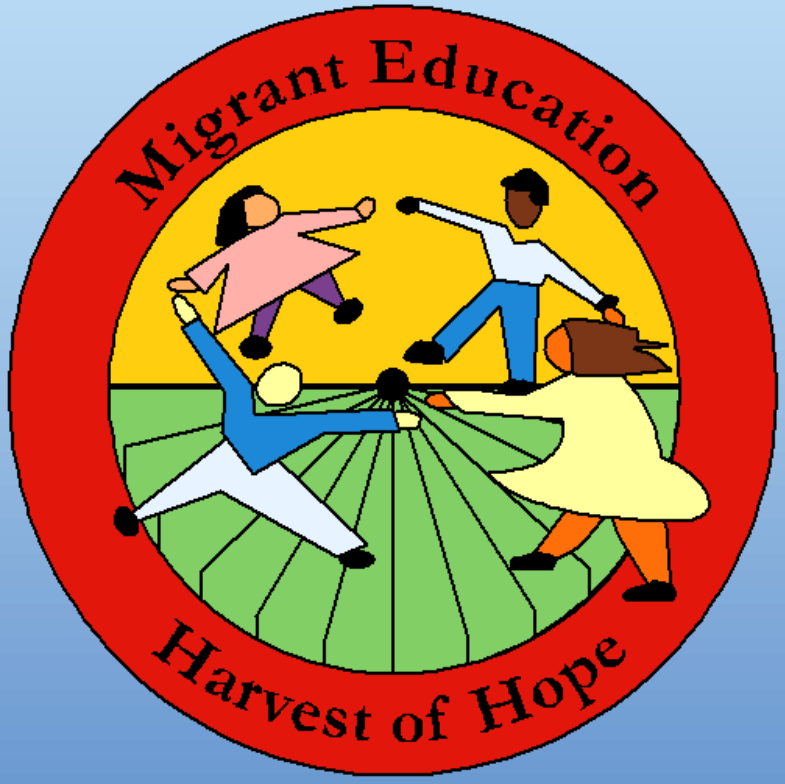
Nebraska



Migrant Education Program

2013

Introduction

Since the mid 1960s, the Nebraska Migrant Education Program (MEP) has been working to ensure that migrant children fully benefit from the same free public education provided to other children. To achieve this, the MEP supports educational programs for migrant children to help reduce the educational disruptions and other problems that result from repeated moves. Migrant students have many risk factors in common with other disadvantaged students (e.g., poverty, poor health, learning disabilities), but they also face additional challenges unique to their situations (e.g., disruption of education, poor recordkeeping between schools, cultural and language difficulties, and isolation).

As part of the Nebraska State Department of Education, the Nebraska MEP is federally funded under Title I, Part C of the No Child Left Behind Act of 2001. Currently, children who qualify for the program are identified and recruited throughout the state and provided services through local school districts and Educational Service Units (ESUs).

State migrant education programs are required to:

- Properly and timely identify and recruit all eligible migrant children in the state, including securing pertinent information to document the basis of a child's eligibility;
- Ensure that the special educational needs of migrant children are identified and addressed;
- Provide migrant students with the opportunity to meet the same challenging state academic content standards that all children are expected to meet;
- Promote interstate and intrastate coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records; and,
- Encourage family literacy services for migrant students and their families.

To the extent feasible, all state migrant education programs are also required to provide for advocacy and outreach for migratory children and their families on such topics as education, health, nutrition, and social services. They must also provide professional development programs for teachers and other program personnel; family literacy programs; the integration of information technology into MEP activities; and programs to facilitate the transition of secondary school students to post secondary education or employment.

Migrant Child

According to sections 1115(b)(1)(A) (incorporated into the MEP program by virtue of sections 1304(c)(2)) and 1309(2) of the statute and §§ 200.81(e) and 200.103(a) of the regulations, a child is a "migratory child" and is eligible for MEP services if all of the following conditions are met:

1. The child is not older than 21 years of age; *and*

2. The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance; *and*

3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; *and*

4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to seek or obtain qualifying work; *and*

5. With regard to the move identified in paragraph 4, above, the child:
    a. Has moved 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 to engage in or to accompany or join a parent, spouse, or guardian who engages in a fishing activity. (This provision currently applies only to Alaska.)

Note that the terms "migratory agricultural worker," "migratory fisher," "move or moved," "in order to obtain," and "qualifying work" are defined in § 200.81 of the regulations.

State ID&R Plan

Finding and enrolling eligible migrant children is a cornerstone of the Nebraska Migrant Education Program (MEP) and its importance cannot be overemphasized. The Nebraska MEP is responsible for the proper and timely identification and recruitment of all eligible migrant children and youth in the State. This includes securing pertinent information to document the basis of a child's eligibility. Ultimately, it is the state's responsibility to implement procedures to ensure that migrant children and youth are both identified and determined to be eligible for the MEP.

Nebraska's Identification and Recruitment (ID&R) Plan for the State indicates improvements made by the State in staff development and reorganization of the State recruiting plan. The recruitment plan takes into consideration the changing federal non-regulatory guidance, shifting migrant populations, and changing service needs.

