



NEBRASKA TITLE I, PART C – EDUCATION OF MIGRATORY CHILDREN

2025-26 Project Handbook

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ABBREVIATIONS

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

TABLE OF CONTENTS

General Information & Using this Handbook.....	5
Mission, Goal and Statutory Purpose.....	6
History of the Migrant Education Program.....	8
Program Description & Project Responsibilities.....	10
Continuous Improvement Cycle.....	14
Allowable Use of Funds.....	17
Suballocations, Grant & Assurances.....	21
Monitoring	28
Identification & Recruitment and Quality Control.....	30
Data & Reporting.....	34
Instructional & Support Services.....	36
Family Engagement & Parent Advisory Council.....	39
Communication	41
Definitions	43

GENERAL INFORMATION

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.

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.

USING THIS HANDBOOK

This handbook expands on statutory and regulatory requirements, includes examples of how Nebraska LEA/LOAs comply with these requirements, and provides information on useful resources available through the Nebraska Department of Education (NDE) and other organizations that assist MEP in achieving our goals.

Some of the information within this handbook is repetitive. This is done primarily for your convenience, so you do not need to cross-reference or turn pages to find explanations. It is also an effort to simplify the complex interconnectedness of this program.

The examples provided in this document should not be viewed as the “only” or the “best” way to comply with statutory and regulatory requirements. They are provided to help LEAs consider the range of options available and to stimulate thinking about teaching, learning, and providing services in the context of local needs and resources.

Throughout this handbook, there are hyperlinks to materials and resources that provide additional and more detailed information. It is highly recommended that you download or bookmark these resources so that you can easily access them in the future. Be advised that these links may break or change. If you encounter this situation, please contact the State Director. Additionally, most, if not all, of these resources can be found at the Nebraska MEP website: <https://www.education.ne.gov/migrant/>

TITLE I, PART C, EDUCATION OF MIGRATORY CHILDREN 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 that all migrant children reach challenging academic standards and graduate with a high school diploma (or complete a HSED) that prepares them for responsible citizenship, further learning, and productive employment.

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

The general purpose of the Migrant Education Program (MEP) is to ensure that migratory 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 children and how those needs relate to the priorities established by the state; (2) design local services; and (3) select children 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 migratory 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.

A BRIEF HISTORY OF THE MIGRANT EDUCATION PROGRAM

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

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

Migratory 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.

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 children 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 children and, in doing so, have continued to recognize migrant children's 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 children. 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 children were agricultural migrant children.

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

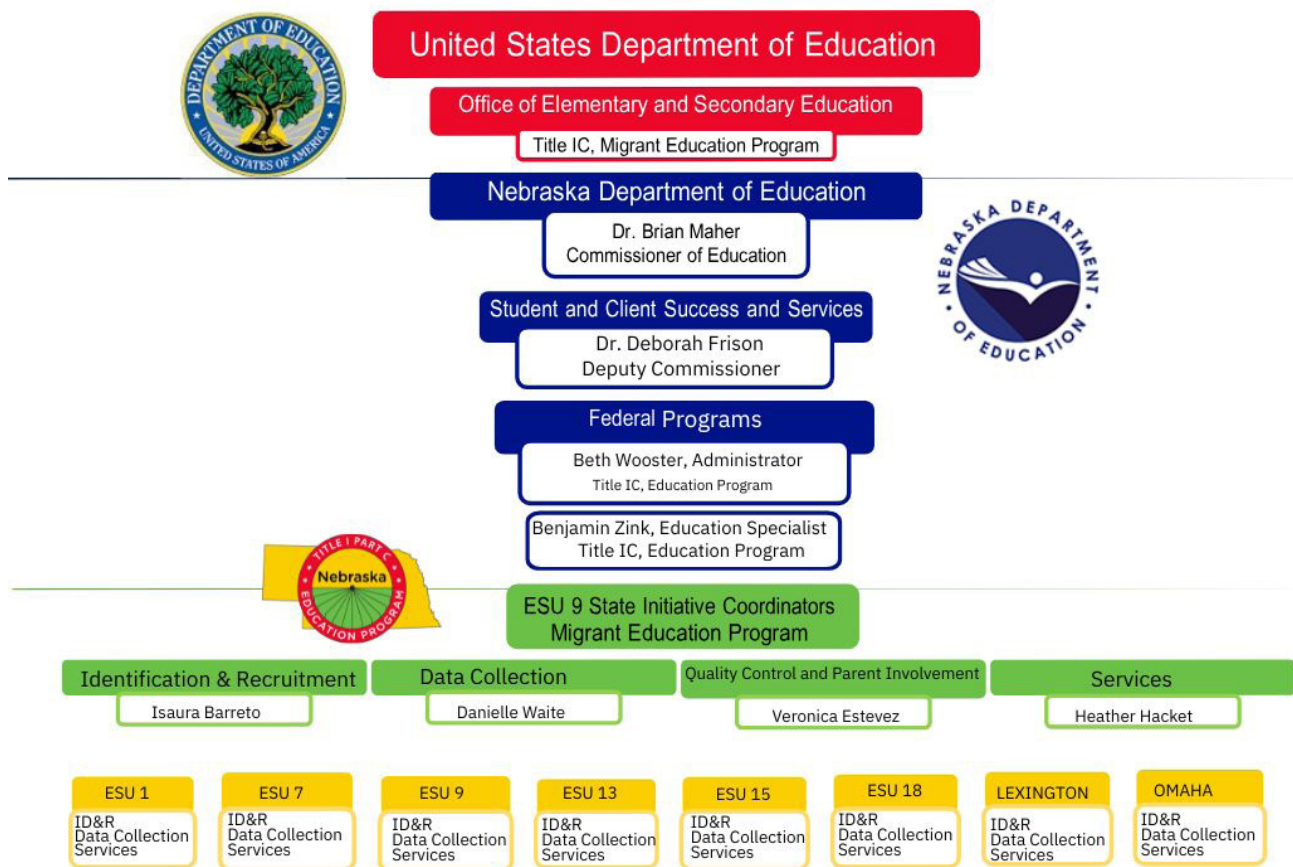
of impoverished, malnourished, and illiterate migrant children from Edward R. Murrow's *Harvest of Shame* that captured Americans' attention helped educate policymakers about migrant children's harsh lives. The Johnson Administration recognized that notwithstanding Title I's commitment to poor children, 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[ed] 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 children's education, special provisions were needed to address the migrant children's unique needs.

PROGRAM DESCRIPTION

Title I, Part C funds support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Funds also ensure that migratory children not only are provided with appropriate educational services (including support services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Federal funds are allocated by formula to SEAs, based on each state's per pupil expenditure for education and counts of eligible migratory children, age 3 through 21, residing within the state.

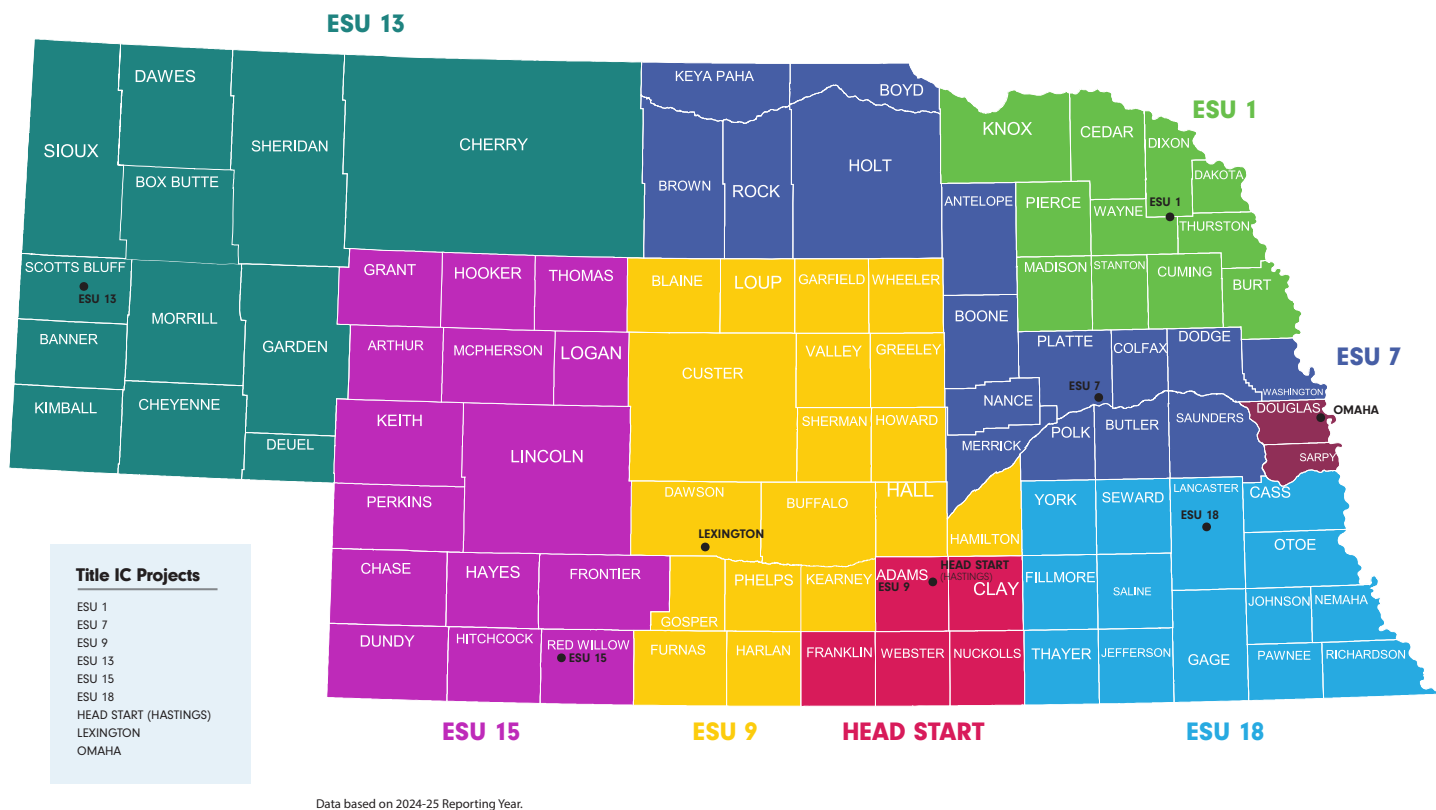
NEBRASKA MIGRANT EDUCATION PROGRAM

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 Local Operating Agencies (LOAs) to implement the program. The organizational structure is as follows:



2025 MEP Organizational Chart

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



Regional and district projects in Nebraska 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.

MEP PROJECT RESPONSIBILITIES

Each MEP Project is responsible for ensuring that all fiscal and programmatic requirements of the grant are met. A MEP project is defined as an LEA or LOA who receives Title IC-MEP funding from the SEA. The project may be a school district, regional education organization, or non-profit organization.

Responsibilities of every MEP Project include, but are not limited to:

- Completing a local Community Needs Assessment (CNA) and Service Delivery Plan (SDP) to determine how funds will be used or distributed, including services to be provided that meet the needs of migratory children and youth within their project.
- Completing the Title IC MEP Grant Application and budget in Grants Management System (GMS).
- Being responsible for all fiscal transactions (i.e., requisitions, purchases, payments, and claims for reimbursement to NDE), and maintaining records of all financial transactions, including inventories of equipment.
- Completing all reports required by NDE.
- Sending appropriate notifications to parents of migratory children and youth served under the Title IC subgrant.
- Hiring, supervising, providing resources/materials, and paying the salaries of the data specialist, recruiters, and service providers within your project, as applicable.

