NEBRASKA TITLE I, PART C – EDUCATION OF MIGRATORY CHILDREN

2024-25 Services Handbook

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ABBREVIATIONS

AFR	Annual Financial Report
APR	Annual Performance Report
AYP	Adequate Yearly Progress
BAM	Born After the Move
BC	Binational Child
CIC	Continuous Improvement Cycle
CIGs	Consortium Incentive Grants
CFR	Code of Federal Regulations
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
COS	Continuation of Services
CSPR	Consolidated State Performance Report
DOB	Date of Birth
ED	U.S. Department of Education
EL	English Learner
ELL	English Language Learner
ELP	English Language Proficient
EOE	End of Eligibility
ESL	English as a Second Language
ESEA	Elementary and Secondary Act of 1965, as amended
ESSA	Every Student Succeeds Act
ESU	Educational Service Unit
EVAL	Evaluation
FACE	Family and Community Engagement
FERPA	Family Educational Rights and Privacy Act
FTE	Full-Time Equivalency
GAN	Grant Award Notification
GED	General Equivalency Diploma
GMS	Grants Management System
HSED	High School Equivalency Diploma
ID&R	Identification and Recruitment
IDRC	Identification & Recruitment Consortium (CIG)
I2MPACT	Migrant Parent Action Coalition (CIG)
INS	Immigration and Naturalization Service
ISOSY	Instructional Services for Out of School Youth (CIG)
LEA	Local Educational Agency
LNAC	Local Needs Assessment Committee
LOA	Local Operating Agency
MEP	Migrant Education Program
MOU	Memorandum of Understanding
MSFW	Migrant Seasonal Farm Worker
MSIX	Migrant Student Information Exchange
NASDME	National Association of State Directors of Migrant Education
NDE	Nebraska Department of Education
NFJP	National Farmworker Jobs Program
NRG	Non-regulatory Guidance
NSLP	National School Lunch Program
OCR	Office of Civil Rights
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
PII	Personally Identifiable Information
QAD	Qualifying Arrival Date
QM	Qualifying Move
QW	Qualifying Work
SDP	Service Delivery Plan
SEA	State Educational Agency
SNAP	Supplemental Nutrition Assistance Program
SSI	Supplemental Security Income
SSN	Social Security Number
TANF	Temporary Assistance for Needy Families
USCIS	U.S. Citizen & Immigration Services
USDA	U.S. Department of Agriculture
USED	U.S. Department of Education
U.S. DHHS	U.S. Department of Health and Human Services
U.S. DHS	U.S. Department of Homeland Security
U.S. DOJ	U.S. Department of Justice
U.S. DOL	U.S. Department of Labor
U.S. DOS	U.S. Department of State
WIC	Women, Infants, and Children Program

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GENERAL INFORMATION

INTRODUCTION

The Migrant Education Program (MEP) is authorized by Part C of Title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA). The MEP provides formula grants to State educational agencies (SEAs) to establish and improve, directly or through local operating agencies (LOAs), education programs for migratory children.

This handbook was written, compiled, and created by a dedicated team of Migrant Education Program (MEP) staff from the State of Nebraska. This committee spent numerous hours collecting resources and assembling the components into cohesive and easy to access elements that lay out the foundation of what knowledge and skills are needed to be an effective service provider for the Nebraska Migrant Education Program. No handbook will ever take the place of hands-on experience, but it is our sincere hope that this information will help prepare service providers to be better prepared and more successful in their work.

All the information contained within this handbook complies, to the best of our knowledge with the Elementary and Secondary Education Act (ESEA), Title I, Part C, Section 1301-1309, as amended. Code of Federal Regulations: 34 CFR §§ 200.81-200.89; and Migrant Education Program Non-Regulatory Guidance, October 3, 2010, Chapter 2 Revision, March 2017.

MIGRANT EDUCATION PROGRAM MISSION AND GOAL

Mission: To help migratory children and youth meet high academic challenges by overcoming the obstacles created by frequent moves, educational disruption, cultural and language differences, and health-related problems.

Goal: Ensure all migrant students reach challenging academic standards and graduate with a high school diploma (or complete an HSED) that prepares them for responsible citizenship, further learning, and productive employment.

STATUTORY PURPOSE OF TITLE I, PART C, EDUCATION OF MIGRATORY CHILDREN

The general purpose of the Migrant Education Program (MEP) is to ensure that migrant children fully benefit from the same free public education provided to other children. To achieve this purpose, the MEP helps SEAs and local operating agencies address the special educational needs of migrant children to better enable migrant children to succeed academically. More specifically, the purposes of the MEP are to:

1. Assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods that address the unique educational needs of migratory children.
2. Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
3. Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
4. Help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
5. Help migratory children benefit from State and local systemic reforms.

Non-Regulatory Guidance issued by the U.S. Department of Education in October 2010 and amended through ESSA, March 2017 state requirements indicated that a local educational agency (LEA) applying for Title I Part C, Education of Migratory Children assures the SEA through appropriate local documentation that:

1. Children who are eligible to receive MEP services meet the definition of migratory child and the basis for their eligibility is properly recorded on a Certificate of Eligibility.
2. The project will complete an Identification and Recruitment plan for each individual recruiter

aligned with the State Identification and Recruitment System.

3. A local needs assessment has been conducted to (1) determine the needs of migrant students and how those needs relate to the priorities established by the state; (2) design local services; and (3) select students for the receipt of those services.
4. The project will provide services that are educational or educationally related activities that are provided to migrant children to enable them to succeed in school. In providing services, with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who- (1) are failing, or most At-Risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school, (it only applies to USA schools).
5. The project will plan and carry out programs and projects in coordination with other local, State, and Federal programs; interstate and intrastate coordination between States and local operating agencies to ensure the continuity of services for children who migrate from one State or school district to another, including but not limited to, the transfer of student records; and grants or contracts provided under Section 1308 to improve coordination activities among educational programs that serve migrant children.
6. Local operating agencies will consult with parent advisory councils in planning and operating the MEP if they operate programs of one school year in duration.
7. The project will comply with the data collection plan to match the Measurable Program Outcomes that you indicated in the application as specified in the evaluation section (Section 9) of the Nebraska State MEP Service Delivery Plan. Specifically, data will be collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP.
8. The local project will evaluate the effectiveness of the MEP. The evaluation will allow the local operating agencies to (1) determine whether the program is effective and document its impact on migrant children; (2) improve program planning by comparing the effectiveness of different types of interventions; (3) determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and (4) identify areas in which children may need different MEP services.
9. The project will provide the SEA MEP with program performance information that is required through a Consolidated Performance Report.
10. The SEA and the local operating agencies must comply with the 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 the SEA and local operating agencies to (1) use MEP funds to supplement, not supplant, 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.

APPROPRIATE USE OF TITLE IC FUNDS

Whether or not an activity is an allowable use of MEP funds is largely dependent on State and local context. Specifically, the availability of non-MEP resources and the needs and strategies identified in the State's CNA and SDP. It is quite possible that if these resources do not exist, MEP funds may be used to assist migratory students, depending upon the situation. Each MEP Project should have a process or procedure to determine the appropriate use of Title IC funds by identifying other programs, services, and funding is available for the need in question. If no other resource is available and the need is compelling, then Title IC funds may be used. **All MEP staff should consult with their Project Director before determining if MEP funds can be used or not.**

FIVE KEY PRINCIPLES FOR ALLOWABLE USE OF MEP FUNDS

1. MEP funds must comport with the Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP).
2. MEP funds are used to supplement, not supplant non-Federal funds.
3. MEP funds are first used to meet the needs of migrant children that stem from the migrant lifestyle and allow them to participate effectively in school.
4. MEP funds are used to meet a need that is not addressed by services available from other

programs (Federal and non-Federal).

5. The use of MEP funds adheres to the applicable cost principles, which require, among other things, that the cost be reasonable, necessary, and allocable to the MEP.

A BRIEF HISTORY OF MIGRANT EDUCATION

Since its inception, the MEP was designed to advocate for some of the nation's poorest students: migrant children—a group chiefly composed of minorities. The MEP also shares a parallel history with the changes in welfare reform con- structed in the 1960s. Understanding migrant workers, the laws and policies that shaped the MEP, and the stakeholders in the MEP helps one to fully appreciate the program's purpose and impact.

Migrant agricultural workers and their children are deeply rooted in the country's racial and education policy history. The migrant workforce was largely created at the country's transition from a slave economy to a sharecropper system. Through this transition, former slaves and their descendants became sharecroppers and agricultural migrant workers.20 One of the largest expansions of migrant workers occurred during World War II through the binational guest- worker initiative known as the Bracero program. This expansion initiated the conversion from the largely black agricultural workforce to a largely Mexican foreign workforce. This expansion opened the doors to cheap foreign labor, increasing the composition of migrant workers to include other Latin American and Asian immigrants in addition to the poor black and white native-born migrant workers. Immigrant groups, including immigrant children, rapidly began to represent a sizable percentage of the migrant workforce.

As one of the most chronically impoverished groups, migrant workers and their children were periodically a topic of presidential and congressional attention throughout different efforts to address socioeconomic inequalities in the 1900s. For example, in 1950, President Harry S. Truman enacted a blue-ribbon commission known as the Commission on Migratory Labor to study and advise him on the issues facing migratory labor. The report exposed a number of serious concerns migrant workers and their children encountered, including labor abuses, dire living conditions, and significant disparities in health and education. Migrant agricultural workers received major national attention on Thanksgiving Day, 1960, when Edward R. Murrow, one of the most influential journalists of his time, shocked the country's conscience through his televised documentary Harvest of Shame. The documentary exposed the dire conditions migrant workers experienced while picking American families' food. It further illuminated the clear connection between race and poverty. Some of the country's poorest people were those who picked the food consumed by Americans at every mealtime; the majority of these workers were black.

The MEP was formed as part of President Johnson's Great Society initiative, a federal equity program,

and, as such, has continued to provide migrant students with resources to grant them better access to educational opportunities. The congressional reauthorizations of the original Elementary and Secondary Education Act (ESEA) have retained the MEP as a supplemental program to the general Title I grants available to low-income students and, in doing so, have continued to recognize migrant students' unique academic needs.