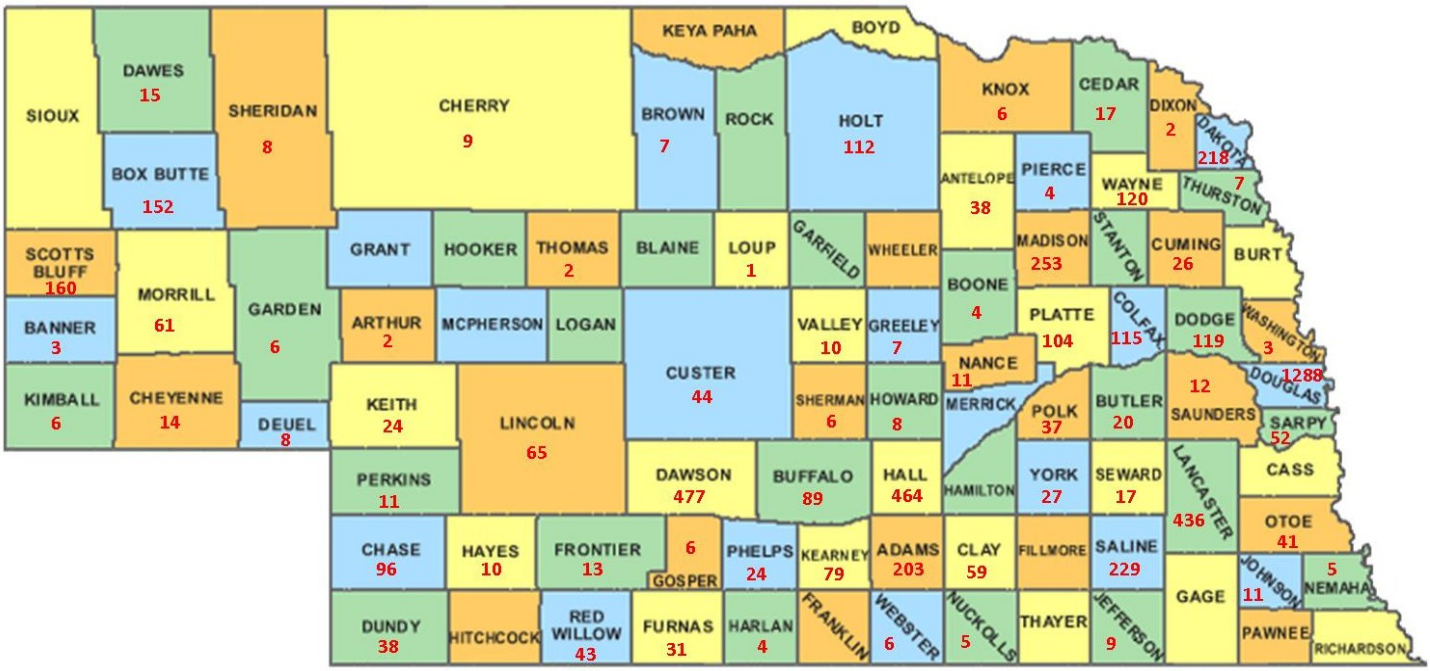
The state currently has fifteen migrant projects. Some of the recruiters in the State of Nebraska are hired by local school districts or projects where migrant recruitment is only a part of their job. These recruiters will be referred to as project recruiters. The primary focus of the project recruiter is the mission of the district; priority is given to meeting educational needs of the migrant students in a K-12 setting. Their scope of services is limited to the school district or the project with little or no ability to recruit outside defined boundaries, school hours, or school calendar.

The ID&R plan includes additional recruiters referred to as state recruiters. The State has a need to recruit in areas outside current projects and to address the needs of migrant children who may not currently be enrolled in school districts or other educational settings. To meet this need, the State is divided into regions covering the northeastern, southeastern, central, and western parts of the state. This system requires the state recruiters to have a statewide perspective with an emphasis on migrant children from birth to five years of age and those that are outside current K-12 educational settings in project areas. In non-project areas, state recruiters will recruit families with children birth through 21 years of age and/or out of school youth. State recruiters may also assist any district if needed.

This ID&R plan is cost effective, but extends recruitment services through the summer months as well as filling geographic gaps currently not being addressed. A referral network has developed between the project recruiters and the state recruiters. This network increases the likelihood of addressing family needs with support services outside the realm of the school district. The revised ID&R plan will continue to advocate a state-wide perspective in the supervision and staff development of project and state ID&R personnel.

The Plan has a State ID&R Coordinator located at the Nebraska State Department of Education. The State ID&R Coordinator is responsible for the coordination of all recruitment efforts of the project and state recruiters.