RESPONSIBILITIES OF THE PROJECT DIRECTOR IN A MEP PROJECT

The primary role of the Project Director is to direct, coordinate, implement, and supervise all components of the MEP within your LEA. The Project Director also serves as a liaison between parents, school districts, the State MEP, and the general public. Primary responsibilities include, but are not limited to the following:

- Follow all local, State, and Federal rules and regulations, and ensure project staff do the same.
- Participate in and complete all required PD and training.
- Direct and supervise all components of the MEP project and serve as program liaison between parents, school districts, State MEP, and the general public.
- Coordinate with the State MEP on data, identification & recruitment (IDR) and the provision of instructional and support services to migratory children and families. Each of these elements is described within their own section of this handbook.
- Coordinate with schools, non-profits, and other community groups to provide instructional and support services for migratory children.
- Plan, coordinate, implement, and evaluate evidence-based instructional and support services, including summer, for migratory children.
- Plan, coordinate, and implement the local elements of the Continuous Improvement Cycle (CIC), including the Local Comprehensive Needs Assessment (CNA), Service Delivery Plan (SDP), local grant process, and evaluation. These are described below.
- Participate in consultations with public and non-public schools and organizations to assist in the identification and recruitment of, and services to eligible migratory children and youth.
- Hire, train, supervise and evaluate project staff.

POSITIONS WITHIN MEP PROJECT

Each LEA may have different titles and specific responsibilities for each position or role within your project. For the purposes of the grant, the State Title IC program defines positions within the program by these titles and general descriptions:

- **Project Director** – designated leader and person ultimately responsible for the implementation and outcomes of a local Title IC project.
- **Data Specialist** – responsible for entering and reporting data through the state Title IC data system.
- **Recruiter** – responsible for identifying and recruiting eligible children and families.
- **Service Provider** – responsible for providing instructional and/or support services to eligible children and families.

In many projects, individuals hold multiple roles. For example, a recruiter may be .5 Full-Time Equivalency (FTE) recruiter and .5 FTE service provider. Whenever an individual has multiple responsibilities, they must be trained and supported in each role.

PROFESSIONAL DEVELOPMENT

All MEP staff participate in professional learning appropriate for the role within the MEP, allowing them to serve migratory children more effectively and efficiently. Professional development takes many forms including statewide conferences and training, webinars, and workshops.

To support projects in professional development (PD) of staff, the State MEP has created a PD Framework (linked below) that provides guidance to identify and plan for PD that is relevant to their position within the Nebraska MEP, defines what training is required, recommended, or optional by position, and provides an individual PD plan template.

ATTENDANCE AT OUT OF STATE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Acknowledging that we all need to be good stewards of the funds we are allocated by the Federal government while also ensuring that all MEP staff are provided opportunities to learn and grow professionally to increase the quality of our programs and services each MEP project will be able to send MEP staff and/or migrant parent(s) to national PD opportunities at the discretion of their Project Director, provided they abide by the following guidelines:

1. The PD opportunity is limited to staff who are employed by a MEP project and funded by NE MEP and/or parents who regularly participate in a local PAC or the State PAC.

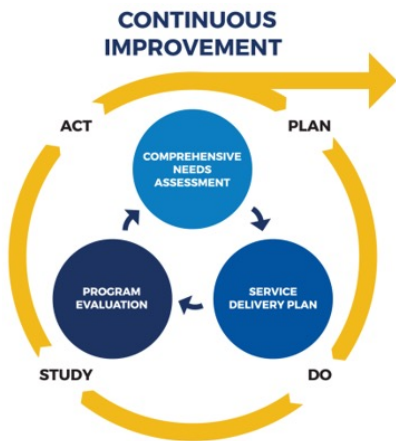
2. The PD opportunity is limited to one national PD opportunity per year, per staff member.
3. Project Directors are responsible for selecting the appropriate MEP staff and parents to attend.
4. MEP staff must ensure their travel itinerary allows them to attend the entire PD opportunity.
5. All MEP staff must abide by their project's travel and reimbursement policies and ethical standards.
6. MEP staff who wish to present at a national PD opportunity must provide their presentation application to the NE MEP State Coordinator for approval prior to submitting their application to the national organization.
7. MEP staff should attend every session block and complete reports in accordance with their project's procedures.
8. MEP staff should share what they have learned during the opportunity with their colleagues upon return to Nebraska.
9. All MEP staff should conduct themselves in a way that reflects favorably upon their project and the NE MEP.
10. Exceptions to this guidance are as follows:
 - a. MEP staff who are designated to represent NE MEP at national meetings.
 - b. At the discretion of the NE MEP State Director and/or State Coordinators.
11. All questions or concerns about this guidance should be directed to the NE MEP State Director.

RESOURCES

[Nebraska Title IC Professional Development Framework](#)

CONTINUOUS IMPROVEMENT CYCLE

The Continuous Improvement Cycle (CIC) is the process recommended by the Office of Migrant Education to develop a Migrant Education Program, from assessing the needs, identifying, and implementing strategies, and evaluating the results, builds on the previous activity and informs each subsequent activity.



This framework illustrates the relationship between the Comprehensive Needs Assessment (CNA), the Service Delivery Plan (SDP), the implementation of MEP services through a defined process for applications for funds, and the implementation of programs through local sub-grantees, and the evaluation of services.

COMPREHENSIVE NEEDS ASSESSMENT

The State MEP conducts a Comprehensive Needs Assessment (CNA) every three years. This process and resulting product serves as a guide for future programming, services, and policy decisions to ensure that the State MEP's resources are directed at the most needed and most effective services for migratory children/youth and their families.

The process followed for the CNA is directed by the Continuous Improvement Cycle (CIC), recommended by OME.

The State MEP provides MEP Projects guidance on how to conduct a Local Community Needs Assessment (CNA) in the Local CNA Toolkit (linked below). There are two versions of the CNA – one for district projects and another for regional projects.

SERVICE DELIVERY PLAN

While the CNA guides the overall design of the State MEP, the Service Delivery Plan (SDP) is designed to help the State MEP develop and articulate a clear vision of:

- 1) The needs of the State's migratory children;
- 2) The State's measurable program outcomes (MPOs) and strategies to achieve the State MEP's performance targets;
- 3) The services the State MEP will provide; and
- 4) How to evaluate whether and to what degree the program is effective.

The State CNA is reviewed and revised every three years to reflect changes in the State's strategies and programs provided under ESEA. The most current State CNA was completed in Spring 2024.

EVALUATION

States are required to evaluate the effectiveness of the MEP and provide guidance to local MEPs on how to conduct local evaluations. A program's actual performance must be compared to *"measurable outcomes established by the MEP and state performance targets, particularly for those children who have priority for service."* To investigate the effectiveness of its efforts to serve migratory children and improve those efforts based on comprehensive and objective results, the Nebraska MEP conducts an annual evaluation of its MEP to:

- determine whether the program is effective and document its impact on migratory children;
- improve program planning by comparing the effectiveness of different interventions;
- determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation;

- identify areas in which children may need different MEP services; and
- consider evaluation questions regarding program implementation and results.

As required, the evaluation of the Nebraska MEP includes both implementation and performance results data. It examines the planning and implementation of services based on substantial progress made toward meeting performance outcomes as well as the demographic dimensions of migratory student participation; the perceived attitudes of staff, parent, and student/OSY stakeholders regarding improvement, achievement, and other outcomes; and the accomplishments of the Nebraska MEP.

DATA COLLECTION & REPORTING

As instructional and support services are performed, service providers are required to document these services and report them to the project data specialist, who then enters these into the state data system, MIS2000.

EVALUATION CHECKLIST

To collect additional information needed for the evaluation, several forms have been developed. These forms can be collected as either hard copies or online. Hard copies of forms should be entered into the online collection system.

✓	#	Evaluation Forms/Instruments	MPO(s)/ Implementation	Person(s) Completing	When to Complete	Due
	1	Parent Training Evaluation (Online or Paper)	1C/2C/3C/4C	P	After Training	9/30
	2	Staff Survey (Online)	All	D/MEP	Year End	9/30
	3	Parent Survey (Online)	All	P	Year End	9/30
	4	Preschool Assessment Tracking Record	1A-2	D/MEP	Year End	9/30
	5	Math/Reading Assessment Tracking Record	2A-2/2A-3	D/MEP	Year End	9/30
	6	Recruiter Survey (Online)	Implementation	R	Year End	9/30
	7	Fidelity of Strategy Implementation (FSI) Tool	Implementation	D/MEP	Year End	9/30
	8	Student Services Tracking Record (<i>Optional</i>)	Implementation	D/MEP	Year End	N/A

Key: **D** = Directors; **MEP** = MEP Staff and Teachers; **P** = Parents; **R** = Recruiters

NATIONAL MEP PERFORMANCE MEASURES

In addition to the State evaluation, the program is also evaluated by the national performance measures. Sources of data include state assessment results and data entered into MIS2000 on promotion, graduation, and completion of Algebra I.

- Performance Measure 1: The percentage of migratory children that scored at or above proficient on their state's annual reading/language arts assessments in grades 3-8.
- Performance Measure 2: The percentage of migratory children that scored at or above proficient on their state's annual mathematics assessments in grades 3-8.
- Performance Measure 3: The percentage of migratory children who were enrolled in grades 7-12 and graduated or were promoted to the next grade level.

CONSORTIUM INCENTIVE GRANT AND OTHER EVALUATIONS

Nebraska participates in OME's Consortium Incentive Grants (CIGs) and other collaborations that require additional evaluations. Information on these evaluation surveys and tools will be provided to Project Directors and participants as needed.

FIDELITY OF STRATEGIC IMPLEMENTATION

The Fidelity of Strategic Implementation (FSI) is a self-assessment guide for projects in implementing MEP-funded services that are aligned with the Nebraska MEP goal areas: (1) School Readiness, (2) English Language Arts [ELA] and Mathematics, (3) High School Graduation, and (4) Services to Out-of-School Youth [OSY]. Projects reflect on their work to determine the extent to which MEP services are delivered with fidelity and rate themselves accordingly.

The FSI was developed for each project to measure the level of implementation of each MEP Strategy listed in the Nebraska MEP grant application that aligns with the Nebraska MEP SDP. The FSI also informs the implementation evaluation of the Nebraska MEP as required by the U.S. Department of Education, Office of Migrant Education.

RESOURCES

[Title IC Evaluation Toolkit](#)

[Comprehensive Needs Assessment \(CNA\)](#)

[State Service Delivery Plan \(SDP\)](#)

ALLOWABLE USE OF FUNDS

FISCAL REQUIREMENTS

SEAs and LEAs must comply with two fiscal requirements regarding the expenditure of State and local funds to ensure that MEP funds are used to provide services that are supplemental to the regular services migratory children receive. The statute requires SEAs and LEAs 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 children, 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 available for the need in question. If no other resource is available and the need is compelling, then Title IC funds may be used.

ALLOWABLE EXPENSE CRITERIA

Allowable expenditures shall meet the following criteria:

1. **Be Necessary and Reasonable** for the performance of the MEP grant. Operating agency staff must consider these elements when determining the reasonableness of a cost. A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made. For example, reasonable means that sound business practices were followed, and purchases were comparable to market prices.
 - A. When determining reasonableness of a cost, consideration must be given to:
 - Whether the cost is a type generally recognized as ordinary and necessary for the proper and efficient performance of the MEP grant.
 - The restraints or requirements imposed by factors, such as: sound business practices; arm's-length bargaining; federal, state and other laws and regulations; and terms and conditions of the MEP grant award.
 - Market prices for comparable goods or services for the geographic area.
 - Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the operating agency, its employees, its children, the public at large, and the federal government.
 - Whether the operating agency significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the MEP award's cost (2 CFR, Section 200.404).

While 2 CFR, Section 200.404 does not provide specific descriptions of what satisfies the “necessary” element beyond its inclusion in the reasonableness analysis above, necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective, as reflected in the approved Regional Application (RA), District Service Agreement (DSA), or contract. A key aspect in determining whether a cost is necessary is whether the operating agency can demonstrate that the cost addresses an existing need and can prove it. For example, the operating agency may deem transportation to and from an after-school program to be allowable since the school does not provide transportation to children.

- B. When determining whether a cost is necessary, consideration may be given to:
 - Whether the cost is needed for the proper and efficient performance of the MEP.
 - Whether the cost is identified in the approved budget or application.
 - Whether there is an educational benefit associated with the cost.

