

Guiding Questions and Criteria for Consideration when Developing Local MEPs

Guiding Questions

To support the development of such a dynamic and data-driven MEP to implement at the beginning of the performance period, please consider the guiding questions below:

- In addition to the LCNA, what other data points, including academic data, should be considered to holistically understand and address the needs of migratory students?
- What does the LCNA and the additional data reveal about migratory student needs?
- What programs and services are currently provided for all students, including migratory students, to meet these needs?
- What needs identified in the LCNA and other academic data are not addressed by current programs and services provided to all students?
- Given the structure of the school day and year, when might programs and services be provided solely and exclusively to meet the needs of migratory students?
- How can the MEP staff roles and responsibilities be tailored to address the unique educational needs of migratory students and distinguished from those of teachers/staff, who are funded through other sources?
- How will the services offered by your program be integrated and coordinated with those provided by other programs such as 21st Century Community Learning Centers, Homeless Education, etc.?

To ensure that that the MEP continuously adapts to meet the needs of migratory students throughout the school year and summer, please refer to guiding questions below:

- What ongoing data will be collected to analyze the effectiveness of the MEP and adapt the MEP to continuously meet the dynamic, unique needs of migratory students? How frequently will this be done?
- What does the data reveal about the extent to which the needs of migratory students are being met by the current programs and services offered through the MEP, and other funding sources?
- What needs identified in this ongoing data collection are not addressed by current programs and services provided to all students?
- What adaptations should be made to the current programs and services?
- Given the structure of the school day and year, when might programs and services be provided solely and exclusively to meet the needs of migratory students?
- How will the services offered by your program be integrated and coordinated with those provided by other programs such as 21st Century Community Learning Centers, Homeless Education, etc.?

Criteria for Consideration

When determining if MEP funds can be used for a particular activity, or an instructional or support service, please refer to the following guidance:

- The activity or service comports with the results of the State's Comprehensive Needs Assessment (CNA) and the strategies outlined in the State's Service Delivery Plan (SDP).

- MEP funds must first be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.
- The activity or service meets the needs of migratory children that are not addressed by services available from other Federal or non-Federal programs
- The MEP funds are used to supplement, rather than supplant the use of non-Federal funds.
- The costs of the service or activity must comport with the cost principles described in the Uniform Guidance (Subpart E of 2 Code of Federal Regulations (CFR) Part 200). The cost principles require, among other things, that costs of the service or activity be reasonable and necessary, and be allocable (or chargeable) to the MEP relative to the benefit received. See [MEP Non-Regulatory Guidance](#) Chapter X, Questions F1-F3 for additional information.