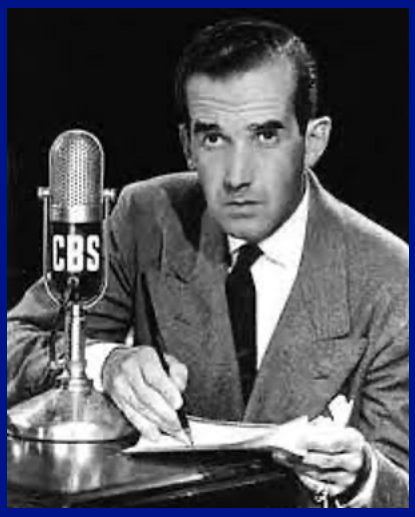
The 1960s presented a significant change for low-income children's education, including migrant children, through the enactment of the ESEA of 1965, a collection of federal aid programs that would eventually secure the funding for programs like MEP. President Johnson's War on Poverty policies aimed to create opportunities for America's poorest, regardless of age, color, or creed, by providing new social welfare programs. ESEA directly dealt with addressing low-income children's lack of education opportunities by offering states grants for its low-income students. While low-income status was the primary concern of the ESEA, certain subgroups were explicitly identified for federal aid. Among these subcategories of low-income students were agricultural migrant students.

A year after Congress enacted this monumental piece of legislation, President Johnson's Administration petitioned Congress to amend ESEA to include "special provision for migrant children." The images of impoverished, malnourished, and illiterate migrant children from Edward R. Murrow's Harvest of Shame that captured Americans' attention helped educate policymakers about migrant children's harsh lives. The Johnson Administration recognized that notwithstanding Title I's commitment to poor children, migrant children would likely not benefit from the appropriated funds because they either frequently missed school due to work or often relocated between states due to the harvest season. The Administration expressly requested Congress for "[f]unds [that] would also be made available for the education of migratory children." Johnson's advisors calculated that "approximately 150,000 migrant children accompany[ied] their parents from community to community and from [s]tate to [s] tate" every year. Dr. Arthur L. Harris, Associate Commissioner for Elementary and Secondary Education, testified before the House General Subcommittee on Education stressing that "[o] f all migrants over the age of 26, one- third [had] only a fourth-grade education or less" and that "[t]he median years of school completed by migrants over the age of 25 [was] 6.5." The Administration knew that in order to ensure benefits to migrant students' education, special provisions were needed to address the migrant students' unique needs.

José E. Madrid, J.D., Georgetown University Law Center (2019);
B.A., Georgetown University, Washington, D.C. (2014)

HARVEST OF SHAME

In 1960, broadcast journalist Edward R Murrow's Harvest of Shame shined a light on the desperate conditions of migratory workers and their families, which helped raise public awareness and led to the inclusion of the Migrant Education Program into the 1965 Elementary and Secondary Education Act as part of Lyndon B. Johnson's War on Poverty. You can watch the program here or by scanning the QR Code.



WHO ARE MIGRANTS?

There are a lot of definitions of "migrant." The definition used in the Migrant Education Program is very specific and codified through legislation and applies only to those who work in the US & territories in specific agricultural and fishing activities.

DEFINITION OF A MIGRATORY STUDENT

"The migratory child is one "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—has moved from one school district to another…"

* NRG Chapter II, Section 1.

OR

A child is a "migratory child" if the following conditions are met:

1. The child is not older than 21 years of age; and
2. a. The child is entitled to free public education (through grade 12) under State law, or
   b. The child is not yet at a grade level at which the LEA provides a free public education, and
3. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; and
4. With regard to the qualifying move identified in paragraph 3, above, the child moved due to economic necessity from one residence to another residence, and—
   a. From one school district to another; or
   b. In a State that is comprised of a single school district, has moved from one administrative area to another within such district: or
   c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

* NRG Chapter II, Section A1

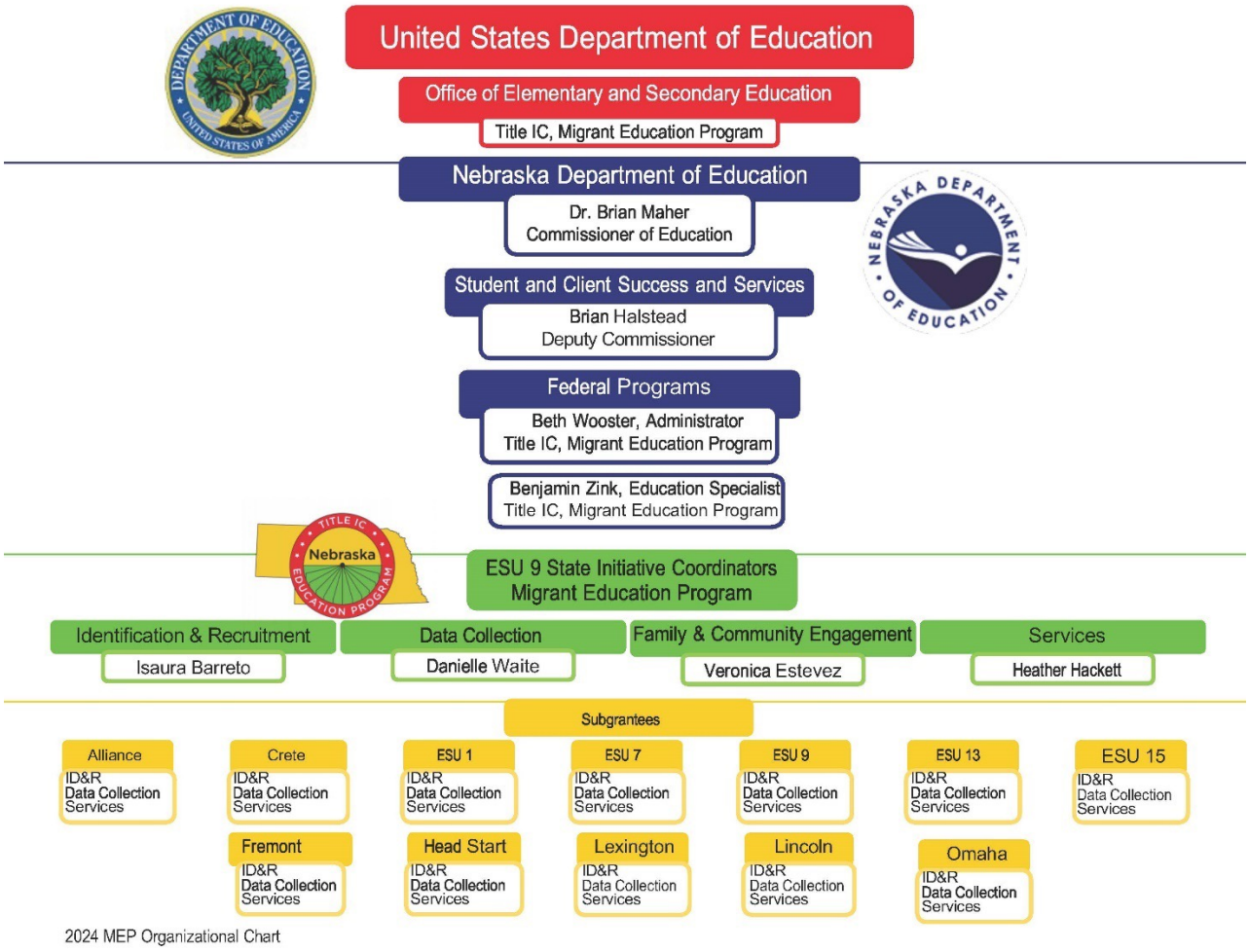
IDENTIFYING MIGRATORY STUDENTS

A critically important aspect to the Migrant Education Program is identifying migrant students. To accomplish this, the MEP employs recruiters across the state to identify and interview families to collect information that will help the State determine eligibility. Recruiters receive extensive training on eligibility requirements, but they do not determine if a family or student is certified as migrant. Only the State can issue a "Certificate of Eligibility."

As a service provider, you may learn of other students and families that may be eligible for the program. We have an easy-to-use online referral tool at: https://idrreferrals.net/ Click on this link or scan the QR code below, and then fill in the contact information of the parent that might have eligible children. It takes less than 2 minutes to enter their information at this secure site and then a recruiter will contact the family to help determine if they are eligible or not.

NEBRASKA MIGRANT EDUCATION PROGRAM

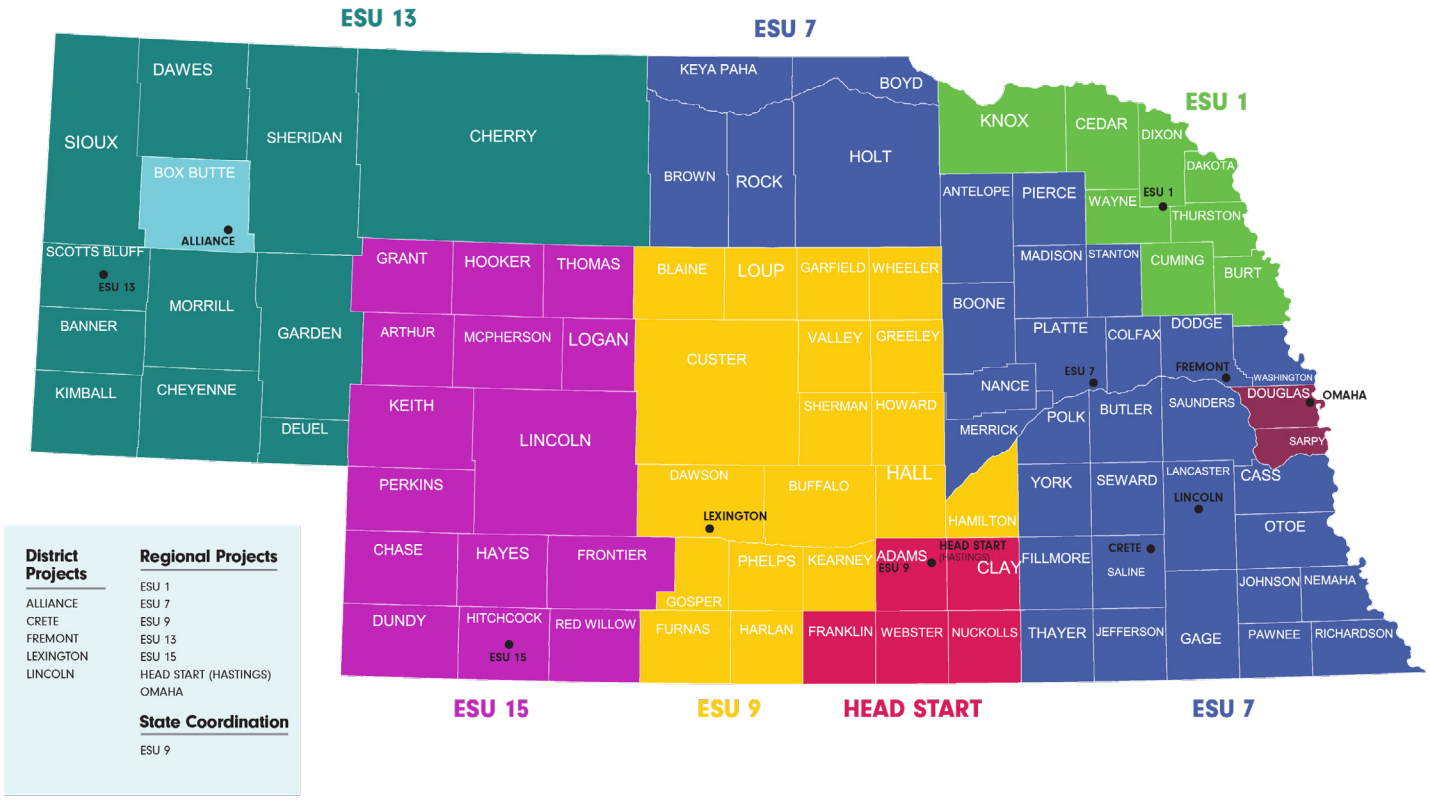
The Nebraska MEP is funded by the Office of Migrant Education, U.S. Department of Education and operated by the Nebraska Department of Education, who subgrants funds to LOAs to implement the program. The organizational structure is as follows:



2024 MEP Organizational Chart

The Nebraska MEP is organized into twelve district and regional "projects" that implement supplemental educational services and activities to ensure the success of migratory children.

