

REPORTING REQUIREMENTS FOR THE TITLE I, PART C, MIGRANT EDUCATION PROGRAM 2019-2020

GLOSSARY FOR THE MEP

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(3) 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.

Migratory Agricultural Worker

According to section 1309(2) of the statute, 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 agriculture, which may be dairy work or the initial processing of raw agricultural products. If an individual did not engage in such new employment soon after a qualifying move, such individual may be considered a migratory agricultural worker if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal agricultural employment.

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).

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Migratory Fisher

According to section 1309(3) of the statute, 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.

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

According to section 1309 (5) of the statute, qualifying move is a move due to economic necessity—

from one residence to another residence; and 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.

Priority for Services

According to section 1304(d) of the statute, children who are a priority for MEP-funded services are those "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."

Children With Disabilities (IDEA)

According to 34 CFR §300.8 of IDEA, A child with a disability refers to a child who has been evaluated in accordance with §§300.304 through 300.311 as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment(including blindness), serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, and other health impairment, a 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).

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English Learner (EL)

The term English Learner, when used with respect to an individual, is defined in section 8101(20) of ESSA: (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 described in section 1111(b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

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.

Ungraded

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

Out-of-School Youth

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 students 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.

Dropout

The term used for students, who (1) were enrolled in a public school for at least one day during the previous 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,

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private school or State- or district-approved educational program (including correctional or health facility programs), (b) temporary absence due to suspension or school-excused illness or (c) death. Students who dropped out-of-school prior to the previous reporting period should not be reported in this item.

Continuation of Service

The "continuation of services" provision found in section 1304(e) of the statute provides that: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

Reading Instruction

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

High School Credit Accrual

MEP-funded instruction, funded in whole or in part by MEP funds, in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. High school credit accrual includes correspondence courses taken by a student under the supervision of a teacher.

Mathematics Instruction

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

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 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 year 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.

Schoolwide Program (SWP)

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A local educational agency may consolidate and use funds under Title I, Part A, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school, subject to the specific requirements in ESEA section 1114.

ESEA section 1306(b)(4) and 34 C.F.R §§ 200.86 and 200.29(c)(1) require that before a school chooses to consolidate MEP funds in its schoolwide program, the school must (i) Use these funds, in consultation with parents of migratory children or organizations representing those parents, or both, first to meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school, as identified through the comprehensive Statewide needs assessment under §200.83; and (ii) Document that these needs have been met.

Services

“Services” are a subset of all allowable activities that the MEP can provide through its programs and projects. “Services” are those educational or educationally related activities that: (1) directly benefit a migratory child; (2) address a need of a migratory child consistent with the SEA’s comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State’s performance targets. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are NOT considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migratory families on available reading programs as part of an effort to increase the reading skills of migratory children. Although these are allowable activities, they are not services because they do not **meet all of the criteria above**.

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

Support Services – These MEP-funded educationally-related services are provided to students. These services include, but are not limited to, health, nutrition, counseling, and social services for migratory children, necessary educational supplies, and transportation. Activities related to identification and recruitment, parental involvement, professional development, program evaluation, and the one-time act of providing instructional or informational packets to a child or family do not constitute a support service.

Counseling Services

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

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MEP Funded

Any service that is funded in whole or in part with MEP funds.

Performance Period

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

Summer Term

A summer term occurs only in a school that operates under a traditional-calendar school year. (Year-round schools, for purposes of the MEP, are not considered to have summer terms.) The summer term is the period of time when the regular term of the school year is not in session.

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. Even though the intersession periods occur at different times throughout the year, for purposes of this report, those periods are all considered a single term. Thus, a student who participates in intersession programs in October, February, and June would be counted as participating in one intersession term (not three).

Teacher

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

High School Equivalency Diploma (HSED)

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

Unduplicated Count

This is a count in which an individual child is included in a State's count only once, regardless of how many places within the State that child may have resided or was served by the MEP.