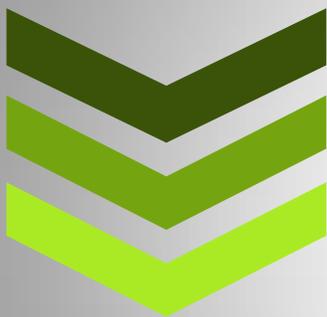




NEBRASKA MIS2000 USER'S MANUAL



MIS2000 is Nebraska's Migrant Education Program data management tool. This manual provides instruction to all MIS2000 student data reporting and Electronic COE capabilities.

2015

As stated in Sections 1303 and 1304 of the Title I, Part C Non-Regulatory Guidance, States are required to report certain information on the Migrant Education Program (MEP) through a Consolidated State Performance Report. Each year, in terms of the MEP, State education agencies (SEAs) are generally required to submit information about the numbers and characteristics of participating children, the types of services provided, the number of participants by grade level, and other pertinent data elements.

The Nebraska MEP utilizes the MIS2000 database system to collect, store, process, and electronically transfer student educational information to meet the reporting requirement of the program. Section 1306(b)(2) requires SEAs to promote interstate and intrastate coordination by providing for educational continuity through the timely transfer of pertinent school records when children move from one school to another, whether or not the move occurs during the regular school year. The timely transfer of student records can be an effective means of reducing the effects of educational disruption on migrant students. It enables school

SEAs and LOAs must comply with two fiscal requirements regarding the expenditure of State and local funds to ensure that MEP funds are used to provide services that are supplemental to the regular services migrant children receive. The statute requires SEAs and LOAs to: (1) use MEP funds to "supplement, not supplant" Federal and non-Federal funds; and (2) provide services to migratory children with State and local funds that are at least comparable to services provided to non-migratory children.

Table of Contents

Chapter 1: Navigating the Toolbar

1.1 Record Menu	pg. 2
1.2 Procedures Menu	pg. 3
1.3 Reports Menu	pg. 4
1.4 Preferences Menu	pg. 5
1.5 COE Menu	pg. 6
1.6 Go Menu	pg. 7
1.7 View Menu	pg. 8
1.8 Help Menu	pg. 8

Chapter 2: Student View

2.1 Student Data Top Panel	pg. 9
2.2 School History Panel	pg. 10-12
2.3 Credit Accrual Panel.....	pg. 13
2.4 Tests Panel	pg. 14
2.5 Health Panel.....	pg. 15
2.6 Supplemental Panel.....	pg. 16-17
2.7 Family Panel.....	pg. 18
2.8 Needs Panel	pg. 19-20
2.9 OSY Profile Panel.....	pg. 21-22

Chapter 3: Snap! Reports

3.1 Running a Snap! Report.....	pg. 23
---------------------------------	--------

Chapter 4: Electronic Certificate of Eligibility (COE)

4.1 COE Data Top Panel	pg. 24-25
4.2 COE Family Panel	pg. 26
4.3 COE Eligibility Panel	pg. 27
4.4 COE Children Panel	pg. 28-29
4.5 COE Signature Panel.....	pg. 30-31

Appendix

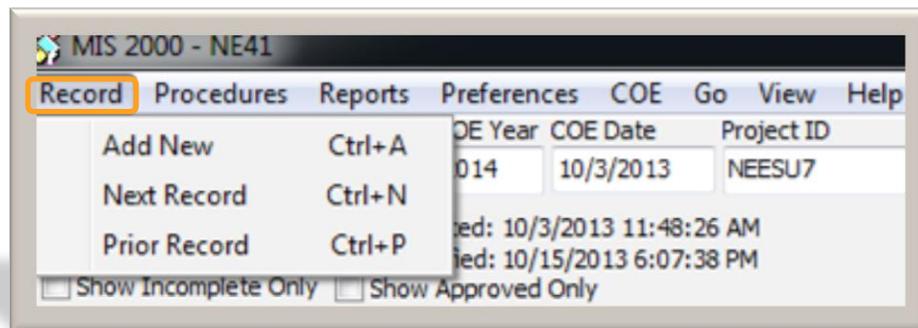
Transfer of Student Records	pg. 32-36
Priority for Service Form	pg. 37-38
Snap Reports List.....	pg. 39-40
Regular & Summer Term Guide.....	pg. 41-44
Glossary for the MEP	pg. 45-51
COE Checklist	pg. 52-62

CHAPTER 1: NAVIGATING THE TOOLBAR

This chapter will teach you some of the basic functions of the MIS2000 Toolbar:

- ✓ How to use the various functions of the toolbar
- ✓ How to toggle between **Student Data View** and **COE View**

1.1 Record Menu



The **Record** menu allows you to add new COEs to MIS2000 and to navigate from one COE to another. You can locate COEs in the order it was entered from the time of the previous upload.

Add New – Opens a blank COE so that new information can be filled in.

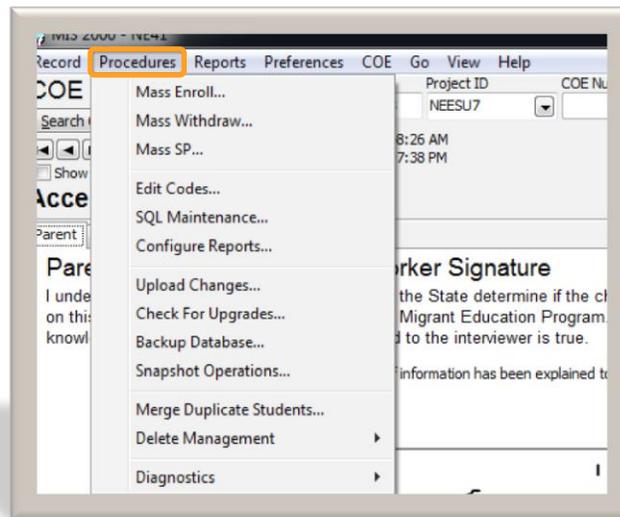
Next Record – Shows the next COE that was entered into MIS000.

Prior Record – Shows the previous COE that was entered into MIS2000.



Navigator buttons can also be used to move through your database.

1.2 Procedures Menu



The **Procedures** menu allows you to upload, upgrade, and back up your database, as well as manage current records and functions within MIS2000.

Mass Enroll – Allows you to enroll students on a by facility basis. *This function is currently disabled.*

Mass Withdraw – Allows you to withdraw students on a by facility basis. *This function is currently disabled.*

Mass SP – Allows you to enter Supplemental Program codes on a by facility basis. *This function is currently disabled.*

Edit Codes – Allows you to edit the contents of your drop-down fields (such as district, facility, etc). *Available to state personnel only.*

SQL Maintenance – *Used by MS/EdD staff.*

Configure reports – *Used by MS/EdD Staff.*

Upload Changes – Sends your latest data to the state server.

Check for Upgrades – Allows you to connect to the state server to see if there are any upgrades to your MIS2000 system, such as new version of MIS2000 or a new report.

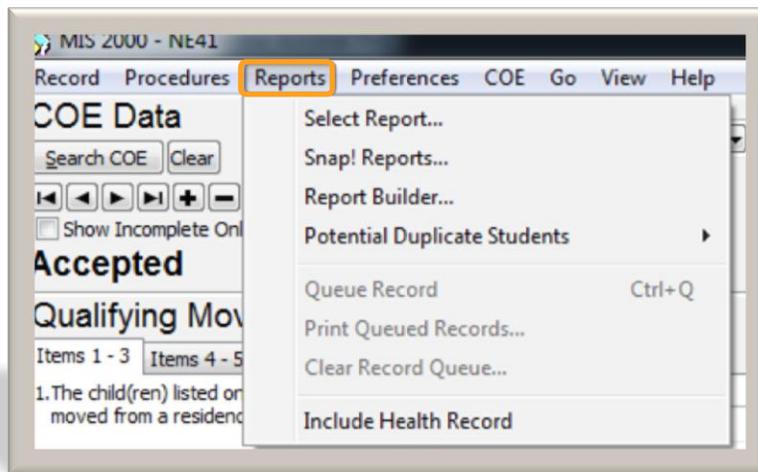
Backup Database – Creates a backup of your database on your computer.

Snapshot Operations – Allows you to create a snapshot of your MIS2000 database that can be saved and viewed at a later date.

Merge Duplicate Students – Merges duplicate student records. *Available to state personnel only.*

Diagnostics – Gives information about your MIS2000 database that may help to identify program errors.

1.3 Reports Menu



The **Reports** menu includes all functions needed to access, run, and build reports from your database in MIS2000.

Select Report – *This function is currently disabled.*

Snap! Reports – The Snap Reports window allows you to choose a report from your Snap Reports list, select appropriate filters if necessary, and run the report.

Report Builder – A tool for creating reports in MIS2000.

Potential Duplicate Students – This procedure allows you to check your database for students who may have two or more records in the system. *If a duplicate student is found, please contact Danielle Waite.*

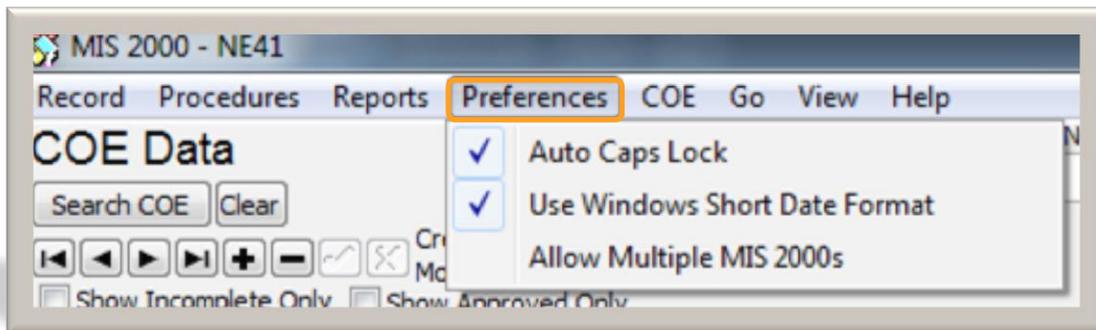
Queue Record – Puts the current student's record into the print queue.

Print Queued Records – Creates a screen preview of all records in the queue. You can then choose to print the records, save them, or clear them from the record queue.

Clear Record Queue – Removes all records from the print queue.

Include Health Record – A checkable item controlling whether or not the health information prints on the record. To add or remove the check mark, simply click on it.

1.4 Preferences Menu



The **Preferences** menu includes checkable items to set-up your MIS2000 auto-settings.

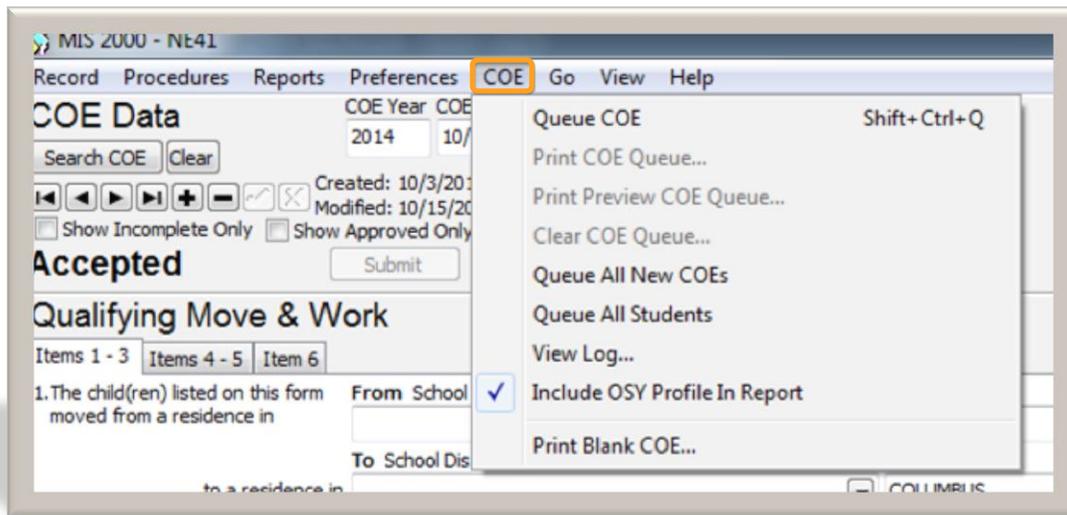
Auto Caps Lock – When checked, it will turn your Caps Lock on for you automatically. Everything entered into MIS2000 must be in ALL CAPS.