- Whether the cost aligns with identified needs based on results and findings from a needs assessment.
 - Whether the cost addresses program goals and objectives and is based on program data.
2. **Allocable to the federal award.** A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefit received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program (2 CFR, Section 200.405). For example, if 50 percent of a teacher's salary is paid with MEP grant funds, then that teacher must spend at least 50 percent of his or her time on the MEP grant program.
 3. The activities and services operating agencies fund must comport with the results of the comprehensive statewide needs assessment and the requirements of the comprehensive service delivery plan.
 4. SEAs must first use MEP funds to meet the identified needs of migratory children that result from their migrant lifestyle, and to permit these children to participate effectively in school.
 5. Supplement and not supplant non-federal expenses required to carry out the overall responsibility of state or local governments, including school districts and county offices of education (COE). A cost would be considered supplanting if any of the following conditions are met:
 - A. MEP funds are used to provide services that are provided under other federal, state, or local laws.
 - B. Non-federal funds were used to cover the cost in the prior year.
 - C. MEP funds are used to provide services for participating children and non-federal funds are used for nonparticipating children.
 6. Be consistent with policy, regulations, procedures, and not prohibited under federal, state, or local laws and regulations.
 7. Be consistent with principles, regulations, and procedures that apply uniformly to federal awards and other activities of the subgrantee.
 8. Conform to any limitations or exclusions set forth in these principles, federal laws, the conditions of the MEP award, or other governing limitations as to types or amounts of cost items.
 9. Be accorded consistent treatment. A cost may not be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to a federal award as an indirect cost.
 10. Be determined in accordance with generally accepted accounting principles.
 11. Not be included as a cost or used to meet cost sharing or matching requirements of any other federal activity in either the current or a prior period.
 12. Be adequately documented so as to illustrate compliance with all applicable funding rules and restrictions.
 13. Be net of applicable credits. "Applicable credits" refers to receipts or reductions of expenditures that offset or reduce the cost to federal awards. Examples include, but are not limited to, purchase discounts or allowances, and adjustments of overpayments or erroneous charges.

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.

SUPPLEMENT, NOT SUPPLANT

"Supplement, not supplant" is the phrase used to describe 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 LEAs may not use MEP funds to supplant (i.e., replace) non-Federal funds.

ALLOWABLE ACTIVITIES

Allowable activities are:

- Instructional services (e.g., activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school, and instruction to OSY).
- Support services (e.g., acting as an advocate of migratory children, providing access to health and social service providers; providing migratory families with necessary supplies).
- Professional development (e.g., training programs for MEP personnel to enhance their ability to understand and appropriately respond to the needs of migratory children).
- Parent Advisory Council and other parental involvement activities.
- Identification and recruitment.
- Coordination activities with other agencies, both within the State and with other States nationwide, including the transfer of student records.
- Comprehensive needs assessment activities.
- Evaluation of the MEP.

However, an allowable activity does not constitute a service because it does not satisfy the service criteria. To this end, allowable activities can be defined using the following criteria:

- The activity does not directly benefit migratory children.
- The activity is not grounded in scientifically based research; and
- In and of itself, the activity will not increase reading or math skills, which does not impact children's ability to meet the State's performance targets.

NON-EDUCATIONAL FUNDS

The MEP plays a crucial role in supporting the educational needs of migrant children, but our funds are limited. Thus, it is critically important funds used efficiently to maximize their impact. As the "last dollar spent," projects must ensure they are making efforts to secure other funding sources prior to requesting the use of Title IC-Migrant funds to address non-educational issues that are impacting a migratory student and/or family.

Cost threshold: Projects are required to seek approval from the State MEP for expenditures of \$250 and above. This threshold ensures that significant expenses undergo proper review and align with the primary objective of supporting instructional services.

Submitting requests: Projects must submit a request form (see below in resources) to the MEP State Director. Include relevant documentation, such as quotes, proposals, or contracts, and a detailed explanation to support the request.

Evaluation criteria: The MEP State Director will assess each request based on if it is allowable, reasonable, and necessary. The evaluation will also consider the availability of alternative funding sources and the potential impact on instructional services.

Timely decision-making: The MEP State Director will strive to provide a prompt response to expenditure requests. However, it is advisable to submit requests well in advance to allow for thorough evaluation and timely decision-making.

Stewardship of funds: As custodians of MEP funds, projects should exercise prudent financial management and prioritize expenditures that directly contribute to the educational advancement and well-being of migrant children. If you have any questions or need assistance, please contact the MEP State Director.

WORKING LUNCHES

Per 2 CFR 200.432, meals are allowable, however the Federal government did release a letter February 20, 2014, outlining the high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a federal grant.

Therefore, providing meals during a "working lunch" may be an allowable use of Federal funds in order

to carry out a conference or meeting agenda with the time available but the local education agency (LEA) must make a compelling case for the cost.

The LEA should determine if it is possible to accomplish the agenda of the meeting or the conference without working through lunch, because the Federal grant funds may not be used to pay for a “working lunch” that is not necessary.

The Federal government did provide some guidance to help with reasonable and necessary when it comes to a “working lunch”. See questions below.

To evaluate the appropriateness of using federal funds for a working lunch, an SEA or LEA should consider the following guidelines:

1. Is a working lunch necessary?
2. Is the portion of the agenda to be carried out during lunch substantive and integral to the overall purpose of the conference or meeting?
3. Is there a genuine time constraint that requires a working lunch?
4. If a working lunch is necessary, is the cost of the working lunch reasonable?
5. Has the SEA or LEA carefully documented that a working lunch is both reasonable and necessary?

If a “working lunch” is determined to be necessary, use the above five questions to provide the necessary documentation required to make this expense allowable. Retention regulations state that grant documents must be retained for 5 years.

UNALLOWABLE EXPENSES

The following are examples of unallowable expenses:

- Salaries, benefits, and expenses incurred by employees of NDE, ESUs, or district offices not directly related to the MEP.
- Expenses of county or school district boards and their members.
- Interest on borrowing, cost of financing and refinancing operations.
- Membership or other professional association fees.
- Any excess cost incurred under another grant agreement.
- The development, improvement, maintenance, or repair of any physical facility or property belonging to any COE, school district, or any other party, not belonging to the MEP. The only exception is payment for summer school facility maintenance costs that are incurred as a direct result of the operation of the MEP.
- Costs related to social activities such as potlucks, dances, holiday and graduation parties, or any other celebrations.
- Costs related to entertainment, including amusement, and diversion.
- Stipends or compensation for lost wages for participation in PAC activities or any other aspect of the MEP. The only exception is reimbursement of lost wages incurred by parent representatives of the Statewide Parent Advisory Council, who are the parent of a migratory child, when attending official meetings convened by the State MEP. This reimbursement is allowable only when adequately documented and approved in accordance with the process put forth by the State MEP. A reasonable upper limit to lost wage amount will be reviewed and set by the State MEP biennially upon request from a subgrantee.
- Instruction in English as a Second Language for parents.
- Adult education or any for-credit classes for parents.
- Healthcare or mental health services for parents.
- Instruction in personal finance.
- Instruction pertaining to immigration laws, rules, or requirements.
- Political activities or lobbying.

RESOURCES

[Nebraska Title IC - Non-Educational Expense Form](#)
[Office of Migrant Education Q&As](#)

SUBALLOCATIONS, GRANT & ASSURANCES

The SEA has sole authority for determining which LEA will operate the MEP. The SEA remains responsible for the overall administration and operation of the MEP in the State and must ensure that LEAs comply with all applicable statutory and regulatory requirements.

In Nebraska, LEAs are preselected to receive a suballocation based on the needs of migratory children within their district or region, the capacity and infrastructure of the organization, and the willingness to implement the required activities, programs, and services. The LEA is expected to adhere to all applicable local, state, and federal laws as well as all Title IC-Migrant rules, regulations, and guidance.

DETERMINING SUBALLOCATIONS

Each project is provided a suballocation of funds to implement the required activities and program of the MEP. A subgrant is an award of financial assistance, in the form of money, made under a grant by a grantee (SEA) to an eligible subgrantee (LEA), which may be local educational agencies, other public agencies, or nonprofit private agencies.

The SEA has sole responsibility for determining amounts of subgrants and no LEA is entitled to receive funding. The statute does not authorize the SEA to apply a hold-harmless provision in determining the amount to subgrants.

In determining the amount of a subgrant, the SEA must consider:

1. The numbers of migratory children.
2. The needs of migratory children.
3. Priority for Service children.
4. The availability of funds from other Federal, State, and local programs.

The SEA must consider the number of migratory children who reside and/or are expected to reside in the project areas and have considerable latitude in deciding how to include this factor in the subgranting process. However, the method should consider the nature, scope, and cost of the projects to be implemented.

The Nebraska MEP uses a combination of formula and negotiation to determine the amount of a subgrant. The SEA determines subgrant amounts based on the availability of funds, quantitative data, a description of the proposed activities, a budget request by the LEA to fund these activities, the quality of the application, and any negotiated adjustments.

SUBALLOCATIONS

The State MEP provides three types of suballocations under the Title IC-Migrant grant:

- **Primary Services**, which funds instructional and non-instructional staff supervised by the LEA.
- **State Initiatives**, which funds specific required staff and activities that are directly coordinated by the SEA. These activities are Data Collection & Reporting and Identification & Recruitment.
- **State Coordination**, which funds State Coordination staff and activities of Data Collection & Reporting, Identification & Recruitment, Quality Control, Instructional & Support Services, and the Parent Advisory Council.

GRANT MANAGEMENT SYSTEM

The Nebraska Department of Education uses the Grant Management System (GMS) to notify, receive, approve, and financially manage grants. The LEA determines who shall be registered users and includes those individuals in the United Grant Profile (UGP).

The Title IC-Migrant grant typically opens in early October. LEAs must complete and submit this application within six weeks of opening.

Creating and completing the grant typically involves several people. The project director will need to work with their staff and local Parent Advisory Council to determine how the project will meet the needs identified in their Local Comprehensive Needs Assessment (LCNA). This includes what types of programs and services the project will provide, and then how to staff them, as well as other programmatic

requirements to implement these, such as determining supplies, mileage, professional development, etc. The budget or business office of an LEA is needed to provide or complete the staffing, benefits, and other fiscal administration. LEA administration should also be involved so they are informed about the planned activities and requirements of the program as they, ultimately, must submit the application. The grant consists of several parts:

GUIDANCE

This page provides the statutory purpose of the program and assurances that LEAs are required to follow as a condition of receiving this grant.

ALLOCATIONS/CONTACT LISTING

The allocations tab displays the total current year funds awarded through this grant. The contact information provides the authorized representatives of the LEA for this grant.

ALLOCATION LISTING

This page lists which suballocations your LEA will receive.

NEEDS ASSESSMENT AND NEEDS

This page displays the four goal areas identified through the State's Comprehensive Needs Assessment. Applicants must check one or more of the areas the district has identified through their local needs assessment. Each box that is checked will require responses on the Goals and Needs page.

- School Readiness
- English Language Arts and Mathematics
- High School Graduation
- Services to OSY

Each LEA must also complete a Local Comprehensive Needs Assessment (LCNA) to:

1. Determine the needs of migrant children and how those needs relate to the priorities established by the State in the State MEP Service Delivery Plan.
2. Design local services.
3. Select children for the receipt of those services.
4. Use needs assessment results to plan instructional and support services.

The completed LCNA must be attached prior to saving this page.

There is more information on how to conduct a LCNA in another chapter of this handbook.

GOALS AND NEEDS

This page displays Nebraska's Measurable Program Outcomes (MPOs) and Statewide service delivery strategies in the goal areas of School Readiness, English Language Arts and Mathematics, High School Graduation, and Services to Out-of-School Youth reflect the understanding that the MEP is a supplementary program that adds value to Federal, State, and local school & community resources provided to migratory children. Each applicant must check the key strategies they will implement to address identified needs.

- School Readiness
- English Language Arts and Mathematics
- High School Graduation
- Services to OSY

Additionally, all applicants for this grant award must respond to following the questions that will comprise their GEPA statement.

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
2. Based on your proposed project or activity, what barriers may impede equitable access and participation of children, educators, or other beneficiaries?
3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

STAFF AND EQUIPMENT

These pages are for the LEA to provide a listing of:

- Each staff member by name (if known, TBD if not known) and/or stipends.
- Assigned building.
- Type of staff
 - ◊ Instructional Staff page: highly qualified paraprofessional, paraprofessional, service provider, teacher
 - ◊ Non-instructional Staff page: many possible positions
- Total salary (without benefits)
- FTE of Title IC
- Amount of salary paid with Title IC funds.