2011-2012
Duplicated Count
Eligible Migrant Children/Youth by County

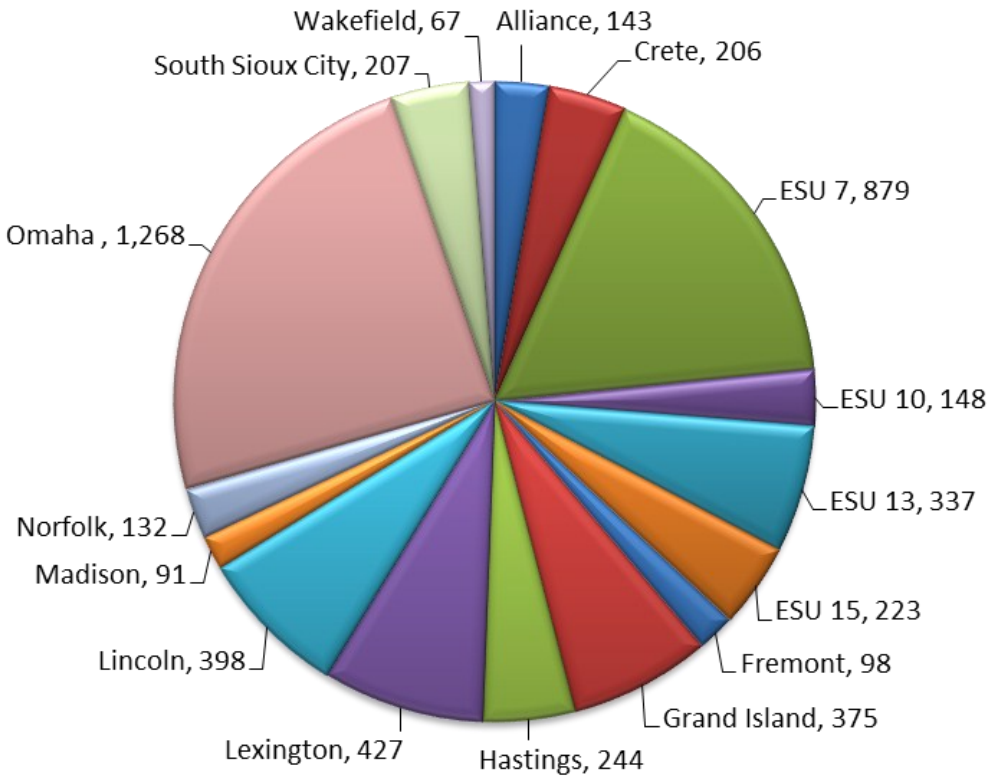


TOTAL: 7,647

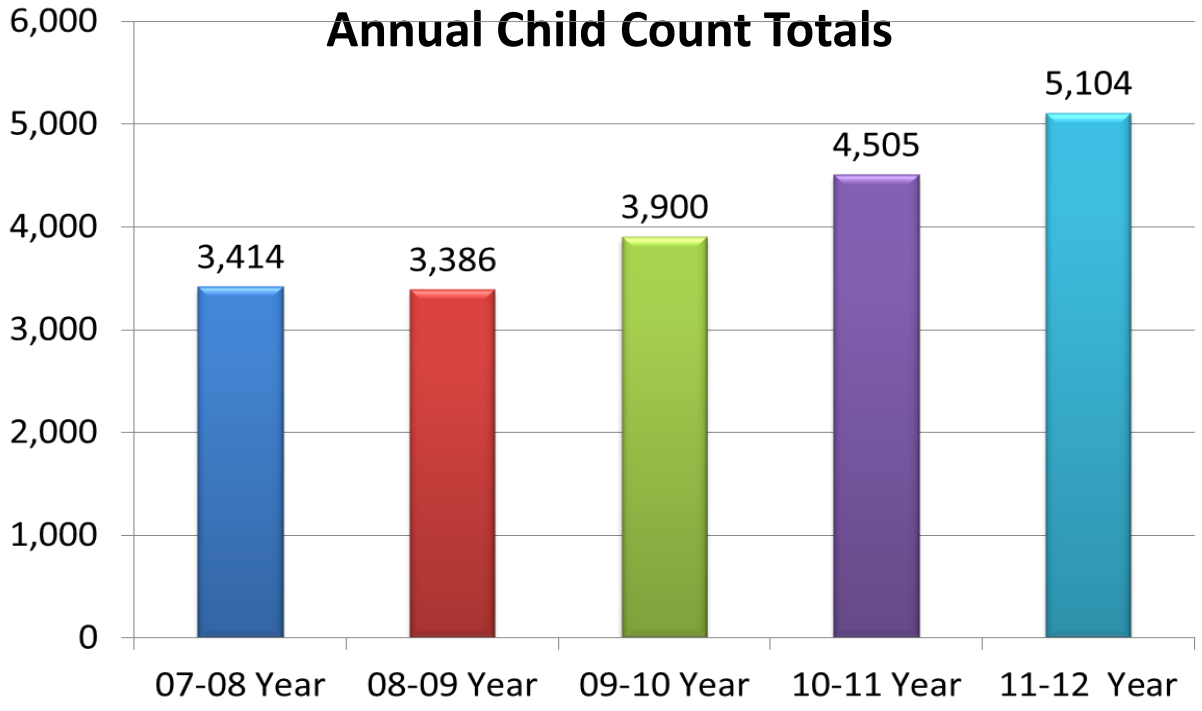
This chart is based on data taken from the Nebraska Migrant Education Program data collection system, MIS 2000. It reflects the information collected during the 2011-2012 program year (9/1/11—8/31/12) and include all eligible migrant youth between the ages of 0-21. This duplicated count includes children/youth that have resided in more than one district in the state during the program year.

2011-2012 Project Child Count Totals

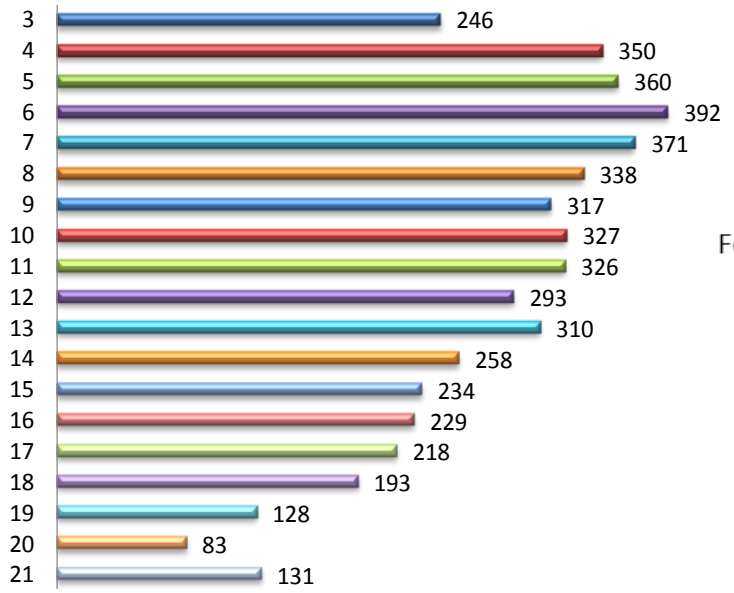
Ages 3-21



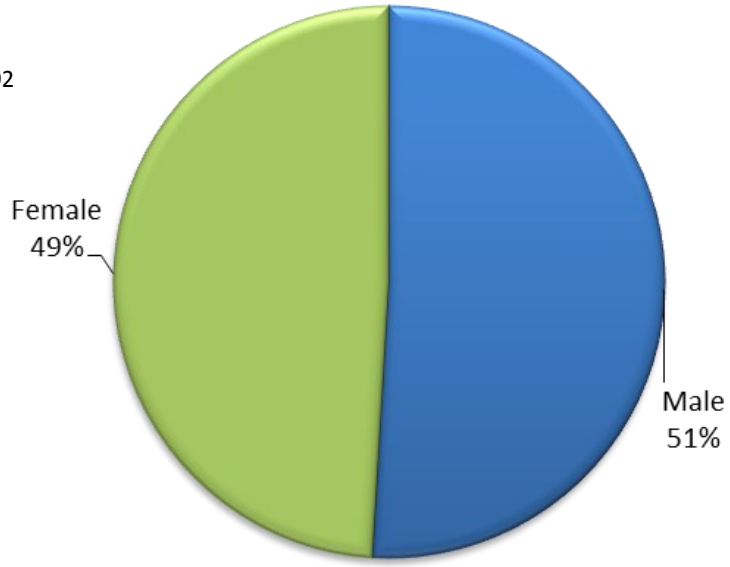
These charts are based on data taken from the Nebraska Migrant Education Program data collection system, MIS 2000. These charts reflect the information collected during the 2011-2012 program year (9/1/11—8/31/12) and include all eligible migrant youth between the ages of 3-21.