Use Windows Short Date Format – Controls whether MIS2000 will use your default Windows setting for displaying the year. If you want to see only a two-digit year, (which is best for reporting), leave this item unchecked.

Allow Multiple MIS 2000s – Checking this option will allow you to open more than one MIS2000 window on your computer.



1.5 COE Menu



The **COE** menu allows you to print COEs, access the COE View Log, and print an OSY Profile. *This menu only appears in COE view.*

Queue COE – Places the COE you are currently viewing into the printing queue.

Print COE Queue – Allows you to print the COEs in queue, save them, or clear them from the record queue.

Print Preview COE Queue - Creates a screen preview of all records in the COE queue. You then choose to print the records, save them, or clear them from the record queue.

Clear COE Queue – Removes all COEs from the printing queue.

Queue All New COEs – This is a checkable menu item. If you check it, it will add each new COE that you enter to the printing queue.

Queue All Students – This is a checkable menu item. If you leave it checked, it will add all new students to the student record queue.

View Log – Opens the COE Log. This log includes time stamps and dialog from the recruiter and the COE approval team.

Include OSY Profile in Report – This is a checkable menu item. This will give you the option to print an OSY Profile when you print a COE.

Print Blank COE – This option will allow you to print a blank COE.

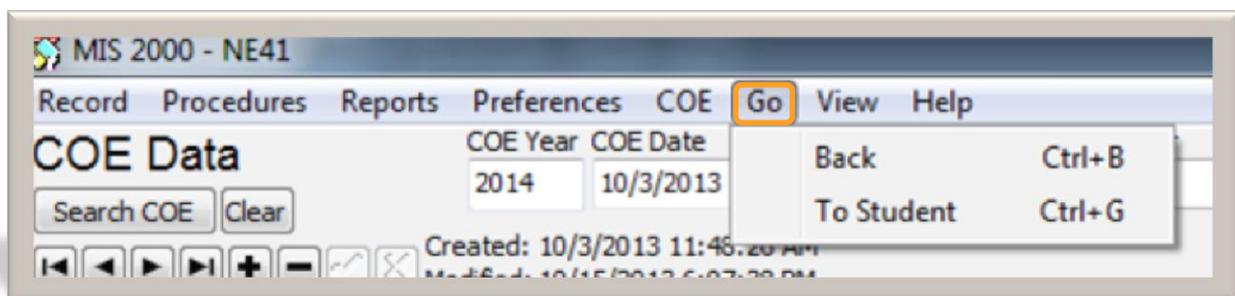
1.6 Go Menu



The **Go** menu provides you with a quick way to get other information related to the student or COE you're currently viewing.

If you are working on the data of a student and you want to see his COE. Go to the **Go** pull-down menu, and select **To COEs**. MIS2000 will then show you that student's most recent COE.

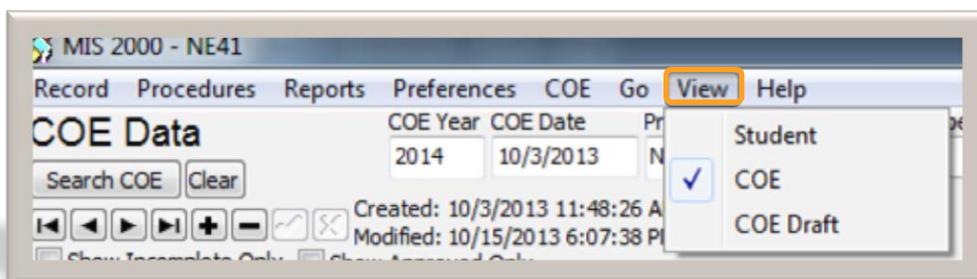
Once you are on the COE view, you can select **Go** and in the pull-down menu select **To Student** to go to the Student view of the highlighted child in the Child(ren) section of the COE.



By selecting **Back** in the **Go** pull-down menu in Student View, you will be navigated back to the last COE you were viewing in COE View.

By selecting **Back** in the **Go** pull-down menu in COE View, you will be navigated back to the last student you were viewing in Student View.

1.7 View Menu



The **View** menu allows you to switch between the COE and Student Views.

COE View – contains *Family, Eligibility, Child(ren),* and *Signatures* screens which include all of the data collected on the COE.

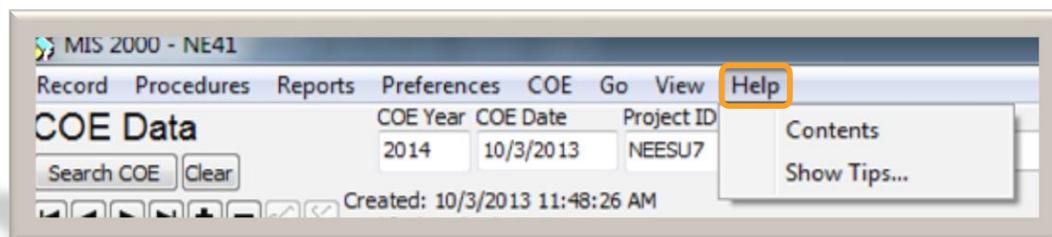
Student View – contains screens for *School History, Credit Accrual, Tests, Health, Supplemental, Family, Needs,* and *OSY Profile.*



NOTE: Changing the **View** does not take you to the COE/Student Data of the student you are currently working on. If you wish to see the COE/Student Data of your currently selected student, choose the **Go** menu.

COE Draft View – This option will allow you to search and view COEs that have not yet been approved.

1.8 Help Menu



The **Help** menu provides helpful tips about MIS2000.

Contents – *This function does not currently have any information.*

Show Tips – Lets you look through helpful hints provided for MIS2000 use. This box can be shown at the Welcome Screen if the option is selected. You can also choose to only see this box at your Welcome Screen if there are new tips available.

CHAPTER 2: STUDENT VIEW

This chapter will teach you how to enter Student Data into MIS2000:

- ✓ How to update Student History Lines
- ✓ How to ensure the data corresponds between the different data sections

2.1 Student Data Top Panel

The **Student Data** top panel contains information collected from the original COE as well as Student IDs and Designated Graduation School.

The **Student Search** button - Allows you to search for a student within your database. You can search by using student information such as Student Name, Birth Date, Student ID, parent names, etc.

- Use the navigator arrow buttons to toggle between recently viewed students.



NE State ID – Can be entered by typing the number in the box without using hyphens.

Student IDs – Use the arrow buttons below this field to toggle between the student's MIS2000 ID, NE State ID and School ID.

- **MIS2000 ID** - MIS2000-generated number, unique to each student, generated when the student is created in the database.

School ID – Can be entered if you would like to record a student's current School ID.

Designated Graduation School – Use this box to record the school that the student plans to graduate from (if known). *Be sure to include school location information.*

2.2 School History Panel

School History

School Name: NORTH PARK ELEMENTARY NE Code: 71-0001-006 Project ID: NEESU7 School Year: 14/15

Enroll Date: 8/14/2014 Withdraw Date Type: R Grade: 03 Cont Svcs: Imm Avail MSIX Term Date: 9/11/2016 Termination Type / Date: []

From City: MICHIOACAN State: MC Country: MEX To School District: COLUMBUS State: NE LQM: 9/11/2013 Residence Date: 9/11/2013 MEP Proj Type: 01

District of Residence: COLUMBUS PUBLIC SCHOOLS` Comment: []

	LQM Date	Res Date	Enroll Date	Withdraw Date	Grade	Projectid	Ne Code	Facility Name
	9/11/2013	9/11/2013	8/14/2014		03	NEESU7	71-0001-006	NORTH PARK ELEMENTARY
Funding Date	9/11/2013	9/11/2013	5/21/2014	8/13/2014	02	NEESU7	71-0001-006	NORTH PARK ELEMENTARY
8/14/2014	9/11/2013	9/11/2013	9/18/2013	5/20/2014	02	NEESU7	71-0001-006	NORTH PARK ELEMENTARY

Created: 9/16/2014 3:20:07 PM

Buttons: **School History** | Credit Accrual | Tests | Health | Supplemental | Family | Needs | OSY Profile

The **School History** panel holds information about students' school enrollments. The School History panel is connected to other panels such as the **Credit Accrual** panel, **Tests** panel, **Health** panel, **Supplemental** panel, **Needs** panel, & **OSY Profile** panel.

School Name, **NE Code**, and **Project ID** enter automatically for each new line you create. If the child has changed schools, update these lines accordingly.

School Year – Refers to the school year of the enrollment. This line is automatically entered for the current school year, but does not automatically align with the Enroll Date you enter. Be sure that this matches the school year of the enrollment.

Enroll Date – Must reflect the date that the child enrolled in school (regular enrollment) or the date of the residency in the current project (if the child was not enrolled in school).

Withdraw Date – The last day of school, the last day the child attended school, or the last day of the Regular/Summer/Intersession Term.

Type – Reflects the type of enrollment and is entered with each new student history line. Use the drop down box to enter these options:

- I – Intersession
- R – Regular
- S – Summer

Grade – Must be entered for every School History Line.

K-12 – Grade of school enrollment

PK – Preschool

RE – Resident Only (not enrolled in a K-12 institution)

UG – Ungraded

Cont Svcs (Continuation of Services) – Refers to students who still receive services after their eligibility has ended. You may choose from these types of services:

01 Providing services for duration of a term

02 Providing services for additional Year

03 Serving secondary students through credit accrual progs (programs)

Imm Avail (Immunizations Available) – Refers to the child **Health** panel.

MSIX Term Date – Automatically updates and equals the Qualifying Arrival Date (QAD) or Last Qualifying Move (LQM) plus three years.

Termination Type/Date – If any of the following refer to the child, select a **Term Type** option and add the date in which the **Term Type** occurred in the **Term Date** field.

D Deceased

G Graduated

M Moved

O Obtained GED

Drop Out – This checkbox should be selected on the Student History line that corresponds with the time period in which the student dropped out of school.

Pending – *This checkbox is for use by state personnel only.*

OSY (Out of School Youth) – This checkbox should be selected on the Student History line during the time period in which a student is considered to be an OSY.

➤ **Adding a New School History Line**

1. Click the  button beside the School History grid. The white fields above the grid will become blank, so that you can enter new data.
2. When you have entered the new data, click the  button to post the new data to the School History grid.

➤ **Updating a School History Line**

1. Select the School History line you wish to change. You will see that line's data auto-fill in the white fields above the grid.
2. Make your changes in the fields, and then click the  button to post your changes. The changes will be made in the School History grid.

➤ **Deleting a School History Line**

1. Select the School History line you wish to delete.
2. Click the  button.
3. A confirmation box will pop up asking if you're sure you would like to delete the line. Click OK.
4. Another confirmation box will pop up asking if you would like to delete all information connected to the enrollment. Click Yes.



NOTE: Once information is deleted in MIS2000, it cannot be undone. Use caution when deleting data.

To cancel any unsaved action, click the  button.

2.3 Credit Accrual Panel

Subject	Course	Course Type	Section	Term Type	Enroll	Withdraw	Type	Gr	Facility
					8/14/2014		R	03	NORTH PARK ELEMENTARY
					5/21/2014	8/13/2014	S	02	NORTH PARK ELEMENTARY
					9/18/2013	5/20/2014	R	02	NORTH PARK ELEMENTARY

The **Credit Accrual** panel holds information about students' course history. This panel is connected to the **School History** panel. *This information is not currently required in Nebraska.*

➤ **Entering Course History Data**

1. Select the enrollment from the School History grid in the column to the right that aligns with the time in which the course was taken.
2. Click the button to add a new course.
3. Select the course subject area from the **Subject** drop-down box.
4. Select the name of the course from the **Course Name** drop-down box.
5. Select the **Course Type** from the drop-down box.
6. Select the term in which the course was taken in the **Course Section** drop-down box.
7. Select the **Term Type** from the drop-down box.
8. For **Partial Credit**, enter: **Clock Hours** and **Grade to Date**.
9. For **Completed Courses Only**, enter **Credits Granted** and **Final Grade**.
10. Click the button to post your changes. The new **Course History** information will appear in the column to the left.