District projects include Alliance, Crete, Fremont, Lexington, and Lincoln. Regional projects include Educational Service Unit (ESU) 1, ESU 7, ESU 9, ESU 13, ESU 15, Head Start (Hastings), and Omaha. ESU 9 also received funding to support State Coordination.



Regional and district projects provide instructional and support services aligned with the State SDP and CNA within the four goal areas of: (1) School Readiness, (2) ELA and Mathematics; (3) High School Graduation and (4) Services to OSY. The primary components of the Nebraska MEP include supplemental instructional services, support services, inter/intrastate coordination, identification and recruitment (ID&R), parent engagement, and professional development. These activities are guided by the program application/sub-granting process, State and local Comprehensive Needs Assessments (CNA), Service Delivery Plan, and the annual program evaluation.

PROJECT IDENTIFICATION CODES

Alliance	NEBNKX	**ESU 15**	NEDUND
Crete	NEQLSY	**Fremont**	NEFRET
ESU 1	NEESU1	**Head Start Hastings**	NETHTY
ESU 7	NEESU7	**Lexington**	NEQTHT
ESU 9	NEESU9	**Lincoln**	NELICP
ESU 13	NEES13	**Omaha**	NEOPSI

DIVERSITY AND CULTURAL COMPETENCY

Diversity is everything that makes people different from each other. Cultural competency is having respect for and understanding of different cultures. Every family has experienced different situations and it is important that assumptions are not made, and families are given the opportunities to share their experiences in their own time. It is important to consider the essentials for cultural competence when working with MEP families. Keep in mind that those essential components may not align with your own, and require separation, validation, and respect.

7 Essentials for Cultural Competence

1. Beliefs in Worldview
2. Communication Styles
3. Formality
4. Hierarchy
5. Perceptions of Time
6. Values and Priorities
7. Everyone is Unique

Scan QR Code for Link

EQUITY

Nebraska will lead the way in addressing inequities of the past by focusing on opportunities to learn for all students and by adopting a relentless focus on outcomes that ensure all stakeholders deliver on the promise of equity. To learn more about the Nebraska Department of Education's equity plan, go to: www.education.ne.gov/commissioner/equity

The Nebraska Department of Education champions all schools and communities in developing and maintaining a positive school culture that supports learning opportunities for all students.

- Equity in education ensures all students are known, heard, and supported while having access to the opportunities and resources needed to be ready for success. This includes opportunities for students to discover and explore their interests within a positive learning environment.
- NDE will champion Nebraska's educational system through five Commitments for Equity in Education:
  - » We commit to an equity of opportunity by ensuring all Nebraskans are college, career, and civic ready.
  - » We commit to an equity of achievement by measuring and tracking academic progress.
  - » We commit to an equity of access by leading and supporting educator effectiveness.
  - » We commit to an equity of access by supporting quality instructional materials.
  - » We commit to an equity of access and opportunity by engaging Nebraskans on emerging needs in the educational landscape.

All Nebraskans, across all backgrounds and circumstances, deserve equitable access and opportunities for success.

- Equity requires that opportunities and outcomes exist across race, gender, ethnicity, language, disability, sexual orientation, family background, adverse events, and/or family income.
- The state will lead and advance educational equity for all through five roles:
  - » CHAMPION educational equity by actively leading the strategic vision, goals, and policy direction to support learning, earning, and living for all students;
  - » REGULATE educational equity by leveraging policy authority to ensure delivery of high- quality, equitable education and services, beyond compliance with state and federal regulations;
  - » BUILD CAPACITY around educational equity by directing technical assistance and professional development opportunities and by promoting the sharing of best practices;
  - » BUILD CONNECTIONS in support of educational equity, bridging the divide between learning, earning, and living, connecting schools, families, businesses, and communities;
  - » Demonstrate CHANGE AGENCY by exploring and supporting promising new innovations that advance educational equity.

Equity is a matter of human dignity. As educational leaders of Nebraska, it is our duty to ensure that courtesy and respect are shown to all students.

- All educators should take reasonable steps to provide for the safety of everyone in their school and keep all students safe from discrimination, harassment, and bullying.
- Education leaders should take all reasonable steps to provide time, resources, and support for learning opportunities for their school, students, and staff to ensure that all have a clear understanding of the expectations of a positive school and community culture.

PROFESSIONAL DEVELOPMENT

The handbook is intended to provide you with information about many topics that are an important part of being a successful service provider within the Migrant Education Program. However, the most important skill a service provider can have is the ability to learn.

Professional development opportunities are posted on the MEP website: (https://www.education.ne.gov/migrant/) and a weekly email bulletin. Additionally, your project will provide training relevant to your position. There are a number of national trainings that are offered either online or at conferences. Your supervisor will inform you which trainings are required and which are optional. If you wish to attend a particular training, communicate with your supervisor, explaining the topic, relevance to your position, anticipated outcome, date/time of the training, and any costs (including travel, if necessary).

PROFESSIONALISM

While there are many definitions of professionalism, common characteristics include being respectful of others, begin responsible, and having integrity.

Professionalism helps you gain the trust of parents, students, colleagues and administrators. Showing that you have the integrity to complete your job responsibilities with excellence gives others confidence in your abilities. Some examples of professional behaviors include:

- Being on time.
- Being respectful of others.
- Dressing appropriately.
- Being positive.
- Taking responsibility.
- Being helpful.
- Being honest.
- Communicating appropriately.
- Fulfilling your job responsibilities dependably.

CONFIDENTIALITY

Family and Community Communication

Confidentiality is crucial in working with migrant families and community agencies. When confronted with a challenge with sensitive information, follow the chain of command in your project to discuss possible solutions. Please remember that you are a representative of the Migrant Education Program. Represent yourself and the program in a positive light with your attitude, appearance, and expectations.

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

*U.S. Department of Education Link

HIPPA

The HIPPA Privacy Rule establishes national standards to protect individuals' medical records and other personal health information and applies to health plans, health care clearinghouses, and those health care providers that conduct certain health care transactions electronically. The Rule requires appropriate safeguards to protect the privacy of personal health information and sets limits and conditions on the uses and disclosures that may be made of such information without patient authorization. The Rule also gives patients' rights over their health information, including rights to examine and obtain a copy of their health records, and to request corrections.

*U.S. Department of Health & Human Services Link

MANDATORY REPORTING

Everyone has a responsibility to report child abuse or neglect. State law requires any person who has a reason to believe that a child has been abused or neglected to report their concerns to the Child Abuse and Neglect Hotline at: (800) 652-1999.

Your contact with the hotline is confidential and will not be shared with the family. You may be contacted by a Child and Family Services Specialist during the investigation; however, you may request to remain anonymous.

For reporting information, types of abuse, and definitions:
Nebraska Department of Health and Human Services: Mandatory Reporting

COMMUNICATION (HOME, SCHOOL, COMMUNITY)

Good communication is the foundation of a successful relationship. Outlined below are strategies and tips to assist you in building effective and respectful communications in a variety of professional settings.

HOME VISITS

Engaging the family in an environment where they are comfortable and in control is an important step in establishing a positive and effective working relationship. A home visit also provides the service provider to learn more about the family's situation – how they live, interact with each other, and the structure of their family. If a family is not comfortable meeting at their home, you can arrange to meet at another location where they are comfortable.

SAFETY

Service providers should always be alert to their surroundings and be aware of personal safety and security. Planning, preparation, awareness, and common sense can be the service provider's best defense.

If a situation does not "feel" right, the service provider should rethink the visit and contact their supervisor for next steps. The best safeguard against danger is being informed, having a proactive safety plan, and knowing what to do if a problem does occur. Using personal safety strategies such as those described below are important.

Best practices for home visit safety include the following:

- Only enter homes if professional relationship with migratory family has been established.
- Conduct pair or team home visits for onboarding visits when possible.
- Lock vehicle doors and keep valuables out of sight.
- Always have car keys readily accessible.
- Always carry a cell phone.
- Wear a badge with staff name and place of employment.
- Consider carrying mace or pepper spray, if allowed by your district/ESU/organization.
- Pay attention to instincts; service providers should react appropriately if feeling unsafe.
- Pay attention to personal behavior; sometimes a service provider's friendly behavior can give the wrong impression, especially if cultural differences are present.
- Review proper responses to uncomfortable advances.
- Pre-schedule visits whenever possible.
- If children are minors, only enter the home if a parent is present.
- Drive a reliable car with a full tank of gas.
- Ensure emergency items are stored and maintained in vehicle (car jacks, flares, blankets, matches, flashlights, candles, water, a shovel in colder climates, etc.).
- Access to maps reviewed before visits to avoid getting lost and traveling efficiently.
- Choose well-traveled roads and avoid shortcuts through isolated areas.
- Use a buddy information system with colleagues to keep everyone informed of when and where the service provider is going to be while conducting services efforts (i.e. location sharing, calendar).
- Do not distribute personal phone numbers of colleagues (or others) without their permission.
- Maintain a schedule with information on when and where recruitment efforts will be taking place (share calendar with supervisor).
- Report incidents to supervisor.