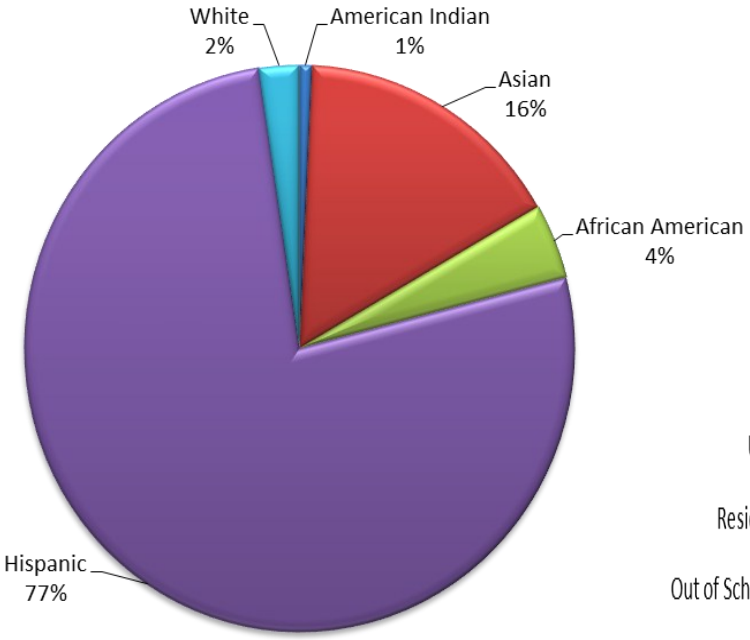
AGE



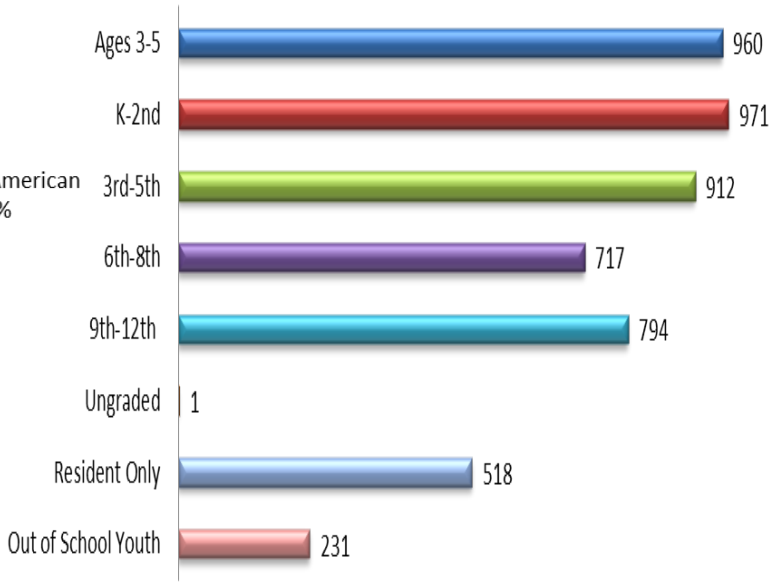
GENDER



RACE/ETHNICITY



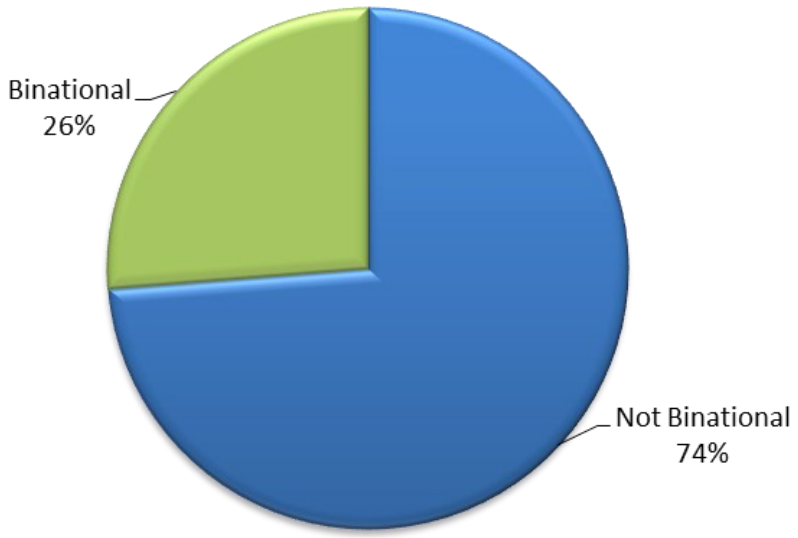
GRADE



ELIGIBLE CHILDREN/YOUTH

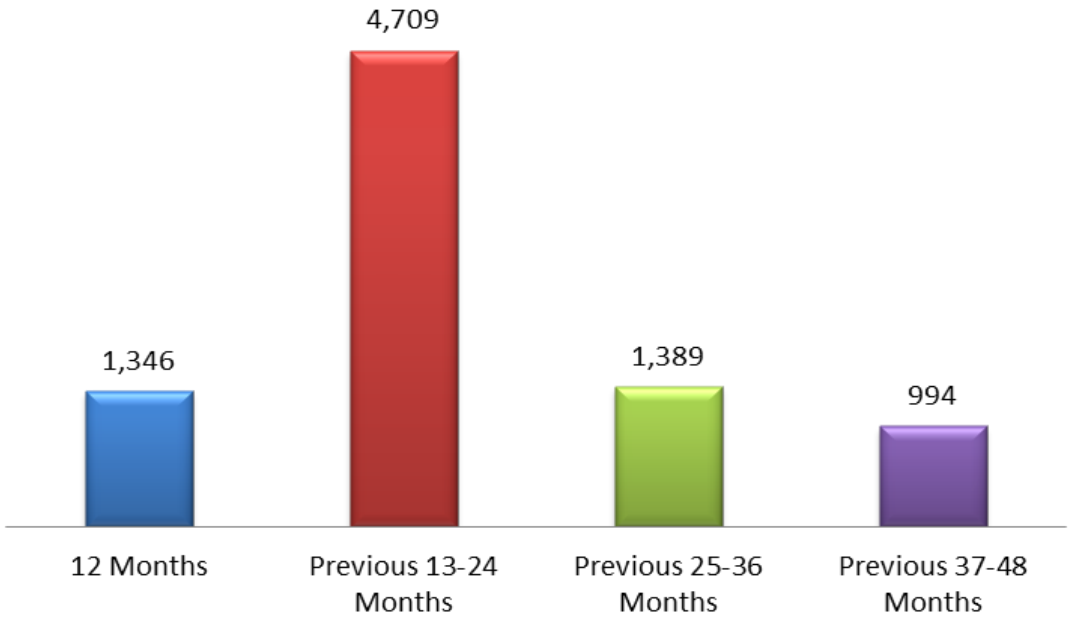
The chart below includes all eligible migrant youth enrolled during the 2011-2012 program year who are considered to be Binational children/youth. A Binational child/youth is an eligible student who has moved between Mexico and the U.S. with his/her parents or as an emancipated youth at least once in the last 36 months.

BINATIONAL



The chart below shows the number of all eligible migrant youth enrolled during the 2011-2012 program year, grouped according to when the most recent qualifying move occurred. The months are calculated from the last day of the reporting period, August 31, 2012.

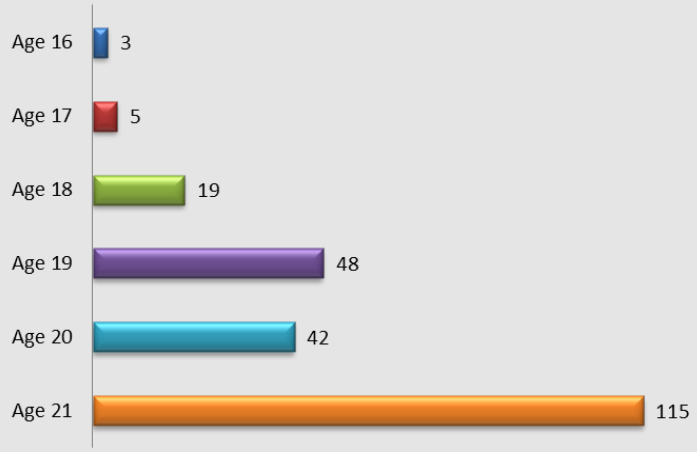
MOBILITY



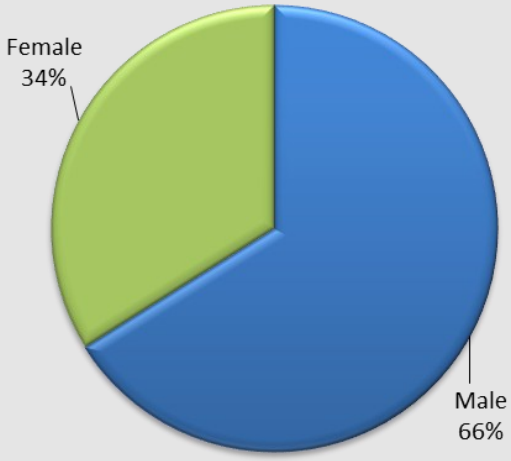
Out of School Youth (OSY)