If your project provides stipends for instructional or non-instructional staff, please list them as follows:

- Staff name
- Stipend (with purpose, such as cell phone, after-school tutoring, etc.)
- Total stipend
- 1.0 FTE
- Total amount paid with Title IC funds

You may also attach a spreadsheet with all of this information. However, the total calculated amount on the staff page must equal the amounts in the spreadsheet attachment.

OPERATIONAL EQUIPMENT:

On this page, enter any equipment, which is defined by any instrument, machine, apparatus or set of articles that meets ALL of the following:

- a. Under normal conditions of use can be expected to last longer than a year.
- b. Does not lose its identity through fabrication or incorporation into a different or more complex unit.
- c. Is non-expendable (more feasible to repair the item than to replace).
- d. Retains its appearance and character through use.
- e. Is of significant value
- f. May be small and attractive.

Operational equipment items costing at least \$1,500 per unit must be inventoried although it is prudent to inventory any equipment that meets the definition above. Recently, auditors have added small and attractive to the definition of what equipment needs to be inventoried. Some federal programs have specific guidance regarding equipment itemization and inventory requirements.

Enter each proposed equipment, including the location, unit cost, and quantity. The total cost will be calculated once entered. You may also attach a spreadsheet with this information.

CAPITAL ASSETS:

The use of Title IC-Migrant funds on capital assets is not allowed.

STATE INITIATIVES:

States are required to implement specific activities as part of the requirements of the program. At the discretion of the state Migrant Education program, local Migrant Education Programs receive funding to assist the state Migrant Education Program in meeting the needs and implementation of the required activities. These activities are:

- **Data Collection & Reporting** - Collects and reports required data elements and provides educational continuity through the transfer of school records.
- **Identification & Recruitment and Quality Control** - Responsible for identifying and recruiting all eligible migratory children in the state, including documentation of each child's eligibility for a Certificate of Eligibility.
- **State Coordination** - Coordinates with projects, State, Federal, and local programs to implement services to children and families. Supports the State Parent Advisory Council's consultation on the

programs and services of the Nebraska Migrant Education Program.

Each of these pages contain Staff and Operational Equipment pages and should be completed in the same manner as the Primary Services pages.

BUDGET

The Budget tab consists of the Budget Detail page and the Budget Summary.

BUDGET DETAIL

On this page, LEAs must inform the SEA how they intend to allocate grant funds. LEAs do this by budgeting within each goal area and state initiative, and then by function code and object code.

FUNCTION CODES:

On the Budget Detail tab.

OBJECT CODES:

On the Budget Detail tab, the following object codes reflect the various categories within the budget.

100 – Personnel Services Salaries (the total within each subgrant **must** equal the total from the instructional/non-instructional salaries pages.)

- Salaries (*instructional and non-instructional*)
- Stipends
- Substitute teacher pay

200 – Personnel Services Employee Benefits

- Does not include gross salary
- Fringe benefits
 - ◊ Group Insurance
 - ◊ Social Security Contributions
 - ◊ Retirement Contributions
 - ◊ Tuition Reimbursement
 - ◊ Unemployment Compensation
 - ◊ Workers' Compensation
 - ◊ Health Benefits (is not health insurance)
 - ◊ Other Employee Benefits

300 – Purchased Professional and Technical Services (*all PD related expenses, skills performed by only one person or firm with specialized skills and knowledge – consultants, teachers*)

- Professional Educational Services
- Employee Training and Development Services (workshop and course registration fees)
- Mileage paid to parents
- Mileage paid to staff
- Mileage paid to other
- Distance Education & Telecommunications (*Costs for telecommunications services, telephone/cell phone charges, internet costs*)
- Legal Fees - 300
- Tuition paid to a college on behalf of a staff member – 320
- Federal funds paying for Services provided to another LEA or ESU – 359/396

400 – Purchased Property Services (*services purchased to operate, repair, maintain, and rent property owned or used by the school district. Services performed by persons other than school district employees*)

- Non-Technology/Technology Related Repairs and Maintenance (*includes ongoing service agreements for technology hardware (personal computers and servers)*)
- Rental/lease of computers and related equipment
- Project Manager/Construction Contractors - 450

500 – Other Purchased Services (amounts paid for services rendered by organizations or personnel not on the payroll of the school district)

- Student Transportation Services purchased from a pupil transportation contractor
- Communications
 - ◊ Licenses and fees (for services such as Zoom subscriptions) to research materials over the internet (downloads)
- Printing
- Advertising (announcements in professional publications, newspapers, broadcasting over radio and television)
- Travel (expenditures for transportation, meals, hotels, taxi and other expenses associated with staff travel for the school district)
- Services purchased From Another School District or ESU within the State (nursing, guidance, Social Work, OT/PT, School Psychologist). (590 ONLY when using LEA funds.)
- Tuition (other districts, other governmental entity, post-secondary)

600 – Supplies (fall below capitalization threshold (<\$5,000) for items consumed, are worn out, or have deteriorated through use)

- General Supplies (less than \$5000 each)
- Books and Periodicals (books, textbooks, and periodicals)
- E-Books
- Audio-Visual Materials (only audio-visual materials not equipment)
- Web/Cloud Based Software (software that resides external to school servers accessed via internet connectivity (e.g., SIS, LMS, BrainPop, IXL) 643- Web Purchase)
- Supplies-Technology Related
 - ◊ CDs, Flash or Jump drives, parallel cables, monitoring stands,
 - ◊ E-readers including Kindles, iPads, and PC's that fall below capitalization threshold (<\$5,000)

700 – Property/Capital (Equipment or Existing Infrastructure Assets ≥\$5,000)

- Machinery
- Furniture
- Technology hardware and software valued at or over \$5000 each. 735

810 – Dues & Fees (Membership in professional or other organizations.)

BUDGET SUMMARY PAGE

This page displays totals by Function and Object Codes. The information here is populated by entries on the budget detail page.

GRANT REVIEW, RETURNS, AND APPROVAL

Upon submission of the grant, the Title IC program lead will review the grant. If they find any item that they believe is an error, they will contact the LEA and return the grant for changes. Once the Title IC program lead believes the application is in order and accurate, they give their approval. The grant is then reviewed by the NDE Federal Program administrator. Upon approval of the initial grant, the LEA will receive a Grant Award Notification (GAN) which stipulates the terms and conditions of award (below).

TERMS AND CONDITIONS OF AWARD

Upon approval of their grant, the LEA receives a Grant Award Notification (GAN), which specifies requirements that are part of each LEA's commitment to this program. These are:

- A. This non-research Grant shall be in effect for the designated period of the Grant award (Grant Period) unless otherwise terminated or suspended by the Nebraska Department of Education (Department) at any time.
- B. Program and fiscal reports will be completed and submitted as required and shall report grant activities in accordance with the approved application and budget as required by the Department.
- C. Amendments must be agreed to by the Grantee and NDE and documented by the Department

and an amended Grant Award Notification provided to the grantee.

- D. The obligation period of the Grant is identified in the Grant Award Period above. Obligations cannot be made prior to or after this Grant Period. All obligations should be liquidated within 45 days after the ending date of Grant. At the completion of the grant period, a final request for funds accompanied by the final report of expenditures must be submitted to the Department with proper documentation not later than 45 days after the last day of the grant period.
- E. The negotiated indirect cost rate or the indirect cost allocation plan approved for the Grantee of this GAN applies to this grant award.
- F. Funding requests will be documented as required by the Department's Grants Management System (GMS) or, for grants not in the GMS documented using a Report of Expenditures (NDE 28-003) according to procedures identified in the application process. This form can be found on the NDE website: <http://www.education.ne.gov/FOS/Forms/index.html> or the NDE Portal - Forms Tab: <https://portal.education.ne.gov/site/DesktopDefault.aspx>.
- G. Adequately detailed documentation specifying the grant expenditures must accompany all requests for reimbursement. (i.e., computer printouts, system generated documentation, etc.)
- H. If grant funds are not expended in accordance with the grant award, the Department may require that all grant funds or any portion thereof be returned by a means to be determined by the Department.
- I. Records will be maintained for equipment acquired and the equipment will remain under the administrative control of the grantee. The Secretary of State Record Retention Schedules are applicable to records retention, except that all grant records shall be maintained for at least five (5) years following the end of the grant period. Federal Regulations 34 CFR 80.32 or the Secretary of State Record Retention Schedule 124 is applicable to records retention.
- J. The grantee assures the Department that the project will be conducted in accordance with state statutes and federal regulations as identified in the Statement of Assurances for the specific grant program.
- K. If the subrecipient expends a total of \$750,000 or more during subrecipient's fiscal year from all federal funding sources, the subrecipient shall have either a single audit or a program-specific audit made for such fiscal year in accordance with 2 CFR 200 Subpart F-Audit Requirements and a copy of the complete audit report must be submitted to the Department no later than nine months after the audited period ends.
- L. The grantee will permit the Department and its auditors to have access to the grantee's records and financial statements as necessary for the Department to meet the requirements of the Uniform Grants Guidance located at 2 CFR 200.
- M. Total funding is contingent upon availability of appropriated funds.
- N. Additional terms and conditions are attached, if applicable.

ASSURANCES

Any applicant for Title I funds pursuant to 114-95 agrees to comply with the following program design and fiscal assurances:

1. The applicant will comply with all provisions of P.L. 114-95, Every Student Succeeds Act of 2015, each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications (8306(a)(1))
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes (8306(a)(2))
3. Funds received under this part will be used only – (A) for programs and projects, including the acquisition of equipment, in accordance with section 1306; and (B) to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families;
4. Such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1118, and

part F;

5. In the planning and operation of programs and projects at both the State and local agency operating level, there is a consultation with parents of migratory children, including parent advisory councils, for programs not less than 1 school year in duration, and that all such programs and projects are carried out- (A) in a manner that provides for the same parental involvement as is required for programs and projects under section 1116, unless extraordinary circumstances make such provision impractical; and (B) in a format and a language understandable to the parents;
6. In planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children and migratory children who had dropped out of school;
7. The effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of children, schools, and local educational agencies under part A;
8. Such programs and projects will provide for outreach activities for migratory children and their families to inform such children and families of other education, health, nutrition, and social services to help connect them to such services;
9. To the extent feasible, such programs and projects will provide for – (A) advocacy and other outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services; (B) professional development programs, including mentoring, for teachers and other program personnel; (c) family literacy programs; (D) the integration of information technology into educational and related programs; and programs to facilitate the transition of secondary school children to postsecondary education or employment; and
10. The State will assist the Secretary in determining the number of migratory children under section 1303(a)(1).

(d) **PRIORITY FOR SERVICES** – 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.

(e) **CONTINUATION OF SERVICES.** – Notwithstanding any other provision of this part- (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for 1 additional school year, but only if comparable services are not available through other programs; and (3) children who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

MONITORING

As the governmental agency responsible for the supervision and administration of the Nebraska MEP, the Nebraska Department of Education (NDE) must ensure compliance with all applicable requirements. As such, NDE will monitor its subgrantees (LEAs) for compliance with Federal statutes and regulations, applicable State rules and policy, needs assessments, the grant application, assurances, and all other applicable guidelines. NDE will provide project directors with a monitoring schedule and a copy of the monitoring checklist in advance of the monitoring visit. The monitoring process is not an evaluation of any individual, the program, or LEA.

Title IC Migrant Education Program (MEP) Monitoring Document includes the statutory and regulatory requirements of Title IC MEP under the authority of ESEA, Title I, Part C, Sections 1301, 1302, 1303, 1304, 1305, 1306(a); Sections 9302 of Title IX; Section 421(b) of GEPA, the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) (34 Code of Federal Regulations (CFR Parts 76.700 – 76.783 and 80.3), and the Office of Migrant Education Non-Regulatory Guidance, October 2003, Revised March 2017.

The Title IC Monitoring Document is a checklist to be used by grant recipients to ensure their program is operated in compliance with the law and guidance. This Monitoring Document must be completed for use during the monitoring process. Six to eight weeks in advance of the visit, the project director will be contacted by the Title IC Office to arrange the details of the on-site monitoring visit.