To delete a **Course History** line, select the course you wish to delete, and click the button.

To cancel any unsaved action, click the button.

2.4 Tests Panel

Test Name	Content	Admin Date	Interpretation	Score Res	Enroll Date	Withdraw Date	Type	Grade	Facility Name
					8/14/2014		R	03	NORTH PARK ELEMENTARY
					5/21/2014	8/13/2014	S	02	NORTH PARK ELEMENTARY
					9/18/2013	5/20/2014	R	02	NORTH PARK ELEMENTARY

The **Tests** panel holds information about students' test data. This panel is connected to the **School History** panel. *This information is not currently required in Nebraska.*

➤ **Entering Test Data**

1. Select the enrollment from the School History grid in the column to the right that aligns with the time in which the test was taken.
2. Click the button to add a new test.
3. Select the name of the Test that was taken from the **Name** drop-down box.
4. The test **Code** will align automatically to the test **Name**.
5. Enter the test score in the **Score** box.
6. Enter the **Date** in which the test was taken.
7. Select the student results **Interpretation** in the drop-down box.
8. Click the button to post your changes. The new **Test** information will appear in the column to the left.

To delete a **Test Data** line, select the course you wish to delete, and click the button.

To cancel any unsaved action, click the button.

2.5 Health Panel

The **Health** panel holds information about students' health and medical alert data. This panel is connected to the **School History** panel. *This information is not currently required in Nebraska.*

Entering Health Data

1. Click the **Tests** tab toward the bottom of the **Health** panel
2. Enter the dates and results (if necessary) for each health test or vaccination that the child received.

Entering Medical Alert Data

1. Click the **Medical Alert** tab toward the bottom of the **Health** panel.
2. Select the type of **Med Alert** from the drop-down box.
3. List any **Conditions**, **Allergies**, and/or **Medications** in the text boxes provided.

All Health information will auto-save.

To delete any unwanted data, simply delete the data from the box.

2.6 Supplemental Panel

Supplemental Programs

Program: READING/LANGUAGE ARTS Code: RLA Program Comments: Add Group of SPs: SP Group: SP Group Description: Start Date: End Date: Migrant Funded: Y Add SP Group:

SP Code	Start Date	End Date	Hours	Funded	SP Te	Enroll Date	Withdraw Date	Type	Grade	Facility Name
RLA	8/14/2014			Y	READ	8/14/2014		R	03	NORTH PARK ELEMENTARY
TRA	8/14/2014			Y	TRAN	5/21/2014	8/13/2014	S	02	NORTH PARK ELEMENTARY
REF	8/14/2014			Y	REFE	9/18/2013	5/20/2014	R	02	NORTH PARK ELEMENTARY
MAT	8/14/2014			Y	MATP					
INT	8/14/2014			Y	INTEP					
EXT	8/14/2014			Y	EXTEP					
RLA	5/22/2014	8/13/2014		Y	READ					
TRA	5/22/2014	8/13/2014		Y	TRAN					
LIF	5/22/2014	8/13/2014		Y	LIFE					

School History Credit Accrual Tests Health **Supplemental** Family Needs OSY Profile

The **Supplemental** panel holds information about any special programs in which a student has participated. This panel is connected to the **School History** panel.

➤ **Adding Supplemental Program (SP) Data**

1. Select the enrollment from the School History grid in the column to the right that aligns with the time in which the Supplemental service was given.
2. Click the button to add a new Supplemental service.
3. Select the service from the **Program** drop-down menu.
4. The **Program** will automatically align with the **Code**.
 - Add **Program Comments**, if necessary, in the text box provided. *This field is required if "Other (OTH)" is selected.*
5. The **Start Date** and **End Date** fields will automatically use the Enroll Date and Withdraw Date of the School History line that was selected. More specific dates can be added if necessary.
6. Enter the **Hours** for the service if necessary. *This field is not required.*
7. **Migrant Funded** should always be "Y".



NOTE: If the service is not a **Migrant Funded** service, it should not be entered into MIS2000.

8. Click the button to post your changes. The new **Supplemental Program** information will appear in the column to the left.

To delete a **Supplemental Program**, select the **SP Code** you wish to delete, and click the button.

To cancel any unsaved action, click the button.

SP Groups (Supplemental Groups) were designed to allow multiple Supplemental Program Code entries at once if they are associated with a single activity, student program, or summer program. When you need an **SP Group** added, contact the Migrant Program Analyst to create one for you.

➤ **Adding Supplemental Program (SP) Group**

1. Select the enrollment from the School History grid in the column to the right that aligns with the time in which the Supplemental services were given.
2. Click the  button to add a new **SP Group**.
3. Select the **SP Group** from the **SP Group Description** drop-down menu.
4. The **SP Group** will automatically align with the **SP Group Description**.
 - Add **Program Comments**, if necessary, in the text box provided. *This field is required if "Other (OTH)" is selected.*
5. The **Start Date** and **End Date** fields will need to be manually entered. Use the Enroll Date and Withdraw Date of the School History line that was selected. More specific dates can be added if necessary.
6. Enter the **Hours** for the service if necessary. *This field is not required.*
7. **Migrant Funded** should always be "Y".
8. Click the **Add SP Group** button to post your changes. The new **Supplemental Program** information will appear in the column to the left.

Change Enrollment Linkage – Use this function to change the School History line to which the SP service is attached. *Available to state personnel only.*



2.7 Family Panel

The **Family** panel allows you to enter current data about families without altering the original COE information. Use this section if a family has moved to a new local address, is using a new phone number, email address, or has established a homebase location.

➤ Update Current

The **Family** button allows you to update the current guardian, address, phone number, email, and homebase information for every child on the most recent COE.

The **Student** button allows you to update the current guardian, address, phone number, email and **homebase** for only the child whose Student Data you are currently viewing.

- **Homebase** refers to the city where the family considers “home.” Most commonly, it is where the child plans to graduate from high school. If the family is itinerant (does not have a homebase) then the homebase would be the public school district associated with the last known address.

➤ Changing Current Contact Information

Under **Update Current**, click the **Family** or **Student**, then update the desired fields.



NOTE: Family name information should only be changed by state personnel.

2.8 Needs Panel

Needs Assessment

A1. Disabled / IEP A5. Credit Deficient B1. IntraDistrict Move
 A2. Poor Attendance A6. Reading Deficient B2. InterDistrict Move
 A3. Retention A7. LEP B3. Two Weeks Absent
 A4. Modal Grade A8. Low Performance B4. ReEnroll
 A9. OSY
 A10. 3 - 5 Not In PK

Comments

LQM Date	Res Date	Enroll Date	Type	Cur Int.	Prior Int.	Withdraw Date	Grade	Facility ID	Facility Name
9/11/2013	9/11/2013	8/14/2014	R	N	N		07	NE0210	COLUMBUS MIDDLE SCHOOL
9/11/2013	9/11/2013	5/21/2014	S	N	N	8/13/2014	06	NE0210	COLUMBUS MIDDLE SCHOOL
9/11/2013	9/11/2013	9/18/2013	R	N	N	5/20/2014	06	NE0210	COLUMBUS MIDDLE SCHOOL

School History Credit Accrual Tests Health Supplemental Family **Needs**
 OSY Profile

The **Needs** panel is used to identify At-Risk and Priority for Service (PFS) students. This panel is connected to the **School History** panel. The **Needs Assessment** should be updated every time a new enrollment is entered in the **School History** panel. Update this section often.

Priority for Service (PFS) – Children who are failing, or at risk of failing to meet the standards AND whose education has been interrupted during the regular school year.

PFS students are categorized in both the **A** and **B** sections of this panel

- The **At-Risk** criteria have to occur during the current school year or within the previous two school years.
- The interruption of the regular school year has to occur within the preceding 12 months
- The interruption has to relate to the migrant lifestyle. Students going to Mexico for a two-week vacation do not qualify as having an interruption.

➤ **Adding/Removing Needs Data**

1. Select the enrollment from the School History grid that that you would like to update.
2. Check or uncheck the appropriate **Needs Assessment** checkboxes.
3. Add a comment to the **Comments** text box if necessary.
4. Click the button to post your changes.
 - Use the navigator arrows to toggle between School History Lines.

To cancel any unsaved action, click the button.

Appendix
Priority for
Service
Form
Pages 37-38

At-Risk and Priority for Service (PFS) Indicators

- **At-Risk Factors (A1-A10)** – Student is failing or at risk of failing to meet state standards.
 - 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 practices.
 - 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: and 3) is classified as having dropped out and/or is here to work.
 - A10: 3-5 Not in PK** – Children ages 3-5 that are not served by any other program.

- **Mobility Factors (B1-B4)** – Education has been interrupted 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.
 - 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.

2.9 OSY Profile Panel

Profile Date	Facility Name	Enroll Date	Withdraw Date	Type	Grade	Facility Name	Facility ID	LQM Date	Res Date
4/22/2014	CLEARWATER/OR	8/14/2014		R	RE	CLEARWATER/ORCHARD HIGH SCHOOL	NECO01	3/14/2014	3/14/2014
		5/22/2014	8/13/2014	S	RE	CLEARWATER/ORCHARD HIGH SCHOOL	NECO01	3/14/2014	3/14/2014
		3/14/2014	5/21/2014	R	RE	CLEARWATER/ORCHARD HIGH SCHOOL	NECO01	3/14/2014	3/14/2014

The **OSY Profile** panel holds information about migrant Out of School Youth (OSY). This information can be entered by a recruiter at the time of recruitment, or by data entry staff after the COE is Accepted.

➤ **Entering Student Info Data**

1. Select the enrollment from the School History grid in the column to the right that aligns with date of the OSY interview.
2. Click the  button to add a new **OSY Profile**.
3. Enter the Date of the OSY interview.
4. MEP Project Region, COE ID, Address/Camp, and Phone are pulled from the COE information.
5. Enter OSY information in spaces provided.
6. Click the  button to post your changes. The new **OSY Profile** line will appear in the column to the left.
 - Use the navigator arrows to toggle between School History Lines.

To delete an **OSY Profile** line, select the line you wish to delete, and click the  button

To cancel any unsaved action, click the  button.

Student Info Categories

Youth Lives:

- With a crew
- With Friends outside of work
- With his/her parents/family
- With spouse & kids
- With kids
- Alone

Reason for leaving school:

- Lacking credits
- Needed to work
- Missed State test
- Other:

Expressed interests in:

- Learning English
- Job training
- GED
- Earning a diploma
- Not sure
- No interests
- Other:
TAKE A COMPUTER CLASS

Availability:

	S	M	T	W	T	F	S
Morning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Afternoon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Evening	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:
HIS WORK SCHEDULE VARIES

At interview, youth received:

- Educational materials
- Support services
- OSY welcome bag
- Referral(s) (list in comments)
- Other:

Youth is a candidate for:

- HS diploma
- Pre GED/GED
- HEP
- Adult Basic Ed
- Other:
- Health Education
- Job training
- Career exploration
- ESL
- Life skills
- PASS
- MP3 Player
- CAMP

School History Credit Accrual Tests Health Supplemental Family Needs

OSY Profile

➤ Entering Categories Data

1. A new **OSY Profile** must have been added in the **Student Info** data tab first.
2. Using the checkboxes provided, check the appropriate OSY information
3. Mark the OSY contact **Availability** in the checkboxes provided.
4. Add a comment to the **Comments** text box if necessary.
5. All information entered in the **Categories** tab will auto save.