Out of School Youth are migrant youth up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This could include students who have dropped out of school prior to the previous school year, youth who are working on a GED outside of a K-12 institution, and youth who are "here-to-work" only. During the 2011-2012 year, five percent of Nebraska's migrant youth were identified as Out of School Youth.

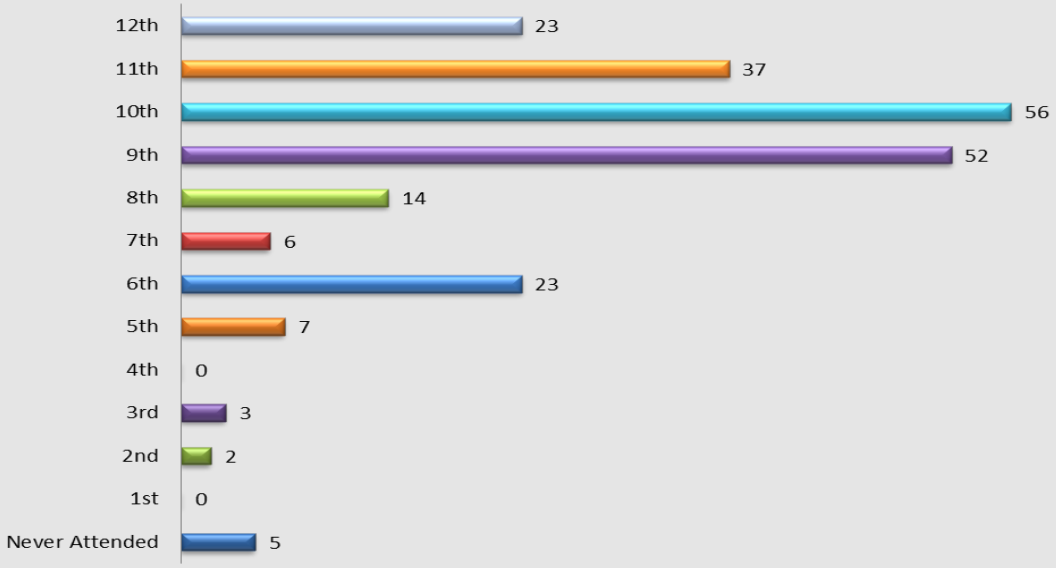
AGE



GENDER



LAST GRADE ATTENDED



These charts are based on data taken from the Nebraska Migrant Education Program data collection system, MIS 2000. These charts reflect the information collected during the 2011-2012 program year (9/1/11—8/31/12).

Provision of Services

For purposes of the MEP, "services" are a subset of all the activities that the MEP provides through its program and projects. Although SEAs and local operating agencies may spend MEP funds on many types of allowable activities, some of these activities do not constitute a "service" (e.g., identification and recruitment or parental involvement activities). "Services" are distinct in that they are the educational or educationally related activities provided to migrant children to enable them to succeed in school. Because student success is the overarching goal of the MEP, services are a vital aspect of the program. In providing services, SEAs must give priority to migrant children who are failing or are most at risk of failing and whose education has been interrupted during the regular school year. These children would be considered to be Priority for Service (PFS).

Services are a subset of all the activities that the MEP provides through its programs and projects. "Services" are those educational or educationally related activities that: (1) directly benefit a migrant child; (2) address a need of a migrant child consistent with the SEA's comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets.

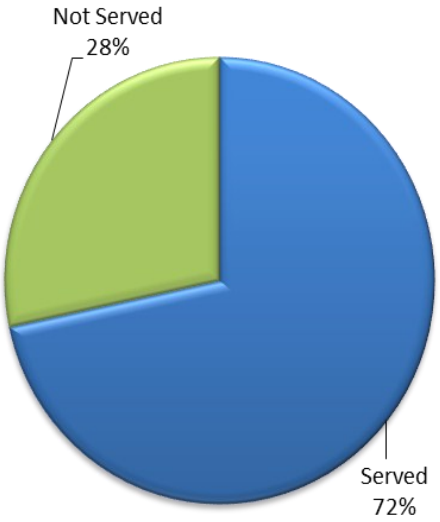
SEAs and local operating agencies may use MEP funds to provide the following types of services:

- Instructional services (e.g., educational activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school); and

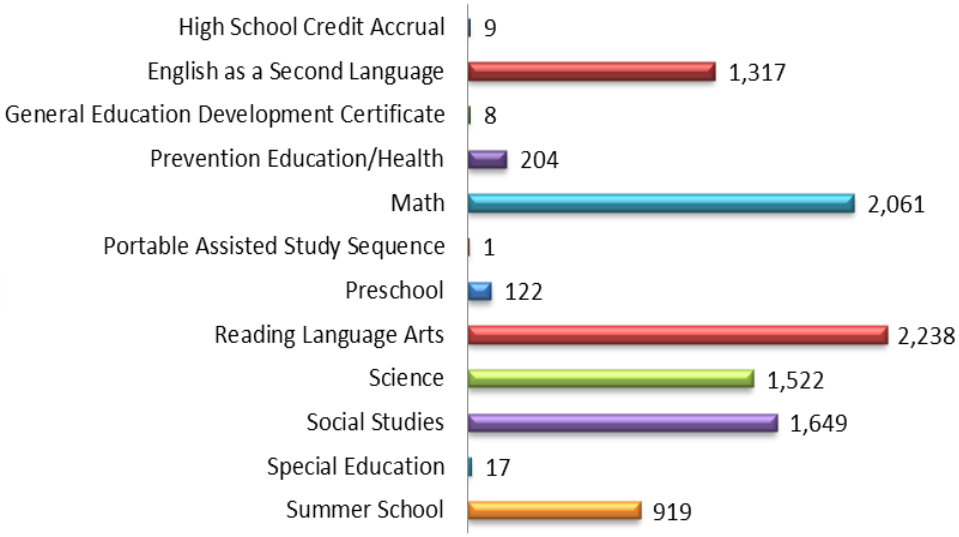
- Support services (e.g., educationally related activities, such as advocacy for migrant children; health, nutrition, and social services for migrant families; necessary educational supplies; transportation).