Please enter a concise explanation in the LEA/LOA Response area for each indicator with supporting documents and evidence to support compliance and email the document to the Nebraska Title IC office at least one week prior to the scheduled visit. Note which documents are already on file at NDE and will not need to be submitted again. In other cases, you will need to submit copies of documents to NDE along with this form or provide a link for NDE staff to access digital copies.

The column labeled “Evidence” is not exhaustive but is provided to identify some types of documentation that could support compliance with the requirements. All evidence and supporting documentation should be available for review during the visit. These items that must be included are noted with an * in the “Evidence” column of this document.

On-site visits or desk monitoring will include a review of documentation and a meeting with the project director, coordinator, bookkeeper, data specialist, recruiters and other appropriate staff as requested. All participants that will be involved in the visit should be identified during preliminary planning by the grantee and the Title IC Office.

Following the review, the grantee will have 30 days to submit any documentation or evidence that was not available during the review. The grantee will receive a written report within 30 days of the review (60 days if additional evidence was submitted). If the written report includes a finding of non-compliance, a plan for correcting the issue is required within 30 days of receipt of the report and may involve a follow-up visit.

In addition to this on-site monitoring visit that takes place at every project by the State MEP on a regular basis, all Title IC-MEP projects are monitored through ongoing financial reporting processes, annually through the review of the School Year and Summer, Attendance Reports, MIS2000 database, and Federal APR data, as applicable.

A schedule of which projects will be monitored will be provided at the beginning of each program year. Projects are monitored at a minimum of once every five years. Projects receiving \$1,000,000 or more from the grant will be monitored regardless of the five-year cycle.

MONITORING INDICATORS

The following are the indicators that will be reviewed during the monitoring review. Specific requirements, examples of supporting evidence, and the statute and regulatory citations are provided on the monitoring document.

Title IC Program Indicators:

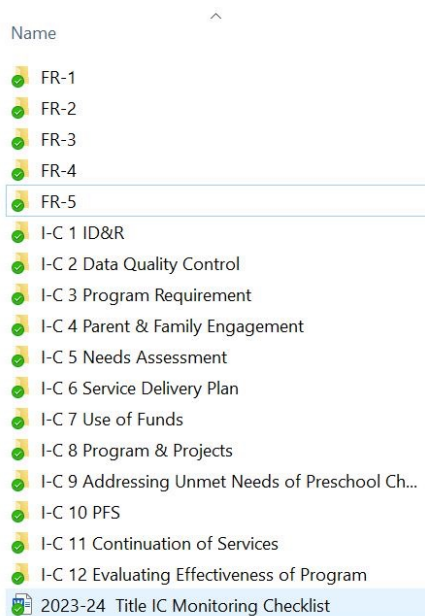
- Identification & Recruitment
- Data Quality Control
- Interstate and Intrastate Coordination
- Parent & Family Engagement
- Needs Assessment
- Service Delivery Plan
- Use of Funds
- Programs and Projects
- Addressing Unmet Needs of Preschool Children and Dropouts
- Priority for Services
- Continuation of Services
- Evaluating the Effectiveness of the Program
- Title IC Consolidation into a Title IA Schoolwide Program (Not applicable in Nebraska)

Fiscal Requirements:

- Time and Effort Documentation
- Procurement Procedures
- Allowable Costs
- Equipment Management
- Non-Public Consultation

PROVIDING SUPPORTING DOCUMENTATION FOR MONITORING

It is the responsibility of each project to provide documentation for each indicator listed on the monitoring document. The easiest way to accomplish this is by creating a folder that is shared with the State MEP (such as Google). Within that folder, create subfolders for each indicator as shown below.



Place documentation for each indicator into each folder and then send the link to the folder to the State MEP contact.

RESOURCES

[NDE Time and Effort Reporting](#)

IDENTIFICATION & RECRUITMENT AND QUALITY CONTROL

The Nebraska MEP is responsible for the proper and timely ID&R of all eligible migratory children and youth in the State. This includes securing pertinent information to document the basis of a child's eligibility on the certificate of eligibility (COE). Ultimately, it is the State's responsibility to implement procedures to ensure that migratory children and youth are both identified and determined as eligible for the MEP.

DEFINITION OF "MIGRATORY CHILD"

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 a 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 A

RESPONSIBILITIES OF A RECRUITER

The primary role of the Migrant Recruiter is to recruit and enroll eligible children and families for the Migrant Education Program. The responsibilities include, but not limited to the following:

- Follow all local, State, and Federal rules and regulations.
- Have a flexible schedule to meet the responsibilities of the program.
- Participate in and complete all required PD and training.
- Conduct initial eligibility interviews with families/youth.
- Establish proper eligibility determinations based on the guidelines outlined in this manual, guidance and other statutes governing the Migrant Education Program.
- Submits Certificates of Eligibility (COEs) to the State Approval Team within the appropriate time limits.
- Follow proper state and federal procedures and protocols regarding the review of COEs.
- Prepare and submit documentation such as weekly/monthly individual recruitment reports and activity schedule.
- Develop and maintain recruitment maps or a series of written directions which ensures easy location of the families.
- Participate in Quality Control measures as they relate to training, eligibility determinations, and documentation.

- Communicate regularly with the State ID&R Coordinator.
- Develop a recruitment network with migrant families, employers, school staff, communities, institutions, religious institutions, social service agencies, and intra and interstate organizations which serve the same population.
- Share information on eligibility of migrant families with preschool and educational programs as appropriate.
- Promote activities between children, parents and educators and communities.
- Network with other agencies providing services to migrant children to ensure a coordinated service delivery system.
- Provide assistance to the Project Director during monitoring.

QUALITY CONTROL

The SEA and LOAs are responsible for ensuring the accuracy of the information used to determine each child's eligibility for the MEP and the SEA is required to have a system of "quality control" to verify this information is accurate. This system is described in detail in the Nebraska Re-Interview Manual (linked below).

Nebraska's Quality Control process is composed of a re-interview of signees of COEs, as determined by random sampling of the current program year's eligible migratory children. The re-interview process is essential in protecting the program's integrity by discovering and correcting any eligibility problems and ensuring that only eligible migrant children are served and counted for MEP funding. Re-interviewing allows Nebraska to identify eligibility issues before the child count is submitted to the USDE. It also identifies any specific recruiters or projects who may require additional training and/or technical assistance.

The SEA may utilize experienced recruiters to assist in conducting re-interviews as part of their responsibilities. Recruiters will be trained and provided support throughout the re-interview process as outlined in the Re-interview Handbook.

STANDARDS OF ETHICS

The recruiter's primary responsibility is to properly identify and recruit migratory children for the MEP. In carrying out this work, every recruiter is expected to make a commitment to ethical professional behavior. This ethics policy explains what this commitment means.

Recruiters work with migratory farm workers and their families, who are often highly mobile. Children of migratory workers experience educational disruptions, encounter cultural and language barriers, live in poverty and rural isolation, and have health-related problems that inhibit their ability to do well in school. This policy is intended to serve as a basis for ethical decision-making in the conduct of identification and recruitment.

STANDARDS OF CONDUCT

1. *Know the eligibility rules.* The recruiter should study and prepare to make proper eligibility determinations. The recruiter is expected to have up-to-date knowledge of the eligibility rules established at both the federal and state level.
2. *Be objective.* Recruiters are expected to put aside personal beliefs and biases when making eligibility determinations and to base all decisions on objective facts. Gender, race, religion or age should have no bearing on a recruiter's decisions. Other factors, including whether a particular child "deserves" assistance should not be considered.
3. *Be honest.* The recruiter's job is to gather information, provide clear documentation on the COE, and help make the eligibility determination. Recruiters must not exaggerate, falsify, or omit information. Falsification of program documents may deprive eligible migratory children of needed services and is against the law and could result in criminal prosecution. Honest recruiters keep the MEP safe so that eligible migratory children will continue to receive educational services.
4. *Report fraud.* It's the recruiter's job to protect the reputation and integrity of the MEP. If the recruiter feels pressured to enroll a child who doesn't appear to be eligible or observes others who are being pressured or who are committing fraud, it is the recruiter's responsibility to report what he or she has observed.

IDENTIFY FRAUD, FALSIFICATION OR MISCONDUCT

The dictionary defines fraud as, “intentional perversion of truth in order to induce another to part with something of value or to surrender a legal right” or “an act of deceiving or misrepresenting.” It defines falsify as “to represent falsely” or “misrepresent.” It may be difficult to understand how these terms apply to the ID&R of migratory children, particularly since it may not seem that any particular person is being deceived. In the case of fraud, intentional falsification, or misconduct in ID&R, it is the federal government that is being deceived. Ultimately, when there is fraud, intentional falsification or misconduct in ID&R, the public at large, who pays taxes in the belief that federal funds are being spent as authorized by Congress, is being deceived, as is the federal government, which awards state funding on the assumption that state child counts are accurate. Furthermore, counting children who are not eligible for the MEP can affect the size of subgrants within each state and can dilute services to eligible migratory children. This is why it is important to preserve the public trust by rooting out fraud, intentional falsification, and misconduct in ID&R.

Although it is not possible to provide a complete guide of how fraud or misconduct would look in ID&R, following are some examples of possible fraud or misconduct:

- A supervisor tells a recruiter that the recruiter needs to give the supervisor 40 new COEs by the next week, even though it is impossible to find that many eligible children and interview their families in that amount of time.
- A recruiter picks out a family in need each year and enrolls their children in the MEP so they can get extra services, even though the recruiter knows they don't qualify.
- A data entry specialist points out missing information on a recruiter's COEs; the recruiter disappears for a few minutes and then returns with the information filled out. The data entry specialist thinks the recruiter made up the information since the recruiter couldn't have possibly contacted the family in that short amount of time.
- A supervisor announces that any recruiter who finds 5% more children than he or she found the previous year will get an expense paid trip to the OME Annual Conference.
- A local recruiting agency qualifies children whose parents supposedly moved to find work picking blueberries. However, none of the workers ever actually seem to get jobs in agriculture. Most, if not all, of the families find work in construction or other non-qualifying jobs.

REPORT FRAUD, FALSIFICATION OR MISCONDUCT

If a recruiter observes fraud, falsification or misconduct, some things he or she can do include:

- If the recruiter has been asked to do something he or she believes is inappropriate, the recruiter should make it clear that he or she isn't comfortable with what is being asked.
- The recruiter should write down what happened with as much detail as possible (if others witnessed what happened, the recruiter should ask them to write down what they observed as well).
- The recruiter should report what happened to the appropriate person (if the supervisor is involved, the recruiter should report the problem to someone who is at a higher level within the MEP).

The recruiter should not do things that he or she believes to be wrong and should follow up on any concerns until they have been properly addressed. Furthermore, if the recruiter suspects that another recruiter is enrolling children in the MEP who are not eligible, the recruiter is obligated to report that as well. If the state MEP does not take the recruiter's concern seriously, the recruiter should report the problem to the staff at the federal Office of Migrant Education (<http://www2.ed.gov/about/offices/list/oese/ome/aboutus.html#contact>).

Anyone suspecting fraud, waste or abuse involving ED's funds or programs should also call or write to the Office of the Inspector General's (OIG) Hotline. The OIG keeps these complaints confidential; it will not release the recruiter's name, address, or any other identifying information. The OIG can be contacted using any of the following methods:

- Call the OIG Hotline's toll free number 1-800-MIS-USED. The Hotline's operating hours are from 9:00 a.m. until 4:00 p.m. Eastern Time, Monday through Friday, except for holidays.
- Send an e-mail message to oig.hotline@ed.gov.
- Complete and submit an electronic complaint form, which is available on the ED's website at: <http://www2.ed.gov/about/offices/list/oig/hotline.html>.

- To ensure complete anonymity, download a hardcopy of the special complaint form (<https://www2.ed.gov/about/offices/list/oig/oighotline.pdf>), complete, and mail to:

Inspector General's Hotline
Office of Inspector General
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1510

Fraud or intentional falsification is not something that should be taken lightly. Remember that the recruiter commits to this Code of Ethics every time he or she signs a COE, which includes the following statement:

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

The recruiter has a special opportunity to help migratory children receive needed educational services through the MEP. Every service that is provided starts with a competent and qualified recruiter who is doing his or her job correctly and ethically.