CHAPTER 3: SNAP! REPORTS

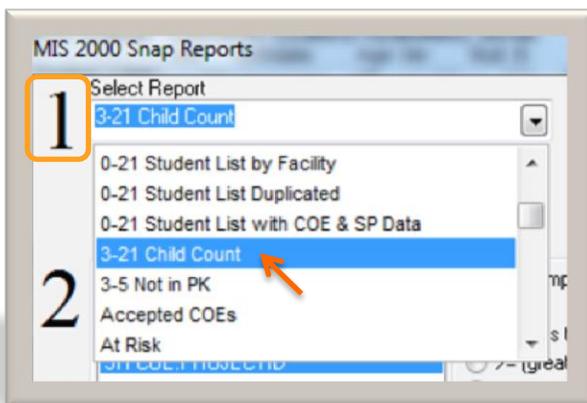
This chapter will teach you how to use Snap! Reports in MIS2000:

- ✓ How to manage report filters
- ✓ How to run a Snap! Report

3.1 Running a Snap Report

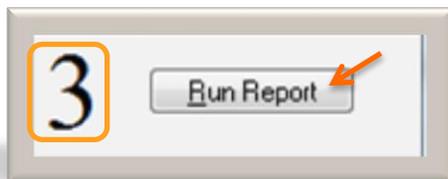
➤ How to Run a Snap! Report

1. Click **Reports** on the toolbar.
2. Select **Snap! Reports** from the Reports menu.
3. The **Snap Reports** box will appear.



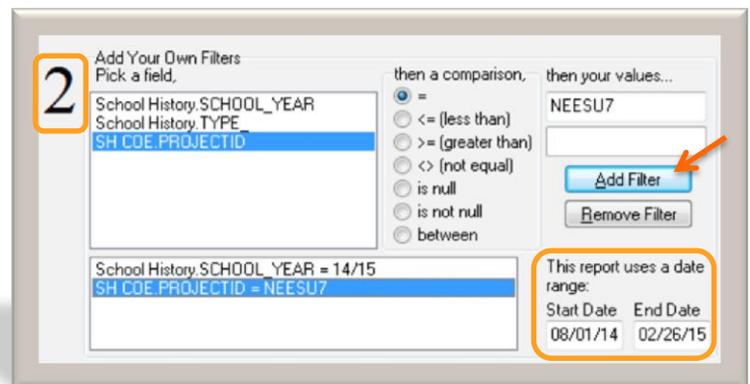
STEP 1

Select the report you would like to run from the **Select Report** drop-down menu.



STEP 3

Click **Run Report**.



STEP 2

Add **Filter(s)** if needed

- a) Highlight the desired Field.
- b) Select a **Comparison**.
- c) Enter the **Value**.
- d) Click **Add Filter**. Your filter will appear in the box below.
- e) Repeat to add multiple filters.

Enter a **Date Range** if necessary.

To delete a **Filter**, select the filter listed below and click the **Remove Filter** button.

Appendix

Snap
Reports List
Pages 39-40

CHAPTER 4: ELECTRONIC COE

This chapter will teach you how to fill out an Electronic COE in MIS2000:

- ✓ How to identify the status of a COE
- ✓ How to add children to a COE

4.1 COE Data Top Panel

The **COE Data** top panel contains COE information such as the ID number, status, and interview date.

The **Search COE** button allows you to search for a COE within your database. You can search by using student or parent information as well as COE and Student ID numbers.

- Use the navigator arrow buttons to toggle between COEs written for the same family.



COE Year – Refers to the school year that the COE is signed. This field will auto-fill when a new COE is created.

COE Date – Refers to the date that the COE is entered into MIS2000.

Project ID – The designated code for each project area.

COE Number – This field is no longer used, but is maintained in MIS2000 as a reference.

Pending – *This field is to be used by state personnel only.*

COE ID – MIS2000-generated number unique to each COE created in the database. Use the navigator buttons below this field to toggle between COEs written for a family.

View Log – Each time a COE is submitted or reviewed, the action is time-stamped and recorded in the **COE Log**. The creator and reviewers are then able to leave comments if needed. This log can be accessed by clicking the **View Log** button.

COE Status – The status of each COE in your database is located in the **COE Data top panel**. Recruiters will see all COE Status types in their database in COE view. Data entry staff will only see COEs that are not **Accepted** in **COE Draft View**.

➤ **COE Status Types**

Incomplete – The COE has been created but not yet submitted.

New – The COE has been submitted by the recruiter.

Reviewed – The COE has been reviewed by Reviewer 1.

Verified – The COE has been reviewed by Reviewer 2.

Rejected – Changes need to be made by the recruiter and the COE needs to be resubmitted.

Accepted – The COE has been approved by the SEA Reviewer.

Submit – Clicking this button will send your completed COE to the Reviewer 1, changing the COE Status from **Incomplete** to **New**. If there are any fields missing, MIS2000 will not allow you to submit until the required fields are filled.



NOTE: Once a COE is submitted, you are not able to make any further changes until the COE is **Rejected**.

To create a new COE, click the  button. All fields will become blank, so that you can enter new COE Data. It is important to start with the **Family** panel and complete each section in order.

To cancel any unsaved action, click the  button.

4.2 COE Family Panel

The **Family** panel holds parent, guardian, and contact information for families as it is at the time of recruitment.

The **Male Parent** and **Female Parent** fields should include the names of the migrant child's legal parents. *If the children on the COE have different legal parents, a new COE should be filled out for each legal family.*

The **Male Guardian** and **Female Guardian** fields should only be completed when the migrant child is living with someone other than the child's legal parents. This could include uncles, aunts, grandparents, friends, spouse, etc. When completing a COE for an Out of School Youth (OSY), be sure to list the OSY as his/her own guardian.



NOTE: Names entered into MIS2000 should be legal names. Do not use nicknames.

The **Search** buttons will allow you to search for a **Parent** name already used within your own database.

Current Address, City, State Zip, Phone Numbers, Email – These fields should be filled out according to the information for the family at the time of the interview.

4.3 COE Eligibility Panel

The **COE Eligibility** panel holds information regarding the family's most recent **Qualifying Move & Work**. This panel consists of three tabs: **Items 1-3**, **Items 4-5**, and **Item 6**.

Item 1: Record where the child(ren) moved from and where they are currently residing. **School District information is not required.** Enter prior residence information if necessary.

Item 2: Record worker information, the worker's relationship to the child(ren). Enter "to join or precede" information if necessary.

Item 3: Enter Qualifying Arrival Date.

Item 4: Record information regarding the reason for the move due to economic necessity. Enter comments where necessary.

Item 5: Record information describing the **Qualifying work** along with **Employer** information. Enter comments where necessary.

Item 6: This tab is only completed if "Temporary" work was selected in Item 5. Select from the drop-down menu, how the work was determined to be temporary employment. Enter comments corresponding with the appropriate selection.

4.4 COE Child(ren) Panel

The screenshot shows the 'Child(ren) Information' panel. It includes fields for 'Pending' and 'OSY' checkboxes, 'Last Name', 'Last Name2', 'Suffix', 'First Name', 'Middle', 'Gen', 'Birthdate', and 'Age'. There are also dropdown menus for 'MB', 'BC', 'Res. Date', 'Birth City', 'State', 'Country', 'B.C.', and 'Ethnicity / Race' (with sub-fields for 'Hispanic', 'RC1', 'RC2', 'RC3', 'RC4', 'RC5'). A table with columns 'Type', 'Enr. Date', 'Grade', 'NE Code', 'Facility Name', and 'School Year' is present. Below the table is a 'District of Residence' dropdown and a 'Comment' text area. On the right, there is a 'Student IDs' field and three buttons: 'New Enrollment' (highlighted with an orange arrow), 'Remove Enrollment', and 'Update Record'. At the bottom, there are navigation buttons for 'Family', 'Eligibility', 'Child(ren)' (which is highlighted with an orange box), and 'Signatures'.

The **Child(ren)** panel holds information about each child in the family as well as school enrollment information. This information is tied to the **School History** panel in the **Student Data** side of MIS2000.

Pending – This checkbox is for use by state personnel only.

OSY (Out of School Youth) – This checkbox should be selected if the child is an OSY.

Last Name, Last Name2, Suffix, First Name, Middle – Enter the child’s legal name.

Gen – Choose whether the child is Male (M) or Female (F).

Birth Date – Enter the child’s day of birth. The Age field will calculate accordingly.

MB – Choose whether or not the child was a part of a multiple birth (twins, etc).

BC – Birth Code (the source of documentation or proof of birth date and location).

Res Date (Residency Date) – The date the child moved to the city of the qualifying work.

Birth City, State and **Country** – Enter the **City** and **Country** the child was born in. **State** is *only required if the child was born in the United States or Mexico.*

B.C. (Bi-National) – Mark “Y” if the child moved between the United States and Mexico within the past three years.

Ethnicity/Race – Select the correct drop-down options that represent the child’s ethnicity and race.

Type – Enrollment type. Use the drop down boxes to enter these options:

I – Intersession

R – Regular

S – Summer

Enr. Date (Enrollment Date) – This date refers to the first day of school enrollment or first day in the current project if the child is not enrolled in school.

Grade – Must be entered for every new child regardless of whether or not the child is enrolled in school.

K-12 – Grade of school enrollment

PK – Preschool

RE – Resident Only (not enrolled in a K-12 institution)

UG – Ungraded

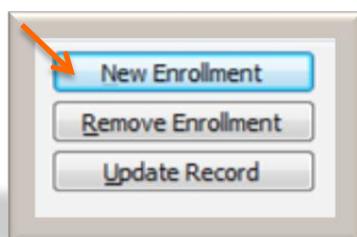
NE Code – the 9-digit School Code for the school the child is attending or would be attending if he was enrolled in school. This field auto-fills when the **Facility Name** is selected.

Facility Name – The name of the facility the child is attending or would be attending if he was enrolled in school. This field auto-fills when the **NE Code** is selected.

School Year – Refers to the school year of the enrollment. This line is automatically entered for the current school year, but does not automatically align with the Enroll Date you enter. Be sure that this matches the school year of the enrollment.



NOTE: If the child is considered to be an **Out of School Youth (OSY)**, be sure to complete the **OSY Profile** in the **Student Data** side of MIS2000 prior to submitting a COE.



➤ **Add a Child to the COE**

1. Click the New Enrollment.
2. Enter the child’s information.
3. Click **Update Record**.
4. The new entry will appear in the grid below.

➤ **Remove a Child from the COE**

1. Select the child that you would like to remove.
2. Click **Remove Enrollment**.

Click **Update Record** after making any changes to child information.

4.5 COE Signature Panel

The **Signature** panel is where the interviewer and interviewee can electronically sign the COE. This panel includes both a **Parent Tab** and a **Staff Tab**.

The screenshot shows a web-based signature panel. At the top, there are two tabs: 'Parent' (selected) and 'Staff'. Below the tabs is the title 'Parent / Guardian / Spouse / Worker Signature' followed by a paragraph of text explaining the purpose of the form and a FERPA statement. A dropdown menu for 'Educational use of information has been explained to me (FERPA)' is set to 'Y'. A large empty rectangular box is provided for the signature. To the right of this box are three fields: 'Sign Date', 'Signed By Name', and 'Relationship To Child(ren)', each with a dropdown arrow. A 'Sign' button is located to the left of the signature box. At the bottom of the panel, there are four tabs: 'Family', 'Eligibility', 'Child(ren)', and 'Signatures' (which is highlighted with an orange border).

- The **Parent** tab includes a place for the Interviewee to sign to COE. The parent must agree to the **FERPA** statement listed above before she can sign. This field should always be marked “Y”.
 - **Sign Date** – The date the interview was completed.
 - **Signed by Name** – Choose the name of the person you are interviewing. This person must always be listed somewhere on the COE as the Parent, Guardian, or Child.
 - **Relationship to Children** – Select whether the interviewee is the Parent, Guardian, Spouse, or Child.
 - Click the **Sign** button. A signature box will appear for the interviewee to sign the COE.

Incomplete Submit View Log

Parent **Staff**

Staff Signatures

I certify that based on the information provided to me, which in all relevant aspects is reflected above, these children are migratory children as defined in 20 U.S.C. 6399(2) and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge the information is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

Interviewer Signature <input type="button" value="Sign"/>	<input type="text"/>	Interviewer Name <input type="text"/>	Sign Date <input type="text"/>
Approval 1 Signature <input type="button" value="Sign"/>	<input type="text"/>	Approval 1 Name <input type="text"/>	Sign Date <input type="text"/>
Approval 2 Signature <input type="button" value="Sign"/>	<input type="text"/>	Approval 2 Name <input type="text"/>	Sign Date <input type="text"/>
SEA Reviewer Signature <input type="button" value="Sign"/>	<input type="text"/>	SEA Reviewer Name <input type="text"/>	Sign Date <input type="text"/>

Family

➤ The **Staff** tab includes a place for MEP Staff signatures.