These charts are based on data taken from the Nebraska Migrant Education Program data collection system, MIS 2000. These charts reflect the information collected during the 2011-2012 program year (9/1/11—8/31/12) and include all eligible migrant youth between the ages of 3-21.

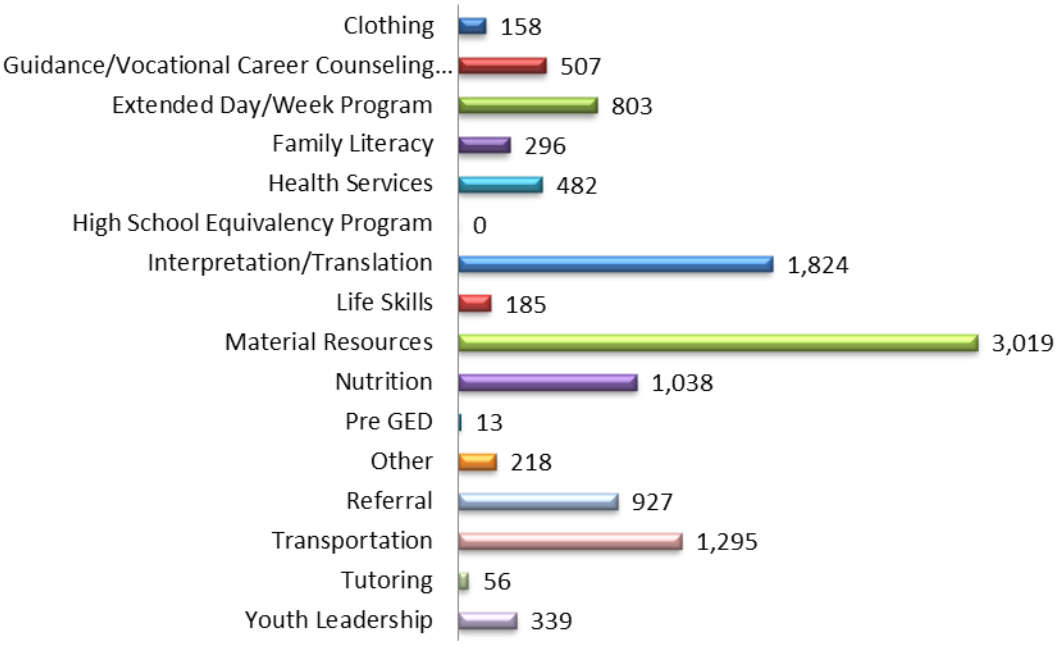
CHILDREN/YOUTH SERVED



INSTRUCTIONAL SERVICES PROVIDED



SUPPORT SERVICES PROVIDED



At Risk & Priority for Services

Each project participating in the Migrant Education Program is required to maintain a list of eligible migrant students as well as a list of the children/youth receiving migrant services. The eligibility list should indicate whether or not a child/youth is determined to be a Priority for Services child/youth. Priority for Services is given to migrant children/youth: (1) who are failing, or at most risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and (2) whose education has been interrupted during the regular school year.

At Risk Criteria

A1. Disabled/IEP – Student is identified as a student with disabilities (i.e. IEP, 504 Plan).

A2. Poor Attendance – Student is not attending school regularly (according to district policy).

A3. Retention – Student has repeated a grade level or a course.

A4. Modal Grade – Student is placed in a class that is not age appropriate (i.e. 1st grade placement, 8 years old).

A5. Credit Deficient – Student is behind in accruing credits toward graduation requirements (based on local requirements).

A6. Reading Deficient – Student is not at grade level based on the diagnostic reading assessment.

A7. LEP – Student is classified as either non-English proficient or limited English proficient according to local language assessment practice.

A8. Low Performance – Student scores in the "not proficient" level on any of the local assessments - Reading, writing, or mathematics.

A9. OSY – A migrant youth under the age of 22 who 1) has not graduated; 2) is not attending school; 3) is classified as having dropped out and/or is here to work.

A10. Pre-Kdg. – Children ages 3–5 that are not served by any other program.

Interruption of Education During the Regular School Year Based on the Migrant Lifestyle

B1. IntraDistrict Move – Migrant students who move within the regular school year from one school to another within the district

B2. InterDistrict Move – Migrant students who move across district boundaries within the school year. These students may have a new Qualifying Arrival Date (QAD).

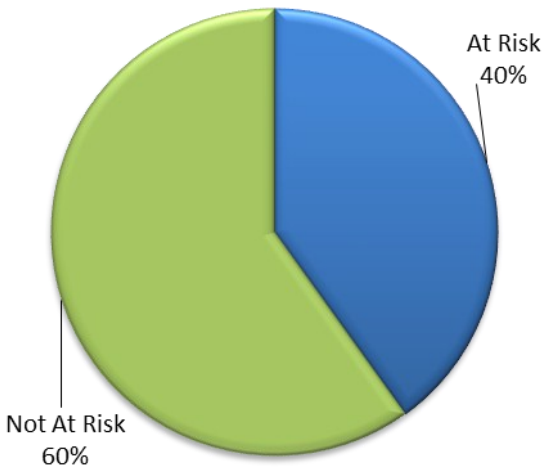
B3. Two Weeks Absent – Migrant students who do not officially withdraw from a school and are gone for at least two weeks due to the child's or family's migrant lifestyle.

B4. Re-Enroll – Migrant students who do officially withdraw from a school and are gone for at least two weeks due to the child's or family's migrant lifestyle.

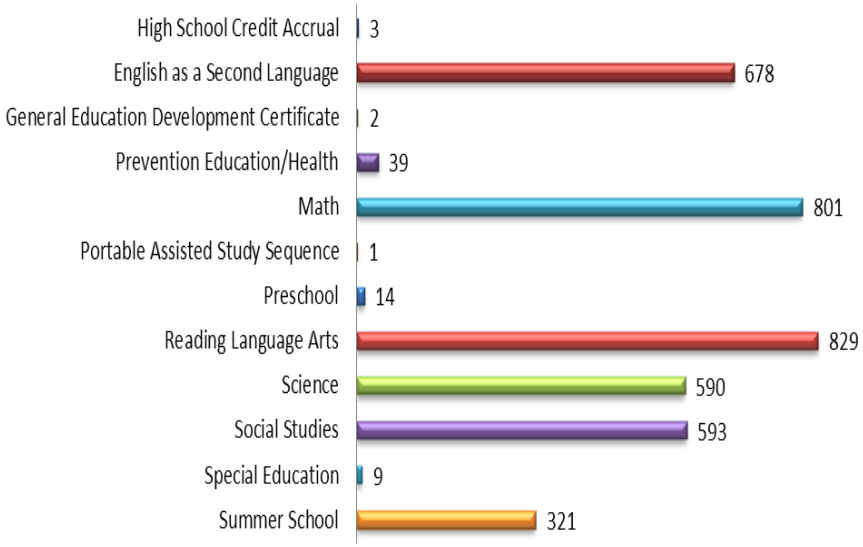
At Risk

Migratory children/youth who are failing, or at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards (A1-A10 At Risk Criteria).