RESOURCES

[Nebraska Title IC - Identification & Recruitment](#)

DATA & REPORTING

States are required to report certain information on the MEP through the annual Consolidated State Performance Report about the numbers and characteristics of participating children and the types of services provided, the number of participants by grade level, and other pertinent data elements. Specifically, States must report:

1. The annual count of migratory children, composed of the annual unduplicated count of migratory children ages 3-21 in Category 1 and Category 2 (see below).
2. A detailed narrative that describes the procedures the States followed to obtain and verify that the child counts are accurate, reflect only eligible migratory children, and are sufficiently well documented so that an outside reviewer who is unfamiliar with the MEP would understand the process.

Category 1 child count is the 12-month unduplicated statewide total of children, ages 3-21, who meet eligibility requirements who, within three years of a qualifying move, resided in the State for one or more days during the September 1 to August 31 performance period.

Category 2 child count is the unduplicated statewide total summer/intersession count of eligible MEP project participants who were served for one or more days in MEP-funded summer or intersession programs in the State during the September 1 to August 31 performance period.

The Nebraska MEP utilizes the MIS2000 database system to collect, store, process, and electronically transfer student educational information to meet the reporting requirement of the program. Each LOA hires a Data Specialist, who is then trained by the SEA on data requirements and procedures. Specific information about Nebraska's Data Collection & Reporting is provided in the Data & Reporting Manual (linked below).

MSIX

The Migrant Student Information Exchange (MSIX) is the technology that allows States to share educational and health information on migrant children who travel from State to State and who as a result, have student records in multiple States' information systems. MSIX works in concert with the existing migrant student information systems that States currently use to manage their migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide.

The purpose of MSIX is to ensure greater continuity of educational services for migrant children by providing a mechanism for all States to exchange educational related information on migrant children who move from State to State due to their migratory lifestyle. It is anticipated that the existence and use of MSIX will help to improve the timeliness of school enrollments, improve the appropriateness of grade and course placements, and reduce incidences of unnecessary immunizations of migrant children. Further, MSIX will facilitate the accrual of course credits for migrant children in secondary school by providing accurate academic information on each student's course history and academic progress. In addition, States are able to notify each other when a migrant student is moving to a different State.

RESPONSIBILITIES OF THE DATA SPECIALIST

Each project either employs a Data Specialist or is required to provide required data elements to a designated Data Specialist. The primary role of the Data Specialist is to manage all data for eligible migrant children within their project. These responsibilities include, but are not limited to the following:

- Follow all local, State, and Federal rules and regulations.
- Have a flexible schedule to meet the responsibilities of the program.
- Participate in and complete all required PD and training.
- Data entry of all services documented and reported by Service Providers.
- Scanning and submitting all required documents into each student's electronic file.
- Providing technical assistance to Recruiters and Service Providers when needed.
- Following proper district, state and federal procedures and protocols regarding the maintenance of Personally Identifiable Information (PII).

- Communicating regularly with the State Data Analyst.
- Providing monthly data verification reports to the State MEP.
- Ensuring Interstate and Intrastate Coordination.
- Processing MSIX move notifications.
- Conducting and overseeing the re-interview process.
- Conducting quarterly reviews of random COEs and data to ensure program compliance.
- Sharing information on eligibility of migrant families with preschool and educational programs as appropriate.
- Promoting activities between children, parents and educators and communities.
- Networking with other agencies providing services to migrant children to ensure a coordinated service delivery system.
- Attending local, state, and national training as required.
- Establishing and maintaining permanent records and filing systems.
- Provide assistance to the Project Director during program monitoring.
- Communicating regularly with the State Data Analyst.
- Providing monthly data verification reports to the State MEP.
- Ensuring Interstate and Intrastate Coordination.
- Processing MSIX move notifications.
- Conducting and overseeing the re-interview process.
- Conducting quarterly reviews of random COEs and data to ensure program compliance.
- Sharing information on eligibility of migrant families with preschool and educational programs as appropriate.
- Promoting activities between children, parents and educators and communities.
- Networking with other agencies providing services to migrant children to ensure a coordinated service delivery system.
- Attending local, state, and national training as required.
- Establishing and maintaining permanent records and filing systems.
- Provide assistance to the Project Director during program monitoring.

RESOURCES

[Nebraska Title IC - Data & Reporting](#)

INSTRUCTIONAL & SUPPORT SERVICES

Instructional and support services are the activities and programs that make the largest impact on migratory children. These services are defined as follows:

INSTRUCTIONAL SERVICES

Instructional services are educational activities that must satisfy the following criteria:

- The activity directly benefits migratory children.
- The activity addresses the needs of migratory children consistent with the State's Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP).
- The activity is grounded in scientifically based research.
- The activity follows a set curriculum and/or lesson plan.
- The instruction is provided by a MEP-funded teacher or MEP-funded paraprofessional (under the direct supervision of a teacher).
- The activity is on a regular or systematic basis, usually for a predetermined period of time.
- The activity is designed to enable the program to meet its measurable outcomes and contribute to the achievement of the States performance targets.
- The one-time act of providing instructional packets to a child or family does not constitute an instructional service.

Furthermore, it is recommended that instructional services are to be provided during the following times to avoid supplanting:

- Before school
- After school
- Extended day Program
- Saturdays
- Intersessions
- Summer

Examples of instructional services include:

- Targeted, Standards-Driven Tutoring Programs: ELA and math standards mastery, mastery of standards in other core content areas, etc.
- Targeted, Standards-Driven Enrichment Programs: Speech and debate team, STEM and STEAM programs, Math Olympiads, coding class, book club, etc.
- In-Home Instruction: programs provided to the child in their home.
- Distance Learning Programs: such as web-based or portable courses of instruction, etc.
- Student Leadership Programs: Close-up, ESL Career CamGgp, etc.
- University-Based Summer Institutes: Big Red Summer Camp, etc.
- Credit Recovery and High School Graduation Services such as Portal Assisted Sequence (PASS), General Education Development (GED) courses, etc.

SUPPORT SERVICES

Support services are educationally related activities that must satisfy the following criteria:

- The activity directly benefits migratory children;
- The activity addresses a need of migratory children consistent with the State's Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP);
- The activity is a generally accepted practice;
- The activity is designed to enable the program to meet its measurable outcomes and contribute to the achievement of the States performance targets.
- The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

Examples of support services include:

- Health: Medical, dental, vision, and counseling services; hygiene packets.
- Transportation: arrange transportation of migratory children to educational, health or other needed activities.

- School Supplies: books, calculators, computers and tablets, instructional software, printers and ink, caps and gowns, school uniforms.
- Migratory Student Advocacy: Developing and maintaining Student Profile to review with school personnel and family members to identify academic options; communicate between home and school stakeholders to identify needs; conduct monthly visits after school to discuss academic progress, needs, and challenges.
- College and Career Readiness: testing fees for college, summer camp fees.

RESPONSIBILITIES OF A SERVICE PROVIDER

The primary role of the Service Provider is to provide ongoing academic and support services, connect children and families to resources, and communicate with migratory children, families, and other educational stakeholders. These responsibilities include, but not limited to the following:

- Follow all local, State, and Federal rules and regulations.
- Have a flexible schedule to meet the responsibilities of the program.
- Participate in and complete all required PD and training.
- Provide Supplemental Codes information of services to migratory children to the Data Specialist.
- Devise an Individual Learning Plan for each migratory student to identify needs and provide appropriate services.
- Coordinate family literacy resources, parent and family outreach, training activities, and local PAC meetings designed to assist parents and families to become active participants in the education of their children.
- Coordinate and/or provide supplemental instructional programs and support services, including the payment of costs associated with the provision of additional materials and supplies as well as transportation.
- Conduct home, work, or school site visits to identify student needs and make appropriate referrals for services.
- Tutor children at home and at school sites, before or after regular school hours, and during summer and/or intersessions and document student needs before tutorial services are provided.
- Make complete arrangements for migrant tutorial sessions in cooperation with school administration; identify potential tutors to be employed by the program.
- Serve as a link between home and school to solve problems affecting migratory children.
- Provide advocacy and information about school and community resources, make referrals to educational, health, community, and State and Federal agencies, and assist in accessing appropriate services based on expressed needs.
- Provide guidance toward academic achievement by monitoring academic progress, credit accrual, student attendance, and reports of problems involving migratory children such as suspensions and withdrawals.
- Identify student needs via student conferences, teacher conferences, and while reviewing cumulative records and report cards.
- Implement credit recovery programs with children online and in person, before or after regular school hours, and during summer and/or intersessions.
- Provide follow-up for non-attending children by working with appropriate school staff members to counsel children who have dropped out to continue their education and/or training.
- Acts as a liaison between children, counselors, and teachers, communicating student concerns and needs with school staff to ensure expressed needs are met.
- Provides coaching in a wide variety of life skills to increase awareness of common issues facing migratory populations.
- Make presentations to parents, schools, districts, and community groups about the MEP and available community resources for migratory children.
- Assist school staff in obtaining information from previous schools through MSIX or direct contact with previous schools.
- Periodically distributes a list of all eligible migrant children to schools.
- Provide assistance to the Project Director during program monitoring.

CONTINUATION OF SERVICES

Continuation of Services (COS) is a set of provisions that allow former migratory children, who are no longer eligible, to continue receiving Migrant Education Program services for an extended period, under specific circumstances. However, before the project provides services under these provisions, it should consider whether the child's unmet special educational needs are addressed by the general school program and whether migrant children who have a priority for services have already been served.

The three circumstances in which a local operating agency may continue to provide services to children whose eligibility has ended are:

1. A child's eligibility ends during the school term and the project provides services for the duration of the term (see section 1304(e)(1));
2. A child's eligibility ends, and the project provides services for an additional school year because comparable services are not available through other programs (see section 1304(e)(2)); and
3. A project continues to serve secondary school children who were eligible for services in secondary school through credit accrual programs until they graduate.

RESOURCES

[Nebraska Title IC Services](#)

FAMILY ENGAGEMENT & PARENT ADVISORY COUNCILS

Family and Community Engagement is not only an integral part of all Title I programs, including the MEP, it is a federal requirement that LEAs receiving MEP funds must consult with a Local PAC in the planning, implementation, and improvement of the local project.

It is critically important that families, communities, and schools develop strong partnerships and build ongoing dialogues to improve student achievement.

In order to receive MEP funds, SEAs and LEAs must implement programs, activities, and procedures that effectively involve migratory parents. To accomplish this, the SEA must:

1. Develop its comprehensive State plan in consultation with parents.
2. Consult with local and state parent advisory councils (PACs) regarding programs that are one school year in duration; and
3. Plan and operate the MEP in a manner that provides for the same parental involvement as is required in section 1118. Pursuant to section 1304(c)(3) SEAs and local operating agencies must consult with parent advisory councils in planning and operating the MEP if they operate programs of one school year in duration.

As the first teachers of their children, parents know the needs of their children best and can provide insight into their children's strengths and challenges. As such, migratory parents can play a pivotal role in planning the educational programs in which their children participate. Involving migratory parents in planning the MEP also builds their capacity to assist in their children's learning at home. In addition, parental involvement in the planning of the program enables parents to understand the program and have informed conversations with MEP and school staff regarding their children's education. Through their participation in the planning process, migratory parents are also more likely to become advocates and supporters of the program because they have a personal stake in its success.

STATE PARENT ADVISORY COUNCIL

To ensure that the parents of migratory children have representation and are consulted on the programs and services of the Title IC program, the Nebraska State PAC Coordinator recruits and facilitates the State Parent Advisory Council. The State PAC should have at least one representative from each local project.

PURPOSE OF THE STATE PAC

The purpose of the State PAC is to engage parents and develop partnerships with schools, educators, and communities to build ongoing dialogues to improve migrant student achievement.

STATE PAC GOALS & OBJECTIVES

- Empower parents as primary educators of their children.
- Create a strong PAC network throughout the state.
- According to federal guidelines, LEAs are required to consult with parents about the design and implementation of the MEP.