- **Interviewer Signature**

- **Interviewer Name** – The first and last name of the Interviewer.
- **Sign Date** – The date the interview was completed.
The Interviewer Sign Date should match the interviewee Sign Date.
- Click the **Sign** button. A signature box will appear for the interviewer to sign the COE.



NOTE: Once the COE is completed and signed by the interviewer, the interviewer can click the Submit button after proofing COE information. A comment box will appear with a time-stamp and a place to include comments in the COE Log.

- **Approval 1 Signature/Name/Sign Date** - Refers to the State MEP staff who will be the first person to review the COE submission.
- **Approval 2 Signature/Name/Sign Date** - Refers to the second State MEP staff who will review the COE submission.
- **SEA Reviewer Signature/Name/Sign Date** – Once the COE has been reviewed by other MEP State Staff, the SEA Reviewer can decide to approve or reject the COE. The SEA Reviewer will be the last to review the COE and sign once the COE is **Accepted**.

Appendix
COE
Checklist
Pages 52-62



NEBRASKA MIGRANT EDUCATION PROGRAM



NEBRASKA SERVICE REPORTING CODES

TRANSFER OF STUDENT RECORDS SUMMARY

As stated in Sections 1303 and 1304 of the Title I, Part C Non-Regulatory Guidance, States are required to report certain information on the Migrant Education Program (MEP) through a Consolidated State Performance Report. Each year, in terms of the MEP, State education agencies (SEAs) are generally required to submit information about the numbers and characteristics of participating children, the types of services provided, the number of participants by grade level, and other pertinent data elements.

The Nebraska MEP utilizes the MIS2000 database system to collect, store, process, and electronically transfer student educational information to meet the reporting requirement of the program. Section 1306(b)(2) requires SEAs to promote interstate and intrastate coordination by providing for educational continuity through the timely transfer of pertinent school records when children move from one school to another, whether or not the move occurs during the regular school year. The timely transfer of student records can be an effective means of reducing the effects of educational disruption on migrant students. It enables school

SEAs and LOAs must comply with two fiscal requirements regarding the expenditure of State and local funds to ensure that MEP funds are used to provide services that are supplemental to the regular services migrant children receive. The statute requires SEAs and LOAs to: (1) use MEP funds to “supplement, not supplant” Federal and non-Federal funds; and (2) provide services to migratory children with State and local funds that are at least comparable to services provided to non-migratory children.

officials to make appropriate decisions regarding a student’s enrollment in school, grade placement, and academic plan.

FISCAL REQUIREMENTS

Section 1306(b)(2) requires SEAs and LOAs to provide services to migrant students from other Federal programs *before* they use MEP funds to provide services. Therefore, other Federal programs must select and provide services to eligible migrant students on the same basis as other eligible children. After the other Federal program selects students for services, an SEA or LOA may use MEP funds to increase the number of migrant students who participate in the project and/or enhance the services that participating migrant students otherwise receive.

PROVISION OF SERVICES

For purposes of the Migrant Education Program (MEP), “services” are a subset of all allowable activities that the MEP can provide through its programs and projects. Although SEAs and local operating agencies (LOAs) 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.

MEP SERVICES	MEP ACTIVITIES
<p>“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.</p> <p>SEAs and local operating agencies may use MEP funds to provide 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.</p>	<p>Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program, are examples of allowable activities that are <u>not</u> considered services. Other examples of an allowable activity that would <u>not</u> be considered a service would be the one-time act of providing instructional packets to a child or family and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children.</p> <p>Although these are allowable activities, they are not services because they do not meet all of the following criteria: (1) it does not directly benefit migrant children; (2) it is not grounded in scientifically based research; and (3) in and of itself, the activity will not increase children’s reading skills and thereby increase their ability to meet the State’s performance targets.</p>

For additional information:
[Allowable Title I Expenses](#)
[Non-Regulatory Guidance- Title I, Part C, Migrant Education Program Elementary & Secondary Education Act](#)

Revised Aug 2015

NEBRASKA SERVICE CODES

INSTRUCTIONAL SERVICE CODES

Instructional Service Codes represent instruction in a subject area provided for students on a regular or systematic basis, usually for a predetermined period of time. It can include instruction provided by a MEP-funded teacher or MEP-funded paraprofessional (under the direct supervision of a teacher). It may include correspondence or online courses taken by a student under the supervision of a teacher. Note: The one-time act of providing instructional packets to a child or family does not constitute an instructional service.

**In Nebraska it is required that instructional services follow a set curriculum and produce student outcomes (i.e. pre- and post-assessment data).*

- CRE** High School Credit Accrual: Instructional courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time.
- ESL** English as a Second Language: Instructional programs for English Language Learners designed to increase English proficiency and academic achievement in core subjects.
- EXT** Extended Day/Week Program: Any method of MEP-funded instructional delivery that extends the total hours of a school day or week beyond that which would otherwise be available for learning in the regular school year. This category would include early-morning and after-school programs, evening programs and other programs that alter the school schedule to accommodate migrant student schedules, Saturday programs, and other programs that extend the time for learning outside of the traditional "9:00-3:00" school day or 5-day school week. Methods that substitute one type of learning time for another within the traditional school day, such as pullouts or in-class tutoring, are not considered extended-time instructional approaches for purposes of this report. Extended day/week projects do not include summer term or intersession projects.
Note: When coding EXT, please also code the subject area(s).
- GED** General Education Development (GED): Students are enrolled in GED program and/or instruction is provided to prepare students for the GED test.
- MAT** Math: Instruction in math provided for students on a regular or systematic basis, usually for a predetermined period of time.
- PED** Prevention Education/Health: Instruction provided in health education for students on a regular basis, usually for a predetermined period of time.
- PGE** Pre-GED: Education in preparation to enroll in a GED program (may include adult basic education).
- PRE** Preschool: Children enrolled in an early childhood educational program, funded through MEP. Instruction provided supports development of school readiness skills through a preschool or home-based program.

For additional information:

[Allowable Title I Expenses](#)

[Non-Regulatory Guidance- Title I, Part C Migrant Education Program
Elementary & Secondary Education Act](#)

Revised Aug 2015

- RLA** Reading Language Arts: Instruction provided in reading language arts for students on a regular or systematic basis, usually for a predetermined period of time.
- SCI** Science: Instruction in science provided for students on a regular or systematic basis, usually for a predetermined period of time.
- SST** Social Studies: Instruction in social studies provided for students on a regular or systematic basis, usually for a predetermined period of time.

SUPPORT SERVICE CODES

Support Service Codes represent MEP-funded services that include, but are not limited to, health, nutrition, counseling, and social services for migrant families, necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

- CLO** Clothing: Clothing provided.
- GUI** Guidance: Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development.
- FLT** Family Literacy Program: Provided to parents/family on a voluntary basis and are of sufficient duration to make sustainable changes in a family. Programs integrate the following activities: interactive literacy activities between parents and their children; training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; parent literacy training that leads to economic self-sufficiency; and an age-appropriate education to prepare children for success in school and life experiences.
- HEA** Health Services: Includes but is not limited to hearing screenings, vision exams, eyeglasses, dental checkups, physical exams, vaccinations and health products.
- INT** Interpretation/Translation: Interpreting (oral) or translating (written) services provided for the student.
Note: This would not include communication with the parents regarding child's educational progress or school activities as part of the regular communication with ALL parents. This would not include any interpretation/translation for parental involvement activities as Section 1118 requires activities to be conducted in a format and language understandable to parents.
- LIF** Life Skills: A service that enable individuals to deal effectively with the demands and challenges of everyday life. In primary or secondary education, life skills may refer to a skill set that accommodates more specific needs of modern life; examples include money management, food preparation, hygiene training, basic literacy, the ability to reason with numbers and other mathematical concepts (numeracy), and organizational skills.

For additional information:
[Allowable Title I Expenses](#)
[Non-Regulatory Guidance— Title I, Part C Migrant Education Program](#)
[Elementary & Secondary Education Act](#)

Revised Aug 2015

- MTR** Material Resources: Includes necessary educational supplies, educationally related books, and other materials (e.g., iPods, backpacks, etc.)
- NUT** Nutrition (not School Meals Program): Nutritional provisions, snacks, etc., provided before, during or after-school programs.
- OTH** Other: No other resources available.
Note: Include a comment to indicate the service provided.
- REF** Referral: Educational or educationally related (supportive) services provided from non-MEP programs or organizations that migrant children would not have received without the efforts of MEP-funded personnel. The child must actually receive the service in order for it to be counted as a referral. An eligible migrant child must be the direct recipient of the referred service.
- TRA** Transportation: MEP-funded transportation.
- TUT** Tutoring: This may include one-on-one tutoring services provided at a time when a student would not otherwise receive instruction from a teacher.
- YLS** Youth Leadership: Programs/workshops geared towards nurturing the leadership skills within students to achieve personal growth resulting in a desire to create positive change in their lives and community. Programs are designed to increase academic excellence through student engagement; provide students with the purpose, tools, and direction necessary to achieve personal and academic success; produce active student leaders who will serve their families, schools and communities with distinction and encourage other students to do the same; institute leadership, pride and education as important keys to success.

SUMMER SERVICE CODES

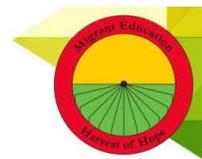
- ASP** Academic Summer Program: Total number of students who attended at least 15 days (over 5 hours, but less than 8 hours per day).
- HSP** ½ Day Summer Program: Total number of students who attended 15 days (over 2 hours, but less than 5 hours per day)

For additional information:
[Allowable Title I Expenses](#)
[Non-Regulatory Guidance- Title I, Part C Migrant Education Program](#)
[Elementary & Secondary Education Act](#)

Revised Aug 2015



NEBRASKA MIGRANT EDUCATION PROGRAM



PRIORITY FOR SERVICES FORM

DIRECTIONS

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 most at 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.

Whether or not an eligible migrant student meets the Priority for Services criteria, it is important for every MEP to enter into the Migrant record system (MIS2000) the At-Risk information on every migrant child/youth. Not only does this provide important information should the child/youth move to another district or state, but it is also data that is used in determining which migrant children/youth should receive services first, used for audit purposes, and to assist the MEP in determining allocations.

Each project participating in the Migrant Education Program must record Priority for Services data into the MIS2000 record system for each Priority for Services child/youth. A report of Priority for Services children/youth is to be on file at the district and readily available when requested by appropriate entities (i.e. auditors, NDE/MEP staff).

All Nebraska Migrant Education Programs (MEP) are to have the following documentation:

- List of eligible migrant students
- List of students identified as Priority for Services students
- List of services available
- List of students receiving migrant services

To be identified as a Priority for Services migrant child/youth, the child/youth must meet one or more of the (A1-A10) of the At-Risk criteria **and** there must be an interruption of services during the regular school year (items B1- B4).

Following is additional information on the Priority for Services requirements:

- Interruption during the Regular School Year - the interruption has to occur within the preceding 12 months. For 2015-2016, an interruption during the regular school year would have occurred sometime after the beginning of the 2014-2015 regular school year and before the ending of the 2015-2016 regular school year. Moves occurring during the summer of 2015 do not constitute an interruption of services.
- The interruption has to relate to the migrant lifestyle. Students going to Mexico for a two-week vacation do not qualify as having an interruption.
- The at-risk criteria have to occur during the current school year or within the previous two school years.

Priority for Services –a student who is failing or At-Risk of failing to meet the state standards

- 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.

Education Has Been Interrupted During the Regular School Year Based on the Migrant Lifestyle

- B1. Intra District 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.

