

# Migrant Education Program

## SUPPORTING GUIDANCE



**The primary purpose of the New Mexico Migrant Education Program (MEP) is to help migrant children and youth overcome challenges** of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory life, to help them succeed in school.

In these unprecedented times, migrant students, families, and school systems are experiencing additional challenges as a result of the novel coronavirus (COVID-19) pandemic including but not limited to school closures. As the state of New Mexico Public Education Department (NMPED) provides guidance on school reentry and continuous learning, the MEP is dedicated to providing ongoing guidance and resources to support the continuation of supplemental educational opportunities for our migrant students.



Please note that the MEP is a supplemental program under Title I, Part C. Migratory students eligible to receive services and resources from other local, state, and federal resources must receive those services prior to receiving those resources under the MEP Title I, Part C. For example, special education and English Language development services must be provided by their respective programs before migrant education funds may be used to supplement any additional needs of the migrant student.

For information on how to apply for the Title I, Part C program, please visit the [NMPED Migrant Education](#) website.

Seven areas of concern and need have been identified nationwide for migratory students and it is important to consider these key areas while working with and providing services to migratory students and families.

**The seven recommended areas of concern and consideration to potential barriers to academic and support services are:**

### 1. Educational Continuity

- a.** The student may not have the opportunity to attend a full school year in one location.
- b.** The student may leave school early due to harvesting seasons.
- c.** The student may enroll in school late due to the harvesting season.

### 2. Time for Instruction

- a.** The student may need to work to support the family and/or household needs.
- b.** The student may not have time to study or be able to access online instruction.

### 3. School Engagement

- a.** The student may feel isolated and not focus on additional opportunities available to them, such as class participation, social or extracurricular activities.
- b.** The student may have a harder time adjusting to a school setting, making a connection with teachers and classmates.



Reentry Support Guidance

Public Education Department

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## 4. English Language Development

- a. Learning materials may not be accessible in the student and families language.
- b. Migratory students may have a home language other than English, migrant programs must find avenues to supplement these needs without supplanting Title III program activities.

## 5. Education Support in the Home

- a. The student may not have the adequate space to learn.
- b. There may be multiple families living in one home (see additional PED guidance for McKinney Vento).
- c. Adults in the home may not have the ability to provide academic support.

## 6. Health

- a. Families may not have health insurance.
- b. Families face challenges with the ability to pay medical fees/co-payments.
- c. Families often need assistance in addressing health problems that interfere with the students ability to learn.

## 7. Access to Services

- a. There may be a need for child care.
- b. Families may need assistance with food and access to additional nutritional programs and support such as WIC, SNAP and food pantries.

For more information on how to support migratory students in our state, please refer to the [New Mexico's Comprehensive Needs Assessment Plan](#).

## Practices to consider for continuous learning for migratory students (Title I, Part C)

Continuous learning should include the following understanding of inclusionary practices:

- All students feel a sense of belonging and value, as full members of the school community
- All students have access to equitable and high-quality, meaningful instruction
- Instruction is culturally responsive, and student and family centered
- Instruction is structured to be accessed when the student is available

## Resources to support the health and social service needs in continuous learning

- [Food Pantries in New Mexico](#)
- [School/Summer meal sites in New Mexico](#)
- [Resources supporting migrant students, staff and families](#). Resources were compiled by the Consortium Incentive Grant (CIG) funded through the [Office of Migrant Education within the U.S. Department of Education](#).

## MEP Consortium Incentive Grants

- **GOSOSY: Graduation and Outcomes for Success for Out-of-School Youth** – Provides resources to build capacity in states with a growing secondary-aged migrant out-of-school youth population. [www.osymigrant.org](http://www.osymigrant.org)
- **IRRC: Identification & Recruitment Rapid Response** – Provides resources to improving the proper and timely identification of all migrant children. [www.idr-consortium.net](http://www.idr-consortium.net)
- **MLN: Meeting Literacy Needs** – The Migrant Literacy NET provides teachers with supplemental resources and students with online instruction to develop individual literacy skills. [www.migrantliteracy.net](http://www.migrantliteracy.net)
- **PI: Preschool Initiative** – Provides resources in helping to improve the school readiness of migrant preschool children and to strengthen parent engagement in early learning. [www.preschoolinitiative.org](http://www.preschoolinitiative.org)