



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](#)

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.

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[Elementary & Secondary Education Act](#)

- 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.

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- 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)

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