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NEBRASKA MIGRANT EDUCATION PROGRAM



MIS2000 Snap! Reports

Snap! Report	Description
0-21 Eligible Student List	This report includes the most recent history line for all youth who are eligible during the time period specified and who do not have a Term Date on their most recent enrollment.
0-21 Student List	This report includes the most recent history line for all youth who have an enrollment during the time period specified.
0-21 Student List by Facility	This report includes the most recent history line for all youth who have an enrollment during the time period specified and is sorted by school facility name.
0-21 Student List Duplicated	This report includes each history line for all eligible migrant youth, ages 0-21, during the time period specified. Use the BIRTHDATE or GRADE filters for a specific age or grade group list.
0-21 Student List with COE & SP Data Duplicated	This report includes each history line for all eligible migrant youth, ages 0-21, during the time period specified. COE data and Supplemental Programs Data are included. SP Data pulls into separate history lines.
3-5 Not in PK	This report includes the most recent history line for all youth who have 3-5 NOT IN PK selected as a need during the time period specified.
3-21 Child Count	This report includes the most recent history line for all eligible migrant youth during the time period specified. Use the TYPE filter to run a Regular (R) or Summer (S) only list.
Accepted COEs	This report includes all of the COEs that have been accepted between the data range selected.
At Risk	This report includes the most recent history line for all youth, ages 3-21, who have at least one At Risk need (A1-A10) selected during the time period specified. PFS are not included in this report.
At Risk Duplicated	This report includes each history line for all youth, ages 3-21, who have at least one At Risk need (A1-A10) selected during the time period specified. PFS are not included in this report.
COE Family Information	This report includes COE family and contact information for all COEs with a qualifying QAD between the time period specified.
COE Status Report	This report includes all of the COEs entered into MIS 2000 during the time period specified. Reports are separated by recruiter and then by current COE Status.
Current Family Information	This report includes the most recent family and contact information for youth enrolled between the time period specified.
Drop Out List	This report includes the most recent history line for all youth who have the Drop Out box checked in the School History section during the time period specified.
End of Eligibility	This report includes the most recent history line for all youth who have an expired QAD, turned 22 years of age, or have graduated or obtained a GED during the time period specified.

Graduated	This report includes the most recent history line for all youth who have the Term Type G (Graduated) selected in the School History section during the time period specified.
LEP	This report includes the most recent history line for all youth who have LEP selected as a need during the time period specified.
Not Served	This report includes the most recent history line for those that do not have a Supplemental Code attached to a history line during the time period specified.
Out of School Youth	This report includes the most recent history line for all youth who are checked OSY in the School History section during the time period specified.
Priority For Service	This report includes the most recent history line for all youth, ages 3-21, who have an A need and a B need selected during the time period specified.
Priority For Service Duplicated	This report includes each history line for all youth, ages 3-21, who have an A need and a B need selected during the time period specified.
Rejected COEs	This report includes all of the COEs that are currently rejected. This report does not use a date range.
Served	This report includes the most recent history line for all youth, ages 0-21, who was coded with any type of service in the Supplemental Section during the time period specified.
Served – Summer Program	This report includes the most recent history line for all youth coded with a Migrant Summer Program code in the supplemental section during the time period specified.
Served with SP Data Duplicated	This report includes all history lines for all youth who were coded with any type of service during the time period specified. <i>NOTE: This report creates separate line for each Supplemental code given to every child on this list.</i>
Student Summary Report	This report includes a list of youth, ages 0-21 who are eligible during the time period selected. This report includes flags for PFS, PFS Served, At-Risk, At-Risk Served, OSY, and Supplemental Codes. Each child is given an Age/Grade group category.

Revised Aug 2015



NEBRASKA MIGRANT EDUCATION PROGRAM



Regular Term and Summer/Intersession Term Guide

Regular Term (R) = September 1st through May 31st

Summer Term (S) = June 1st through August 31st

Intersession Term (I) = September 1st through May 31st (For schools on a year-round calendar)

Use the guide below to help code each type of child in your project:

- **Resident Only Regular Term**
 - o Type = R
 - o Grade = RE
 - o Enroll Date = On or after 9/1 through 5/31
 - o Withdraw Date = On or after 9/1 through 5/31
- **Resident Only Summer Term**
 - o Type = S
 - o Grade = RE
 - o Enroll Date = On or after 6/1 through 8/31 OR the day after student withdraws from the regular school year.
 - o Withdraw Date = On or after 6/1 through 8/31 OR the day before student enrolls in the regular school year.
- **Resident Only Intersession Term**
 - o Type = I
 - o Grade = RE
 - o Enroll Date = The first day of the first break of the school year
 - o Withdraw Date = The last day of the last break of the school year
- **Enrolled in an Academic Program – Regular Term**
 - o Type = R
 - o Grade = Current Grade
 - o Enroll Date = First day student attends academic program
 - o Withdraw Date = Last day student attends academic program
- **Enrolled in an Academic Program – Summer Term**
 - o Type = S
 - o Grade = Current Grade
 - o Enroll Date = The day after the student withdraws from the regular term
 - o Withdraw Date = The day before the student enrolls in the next regular term.
- **Enrolled in an Academic Program – Intersession Term**
 - o Type = I
 - o Grade = Current Grade
 - o Enroll Date = The first day of the first break of the school year
 - o Withdraw date = The last day of the last break of the school year

-- A student who is in your project during the summer or intersession term but IS NOT participating in an academic program will be considered a Resident Only (RE) during that term.

Examples

Example 1: A student was enrolled in 3rd grade during the Regular Term but did not participate in an academic program in the summer. The next school year, he enrolled as a 4th grader. His school history lines would look like this:

School Year	Enroll Date	Withdraw Date	Type	Grade
15/16	8/17/15 <small>(first day attended school)</small>	5/20/16 <small>(last day attended school)</small>	R	4
14/15	5/21/15 <small>(day after school ended)</small>	8/16/15 <small>(day before school starts)</small>	S	RE
14/15	8/17/14 <small>(first day attended school)</small>	5/20/15 <small>(last day attended school)</small>	R	3

(This table reads with the most recent enrollment at the top as do the School History lines on MIS2000)

Example 2: A student was enrolled in 3rd grade during the Regular Term and did participate in an academic program in the summer which occurring three weeks in July. The next school year, he enrolled as a 4th grader. His school history lines would look like this:

School Year	Enroll Date	Withdraw Date	Type	Grade
15/16	8/17/15 <small>(first day attended school)</small>	5/20/16 <small>(last day attended school)</small>	R	4
14/15	5/21/15 <small>(day after school ended)</small>	8/16/15 <small>(day before school starts)</small>	S	4
14/15	8/17/14 <small>(first day attended school)</small>	5/20/15 <small>(last day attended school)</small>	R	3

(This table reads with the most recent enrollment at the top as do the School History lines on MIS2000)

--Notice that the dates stayed the same. Even if the summer academic program only occurs a few weeks during the Summer Term, the student is given a grade during the entire Summer Term. If the student attends a Migrant funded Summer Program, the actual dates of the program can be specified in the Supplemental section if the project chooses to do so.

Example 3: A Resident Only is residing in a project area and does not participate in an academic program. He arrives on 8/20/15. His school history lines would look like this:

School Year	Enroll Date	Withdraw Date	Type	Grade
15/16	6/1/16 (First day of Summer Term)	8/31/16 (Last day of Summer Term)	S	RE
15/16	9/1/15 (First day of Regular Term)	5/31/16 (Last day of Regular Term)	R	RE
14/15	8/20/15 (Residency Date)	8/31/15 (last day of Summer Term)	S	RE

(This table reads with the most recent enrollment at the top as do the School History lines on MIS2000)

Example 4: A Student is enrolled in 11th grade. He drops out of school on 11/14/15. He is still residing in the project. His school history lines would look like this:

School Year	Enroll Date	Withdraw Date	Type	Grade
15/16	6/1/16 (First day of Summer Term)	8/31/16 (Last day of Summer Term)	S	RE
15/16	11/15/15 (First day after drop out)	5/31/16 (Last day of Regular Term)	R	RE
15/16	8/17/15 (First day attended school)	11/14/15 (Last day attended school)	R	11

(This table reads with the most recent enrollment at the top as do the School History lines on MIS2000)

--REMINDER: Be sure to highlight the school history line 8/17/15 – 11/14/15 and check the Drop Out check box located in the School History section.

Example 5: A student is enrolled in a school on a year-round calendar. He is in 4th grade. School starts 7/10/15 and ends 5/23/16. He does not participate in an academic program during intersession or summer break.

These breaks occur:

- 9/10/15 – 9/21/15
- 12/17/15 – 12/21/15
- 2/25/16 – 3/1/16
- 5/24/16 – 7/09/16.

His school history line would look like this:

School Year	Enroll Date	Withdraw Date	Type	Grade
15/16	9/10/15 <small>(First day of first break)</small>	7/9/16 <small>(Last day of last break)</small>	I	RE
15/16	7/10/15 <small>(First day of Regular Term)</small>	5/23/16 <small>(Last day of Regular Term)</small>	R	4

(This table reads with the most recent enrollment at the top as do the School History lines on MIS2000)

Example 6: A student is enrolled in a school on a year-round calendar. He is in 4th grade. School starts 7/10/15 and ends 5/23/16. He attends an academic program from 2/25/16 – 3/1/16 AND 6/3/16 – 6-25-16

Intersession occurs:

- 9/10/15 – 9/21/15
- 12/17/15 – 12/21/15
- 2/25/16 – 3/1/16
- 5/24/16 – 7/09/16.

His school history line would look like this:

School Year	Enroll Date	Withdraw Date	Type	Grade
15/16	9/10/15 <small>(First day of first break)</small>	7/9/16 <small>(Last day of last break)</small>	I	4
15/16	7/10/15 <small>(First day of Regular Term)</small>	5/23/16 <small>(Last day of Regular Term)</small>	R	4

(This table reads with the most recent enrollment at the top as do the School History lines on MIS2000)

-Notice that these students only have one history line to represent each intersession/summer break regardless of how many times the student attended an academic program during these break periods.

CONSOLIDATED STATE PERFORMANCE REPORT
REPORTING REQUIREMENTS FOR THE TITLE I, PART C, MIGRANT EDUCATION PROGRAM 2011-2012

GLOSSARY FOR THE MEP

Children With Disabilities (IDEA)– Children having mental retardation; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance (hereafter referred to as emotional disturbance); orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Counselor – A professional staff member who guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.

Counseling Services – Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. NOTE: Children who receive a MEP-funded counseling service should be reported only once, regardless of frequency.

Continuation of Service – The “continuation of services” provision found in section 1304(e) of the statute provides that: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. NOTE: Continuation of Service students should not be counted as eligible in Category 1 or Category 2; these students participate in the MEP but do not generate MEP funds.

Dropout – The term used for students, who (1) were enrolled in a public school for at least one day during the previous school year, (2) were not enrolled at the beginning of the current school year, (3) who have not graduated from high school or completed a State- or district-approved educational program, and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another school district, private school or State- or district-approved educational program (including correctional or health facility programs), (b) temporary absence due to suspension or school-excused illness or (c) death. Students who dropped out-of-school prior to the previous school year should be classified NOT as “dropped-out-of-school” but as “out-of-school youth.”

Eligible Migrant Child – Any child who meets the statutory definition of a migratory child found in section 1309(2) of the statute and section 200.81 of the regulations and for whom the SEA approved a Certificate of Eligibility. In brief, the term migrant child means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work (A) has moved from one school district to another; (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 a fishing activity.

NOTE: In order to be included in the Category 1 Count, the child must have been eligible and resided within the State for at least one day within the reporting period, have an approved COE and been entered into the State's migrant database.

Enrolled – The term "enrolled" is used generally to refer to enrollment of a child in any local, State, or federally-funded school program.

Extended Day/Week – Any method of MEP-funded instructional delivery that extends the total hours of a school day or week beyond that which would otherwise be available for learning in the regular school year. This category would include before-school and after-school programs; evening programs and other programs that alter the school schedule to accommodate migrant student schedules; Saturday programs; and other programs that extend the time for learning outside of the regular school day or five-day school week. Methods that substitute one type of learning time for another within the traditional school day, such as pull-outs or in-class tutoring, are not considered extended-time instructional approaches for purposes of this report. Extended day/week projects do not include summer-term or intersession projects.