NEBRASKA STATE PAC MISSION STATEMENT

To educate parents to become strong advocates of their children's education and leaders in their communities.

WHO IS ELIGIBLE TO BE A MEMBER OF THE STATE PAC?

A majority of State PAC members are parents or guardians of eligible migrant children. Other individuals may participate to represent the interest of the parents or guardians of eligible migrant children. Local migrant PACs are responsible to appoint a member to participate in the State PAC.

FUNCTION OF THE STATE PAC

State PAC advises the SEA and its local operating agencies on concerns of migrant parents that relate to the planning, operation, and evaluation of MEP programs and projects in which their children participate. This provision requires SEAs and local operating agencies to involve parents, in an organized, ongoing, and timely way, in the planning, review, operation, and improvement of the MEP and projects in which their children participate.

STATE PAC MEETING EXPECTATIONS

- Schedule of Dates and Meeting Topics.
- Minutes and agendas sent to all projects and State PAC members prior to the meeting.
- Meeting norms
- Define the role of parents and the project within the PAC.

LOCAL PARENT ADVISORY COUNCIL GUIDELINES

A local PAC:

- Should be a representative sample of parents or guardians of eligible migratory children and individuals who represent the interests of such parents, such as district personnel, (i.e., project directors, recruiters, service providers, teachers, etc.).
- Will hold a minimum of two local PAC meetings a year to consult with parents about the design and implementation of the program.
- Will be active at every MEP project.
- Shall select a parent representative to serve on State PAC and report State PAC activities to local PAC.
- Will empower local PAC representatives to become advocates and leaders in their communities.
- Provide meetings that are convenient for parents and accommodate their work schedules.
- Provide parents the meeting location, time, and agenda well in advance.
- Provide meeting agendas, minutes, and other materials in a language and format that parents understand.
- Should establish meeting rules that support open discussion.
- Will retain attendance records, meeting agendas, minutes, and any other relevant materials.

RESOURCES

[Nebraska Title IC Family Engagement](#)

COMMUNICATION

Excellent communication is an essential component of an effective program. To meet this goal, the NE MEP has numerous methods of eliciting, distributing, and sharing information to help our program meet our goals.

MONTHLY PROJECT DIRECTOR MEETINGS

The State MEP convenes all Project Directors to meet once a month from August through June of every program year. The meeting dates and times are set during the annual Project Director Summit.

ANNUAL PROJECT DIRECTOR SUMMIT

The Project Director Summit meets annually, typically the day after the Evaluation Planning Team meeting. The summit provides an opportunity for the State MEP to provide more in-depth information, gather input, and discuss important topics about the MEP.

ANNUAL EVALUATION PLANNING TEAM

The Evaluation Planning Team (EPT) meets annually in Spring to learn about and discuss the contents of the State MEP's annual evaluation report. This group then determines if any changes need to be made in the MPOs, strategies, or other decisions about implantation of the program.

STATE MEP COMMITTEES

The State MEP has established several committees to gather input from project experts, develop resources, and participate in decision making. While most of these are ad hoc committees to meet a certain need and conclude once that task is completed, others, such as the Services Committee, have developed into standing committees as the need for developing resources and professional training is continuous.

LOCAL PROJECT MEETINGS

Local MEP projects should strive to meet regularly with staff to communicate information, coordinate services, and prioritize their work. Additionally, Project Directors may want to periodically meet with staff individually to provide support and monitor their professional development goals.

MEP BULLETIN

The State MEP regularly distributes a bulletin consisting of information that may be relevant to local projects. Information includes resources, tools, and helpful tips, upcoming state and national professional development, and news relevant to our work. Projects are encouraged to provide program highlights at least once per year and pass along any information that would benefit other projects.

MEP FEEDBACK

The State MEP has a Feedback form for anyone to provide comments, ideas, and information. These contributions are reviewed monthly the State Coordination Team.

SOCIAL MEDIA

The State MEP has accounts on two social media platforms: [Facebook](#) and [X \(Twitter\)](#).

STAFF DIRECTORY

The State MEP maintains a directory of all program staff. This directory is updated as needed. Any changes in staffing must be reported to the State MEP using the tool below. Changes include names, contact information, roles, and employment status (departing or new). This process also initiates the creation of accounts for staff, as applicable.

CONNECTTEAM

A communication tool utilized by the State MEP and local projects. All MEP staff are provided an account and are encouraged to use the platform to access forms, send and receive communication, and log reports.

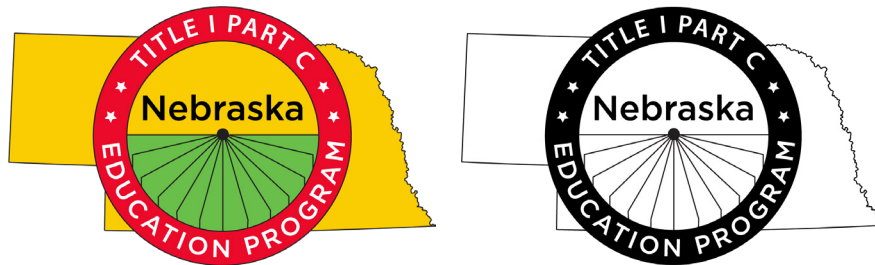
BRANDING & LOGO

The official, formal name of the program is: "Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965, as amended". This is commonly shortened to "Education of Migratory Children", "Migrant Education Program" or "MEP".

Due to misunderstandings about the term "migrant", you may use "Title IC-Education Program".

The correct usage for Title I, Part C, or Title IC is with the Roman numeral "I" for one. Using the Arabic number 1, such as Title 1C, is incorrect and should not be used.

The State MEP's official logos are below. These are available in commonly used formats and are available by request to the State MEP.



TECHNICAL ASSISTANCE

The State MEP provides technical assistance to projects in administration/management, data, family engagement, ID&R, quality control, and services as needed/requested. To schedule this assistance, please complete a technical assistance request below.

WEBSITES

Office of Migrant Education: <https://results.ed.gov/>

Nebraska Title IC-Migrant Education Program: <https://www.education.ne.gov/migrant/>

Consortium Incentive Grants:

- IDRC - <https://www.idr-consortium.net/>
- I2mpact - <https://www.i2mpact.org/>
- iSOSY - <https://www.osymigrant.org/>
- Migrant Literacy - <https://www.migrantreadingnet.com/>

RESOURCES

[ConnecTeam](#)

[Title IC – Feedback](#)

[Title IC – Technical Assistance](#)

DEFINITIONS

AGRICULTURAL ACTIVITY

(1) Any activity directly related to the production or processing of crops, dairy products, poultry, or livestock for initial commercial sale or as a principal means of personal subsistence; (2) any activity directly related to the cultivation or harvesting of trees; or (3) any activity directly related to fish farms. (For more information, see the Recruitment & Identification Section.)

ALLOCATION

Amount of funds provided by NDE to an eligible LEA/LOA. The allocation is broken into two parts: Primary Services and State Initiative. With the State Initiative, there are three parts: Data, ID&R, and Implementation.

ADEQUATE YEARLY PROGRESS

Under the provisions of the ESEA, states must establish a definition of Adequate Yearly Progress (AYP) that each district and school is expected to meet. States must specify annual objectives to measure progress of schools and districts to ensure that all groups of children, including low-income children, children from major racial and ethnic groups, children with disabilities, and children with limited English proficiency reach proficiency within 12 years. In order to make Adequate yearly progress, schools must test at least 95 percent of their children in each of the above groups.

APPLICATION REVIEW PROCESS

A system used by NDE to evaluate applications for allocation of ESEA Title IC funds.

ATTENDANCE AREA

In relation to a particular public school, the geographical area in which the children who are normally served by that school reside; however, if a child's school attendance area cannot be determined on a geographical basis, the child is considered to be in the school attendance area of the school to which the child is assigned, or would be assigned if the child were not attending a private school or another public school on a voluntary basis.

AVERAGE DAILY ATTENDANCE (ADA)

Total days of attendance of all children divided by the official number of days taught during the project term.

AVERAGE DAILY MEMBERSHIP (ADM)

Total days of all children who were enrolled during the project session divided by the official number of days taught during the session.

APPROPRIATION

A legal authorization granted by a legislative body to make expenditures and to incur obligations for specific purposes. An appropriation is usually limited in amount and as to the time when it may be expended.

CERTIFICATE OF ELIGIBILITY (COE)

A form adopted by the Nebraska MEP for use in identifying all eligible migrant children in the state. (For more detail, see the Identification & Recruitment Section.)

CHILDREN WITH DISABILITIES (IDEA)

Children having mental retardation, hearing impairment (including deafness), speech or language impairment, visual impairment (including blindness), serious emotional disturbance (hereafter referred to as emotional disturbance), orthopedic impairment, autism, traumatic brain injury, developmental delay, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities and who, by reason thereof, needs special education and related services under the Individuals with Disabilities Education Act (IDEA).

CONSOLIDATED STATE PLAN

Provides essential information on the management of federally funded programs so that children who benefit from these programs will achieve the same high performance and content standards established for all children in Nebraska.

CONSOLIDATED LEA PLAN

While providing the same essential information as the State Plan, the LEA Plan must show how these programs will be successfully consolidated within the district so all children will benefit by achieving the same high performance and content standards.

CONSORTIUM INCENTIVE GRANTS

"CIGs" are special initiatives from the Office of Migrant Education to develop resources and tools in areas needing focused attention.

CONTINUATION OF SERVICES

(1) A child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) A child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) Secondary school children who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation or until they are twenty-one years of age.

CREDIBLE SOURCE

The identified migrant education representative (principal or designated other) who will sign the COE as a credible source in the space provided for verification of enrollment of a student moving alone and under age 14. Children, ages 14 through 17, may sign for themselves on the authorized signature line. In addition, the signature of a credible source must be included on the credible source line.

DATE OF ENROLLMENT

The date a child is enrolled into the local school district.

DAYS ENROLLED

The official number of school days that transpire between the date the student enrolls and the date of his/her withdrawal, or the date of project termination.

DENTAL CARE

As used in this handbook, only emergency dental care services are paid for with Title IC funds. Such services would include diagnosis, referral, treatment, and follow-up of critical dental problems after all other resources are used.

DROPOUT

The term used for children who: (1) were enrolled in a public school for at least one day during the 2018-19 performance period, (2) were not enrolled at the beginning of the current performance period, (3) who have not graduated from high school or completed a State- or district-approved educational program, and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another school district, private school, or State- or district-approved educational program (including correctional or health facility programs), (b) temporary absence due to suspension or school-excused illness, or (c) death. Children who dropped out of school prior to the reporting period should not be reported in this item.

EDUCATION OF HOMELESS CHILDREN AND YOUTHS

The former McKinney-Vento Homeless Education Assistance Improvements Act of 2001 became Subtitle B – Education for Homeless Children and Youths under Title X of the No Child Left Behind Act of 2001.

ELIGIBLE MIGRATORY CHILD

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

1. The child is not older than 21 years of age; and
2. The child is entitled to a free public education (through grade 12) under State law or 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.

ELIGIBILITY

Refers to criteria regarding the determination that the child met/did not meet the requirements as a migratory child.

END OF YEAR EVALUATION

A report sent to NDE in early summer that addresses the four Measurable Program Outcomes (MPOs), Recruitment, Parent Involvement, what an area is most proud of and what area they most need to focus on. This helps evaluate the program and plan for the future year.

ENGLISH LEARNER (EL)

The term English learner, when used with respect to an individual, is defined in Section 8101(20) of the ESEA as amended to mean an individual: (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual: (i) the ability to meet challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

ENROLLED

The term “enrolled” refers to the enrollment of a child in any school program. Specifically, a migratory child's enrollment may occur in a MEP-funded project, or any federally funded program.

EQUIPMENT

Any instrument, machine, apparatus, or set of articles which: a) retains its original shape and appearance with use, and b) is nonexpendable (i.e., if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it than to replace it with an entirely new unit). (See a list of equipment and criteria for determining whether an item is supply or equipment in Appendix B of the *Program Budgeting and Accounting Manual for School Districts*.)