*IDR Manual, Part 1,Chapter 5

ETIQUETTE/ETHICS

- Talk with the family to find the type of communication that works best for them and be responsible and consistent about initiating and responding to calls or e-mails. Ask the family what the best time is to call each week, and then follow through each week with this call. Ideally, set up your next visit before you leave from your previous visit! If this is not possible, call as soon as possible. Do not let a week slip by!
- Schedule your visit at a time convenient for the parent. If you have some flexibility on this, it may be good to visit in the evening when you could meet with both parents. Also, if you are going to be working with the child make sure to consider the child's schedule and optimal times of the day.
- Honor the scheduled appointment and do not reschedule unless it is necessary. Arbitrarily rescheduling gives the parent the message that they're not important. Also, the parent may have gone to extra efforts for your visit and deserves your consideration. If you cannot make the visit because of a conflict, call right away to let them know. Be genuine, apologize, and seek another possible visit time right away.
- Arrange your visit with the family ahead of time and avoid dropping by unexpectedly. An exception is if the family does not have a working phone number.
- Be on time - this gives the message that you value the parent's time. It also sets an example for the parent.
- Inform the family if you need to bring additional staff on the visit.
- Dress appropriately and comfortably. Appropriate dress will vary depending on the families you work with, as well as the activities you are going to be doing with them. Remember, too, that you may be working on the floor with the child, so you need to be comfortable.
- Be aware that offering food or drink is one way the parent has of giving something to you and she/he may feel badly if you refuse. Take a little of what is offered if possible, or, if you must refuse, explain that you've eaten shortly before your visit.
- As mandated reporters, be aware of what conditions are reportable and which are not.
- No soliciting of personal business, religion, and/or selling of products of any kind!
- Expect some distractions and be flexible enough to accommodate them.
- Maintain confidentiality within FIRPA and HIPPA guidelines with any information the parent shares with you.
- Always present yourself, the MEP, and your organization professionally.
- In a sincere way, compliment the parent on something in the home - we all like to think our place is special.
- Thank the family for allowing you into their home. If you have agreed to do something (send information, make a phone call) make sure to follow through.

ONBOARDING HOME VISIT

The Nebraska Migrant Education Program requests that projects make initial contact with new migrant families within five days of the COE being accepted. Below you will find the procedures for conducting the initial visit.

- Data specialist will notify service provider and recruiter of any accepted COEs and provide a copy of the family's COE.
- Recruiter and service provider will contact the family within five days of receiving notification from the data specialist. If the recruiter is unable to attend the visit, they will call the family ahead of time to let them know that the service provider will be stopping by.
- Recruiter will introduce the family to the service provider and explain that moving forward, the service provider will be the family's point of contact for migrant services.
- Service provider will provide family with a business card with contact information, program information, welcome bag, and/or community resources.
- Service provider will verify that all COE information is correct, validate, verify, and submit all required data elements to Data Specialist within five days of initial visit.
- Service provider will discuss the needs of the student and family and how the MEP may be able to support those needs (school readiness, academic needs, support needs, OSY profile, community resources, etc.).

- Take notes and follow up on action items.
- Service provider will schedule the next visit with the family.

ONGOING VISITS

Based on student individual needs, projects will determine the frequency of visits, type of services, location of services, progress monitoring, and resources necessary for MEP families. Consider the following factors for ongoing visits:

- Schedule times when families are available.
- Consistency in visits.
- Call ahead.
- Consistent check-ins with families.
- Address any questions or concerns in a timely manner.
- Punctual appointment times (start and end on time).
- Provide community resources to families.

PLANNING YOUR VISIT

Effective service providers plan their work and follow their plan. Gathering information on the migratory community before beginning home visit activities and using that information to develop an individual action plan can save both time and effort. Items to consider during planning:

- PFS / At-Risk status
- Family availability
- Managing time and mileage efficiently
- Weather
- Road conditions
- School calendar
- Community Resources
  - » findhelp
  - » 211 Nebraska

SCHOOL/COMMUNITY AGENCY VISITS

- Meet with schools and community agencies to discuss the MEP and ways for collaboration.
- Bring contributions to any community meetings you are involved.
- Collect list of community resources that may benefit MEP families.

WORKING WITH INTERPRETERS

If a service provider does not speak the language of a family they are visiting, they will need to bring an interpreter to the home visit. Use the following guidelines to ensure your communication is effective and respectful of both the interpreter and the person(s) you are working with.

- Speak directly to the limited-English-proficient (LEP) person, not to the person doing the interpreting. Don't say anything that you do not want interpreted.
- Use words, not just gestures, to convey your meaning.
- Speak slowly, clearly and in a normal tone of voice.
- Use simple vocabulary to express your meaning.
- Explain jargon and technical terms when necessary.
- Speak in short simple sentences, pausing to permit the interpretation.
- Ask one question at a time.
- Allow the person doing the interpreting to stop you and seek clarification when necessary.
- Expect the person doing the interpreting to take notes if things get complicated.
- Be prepared to repeat yourself in different words if your message is not understood.
- If you suspect that your message is not fully understood by the interpreter, double check to see if s/he understands your message.
- If you suspect that your message is not fully understood by the LEP individual, double check to see if s/he understands your message; e.g. "Tell me what you understand".
- When using bilingual staff for interpreting, do not ask them to perform functions related to their regular job.

Did you know? Migrant students in NE speak over 24 languages

TOP FIVE LANGUAGES

SUPPLEMENT VS. SUPPLANT WHILE INTERPRETING

Bilingual service providers are often asked to serve as interpreters when working with schools. It is important to know the difference in providing interpretation on behalf of the MEP (Supplement) versus interpreting for a school district (Supplanting).

Title IC Non-Regulatory Guidance, Chapter X: Fiscal Requirements, A1 and A2, state that "Supplement, not supplant" is the requirement that MEP funds may be used only to supplement the level of funds that would, in the absence of MEP funds, be made available from non-Federal sources for the education of children participating in MEP projects. SEAs and local operating agencies may not use MEP funds to supplant (i.e. replace) non-Federal funds. Regulatory Requirements: 34 CFR 200.88; Statutory Requirement 1304 (c)(2).

Here are some examples:

Supplement (Allowed)	Supplant (Not Allowed)
• Home visit if representing the Title III or Title IC program (not school district). • Anything above and beyond what is being offered for all students that is required. • Something offered especially for English Learners, such as a dedicated activity for those families.	• Interpreting for Parent-Teacher Conferences. • Interpreting for IEPs/504 plan meetings. • Home visit representing school district. • Translation of any required documents for all students. • A family literacy program that invites all families in the district.

CHALLENGES AND BARRIERS

Discuss any challenges and barriers you may encounter with your supervisor as soon as possible. Discuss and brainstorm possible solutions to help overcome barriers to providing services.

BEST PRACTICE

Establishing and maintaining a good relationship with teachers is an important part of providing effective academic support to a migratory student.

Scan the QR code to learn how!

DIGITAL RESOURCES

- Weather
- Safe on the Road
- Nebraska 511 Travel Information

DOCUMENTATION AND SERVICE CODES

Documentation

Documenting the work performed is an essential responsibility of anyone who delivers services. As the saying goes, "if it is not documented, it did not happen." Below is a list of tools the MEP uses to collect information as well as the purpose, and when to collect it.

	Data or Document	What is it?	When to collect?
1	Service Logs	A log of the services provided (support and instructional) to students.	Use the state template or template from your project to record services daily.
2	NePAT Tool NePAT Score Sheet	Nebraska Migrant Ed. Program pre and post assessment tool for preschool students.	Give the NePAT before you begin instruction with the 3–5-year-old student and then give it again at the end of the school year.
3	iSOSY Assessments	Pre and post assessments that correspond to lessons in ISOSY.	Each time you use a lesson in ISOSY with an OSY student, give the pretest before the lesson and give the posttest after the lesson.
4	ELA Pre and Post Assessments	Assessment to measure student growth throughout the school year, usually administered by school staff *Samples include MAP or District Developed Assessments.	Collect Pre-test scores in the Fall during the regular term and post- test scores in the Spring. Collect pre-test scores at the beginning of summer programming during the summer term. Collect post-test scores at the end of summer programming during the Summer term.
5	Parent Training Survey	Survey that parents should fill out each time they attend an MEP-funded training such as FACE or PAC.	Collect immediately after each training session. Use the link.
6	OSY Profile English OSY Profile Spanish	Similar to the Family Needs Screener, the purpose of this tool is to determine the service needs of OSY.	The OSY screener should be filled out either by the recruiter upon filling out a COE or by the Service Provider at the initial student visit.
7	Preschool Needs Screener (Parent Survey)	Screening tool to determine barriers and needs regarding the education of preschool age students	Service providers should collect this information on the initial family visit.
8	Family Needs Screener (School Aged)	Screener tool or anecdotal notes used to determine family and student service needs	Service providers should collect this information on the initial family visit.

PRIORITY FOR SERVICES (PFS) AND AT-RISK STUDENTS

Priority for Services (PFS)

As part of Every Student Succeeds Act (ESSA) requirements for Title I, Part C, every State must set its priorities for services; likewise, every MEP in every State is required to maintain a list of eligible migrant students, migrant students served, and migrant students designated as having Priority for Services (PFS). Determining which migrant students are PFS is put into place through the Service Delivery Plan as part of the State activity in which Nebraska sets its performance goals, targets, and benchmarks to ensure the appropriate delivery of migrant student services.

Priority for services is given to migratory children who (1) have made a qualifying move within the previous 1-year period and who (2) are failing, or most At-Risk of failing, to meet the challenging State academic standards; or have dropped out of school, (applies to USA schools only). If any of the indicators (A1-A10) have been identified within the Failing or Most At-Risk of Failing, to Meet State Standards and a qualifying move within the previous 1-year period are met, the child/youth is designated as PFS. Both sections (1) and (2) must be met in order for a migrant child/youth to be considered PFS.

At-Risk

Students are identified as At-Risk and given first priority after PFS students if the following criteria is met. If **any** of the indicators (A1-A10) have been identified within the Failing or Most At-Risk of Failing, to Meet State Standards.

Indicators

- A1 Disabled/IEP – Student is identified as having a disability (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 LEP – Student is classified as either non-English proficient or limited English proficient according to local language assessment practice.
- A7 Low Performance – Student scores below proficient on State or local reading, writing, or mathematics assessments.
- A8 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.
- A9 Prekindergarten Children – Migrant children ages 3-5 that are not served by any other program.
- A10 Homeless – Migrant children that meet the definition of the McKinney-Vento Homeless Program.