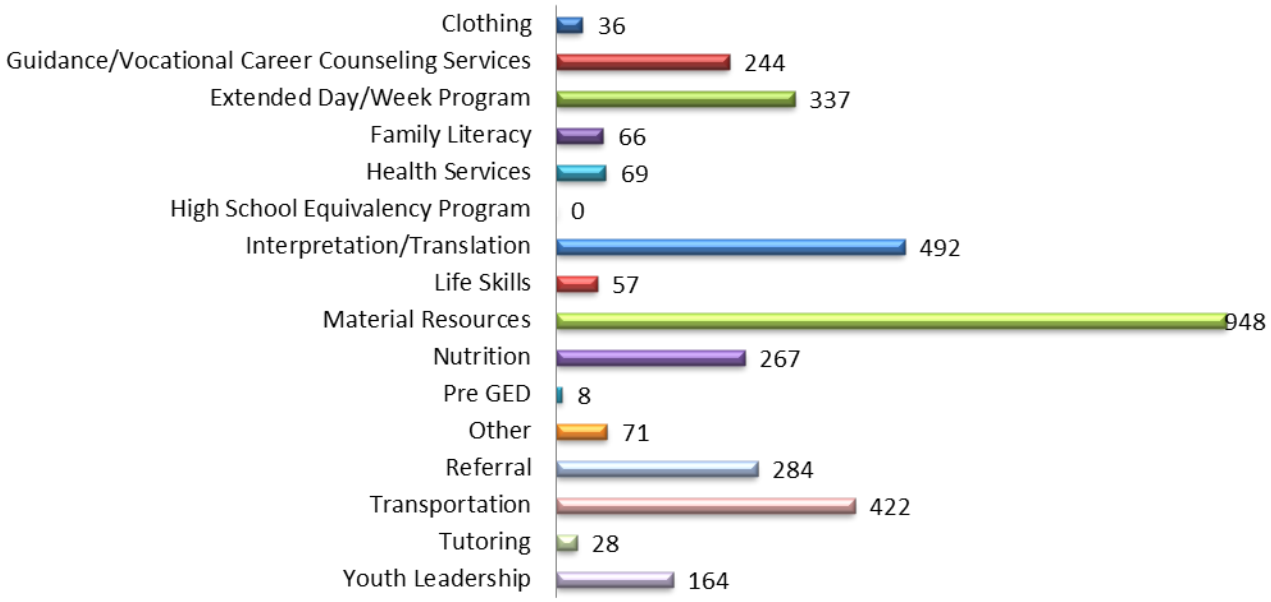
AT RISK CHILDREN/YOUTH



AT RISK INSTRUCTIONAL SERVICES PROVIDED



AT RISK SUPPORT SERVICES PROVIDED

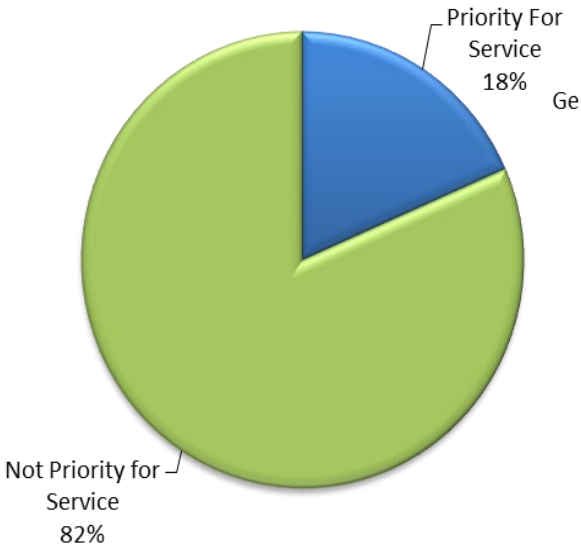


SERVICES

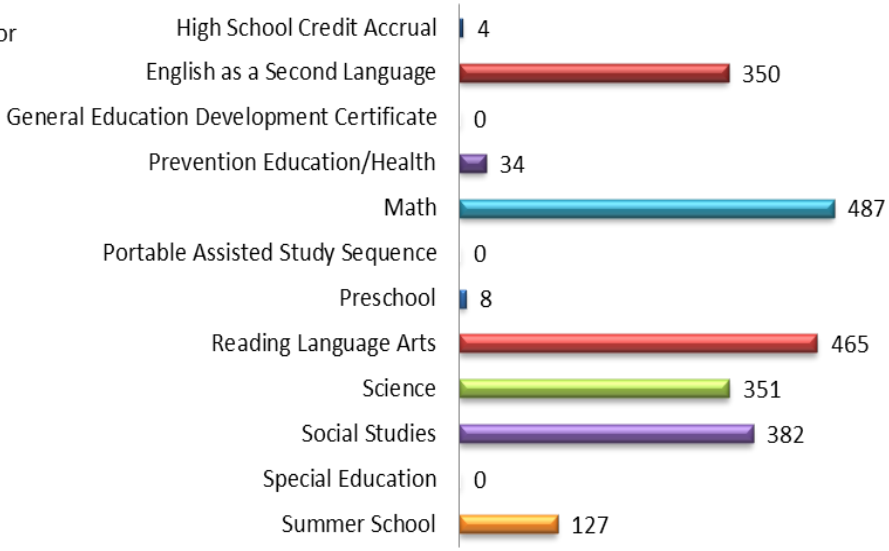
Priority for Service

Migratory children/youth who are failing, or at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards (A1-A10), *and* whose education has been interrupted during the regular school year (B1-B4).