ESSA

Every Student Succeeds Act is the new reauthorization of the ESEA. It is the law of the land for Title programs from the USDE.

FEDERAL ASSURANCES

These are forms which must be signed by an authorized official before a project application can be considered for approval by NDE; they provide assurances that the local project will abide by pertinent federal rules and regulations.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

A federal law designed to protect the privacy of children's education records. All LEAs are subject to FERPA, which gives certain rights to parents regarding their children's education records. These rights transfer to the student or former student who has reached the age of 18 or is attending any school beyond the high school level. These children are called "eligible children". Parents and eligible children have the following three basic rights under FERPA:

1. The right to have access to their education records.
2. The right to seek to have the records amended; and
3. The right to have some control over the disclosure of information from the records.

FERPA also requires that LEAs adopt a policy regarding how the requirements of FERPA will be met, and to notify parents and eligible children annually of the above rights under the law. Assistance in drafting an appropriate FERPA policy is available from the MESAC.

FERPA also permits the nonconsensual disclosure of education records of migratory children, or personally identifiable information from these records, to authorized local and state education officials. This permits the MEP to comply with federal legal requirements to promote interstate and intrastate coordination of services, including the transfer of pertinent school records for migratory children.

Disclosure of such information to persons other than LEA or SEA officials (i.e., to health officials) may be necessary for SEA or LEA officials to carry out their interstate or intrastate coordination responsibilities under the MEP. Such disclosures can be made **only after** obtaining prior written consent from the parent or eligible student.

FISCAL YEAR

The state's fiscal year is from July 1 to the following June 30. The federal fiscal year is from October 1 to the following September 30.

FISHING ACTIVITY

Any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or as a principal means of personal subsistence. A "fishing activity" could include the catching, digging, trolling, or otherwise capturing or processing of clams, crab, halibut, herring, oysters, salmon, shrimp, trout, or other types of fish or shellfish.

FINANCIAL REPORT

This form indicates the amount budgeted and the amount expended by each program. A form must be completed and mailed to the person designated at NDE by November for the regular school year programs for the previous school year.

GENERAL EDUCATIONAL DEVELOPMENT CERTIFICATE (GED)

A certificate which may be issued to persons who demonstrate satisfactory performance in tests prescribed under subsection (2) of ORS 326.550 or meet the requirements of any prescribed evaluation procedure. In Nebraska, the Commissioner for Community Colleges issues the GED Certificate.

HIGH SCHOOL CREDIT ACCRUAL

MEP-funded instruction, funded in whole or in part by MEP funds, in courses that accrue credits needed for high school graduation provided by a teacher for children on a regular or systematic basis, usually for a predetermined period of time. High school credit accrual includes correspondence courses taken by a student under the supervision of a teacher. **High school credit accrual may include the age/grade categories of Grade 8 through Grade 12.** NOTE: Children receiving a MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

HIGH SCHOOL EQUIVALENCY DIPLOMA (HSED)

Diploma obtained by children who have passed a high school equivalency test accepted by the state (e.g., GED, HiSET, TASC).

HISTORICALLY UNDERSERVED CHILDREN

Children are underserved or under-represented if they do not enjoy a full day of learning time with culturally, linguistically, and developmentally relevant curriculum strategies delivered by qualified staff in Adequate structures. The result of being under-served is that these children do not perform at appropriate levels on Statewide Assessments and do not participate in supplementary extracurricular activities provided by schools or communities.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

The federal law under which individuals with certain disabilities receive education services.

INDIVIDUAL EDUCATION PLAN

The legal document which describes the services to be provided to an individual with disabilities under the IDEA.

INSTRUCTIONAL SERVICES

For purposes of this program, any direct supplementary services provided to eligible children by a local/regional agency.

INTERSESSION

For schools on a year-round calendar, an intersession term is one of the periods throughout the year when the school (or part of the school) is not in session or not providing the annual instruction analogous to the traditional school-year regular term. Any break in the regular term of a year-round school is considered an intersession term, regardless of the season in which it occurs.

KINDERGARTEN CHILD

Under Nebraska state law (ORS 336.092), a child five years of age or whose fifth birthday occurs on or before September 1, or who has been admitted by the district school board under ORS 336.095.

LICENSED STAFF

Refers to any staff member in a local project who under Nebraska state law must be licensed by NDE to perform instructional, supervisory, or administrative services in a public school.

LOCAL EDUCATION AGENCY (LEA)

A public board or other public authority legally constituted within a state for either administrative control or direction of, or performance of a service function for public elementary or secondary schools in a city, county, township, school district or other political subdivisions of a state. Also, any combination of school districts or counties is recognized in a state as an administrative agency for its public elementary or secondary schools.

LOCAL OPERATING AGENCY (LOA)

A local educational agency to which a state educational agency makes a subgrant under Title IC.

MATHEMATICS INSTRUCTION

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

MEP FUNDED

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

MCKINNEY-VENTO ACT

The federal Title VII-B McKinney-Vento (MV) Education of Homeless Children and Youth program requires states to ensure equal access to public schools by homeless children and other educational support. Among the provisions is the right of homeless parents and unaccompanied homeless youths to dispute district determinations of school placement and MV eligibility.

MEDICAL CARE

Family consultation, referrals, follow-ups, recordkeeping, screening, and emergency services related to medical and dental services; preventive medical care is also covered by this term.

MIGRATORY AGRICULTURAL WORKER

A person who, in the preceding 36 months, has moved from one school district to another, or from one administrative area to another within a state that is composed of a single school district, in order to obtain temporary or seasonal employment in agricultural activities (including dairy work) as a principal means of livelihood.

MIGRATORY CHILD ELIGIBILITY

A child is eligible for the MEP (and thereby eligible to receive MEP services) if the child meets the definition of "migratory child" in section 1309(3) of the ESEA, and is an "eligible child" as the term is used in section 1115(c)(1)(A) of the ESEA and 34 C.F.R. § 200.103; and has the basis for the State's determination that the child is a "migratory child" properly recorded on the national Certificate of Eligibility (COE).

MIGRATORY FISHER

An individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment, or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.

MIS2000 NEBRASKA MIGRANT STUDENT INFORMATION SYSTEM

MIS2000 is the web-based Nebraska database for migrant student records and serves as a pupil record storage and retrieval system designed to help provide continuity of education for migrant children. Every local Nebraska MEP project must enter all relevant data on this system.

MONITORING

A process required USED to check for compliance of Federal rules and regulations.

MOST IN NEED

Priority for services must be given to migrant children:

- Who are failing, or most at risk of failing, to meet the state's content and performance standards; and
- Whose education has been interrupted during the last year.

NO CHILD LEFT BEHIND

The 2001 Federal statute that reauthorizes the Elementary and Secondary Education Act of 1965. Part C of Title I of the Act authorizes migrant education programs. Ended June 2017.

OFFICE OF CIVIL RIGHTS

Has responsibility for enforcing Title IV of the Civil Rights Act of 1964. Investigates allegations of civil rights violations and initiates investigations of compliance with federal civil rights laws in schools that serve special student populations, including language minority children.

NEBRASKA DEPARTMENT OF EDUCATION (NDE)

The legal entity of the State of Nebraska which serves as the State Education Agency (SEA) and the grantee for Title IC funds for the MEP in Nebraska.

OUT-OF-SCHOOL YOUTH (OSY)

Out-of-school means children through age 21 who are entitled to a free public education in the state and who meet the definition of a “migratory child”, but who are not currently enrolled in a K-12 institution. This could include children who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are “here-to-work” only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/ intersession, suspension, or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of “migratory child” are eligible for the MEP.

PARENT ADVISORY COUNCIL (PAC)

A required component of a local MEP to provide a means for community and parent input during the design and operation of a project. Parents must be involved in the planning, implementation, and evaluation of each of the three allocations.

PERFORMANCE INDICATOR

Projected outcome of an activity incorporated in the project. To be meaningful, the performance indicator must be realistic, observable, and measurable.

PERFORMANCE PERIOD

The 12-month period beginning September 1 and ending August 31, as described for the Migrant Education Program.

PERFORMANCE REPORT

States' receiving funding for a Migrant Education Program must submit a performance report to USED each year. A new performance report format is currently being designed in two parts with Part I due in November and Part II due in April. In addition to the child counts to be used for funding, the new Performance Report requires:

- Counts of children residing in the state and counts of children participating in the program, by sex, ethnicity, school term, grade level, and services received;
- Counts of project sites, including breakouts for school-wide projects and projects that use extended-time strategies; and
- Counts of staff by various categories.

PRESCHOOL PROGRAM

Any formal instruction program designed for pre-kindergarten children sufficiently mature to benefit from such a program.

PRIORITY FOR SERVICE (PFS)

Just as Title IA must serve the “neediest” children, Title IC must also serve the neediest children, which are called PFS. These are children that have both a move during the regular year and are academically behind by not passing the state benchmarks for reading and math. This term is described in section 1304(d) of the statute as “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 content standards; or (2) have dropped out of school.”

PROJECT

An LEA or LOA that is granted funding to implement all MEP activities in a district or region under the supervision of a Project Director.

QUALIFYING ARRIVAL DATE (QAD)

The qualifying arrival date (QAD) is the date that the child and the worker complete the move. If a child's move precedes the worker's move, the QAD is the date that the worker arrives. If a child's move follows the worker's move, the QAD is the date the child arrives. The QAD is the date on which the child's 36 months of eligibility for the Migrant Education Program (MEP) begins. However, a child is only eligible to be counted and served as an eligible migratory child after the SEA has determined that: (1) the child meets all MEP eligibility criteria, including that the worker (if the child is not the worker) meets the definition of a "migratory agricultural worker" or "migratory fisher", and (2) such information has been properly recorded on a COE.

QUALIFYING MOVE

A qualifying move is a move due to economic necessity—

1. From one residence to another residence; and
2. From one school district to another school district, except (i) in the case of a State that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or (ii) in the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.

READING INSTRUCTION

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

REGULAR SCHOOL YEAR

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

SCHOOL-TO-WORK OPPORTUNITIES ACT

A new approach to learning that links children, schools, and workplaces. School-to-Work helps to bring relevance to children's courses and provide exposure to career opportunities by linking school-based learning, secondary and postsecondary learning, and integrating academic and occupational learning.

SECTION 504

An amendment to the Rehabilitation Act which extends the civil rights prohibition on discrimination to individuals with disabilities.

SERVICE LEARNING

An instructional method that combines community service with a structured school-based opportunity for reflection about that service.

STATE DIRECTOR OF MIGRANT EDUCATION

The administrator of the MEP within the Office of ESEA Programs in NDE. The person held responsible by the SEA for development, operation, and evaluation of ESEA Title IC projects.

STATE EDUCATION AGENCY (SEA)

The governmental agency responsible for statewide education program supervision and administration. The legal entity in each state recognized by USED as being the governing agency eligible to receive Title IC funds and administer the state's MEP.

STATE ENTITLEMENT

The total amount of Title IC funds to be made available to the state for the fiscal year. Congress has delegated the responsibility for determining the amount to the Secretary, subject to authorized appropriations and allocations.

STATE PLAN

The overall plan for services, activities, personnel, and materials set forth as the state's application for funds to provide services to migratory children. Nebraska's State Plan is integrated as a part of the State Consolidated Plan for ESSA.

SUPPLIES

Consumable materials used in the operation of a MEP project.

SUPPORT SERVICES

Includes any allowable service which benefits the child.

TARGETED ASSISTANCE SCHOOL

Schools with Title I programs providing supplementary services to eligible educationally disadvantaged children identified as "most in need".

TITLE I

Improving the Academic Achievement of the Disadvantaged.

TITLE IC

Education of Migratory Children.

TITLE II

Preparing, Training, and Recruiting High Quality Teachers and Principals.

TITLE III

Language Instruction for Limited English Proficient and Immigrant Children.

TITLE IV

21st Century Schools

TITLE V

Promoting Informed Parental Choice and Innovative Programs

TITLE VI

Flexibility and Accountability

TITLE VIB

Rural Schools: REAP and RLIS

TITLE VII

Indian, Native Hawaiian, and Alaska Native Education

TITLE VIII

Impact Aid Program

TITLE IX

Civil Rights