MEP Services	MEP Activities
"Services" are those educational or educationally related activities that: 1. directly benefit a migrant child; 2. address a need of a migrant child consistent with the SEA's comprehensive needs assessment and service delivery plan; 3. are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and 4. are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets. SEAs and local operating agencies may use MEP funds to provide 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.	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 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.

INSTRUCTIONAL SERVICES

DEFINITION OF INSTRUCTIONAL 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.

Instructional Service Codes represent instruction in a subject area provided for students on a regular or systematic basis, usually for a predetermined period. 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).

ACTIVITIES VS. INSTRUCTIONAL SERVICES

Activities related to identification and recruitment activities, parental engagement, 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 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.

INSTRUCTIONAL SERVICE CODES

Instructional Service Codes represent instruction in a subject area using a supplemental curriculum 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.

CRE High School Credit Accrual: Instructional courses that accrue credits needed for high school graduation provided by a teacher for students (e.g. National Portable Assisted Study Sequence (PASS) – mentor))

ELA English Language Arts: Instruction provided in English Language Arts for students on a regular or systematic basis, usually for a predetermined period of time

ELP – English Language Proficiency: Instructional programs for English Learners designed to increase English proficiency and academic achievement in core subjects.

ENP Enrichment Program: Educational activities that build skills and support academic or life experiences. (E.g. Field trip, college exploration, etc.)

GRE Graduation Required Electives: Instruction provided in an elective class required for graduation (E.g. Foreign Language, Computer Science, Accounting, etc) for students on a regular or systematic basis, usually for predetermined period of time.

HSE (High School Equivalency): Students are enrolled in High School Equivalency program and/or instruction is provided to prepare students for the GED test. *(If the MEP is funding a student's enrollment in a Pre-GED program, use the code PGE)*.

ILS Instructional Life Skills – Instructional lessons 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. (e.g., iSOSY lessons)

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.

SCI Science: Instruction provided in science for students on a regular or systematic basis, usually for a predetermined period of time.

SST Social Studies: Instruction provided in social studies for students on a regular or systematic basis, usually for a predetermined period of time.

SUPPORT SERVICES

DEFINITION OF SUPPORT 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.

PROVIDING SUPPORT SERVICES

Before providing support services, you will need to determine if there are other programs that may be better positioned to meet the needs of the student or family you are working with.

COMMUNITY RESOURCES

Work in consultation with your project to identify agencies and businesses in your local community that can assist families with necessary support services such as healthcare, transportation, food, and clothing. Provide a list of these agencies, along with addresses and phone numbers to families on the initial visit. Including directions, pictures, and a list of what each agency or organization requires is also very helpful. For example, there may be income guidelines or citizenship requirements to participate in some programs and services.

Agencies to consider adding to a Community Resource List:

- https://mylnk.app/set-language?currentUrl=home
- Banks
- Clothing banks
- Daycare providers
- Dental health providers
- Food pantries
- Grocery stores
- Hardware stores
- Healthcare facilities
- Libraries
- Mental health & counseling
- Pharmacy locations
- Second Hand stores
- Social service agencies
- Transportation companies
- National Center for Farmworker Health

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.

ADV Advocacy: 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. An eligible migrant child must be the direct recipient of the referred service.

CLO Clothing: Clothing provided.

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; and an age-appropriate education to prepare children for success in school and life experiences.

GUI Guidance: Services to support students in discovering and improving their educational, personal, and career potential, connecting their skills and emotions to opportunities, creating realistic plans, and fostering positive personal and social growth through goal setting.

HEA Health Services: Includes but is not limited to hearing screenings, vision exams, eyeglasses, dental checkups, physical exams, vaccinations and health products.

HWH Homework Help: This may include one-on-one homework support provided at a time when a student would not otherwise receive instruction from a teacher (and does not meet the definition of an instructional service).

INT Interpretation/Translation: Interpreting (oral) or translating (written) services provided for the student. *Note: This would not include communication with the parents regarding the 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. It is the school's responsibility to provide interpretation/translation for school communication.*

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.

MHC Mental Health Counseling: Mental health services from a MEP-funded Licensed Mental Health Practitioner.

MTR Material Resources: Includes necessary educational supplies, educationally related books, and other materials (e.g., technology, backpacks, etc.)

NUT Nutrition (not School Meals Program): Nutritional provisions, snacks, etc., provided before, during or after-school programs.

OTH Other: A service provided that does not fall under any of the service codes. *Note: Include a comment to indicate the service provided.*

TEC Technical Support: technical support for school-related assignments/activities on platforms such as Google Classroom, Canvas, etc.

TRA Transportation: MEP-funded transportation.

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

Summer Service Codes represent MEP-funded summer programs providing academic and enrichment instruction to students for a predetermined period of time. The hours in the definitions below do not include student transportation to and from the program site, but do include time for meals.

FSP Full-Time Summer Program: A MEP-funded Summer Academic Program provided for a total of 75 hours or more of content for the duration of the program.

PSP Part-Time Summer Program: A MEP-funded Summer Academic Program provided for a total of 30-74 hours of content for the duration of the program.

SCHOOL READINESS

School readiness instructional programs are for migrant students ages three to five years old. Instruction should be holistic, providing introduction to a variety of experiential learning that allow children to learn and explore new concepts.

EARLY LEARNING GUIDELINES

Early Learning Guidelines(ELG): Nebraska's Birth to Five Learning and Development Standards, provide information about what children should typically be able to do by the age of five and how adults can support and provide learning experiences. The entire document is linked here.

DOMAINS AND STANDARDS

The standards are contained within seven domains:

Social and Emotional Development

- Self-Concept SE.01
- Self-Control SE.02
- Cooperation and Prosocial Behavior SE.03
- Social Relationships SE.04
- Knowledge of Families and Communities SE.05

Approaches to Learning

- Initiative and Curiosity AL.01
- Sensory Exploration, Reasoning, and Problem-Solving AL.02

Health and Physical Development

- Fine (Small) Motor Skills HP.01
- Gross (Large) Motor Skills HP.02
- Health and Safety Practices HP.03
- Nutrition HP.04

Language and Literacy Development

- Listening and Understanding LL.01
- Speaking and Communicating LL.02
- Phonological Awareness LL.03
- Book Knowledge and Appreciation LL.04
- Print Awareness and Early Writing LL.05

Mathematics

- Number and Operations M.01
- Geometry and Spatial Sense M.02
- Patterns and Measurements M.03
- Data Analysis M.04

Science

- Scientific Knowledge S.01
- Scientific Skills and Methods S.0

Creative Arts

- Music CA.01
- Visual Art CA.02
- Movement CA.03
- Dramatic Play CA.0

IDEAS AND ACTIVITIES WITHIN THE ELG:

- Social and Emotional- Refer to page 22-34 in NE ELG
- Approaches to Learning- Refer to page 36-40 in NE ELG
- Health and Physical Development - Refer to page 42-52 in NE ELG
  - » Fine (Small) Motor Skills:
    - ◊ Draw a line/shapes.
    - ◊ Draw two lines that cross (an x or a +).
    - ◊ Writing letters in their name.
    - ◊ Work with the child to hold a pencil/crayon correctly.
    - ◊ Cut paper with child safe scissors.
    - ◊ Puzzles
    - ◊ Stringing beads.
    - ◊ Building with blocks.
    - ◊ Using utensils while eating.
    - ◊ Serving food him/herself.
    - ◊ Put on a jacket, coat, or shirt by themselves
  - » Gross (Large) Motor Skills:
    - ◊ Catch/Throw/Kick a ball.
    - ◊ Walk up and down stairs.
    - ◊ Stand on one foot.
    - ◊ Jump forward with both feet leaving the floor at the same time.
    - ◊ Riding a bike.
    - ◊ Dancing
    - ◊ Running
- Language and Literacy- Refer to page 54-66 in NE ELG
  - » Ask child to point to body parts.
  - » Speak in full sentences.
  - » Ask the child to follow-up a demand (example-put the book on the table)
  - » Look at a book with the child. Ask the child to explain what is happening by stating something such as What is the boy doing?
  - » Ask the child to say their name. Encourage them to say their first and last name.
  - » Read books with the child.
  - » Sing songs or rhymes with the child.
  - » Saying the alphabet.
  - » Identifying letters (this could be that the child names the letter, or you state "point to the letter T" to see if the child points to the correct letter.
  - » Point to items on themselves, or in a picture. "Can you point to the shoes?" "Can you point to the hat?" etc.
- Mathematics- Refer to page 68-76 in NE ELG
  - » Line up four or more objects in a row (blocks, cars, etc.) does the child copy you.
  - » Put items in order from smallest to largest and largest to smallest.
  - » Identifying numbers (this could be that the child names the number, or you state "point to the number 2" to see if the child points to the correct number.
  - » Identifying colors (this could be that the child names the color, or you state "point to red apple" to see if the child points to the correct colored item.
  - » Gather objects and ask the child to tell you how many there are ("can you tell me how many cars there are?").
  - » Point to or name shapes (circle, square, rectangle, triangle, star).
  - » Science- Refer to page 78-82 in NE ELG
- Creative Arts- Refer to page 84-94 in NE ELG

MATERIALS FOR A LEARNING KIT

Having all the materials you need for an educational and engaging in home lesson does not happen by accident. Plan your activity well ahead of time and come prepared by having all the resources you need. Be sure to leave some materials with the family so that they can practice the skill until your next visit. Here are some recommended materials to bring with you:

- Crayons
- Markers
- Colored Pencils
- Paper
- Scissors
- Glue Sticks
- Sidewalk Chalk
- Puzzles
- Books
- Coloring Pages
- Playdough

DIGITAL RESOURCES

- Colorin Colorado has ideas for service providers and parents build early literacy skills in their children. There is a Colorin Colorado Preschool Section
- CDC's Developmental Milestones tracker for Birth to age 5
- Early Childhood Page on Nebraska Department of Education has many resources available for both service providers and parents.
- Gryphon House
- IMPACT: Inspire and Innovate: The Migratory Parent Action Coalition (i2mpact)
- Kindergarten Preparation Checklist
- National Association for the Education of Young Children
- NDE Early Childhood Training Center
- NDE Early Learning Guidelines
- NDE School Readiness
- Nebraska Preschool Assessment (NePAT) Tool
- Nebraska Preschool Assessment (NePAT) Checklist

ENGLISH LANGUAGE ARTS AND MATH

English/Language Arts and Math are the focuses of Nebraska Migrant Education Program instructional services. To provide exceptional assistance, services providers must have a basic understanding of content standards and how to utilize them, as well as have a variety of tools and techniques within different content areas. To see the content standards in their entirety, click here: Nebraska State Content Standards

WHAT ARE CONTENT STANDARDS?