Full-time Equivalent (FTE) – The amount of time a person performs federal program duties and is paid by the full-time equivalent (FTE) federal program, as a percentage of a full-time work year (as defined by the State) for the regular school year, and as a percentage of a full-time summer-school or intersession program (as defined by the state) for the summer or intersession periods. For example, if the state defines a full-time work year as 180 days and a teacher works the full regular term for the federal program, that teacher would be reported as 1.00 FTE for the regular term. Another teacher who worked only 18 days during the regular term would be reported as 0.10 FTEs. If that same teacher also taught 30 days during the summer term for the federal program, and 30 days represents a complete summer session in the State, the State would report a 1.00 summer-school FTE for that teacher under the summer column. If the teacher taught for 30 days in summer school, but worked only half days, it would report 0.50 FTEs under the summer column. The State must record all FTE entries to the nearest hundredth, e.g., 1.00, 0.70, 0.50.

General Education Development Certificate (GED) – Certificate awarded to individuals who have earned the minimum required scores on the GED test.

High School Credit Accrual – MEP-funded instruction, funded in whole or in part by MEP funds, in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher. NOTE: Children receiving a MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

Individualized Education Program (IEP) – Under the Individuals with Disabilities Act (IDEA), each public school child who receives special education and related services must have an Individualized Education Program (IEP). The IEP must be developed by teachers, parents, school administrators, related services personnel, and students (when appropriate). The plan generally includes: (1) a description of the child, including the child's present level of functioning, (2) goals and objectives, (3) services to be provided, (4) time, place, and duration of services, (5) extent of participation with nondisabled children, (6) participation in state and district-wide tests, (7) transition services, and (8) evaluation of the child's progress.

Instructional Services – MEP-funded instruction in a subject area provided for students on a regular or systematic basis, usually for a predetermined period of time. It can include instruction provided by MEP-funded teachers or MEP-funded paraprofessionals. Includes correspondence courses taken by a student. The one-time act of providing instructional packets to a child or family does not constitute an instructional service.

Intersession – For schools on a year-round calendar, an intersession term is the aggregate of all those periods throughout the year when the school (or part of the school) is not in session or not providing the annual instruction analogous to the traditional school-year regular term only for a cohort of students. Even though the intersession periods occur at different times throughout the year, for the purposes of this report, those periods are all considered a single term. Thus, a student who participates in intersession programs in October, February, and June would be counted as participating in one intersession term (not three).

Last Qualifying Move – The date a migrant child's eligibility for the MEP begins as the result of having completed a new qualifying move. This is often referred to as the **Qualifying Arrival Date (QAD)**.

Limited English Proficient (LEP) – The term limited English proficient, when used with respect to an individual, is defined in section 9101(25) of the ESEA to mean an individual: (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual: (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

Mathematics Instruction – Instruction in mathematics provided by a MEP-funded teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher. NOTE: Children receiving a MEP-funded mathematics instruction service should be reported only once, regardless of frequency.

MEP Funded – Any service that is funded in whole or in part with Migrant Education Program funds.

Migrant Child/Student – See the definition of “Eligible Migrant Child” above.

Mobility – The term refers to moves of the following for the purposes on this report.

- Last qualifying move within previous 12 months – this means the child last made a qualifying move within 12 months of August 31st (the last day of the reporting period).
- Last qualifying move within previous 13 - 24 months – this means the child last made a qualifying move within 13 - 24 months of August 31st (the last day of the reporting period).
- Last qualifying move within previous 25 - 36 months – this means the child last made a qualifying move within 25 - 36 months of August 31st (the last day of the reporting period).
- Any qualifying move within a regular school year within the previous 36 months– this means the child has made a qualifying move during the regular school year in any of the 36 months prior to August 31st⁹ (the last day of the reporting period).
- The category 37 to 48 months accounts for children who were eligible at the beginning of the reporting period but whose last qualifying move was more than 36 months from the end of the reporting period.

Out-of-School – Out-of-school means 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. It does not include preschoolers, who are counted by age grouping, nor does it include temporary absences (e.g., suspension or illness).

Paraprofessional – This includes MEP-funded paraprofessionals who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with classroom management, such as organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) conduct parental involvement activities, (5) provide support in a library or media center, (6) act as a translator, or (7) provide instructional support services under the direct supervision of a teacher [Title I, section 1119(g)(2)]. Because paraprofessionals provide instructional support, they should not be providing planned direct instruction, or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.

Participation – The term "participation" refers to the receipt of some type of service funded in whole or in part with MEP funds beyond identification and recruitment, inclusion in statewide or local needs assessment, records transfer, or activity insurance. (See the definition of "Services" elsewhere in this glossary.) The assistance may include, but is not limited to, the following types of services: continuation of services, direct provision of instructional services, counseling, health services,, and other types of support services. States do NOT include children who were served under a Title I Schoolwide Program (SWP) where MEP funds were consolidated.

Priority for Services – This term is described in section 1304(d) of the statute as “migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.”

Project – A project is any entity that receives MEP funds either as a subgrantee or from a subgrantee and provides services directly to migrant children in accordance with the State Service Delivery Plan and State approved subgrant applications. A project’s services may be provided in one or more sites.

Qualified Paraprofessional – Meets the definition of a paraprofessional, and a “qualified” paraprofessional must have a secondary school diploma or its recognized equivalent and (1) completed two years of study at an institution of higher education; (2) obtained an associate’s (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) [section 1119(c) and (d) of ESEA].

Qualifying Arrival Date (QAD) – The date a migrant child’s eligibility for the MEP begins as the result of having completed a new qualifying move. This is often referred to as the **Last Qualifying Move (LQM)**.

Qualifying Move – A qualifying move: (1) is across school district boundaries; *and* (2) is a change from one residence to another residence; *and* (3) is made due to economic necessity; *and* (4) is made in order to obtain qualifying work; *and* (5) occurred in the preceding 36 months.

Reading Instruction – Instruction in reading provided by a MEP-funded teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher. NOTE: Children receiving a MEP-funded reading instruction service should be reported only once, regardless of frequency.

Records Transfer Staff – Staff responsible for entering, retrieving or sending student records from or to another school or student records system.

Recruiter – A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.

Referrals – Referred services cannot be MEP-funded, and they cannot be school or district based services that the child is already entitled to receive (e.g., Title I Part A services, Title III services). Referred services are educational or educationally-related (supportive) services that migrant children would not have received without the efforts of MEP-funded personnel. The child must actually receive the service in order for it to be counted as a referral. An eligible migrant child must be the direct recipient of the referred service. Examples of referred services that a child might receive as a result of MEP efforts include: GED or pre-GED classes, Adult basic education classes, parenting classes (for eligible youth), computer literacy classes, job training programs, early childhood classes, nutrition and health education workshops, health and dental screenings, and food and clothing assistance.

Regular School Year – For schools that operate on a traditional calendar, the regular school year is the period from the beginning of school in the State in the fall to the end in the spring, generally from September to June. For schools that operate on a year-round schedule without a traditional long summer break, the regular school term is the aggregate of all those periods throughout the year when the school (or part of the school) is in session providing the annual amount of instruction analogous to the traditional school-year regular term.

Reporting Period – The reporting period is from September 1 - August 31. For programs that operate on a traditional school-year calendar, the reporting period consists of the regular school year (normally beginning in August or September and ending in May or June) and the subsequent summer term. For programs that operate on a year-round calendar, the reporting period consists of the 12-month period beginning with the term or intersession that starts closest to September 1.

Schoolwide Program (SWP) – A schoolwide program is operated in a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or that has a school enrollment of which not less than 40 percent of the children are from such families, and that uses its Title I funds to upgrade the educational program of the entire school, rather than to provide services only to students identified as most at risk of failing to meet State standards [section 1114].

Services – “Services” are a subset of all allowable activities that the MEP can provide 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. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are NOT considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

Support Services – These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

State Director – For the purpose of the MEP, the manager within the SEA who administers the MEP on a statewide basis.

Summer Term – In a school district that operates a traditional-calendar school year, the period of time after the regular school year has ended and before the next school year begins, typically from May/June through August/September. Year-round schools, for the purposes of this report, are not considered to have summer terms. Any break in the regular term of a year-round school is considered an intersession term, regardless of what season of the year in which it occurs.

Teacher – A classroom instructor who is licensed and meets any other teaching requirements in the State.

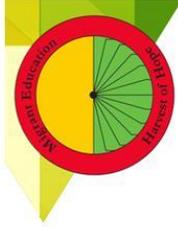
Unduplicated Count – This is a count in which a given child is only counted once on a statewide basis in a single category (i.e., within a row or with a cell in a row).

Ungraded – Children are reported in the ungraded columns of the table if the child is served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded, or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a GED through a K-12 institution, or those in a correctional setting. (Students working on a GED outside of a K-12 institution are counted as out-of-school youth.)

Year Round Project – A MEP project that operates in both the regular school year and summer/intersession terms.



NEBRASKA MIGRANT EDUCATION PROGRAM

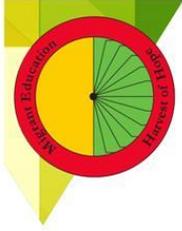


ELECTRONIC COE CHECKLIST

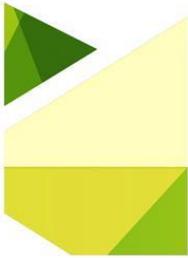
I. Family Data

- Enter the COE Year and Project's ID.
- Male Parent** - Enter biological father or adoptive father's full legal name.
- Female Parent** - Enter biological mother or adoptive mother's full legal name.
- Male Guardian** - Enter male guardian's full legal name or male OSY's full legal name.
- Female Guardian** - Enter female guardian's name full legal name or female OSY's full legal name.
- Current Address** - Provide current physical address - If the physical address is different from the mailing address, provide the mailing address in Address 2 field of the COE.
 - Current Address
 - Address 2
 - City
 - State
 - Zip Code
- Phone 1 and Phone 2** - Provide telephone number with 3 digit area code
 If has a **ten-digit** entry (e.g., 123-456-7890; if available).
- Email** - Provide email (if available).

The screenshot shows the MIS 2000 - NE33 web application interface. At the top, there are navigation tabs: Record, Procedures, Reports, Preferences, COE, Go, View, Help. Below these are input fields for COE Year (2015), Project ID, and COE Number. A 'COE Data' section contains search and navigation buttons, a 'Created' timestamp (3/9/2015 8:35:55 AM), and checkboxes for 'Show Incomplete Only' and 'Show Approved Only'. The 'COE Family' section is divided into four rows for 'Male Parent', 'Female Parent', 'Male Guardian', and 'Female Guardian'. Each row has input fields for Last Name 1, Last Name 2, Suffix, First Name, Middle Name, and a 'Search' button. Below the guardian sections are fields for 'Current Address', 'City', 'State' (set to NE), 'Zip', 'Phone 1', 'Phone 2', and 'Email'. At the bottom, there are buttons for 'Family', 'Eligibility', 'Children', and 'Signature'.

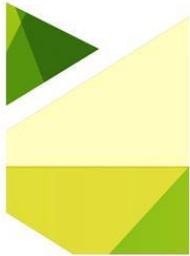


NEBRASKA MIGRANT EDUCATION PROGRAM

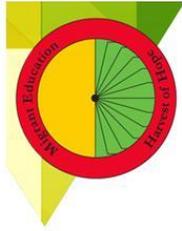


II. Eligibility Data: Items 1-3

- 1 -** Complete the information about where the child is relocating from and to.
 - Indicate **prior residence** of parent/guardian, if different from child(ren) – City, State, Country.
 - Provide comment in the Prior Residence Comments field of COE if applicable.
- 2a -** The child(ren) moved: Select either **on own as worker**, **with the worker**, **or to join or precede the worker** (type of move).
 - 2b -** The worker: Indicate full legal name of worker and select either **child**, **parent**, **spouse**, **or guardian** (relationship to child).
 - *list one worker only
 - 2bi -** Complete if “to join or precede” is selected in 2a
 - Provide the date the worker moved and the date the child(ren) moved. Indicate why the **residency date** of parent/guardian differs from child(ren).
- 3 - Qualifying Arrival Date (QAD)** refers to the date on which the qualifying move was completed. It has a **six-digit** (e.g., 88/88/88). In general, the QAD is the date that both the child and worker completed the move.

