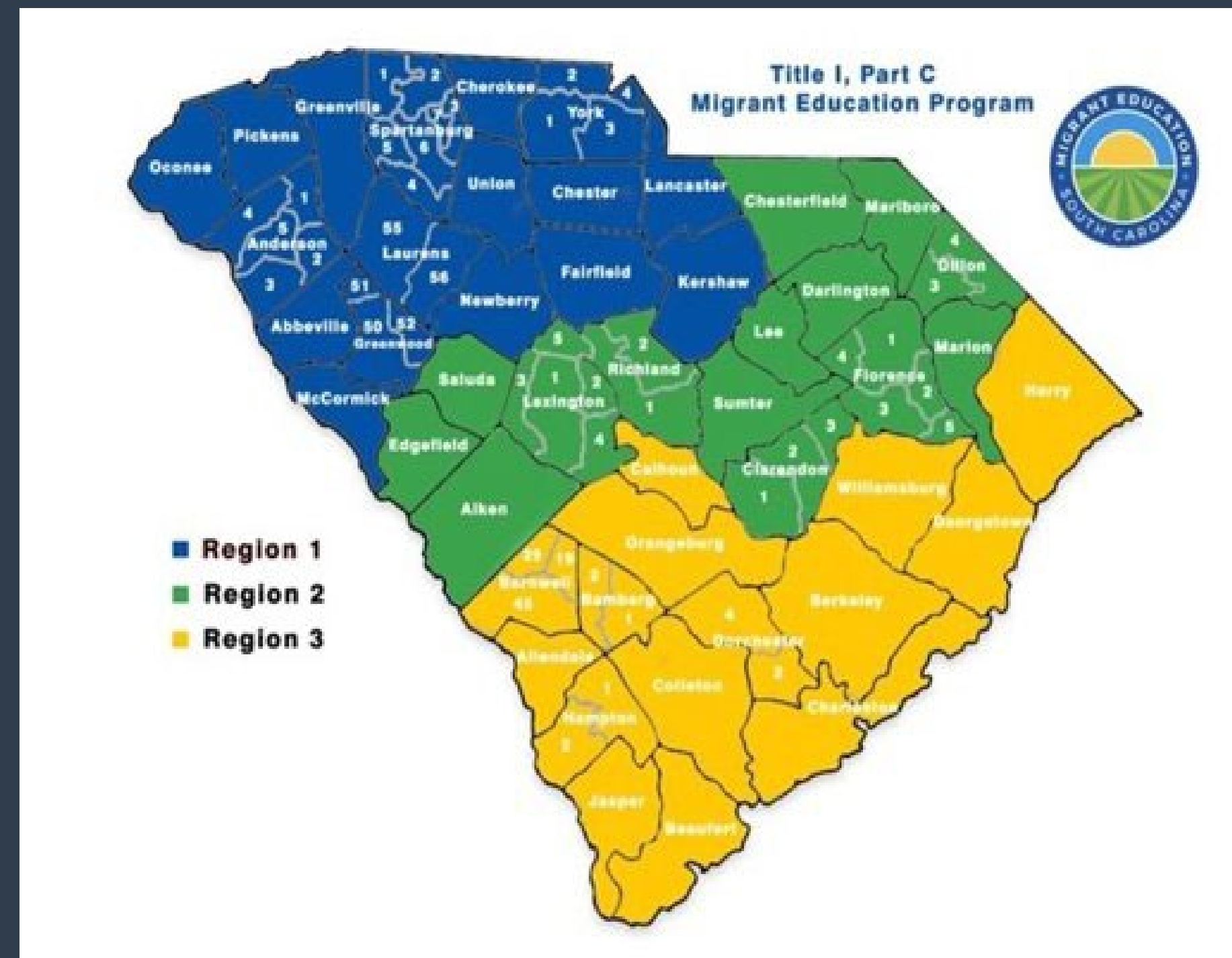
- Marcela Hernandez (liaison)
amhernandez@ed.sc.gov 864-404-6875
- Emily Williams (part-time recruiter)
ewilliams@ed.sc.gov 803 542 0387

Region 2

- Darren Truel (liaison)
dtruel@ed.sc.gov 803-351-2099
- Victor Pacheco (part-time recruiter)
vpacheco@ed.sc.gov 803-394-8478

Region 3

- Allison Singer (liaison)
asinger@ed.sc.gov 803-391-9827
- Brenda Sierra (recruiter)
bsierra@ed.sc.gov 803-509-3675



Please stay in touch!
For faster communication,
contact the Regional Staff via
phone or text!