- Knowledge and skills students are expected to learn in the core subject areas of Reading, Language Arts, Math, Science, and Social Studies.
- Organized by grade level.
- Each grade level standard builds on skills that were expected to be mastered in years prior.
- Indicators (letters in the standards) are the things you would expect to see students doing if they have mastered the overall standard.

Coding: The standards are organized using a codign system that includes the content area, the grade level, an abbreviation, for the content strand, and the number within the strand. Lowercase letters represent indicators for some of the standards. (NOTE: Not all standards include indicators.)

-------**Example: MA.K.N.1.a**-------
MA = Content Area (Math)
K = Kindergarten
N = Content Strand (Number)
1 = Standard
a = Indicator

READING (CODED IN STANDARDS AS LA)
Each set of grade level reading standards is divided into five strands that build on the previous year's knowledge and skills:

- Foundations of Reading
- Reading Prose and Poetry
- Reading Informational Text
- Vocabulary
- Writing and Foundations of Writing
- Speaking and LIstening

*For KDG,1st, and 2nd grades, emphasis should be placed on **phonological awareness and word analysis**.
*For 3rd-12th grades, emphasis should be placed on reading **comprehension**. (Shift from learning to read to reading to learn).
*In writing, an emphasis on the **writing process** would most likely benefit migrant students.

MATH (CODED IN STANDARDS AS MA)
Each set of grade level math standards is divided into four parts that build on the previous year's knowledge and skills:

- Number Sense
- Ratios and Proportions
- Algebra
- Geometry
- Data

*Students who are low performing in the area of math are often lacking in number sense.

SCIENCE
Each set of grade level science standards relates to core science concepts such as Biology and Earth Systems. Science and Engineering practices are built in.

Vocabulary instruction will be very beneficial to migrant students.

SOCIAL STUDIES
Each set of grade level social studies standards is divided into four parts that build on the previous year's knowledge and skills:

- Civics
- Economics
- History
- Geography

TIPS AND TECHNIQUES ACROSS ALL CONTENT AREAS

- Make learning hands on. Research shows that worksheets do not teach students concepts. Worksheets are meant to practice skills. They should be kept short and done with supervision.
- Make learning possible for students that are limited in the English language by using pictures, videos, gestures and pointing, anchor charts, modeling, slowing down your speech, limiting the number of steps in your directions, and giving them time to think about what you said or asked and how they will respond.
- Teach academic vocabulary. Give examples, non-examples, use the word in a sentence, draw a picture, write a definition for the vocabulary word together.
- Use word walls across content areas.
- Provide opportunities for listening, speaking, writing, and reading in English EVERY time you meet with a student. If the student is a newcomer, speaking and writing might mean copying you. They might not be at a point where they are learning core content, but they will be learning sight words, letter sounds and patterns.
- When working with groups, allow time for sharing answers and evidence of learning.
- Gamify instruction to make it fun and easier to remember. Find ways to make learning fun. Examples: Create your own digital breakout, make a board game to match what your student has been learning, or put vocabulary words up on a poster and ask students to swat the word with a flyswatter when you read the definition. You can also use online resources such as Kahoot, Quizziz, Quizlet, Goose Chase, or Breakout EDU.
- Use songs, rhymes, and dances or movement to teach concepts.
- Use interactive notebooks so students have hands-on practice and something they can refer back to review previously learned content. (You can Google interactive notebooks or search the term on Pinterest for several examples).
- Use sentence stems to guide speaking and writing.

EARLY READING
K– 2nd grade students are typically learning how to read. 3rd-12th grade students are reading to learn. When we teach reading, we are trying to determine if students are mastering **five main skills**.

1. Phonemic Awareness: The ability to recognize and work with sounds in a spoken language.
2. Phonics: The ability to understand the relationship between letters and the sounds they represent.
3. Fluency: The ability to read with sufficient speed to support understanding.
4. Vocabulary: Refers to a student's knowledge of and memory for word meanings.
5. Comprehension: The ability to draw meaning from or understand the text.

*NebraskaReads

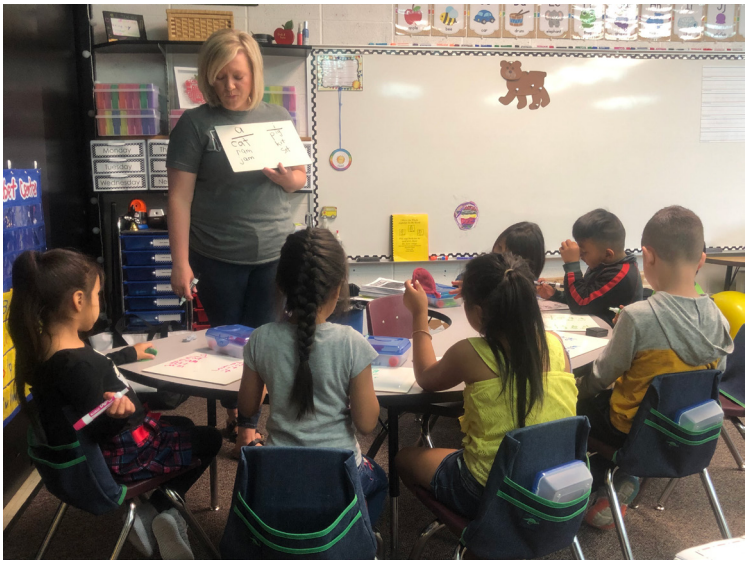
FOR ALL READERS

- Set a purpose for reading. Examples: "Today while we are reading, we are going to be listening for words that have the "ph" sound" or "When you finish reading these 3 pages about Trisha, I want you to be able to identify a character trait to describe her and find evidence in the text to support your answer."

- Take notes about sounds or words that your student misses a lot. Make note of behaviors that you notice that need to be corrected or improved, such as noticing that when a student answers a question, they sometimes get the answer wrong because they always look at the pictures in the book and guess but never go back to reread any of the text. These notes will help you to plan for what to work on the next time you are with your student.
- Remind students to pay attention to punctuation and feeling in the text. This makes a difference in how the students read it.
- Be sure to switch between fiction and non-fiction text regularly.

LEARNING TO READ

- Familiarize yourself with phonological and phonemic awareness. If a student cannot read independently in English, it is likely that they need to start with this. Students should be taught letter sounds and patterns and then have the opportunity to use those sounds and patterns to build, write, and read words.
- Use Elkonian boxes (sound boxes) to help students segment individual sounds or phonemes.
- Spend time teaching your students the parts of a book, how to turn the pages, where to start when you are reading, how to use pictures for clues. These are things that we have done for so long that we forget someone had to teach us how to do them.
- Use linking charts to teach letters and letter sounds.
- Teach high frequency and sight words. Give students a chance to read, spell, and write them
- *Each school system has a philosophy on which words to teach and in what order. Refer to the plan your district has in place. You can Google Dolch words or Fry words for a pretty common list.



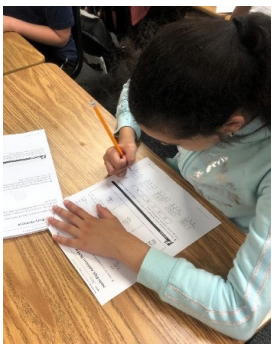
READING TO LEARN

- Use graphic organizers to help identify important elements while reading such as main idea and supporting details, comparing, and contrasting, character or story mapping, and summarizing.
- *You can Google graphic organizers for or go to Pinterest and search graphic organizers for to get ideas. Keep them simple.
- For fiction text, start by making sure students have a good understanding of literary/ narrative text elements. For non-fiction text, start by making sure students have a good understanding of nonfiction text features.
- *Refer to standard and indicators 1.6.b and 1.6.f in state reading standards.
- Prepare questions about the text you plan to have your student read ahead of your lesson. Try to have a combination of questions where 1. The answer can be found by going back to the text to find it 2. The student will need to use information they read in the text plus what they know from their own life experiences to answer the question and 3. Questions where the answer is not going to come from the text and the student will be required to think critically about the answer.

- Teach students to turn closed questions like, "What is the main idea of this text?" into open ended questions like, "The main idea of this text is_____." This gives students the chance to prove they know the answer by providing evidence from the text.
- Meeting Literacy Needs (MEP Consortium Incentive Grant).

WRITING

- For young writers who are having trouble writing within the lines, highlight the area on the paper where their letters should be to keep them from going above and below the lines.
- Teach students the writing process and make sure they always use it. The writing process varies from place to place and expert to expert but basically, students should:
  1. brainstorm
  2. plan
  3. write a rough draft
  4. revise and edit
  5. publish
- Model the writing process. Show the students how to do, do it together, and then allow them to do it independently.
- Use Mentor Texts to help students understand how to apply writing skills.
- Use graphic organizers to show how to organize writing.
- *Google Hamburger Writing or OREO Writing for examples.



- Color code parts of writing so students are reminded to include them each time they write. (Green= topic and conclusion sentence, Yellow=detail, Red= explanation or evidence to support detail).
- Create a word wall of transition words for students to refer to when writing. Consider making this something that can be printed and glued into a notebook along with steps in the writing process.
- Use student created dictionaries to refer to when writing.

MATH

The beginning stages of understanding and applying math comes from number sense. Can students identify, count, take apart, build, represent, compare, order, round, and estimate numbers? If students do not have these skills mastered, all other math is likely to be hard for them.

- Model your thinking and steps for solving math problems for students. Allow them to practice with your immediate feedback before asking them to work independently.
- Be sure to relate math to real life problems and events. This makes the math seem more necessary and easier to understand. Provide students with word problems for more practice with this.
- Set the expectation that students will not just solve math problems but will talk about their answers and explain their problem solving.
- Teach students how to break down a word problem so they can identify the information they are given, determine what they are supposed to answer, and decide what they need to do to find that answer.
- Make students show and check their work.
- Give students the opportunity to help create math problems.
- Avoid rhymes, tricks, and memorizing to learn math content. Rhymes, tricks, and memorization may teach students how to solve math problems, but they do not teach students to understand why the problem is solved correctly. A **Non-example** of using a rhyme to teach rounding numbers: "Five or more, raise the score. Four or less, let it rest." Students can round numbers using this rhyme, but they will not understand why the answer they got is correct.
- Use manipulatives (counting bears, base ten blocks, 3-D shapes, dominoes, toy money, etc.)
- Use number lines and show students how to create them.
- Use hundred charts and multiplication tables.
  *You can Google these to find printable documents.
- Use calculators, protractors, rulers, tape measures, and graph paper.
- Allow older students to access common formulas by gluing them into a notebook so they can refer to them.