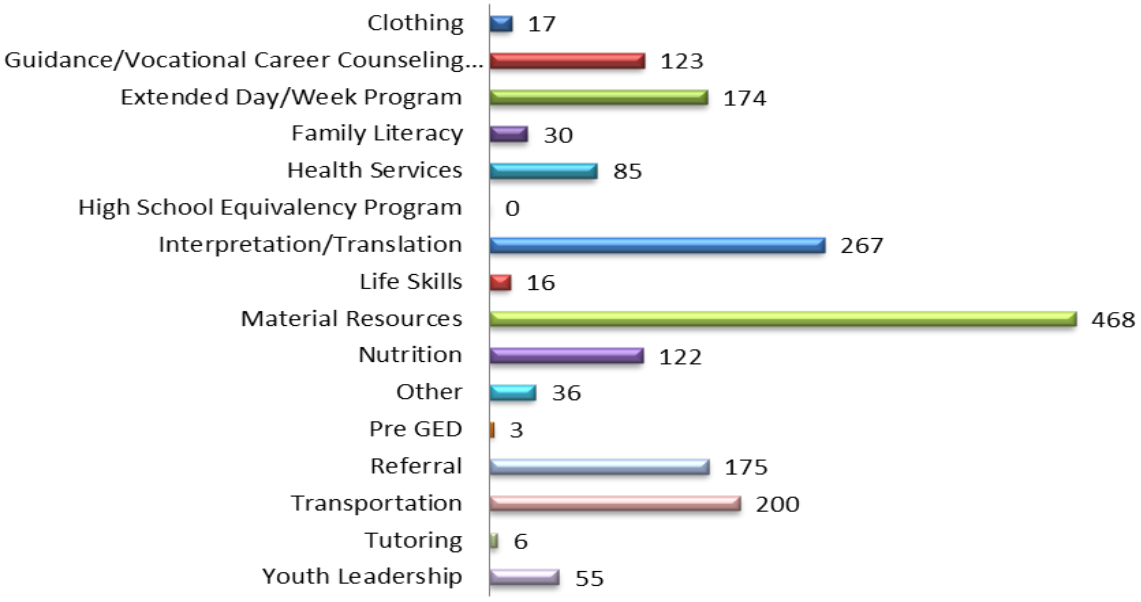
PRIORITY FOR SERVICE CHILDREN/YOUTH



PRIORITY FOR SERVICE INSTRUCTIONAL SERVICES PROVIDED



PRIORITY FOR SERVICE SUPPORT SERVICES PROVIDED



Out of School Youth (OSY)

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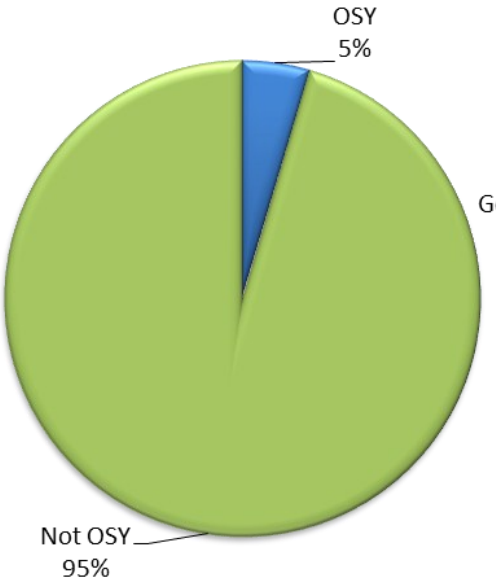
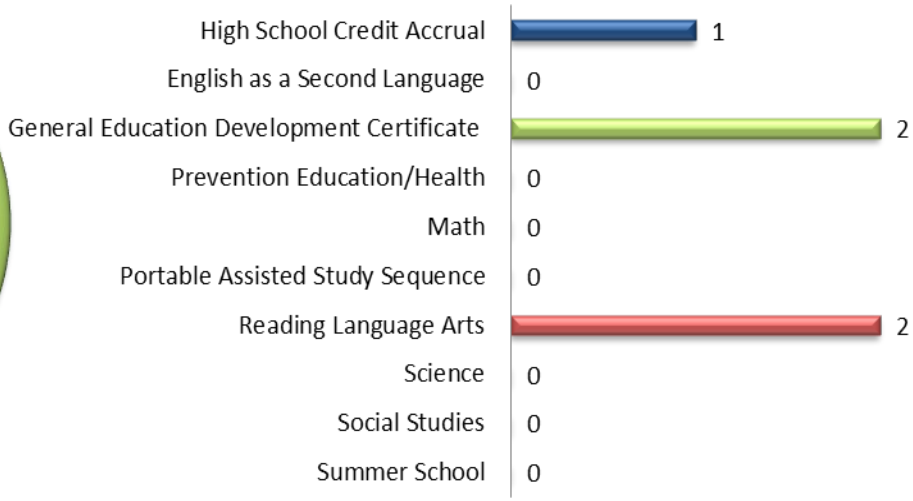
OUT OF SCHOOL YOUTH



OUT OF SCHOOL YOUTH INSTRUCTIONAL SERVICES PROVIDED



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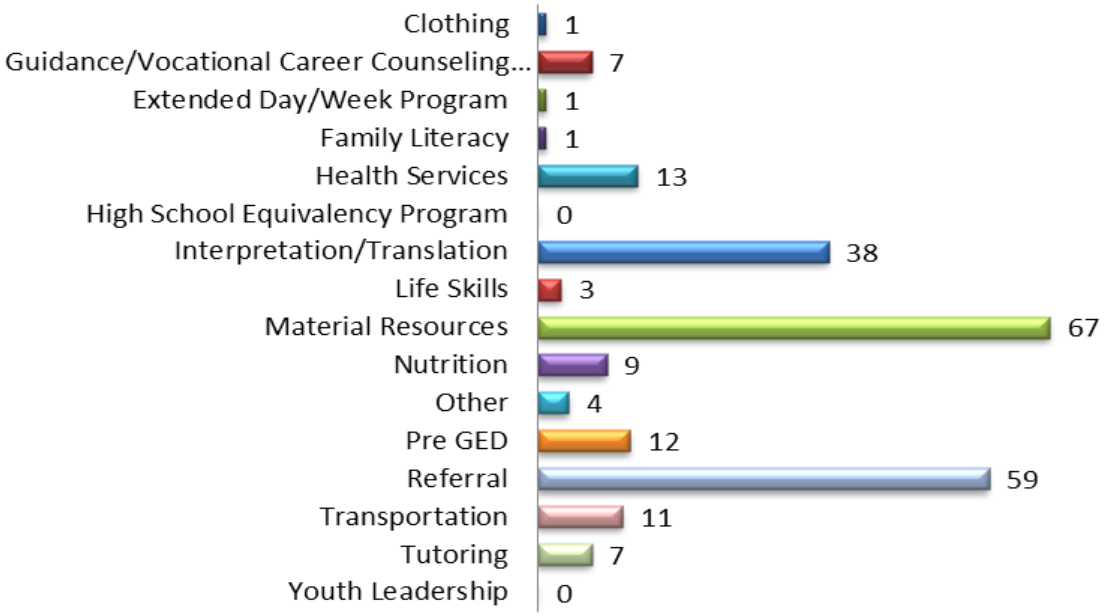

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NEBRASKA DEPARTMENT OF EDUCATION