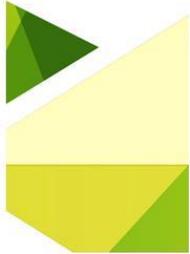


NEBRASKA MIGRANT EDUCATION PROGRAM

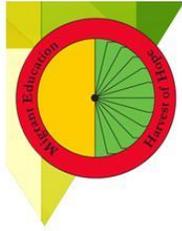


II. Eligibility Data: Items 4-5

- 4** - The worker moved due to economic necessity: Select **a**, **b**, or **c**.
- 4ci** or **4cii** - If "c" is selected for question 4 select i or ii - Provide comment accordingly.
- 4ci Statement of Prior History** – Provide prior history activity (noun and verb describing the work) and location (city, state) work took place.
- 4cii Statement of Credible Evidence** – Explain evidence in comment section and submit to NDE supporting documentation where available.
- 5** - The qualifying work: Select activity from drop down menu.
- 5a** - Select either **seasonal** or **temporary**.
- 5b** - Select either **agricultural** or **fishing work**.
- Qualifying Work** – Name of Employer, City, and State.
 - Submit Agribusiness Form prior to submitting COE if business is not on the list of qualifying employers.
- 5c - Personal Subsistence**: Check if applicable and provide comment if applicable

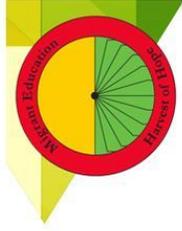


NEBRASKA MIGRANT EDUCATION PROGRAM

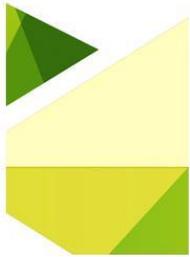


II. Eligibility Data: Item 6

- 6 Select a, b, or c if "temporary" is checked in 5a.
- 6a - Worker's Statement**
If selected, provide comment detailing the length of time the worker indicated he/she would be at the qualifying activity (# of days, weeks, or months).
- 6b - Employer's Statement**
If selected, provide comment detailing length of time the employer indicated the worker would be at the qualifying activity (# of days, weeks, or months).
- 6c - State Documentation**
This section is not applicable.



NEBRASKA MIGRANT EDUCATION PROGRAM



III. Children Data

OSY
 If child is an Out-of-School-Youth (OSY) select OSY and then complete the OSY Profile under the Student Data view of the COE.

Last Name(s)
 Child's legal last name(s) – Last Name 1, Last Name 2 (if child does not have a Last Name 2 leave COE field blank).

All children listed on COE must have the **same biological/adoptive parent(s) and/or guardian(s)** (Children may not necessarily have the same last name due to naming practices of their cultural group).

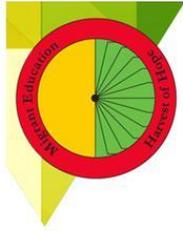
Suffix
 When applicable, record the child's generation in the family/suffix (e.g., Jr., Sr., III, 3rd); otherwise leave blank.

First Name
 Enter child's legal first name – **NO NICKNAMES.**

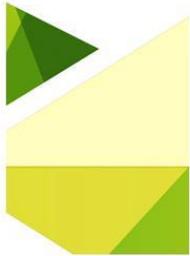
Middle Name
 Enter child's legal middle name – **NO NICKNAMES.**

Gender
 Enter child's gender: M for Male, F for Female.

Child's Date of Birth (DOB)
 Enter child's DOB (Ensure that **all** children listed on the COE were **born before the QAD** - **Dates** have a **six-digit entry** (e.g., 88/88/88).



NEBRASKA MIGRANT EDUCATION PROGRAM



III. Children Data: Age, Birth Codes

Age

- Age is automatically computed by MIS2000.

Multiple Birth

- Multiple birth - is the child a twin or triplet, etc.? Y for Yes, N for No.

Birth Code

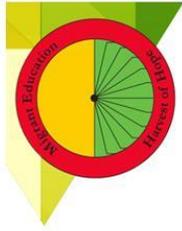
- Birth code- Record the last two numbers that correspond to the evidence used to confirm each child's birth date.

A birth certificate is the best evidence of the child's birth date, if available. If a birth certificate is not available, the interviewer may use another document to confirm the child's birth date, including any of those listed below.

- 1003 – baptismal or church certificate;
- 1004 – birth certificate;
- 1005 – entry in family Bible;
- 1006 – hospital certificate;
- 1007 – parent's affidavit; (Verbal only.)
- 1008 – passport;
- 1009 – physician's certificate;
- 1010 – previously verified school records;
- 1011 – State-issued ID;
- 1012 – driver's license;
- 1013 – immigration document;
- 2382 – life insurance policy; or
- 9999 – other. (No flag for OSY, just other. OSY is being flagged on the front of the COE).

If written evidence is not available, the interviewer may rely on a parent's or emancipated youth's verbal statement. In such cases, the interviewer should record "07" – the number that corresponds to "parent's affidavit."

The screenshot shows the MIS2000 - NE33 interface. The top navigation bar includes 'Record', 'Procedures', 'Reports', 'Preferences', 'COE', 'Go', 'View', and 'Help'. The 'COE Data' section contains fields for 'COE Year' (2015), 'COE Date' (3/9/2015), 'Project ID' (NEESJ7), and 'COE Number'. Below this are search and navigation buttons, and a status indicator 'Incomplete'. The 'Child(ren) Information' section includes fields for 'Last Name', 'First Name', 'Middle', 'Suffix', 'First Name', 'Age', 'Gen', 'Birthdate', 'MB', 'BC', 'Res. Date', 'Birth City', 'State', 'Country', 'B.C.', 'Ethnicity / Race', 'Hsp', 'RC1', 'RC2', 'RC3', 'RC4', 'RC5', 'Type', 'Enr. Date', 'Grade', 'NE Code', 'Faculty Name', 'School Year', 'District of Residence', and 'Comment'. At the bottom, there is a table with columns for 'Last Name', 'First Name', 'Enroll Date', 'Faculty Name', and 'Grade', and a 'Save' button.



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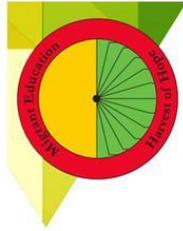


III. Children Data: RES, Birth Residence, Race, Ethnicity

- Residency Date** has a **six-digit** entry (e.g., 88/88/88). It is the date the child(ren) arrive at the city of residence. The residency date and the QAD are the same only if the most current move enables the worker to obtain or seek qualifying agricultural or fishing employment. A subsequent move for a reason other than obtaining qualifying work would create a new residency date, **but would not change the QAD.**
- City of child's birth** - Indicate child's city of birth.
- State of child's birth** abbreviation (e.g., NE) - At this time the USA and Mexico are the only countries that have state codes available in MIS.
- Country of child's birth** (e.g., USA) – Select the appropriate 3 letter code for the child's country of birth.
- Binational?** Y for Yes, N for No
- Federal Definition:** A Binational student 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.
- Hispanic or Latino?** Y for Yes, N for No
Federal Definition: The Office of Management and Budget defines Hispanic or Latino referring to "a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race." People who identify their origin as Hispanic, Latino, or Spanish may be any race.
- Race of the child** - Select appropriate race code.
 AM = American Indian or Alaska Native; AS = Asian;
 BL = Black or African American; PI = Native Hawaiian or Other Pacific Islander; WH = White.



NEBRASKA MIGRANT EDUCATION PROGRAM



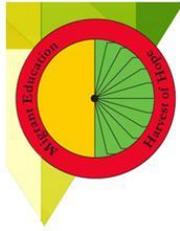
III. Children Data: Enrollments

- Type of enrollment** – R for regular school year, S for summer, or I for intercession.
- R-Regular:** For schools that operate on a traditional calendar, the regular school year is the period of time from the beginning of school in your state in the fall to the end in the spring, generally from September to June. For schools that operate on a year-round schedule without a traditional long summer break, the regular school term is the aggregate of all those periods throughout the year when the school (or part of the school) is in session providing the annual amount of instruction analogous to the traditional school-year regular term.
- S-Summer:** In a school district that operates a traditional-calendar school year, the period of time after the regular school year has ended and before the next school year begins, typically from May/June to August/September. Year-round schools are not considered to have summer terms. Any break in the regular term of a year-round school is considered an intercession term, regardless of what season of the year in which it occurs.
- I-Intercession:** For schools on a year-round calendar, an intercession term is the aggregate of all those periods throughout the year when the school (or part of the school) is not in session or not providing the annual instruction analogous to the traditional school-year regular term only for a cohort of students. Even though the intercession periods occur at different times throughout the year, those periods are not considered a single term. Thus, a student who participates in intercession programs in October, February, and June would be counted as participating in one intercession term (not three).

- The **enrollment date:** The enrollment date is the first day a student attends an academic program during the specific performance period. If the child is a resident only, then the ENR date is the first date that they arrived at the city of residence during the specific performance period.
- The **grade level** is entered unless the child is **not enrolled** in an academic program. Indicate this by entering **RE** for resident only. Use the following codes of **PK** for Preschool, and **UG** for Ungraded.

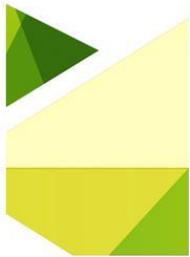


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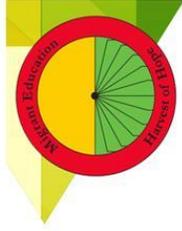


III. Children Data: Facility

- Nebraska Building Number:** For students attending an academic program in the regular school year, enter the building number (e.g., 88-8888-888). Assign Resident Only (RE) children the NE Code of the building the child would be attending if he/she were in school (e.g., 88-8888-888). Summer School: For children attending a summer academic program, enter the building number in which the student resides (e.g., 88-8888-888).
- Facility Name** – This will be prepopulated by tabbing over after the NE code has been entered.
- School Year** – Select the appropriate school year for the child. The school year is aligned to the enrollment date.
- District of Residence** – This will be prepopulated by tabbing over after the school year has been entered.



NEBRASKA MIGRANT EDUCATION PROGRAM

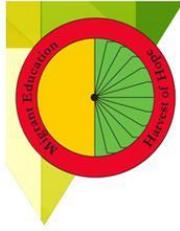


IV. Signatures Data: Parent

- FERPA** - Interviewer selects whether FERPA was explained to interviewee.
- Interviewee Signature** - Interviewee signs the COE.
- Signature Date and Relationship** - Interviewer indicates date signed and the interviewee's relationship to child(ren).
- In the "Signed by Name" field the interviewer uses the same name in this field as what was documented in the Family Section of the COE by selecting the name in the drop down.
- If interviewee signs with an "x" interviewer provides documentation.



NEBRASKA MIGRANT EDUCATION PROGRAM



III. Signature Data: Staff

- Interviewer signature**- Interviewer signs and dates - Interviewer must sign on the same **DATE as Interviewee**.
- Approval 1 Signature** - Reviewer 1 signs and dates.
- Approval 2 Signature** - Reviewer 2 signs and dates
- SEA Reviewer Signature** - Reviewer 3 signs and dates if COE is approved. If COE is not approved it is not signed and it is put in rejected status.

MIS 2000 - NE33

Record Procedures Reports Preferences COE 60 View Help

COE Year COE Date Project ID COE Number

2015 3/9/2015 NEESU7

Search COE [Clear] Created: 3/9/2015 8:35:55 AM

Show Incomplete Only [] Show Approved Only []

Incomplete [Submit]

Parent Staff

Staff Signatures

I certify that based on the information provided to me, which in all relevant aspects is reflected above, these children are migratory children as defined in 20 U.S.C. 6399(2) and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge the information is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

Interviewer Signature [] Interviewer Name [] Sign [] Sign Date []

Approval 1 Signature [] Approval 1 Name [] Sign [] Sign Date []

Approval 2 Signature [] Approval 2 Name [] Sign [] Sign Date []

SEA Reviewer Signature [] SEA Reviewer Name [] Sign [] Sign Date []

Family Eligibility Children Signatures

Nebraska MIS2000 Support Contact:

Danielle Waite
Statewide Migrant Program Analyst
(402)564-5753 ext.: 1066
dwaite@esu7.org