GRADUATION AND SERVICES TO OUT OF SCHOOL YOUTH

GRADUATION (HIGH SCHOOL STUDENTS)

The ultimate goal of the Migrant Education Program is for migratory students to graduate from high school, prepared to continue their education or enter the workforce. The Nebraska Department of Education calls this "College and Career Ready," so that each student, upon high school graduation, is prepared for success in postsecondary education, career, and life pursuits.

CREDIT REQUIREMENTS FOR HIGH SCHOOL GRADUATION

- Identify core and elective credit courses in your student's school/district.
- Pathways to earning credit:
  - » Student school (onsite and virtual options during the regular and summer term).
  - » GED and High School Equivalency Program (HEP).

Courses	Nebraska H.S. Plan
Languages	40 credits
Science	30 credits
Mathematics	30 credits
Social Studies	30 credits
Health	5 credits
Physical Education	10 credits
Fine Arts	5 credits
Electives	100 credits
Total Required Credits for Graduation	**250 credits**

ACADEMIC SUPPORT

- Identify the school counselor for your student.
- Obtain a class schedule and contact information for classroom teachers.
- Familiarize yourself with student study hall times and expectations.
- Nebraska SMART
- Algebra Resources
- Khan Academy
- Upchieve: Free online tutoring
- Learn to Be online tutoring

CAREER AND COLLEGE READINESS

- Preparing for College:
  - » Application and enrollment process:
    - ◊ Campus Tour
    - ◊ EducationQuest
    - ◊ Identify procedures and dealines for the student's school of choice.

        - ◊ Paying for College and Federal Student Aid
        - ◊ What is the ACT? ACT Prep
- Career Explorationg:
    - » Nebraska Department fo Education Career Explorating Resources
    - » Apprenticeship.gov
- Resume
    - » How to Write a Resume
    - » Volunteer opportunities:
        - ◊ Childcare centers
        - ◊ Animal Shelters
        - ◊ Religious gathering places
        - ◊ Nursing or retirement homes
        - ◊ Hospitals
        - ◊ Schools
    - » Leadership development:
        - ◊ Communicate with school counselors to identify opportunities for leadership development.
        - ◊ Inquire about local and state leadership clubs or organizations.
    - » Training available for projects through the State Services Coordinator.
- There are three circumstances in which a program may continue providing services to students whose eligibility has expired:
    - » If the student's eligibility expires during the school year, the program may continue services until the end of the school term.
    - » The program may continue services for an additional school year because comparable services are not available through other programs.
    - » The program may continue to serve secondary students through credit accrual programs until they graduate.
- Before providing services under these provisions, the program should consider whether the student's unmet educational needs are addressed by the general school program and whether migrant students who have a priority for services have already been served.

DROPOUT PREVENTION

"Children are required to attend school in Nebraska if they are 6 years old prior to January 1 of the then-current school year and until they reach 18 years of age (Neb. Rev. Stat. 79-21(1)). The law, which was most recently amended in 2012, refers to students below the age of 19 as children. However, Nebraska does have two exceptions to this law, which allow students to drop out at the age of 16 if they can show financial hardship that necessitates their withdrawal from school. The other exception is if a student has an illness that affects attendance." Source: Dropout from School Policy Q & A,

- Strategies Related to Graduation and Drop Out
- Addressing academic motivation: Goal setting and learning plans.

BEST PRACTICE

Providing instructional services to secondary students can be challenging. So, how do you make the most of the time you have with them? See what one project does to reach more students!

Secondary Instructional Support

SERVICES TO OUT-OF-SCHOOL YOUTH (OSY)

Out of School Youth (OSY) are eligible migrant children and young adults up through age 21 that are not enrolled in school and have not received a high school diploma, due to choice or circumstances. These youth can be difficult to locate and/or engage in instructional services.

Dropout Prevention

- iSOSY Instructional Resources
- Nebraska Adult Education and GED
- Proteus

Career Readiness

- Apprenticeship.gov
- iSOSY Instructional Resources
- Nebraska Department of Education Career Exploration Resources
- Nebraska Department of Labor

Life Skills

- Goal setting and learning plans
- Health and Wellness
- iSOSY Personal Wellness

DIGITAL RESOURCES

- Instructional Services for Out-of-School and Secondary Youth (iSOSY)
- OSY Relationship Building: 10 best practices to strengthen engagement (i.e. questioning strategies, effective listening, effective communication, advocacy, engaging youth and young adults).

ASSESSMENT AND EVALUATION

Assessment

Assessments are a necessary tool to measure student growth. The MEP also uses assessments to assist in identifying areas in which students can grow and improve. Common assessment used in schools and MEP projects include:

NEBRASKA PRESCHOOL ASSESSMENT TOOL (NEPAT)

- Pre and post assessment for preschool assessment for 3-, 4-, and 5-year-old students.
- Assess the 3-5 year old student prior to instruction and again at the end of the program cycle.
- Measures growth in the areas of Language/Literacy and Math.
- Use for all preschool center and/or home-based instruction.
- Nebraska Preschool Assessment (NePAT) Tool
- Nebraska Preschool Assessment (NePAT) Checklist

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR THE 21ST CENTURY (ELPA21)

- Given to any student identified by the school system as being an English Language Learner.
- Measures language proficiency on a scale of 1-5 in the areas of reading, writing, listening, and speaking.
- Student must be proficient (receive largely 4's and 5's in each domain) to exit EL.
- Nebraska English Language Proficiency Assessment for the 21st Century

NEBRASKA STUDENT CENTERED ASSESSMENT SYSTEM GROWTH (NSCAS GROWTH)

- Statewide exam administered to grades 3-8 each fall and spring. A winter assessment is also optional for districts.
- Measures progress toward Nebraska state standards.
- English Language Arts and Math: 3rd-8th Grade.
- Science: 5th and 8th grade.
- Nebraska Student-Centered Assessment System
- MEP Project Coordinators have access to NSCAS-Growth individual student results.
- Service providers can access the Achievement Level Explorer Tool (ald-explorer.nwea.org) to plan for student services.

ACT AND PRE-ACT

- Used to determine readiness for college.
- A common piece of data that can be used to compare all incoming college freshmen.
- The state assessment for 11th graders in the state of Nebraska: ACT
- Measures knowledge in English, Reading, Math, Science, and Writing is optional.
- Students receive a composite score in each subject area and then receive an overall composite score.
- The average score is 21. The maximum score is 36.
- Students may retake the entire test or individual sections.
- MEP students may take additional tests for free.

Evaluation

An essential part of every educational program is evaluating its effectiveness. By collecting data, reviewing progress, gathering feedback, and analyzing the information, we can determine what aspects of the program are effective, which need improvement, and make informed decisions about making changes.

GOVERNMENT PERFORMANCE RESULTS ACT (GPRA)

Enacted in 1993, GPRA was designed to improve program management throughout the Federal government. Agencies are required to develop a strategic plan outlining its mission, long-term goals for the agency's major functions, performance measures, and reporting results. In addition to the

strategic plan, agencies submit an annual performance report to the Office of Management and Budget with established fiscal year performance goals, objectives on how to achieve these goals, and an explanation of how performance is measured and verified. MEP Performance Indicators include:

- The percentage of MEP students that scored at or above proficient on their state's annual ELA assessments in grades 3-8.
- The percentage of MEP students that scored at or above proficient on their state's annual math assessments in grades 3-8.
- The percentage of MEP students who were enrolled in grades 7-12, and graduated or were promoted to the next grade level.
- The percentage of MEP students who entered 11th grade that had received full credit for Algebra I or a high math course.

ANNUAL EVALUATION

"For purposes of the MEP, an evaluation that examines program results must compare the program or project's actual performance to: (1) the measurable outcomes established by the MEP, and (2) the State's performance targets, particularly for those students who have priority for services."

"For purposes of the MEP, these terms represent the results that educators and education policymakers at the Federal, State, and local levels seek to achieve. They represent the progression from the broad goals of student achievement to very specific, concrete outcomes that are set at the State and local operating agency level. The terms are defined as follows: Chapter VIII: Program Evaluation [Non-Regulatory Guidance — October 2003] 86"

1. **State Performance Goals**–The ESEA performance goals are the broad expression of the desired results that all States are working to meet. They cut across all of the major ESEA programs and reflect the overall vision of the statute, which is to improve the achievement of all students. All States agreed to adopt a set of five performance goals in their approved Consolidated State Applications. States also have the option of establishing additional State goals for improving student achievement.
2. **Performance Indicators**–The ESEA performance indicators provide a way of measuring whether States have made progress toward achieving each broad performance goal. As with the performance goals, the indicators cut across all major ESEA programs and reflect the overall vision of the statute. In 2002, all States agreed to adopt performance indicators that correspond to the 5 performance goals in their approved Consolidated State Applications. If a State has established additional State goals for improving student achievement, that State should also have established corresponding performance indicators.
3. **Performance Targets**–Performance targets are the results States expect to achieve by a specified date with respect to each ESEA indicator. Each State was required, as part of the Consolidated State Application, to develop performance targets for each performance indicator.
4. **Measurable Program Outcomes**–Measurable outcomes are the results the MEP hopes to achieve at the State and local operating agency level through the provision of specific educational or educationally related services. Measurable outcomes help the MEP determine whether and to what degree it has met the special educational needs of migrant children that the SEA identified through the comprehensive needs assessment. The measurable outcomes at both the State and local operating agency levels help migrant children achieve the State's performance targets. (See section 1306(a)(1)(D) of the statute.)

   *Ask your project coordinator or director about our State MPO's. It's important for you to know what our goals are if you are working to help us meet them.

SPECIAL POPULATIONS

An essential part of every educational program is evaluating its effectiveness. By collecting data, reviewing progress, gathering feedback, and analyzing the information, we can determine what aspects of the program are effective, which need improvement, and make informed decisions about making changes.

ENGLISH LEARNERS

Entering the English Learner Program: When students enroll in a new district, parents fill out a home language survey. If the parent states that the language at home is a language other than English, the student receives a language screener to determine if English Learner services are necessary. Students must receive domain performance levels of 4's and 5's in the areas of reading, writing, listening, and speaking to be considered Proficient in the English language. Students who are not proficient then begin to receive EL services.

Exiting English Learner Programming: Each Spring, students receiving EL services take an assessment called the ELPA21 to determine their understanding of the English language in the areas of reading, writing, listening, and speaking. Students cannot exit EL programming until they receive 4's and 5's on the ELPA21 assessment.

FOUR DOMAINS OF ENGLISH LANGUAGE ACQUISITION

English Learners should receive practice in each of the following domains in each lesson they are participating in. Students are scored from 1-5 in each of these domains on the ELPA-21 assessment.

- Reading
- Writing
- Listening
- Speaking

DEFINITIONS FOR DOMAIN PERFORMANCE LEVELS 1-5

Proficiency Level Reading, Writing, Speaking and Listening	Performance Expectations at the Level
Level 1: Beginning	Student displays few grade level English language skills and will benefit from EL program support.
Level 2: Early Intermediate	Student presents evidence of developing grade-level English language skills and will benefit from EL program support
Level 3: Intermediate	Student applies some grade-level English language skills and will benefit from EL program support.
Level 4: Early Advanced	Student demonstrates English language skills required for engagement with grade-level academic content instruction at a level comparable with non-ELs.
Level 5: Advanced	Exhibits superior English language skills, as measured by ELPA21.

ELPA21 Assessment results determine a student's level of proficiency. Students do not exit the EL program until they have demonstrated proficiency through this exam.

PROFICIENCY DETERMINATIONS

Emerging	Levels 1 and 2 in all domains.
Progressing	Mostly levels 2 and 3 (maybe some 4s) in all domains.
Nearly proficient (not a score on ELPA21)	Mostly levels 3 and 4 in all domains (maybe some 5s).
Proficient (Student no longer in EL status but may need support in content area classes.)	Levels 4 and 5 in all domains.

STRATEGIES TO USE WITH EACH PROFICIENCY LEVEL:

ELL Strategies: Emerging

- Sentence starters and sentence frames

Today I read about _____. OR

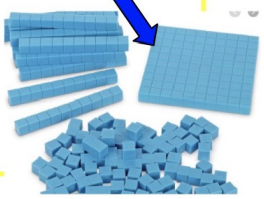
I like to eat _____.

- Pictures

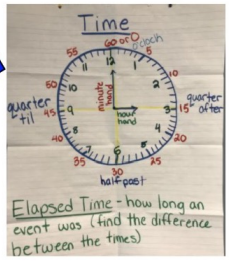
- Word lists

- **Pencil**
- **Eraser**
- **Pen**
- **scissors**

- Anchor charts
- Color code writing
- manipulatives



Lola is a cute tabby kitten that we adopted this year from the shelter. She loves to play with anything that moves, from cat toys to bugs to feet! She loves pouncing on stuffed toy mice and chasing a ping pong ball from one end of the house to the other. Her favorite thing to chase though, might be her tail! Lola is a very affectionate kitty when she is not in a playful mood. She loves when we pet her and purrs loudly to let us know that she likes it. She often jumps into our laps if we're on the computer or watching T.V. and she loves to sleep with us too. Lola is also very curious and likes to follow us around the house to see what we're doing. If there is anything new we're doing, she wants to join in and investigate. We're really enjoying having a great kitty like Lola.

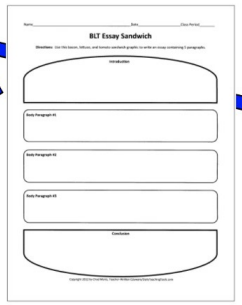


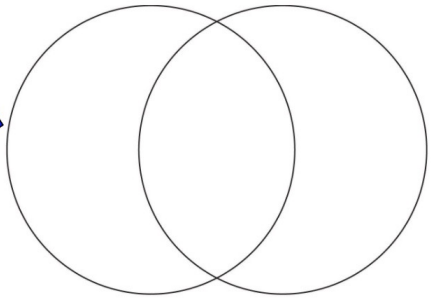
ELL Strategies: Progressing

- **Word banks**

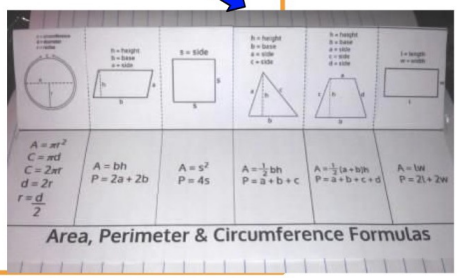
First To begin At first In the beginning It all started when...

- **Graphic organizers**





- **Repeat and model directions**
- **Provide formulas**



ELL Strategies: Nearly Proficient

- **Opportunities to reflect on and discuss learning**
- **Build background knowledge (KWL)**
- **Vocabulary lists**
- **Allow students time to practice before responding**

Plants

Know	Want to Know	Learned
• Green • Need sunlight • Grow in the ground	• Can I grow my own plants? • What do plants eat?	• Plants make their own food through a process called photosynthesis

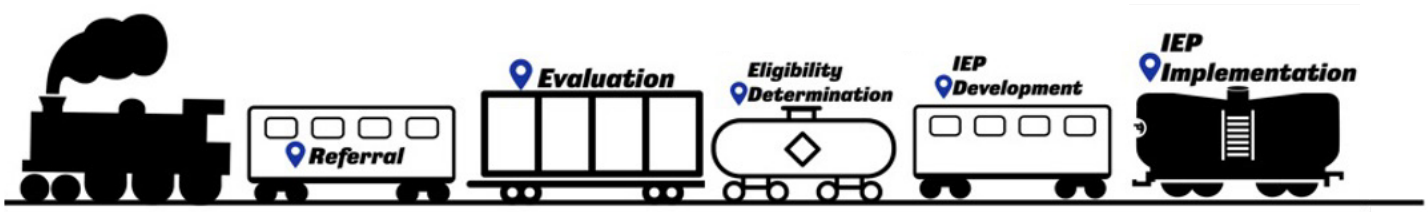
*** sum**
***difference**
***product**
***quotient**

DIGITAL RESOURCES

- Achievement Level Descriptors for each of the domains by grade level
- English Learner Proficiency Levels and Classroom Supports
- English Language Proficiency Standards

SPECIAL EDUCATION

The process through which a student is identified as in need of special education services is determined by both federal and state laws. The process is very specific and can be lengthy. If you have reason to believe that a student you are working with is in need of extra support through the school, consult with their teacher to share your concerns. They may have already begun the process and/or might ask you to provide information that can assist them in identifying the student's needs.



REFERRAL, IDENTIFICATION, AND SERVICES PROCESS

How do you refer a student you feel may need identification?

Students are typically referred to the SAT by school staff or a parent. If you feel that a student may qualify, you should share your concerns with the student's teacher. You may be asked to be part of the process. If so, they will provide you a questionnaire or form to share your observations and/or data. In an early childhood setting, particularly a home-based program, you can contact the Early Development Network Planning Regional Team to share your concerns:

https://edn.ne.gov/cms/make-a-referral-0

In a K-12 setting, the referral typically begins a process that may include:

- Student Assistance Team (SAT):
  - » Typically seen as the referral stage.

    - » Team that identifies interventions to help students experience success in the classroom before being referred for Special Education services.
- Multidisciplinary Team (MDT):
    - » Typically seen as the testing and determining of eligibility stage.
    - » Team that identifies need for special education testing, process for testing the student, and determines eligibility for Special Education services. *If a student qualifies for Special Education services, they will participate in the MDT process every three years.
- Multi-Tiered System of Support (MTSS):
    - » Supports or interventions leveled to ensure success for ALL students with the idea being that specific supports are best practice for all learners, some students, or just a few students.
- Individualized Education Plan (IEP):
    - » Typically seen as the goal setting and service planning stage.
    - » Focuses on how to educate the student.
    - » An IEP:
        - ◊ identifies specific, measurable, and timely goals,
        - ◊ determines time allotted for and location of services,
        - ◊ Identifies accommodations or modifications that must be allowed for students to meet their goals successfully,
    - » An IEP meeting is held annually to review goals and progress for the student.
- 504 Plan
    - » Another way to qualify students for Special Education services if an IEP is deemed inappropriate,
    - » Typically seen as the goal setting and service planning stage,
    - » Focuses on accessing learning.

ACCOMMODATIONS

If a student is on an IEP or 504, there will be a list of accommodations that anyone providing instruction to the learner should be aware of and actively implementing to help meet goals. Accommodations allow students to learn the same content as their regular education peers, but in a different way. Sample accommodations might include:

- Extended time on assignments and assessments.
- Shortened assignments or assessments.
- Ability to have directions or portions of assignments and assessments read aloud
- Use of specialized materials such as graphic organizers, manipulatives, calculators, or notes.
- Scheduled breaks.
- Preferential seating in a classroom.

MODIFICATIONS

Some students on an IEP will receive modifications to their learning. This is more intense than accommodations. Modifications change what the student is taught or expected to learn. For example: A third grader may have a disability that makes learning what his/her regular education peers are learning inapplicable so the curriculum will be modified to help the student meet his/her goals. While most students in class are studying place value, this student may be working on identifying numbers. While most students in class are working on a science investigation, this student may be learning how to take lids off and put them back on a variety of containers.

STRATEGIES

There are many strategies that you can use to make learning more accessible for students who have challenges.

- Make learning very visual.
- Use manipulatives, especially for math.
- Try to limit directions to 2 or 3 at a time.
- Review learning or check for understanding frequently.
- Build in breaks.
- Allow movement during the lesson.

PARENT ENGAGEMENT

- Parents are active participants in the entire Special Education process from referral to determination of services.
- Parents must have access to testing information, plans, and parental rights in their home language.
- Parents can call a meeting with the SAT, MDT, or IEP team at any time and must have access to an interpreter for those meetings if it is necessary.
- Parents have the right to refuse Special Education services.

DIGITAL RESOURCES

- CDC: What is Autism?
- Family Guide to Special Education
- Parent Rights for Special Education
- What is an IEP?

HIGH ABILITY LEARNERS

The vision for High Ability Learners (HAL) in Nebraska is to ensure that all gifted and talented students in Nebraska have meaningful opportunities for academic and personal growth commensurate with their abilities as well as career development to actualize their full potential and become lifelong learners who are college, career, and civic-ready. Here are some considerations:

- HAL students may not be strong in all areas.
- Gifted students have domain-specific talents and interests.
- Twice-Exceptional Students (gifted and disability).
- Low income and minority students.

ADVOCACY

- Service providers may help guide parents and families of HAL students.
- Assist with strategies to advocate for their child's needs in school.
- Provide available resources.

DIGITAL RESOURCES

- High Ability Learning in Nebraska
- Nebraska Association for the Gifted
- NDE High Ability Learners

To learn more about the Nebraska Department of Education Migrant Education Program, please visit https://www.education.ne.gov/migrant/ and the United States Department of Education, Office of Migrant Education: https://oese.ed.gov/offices/office-of-migrant-education/.