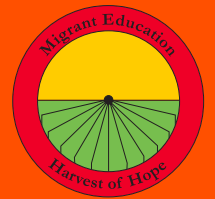




MIGRANT

EDUCATION PROGRAM

2019 PROFILE



MIGRANT EDUCATION PROGRAM

Since the mid 1960s, the Nebraska Migrant Education Program (MEP) has been working to ensure that migrant children fully benefit from the same free public education provided to other children. To achieve this, the MEP supports educational programs for migrant children to help reduce the educational disruptions and other problems that result from repeated moves. Migrant students have many risk factors in common with other disadvantaged students (e.g., poverty, poor health, learning disabilities), but they also face additional challenges unique to their situations (e.g., disruption of education, poor recordkeeping between schools, cultural and language difficulties, and isolation).

As part of the Nebraska State Department of Education, the Nebraska MEP is federally funded under Title I, Part C of the No Child Left Behind Act of 2001. Currently, children who qualify for the program are identified and recruited throughout the state and provided services through local school districts and Educational Service Units (ESUs), , and Local Operating Agencies (LOAs).

State migrant education programs are required to:

- Properly and timely identify and recruit all eligible migrant children in the state, including securing pertinent information to document the basis of a child's eligibility;
- Ensure that the special educational needs of migrant children are identified and addressed;
- Provide migrant students with the opportunity to meet the same challenging state academic content standards that all children are expected to meet;
- Promote interstate and intrastate coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records; and,
- Encourage family literacy services for migrant students and their families.

To the extent feasible, all state migrant education programs are also required to provide for advocacy and outreach for migratory children and their families on such topics as education, health, nutrition, and social services. They must also provide professional development programs for teachers and other program personnel; family literacy programs; the integration of information technology into MEP activities; and programs to facilitate the transition of secondary school students to post secondary education or employment.

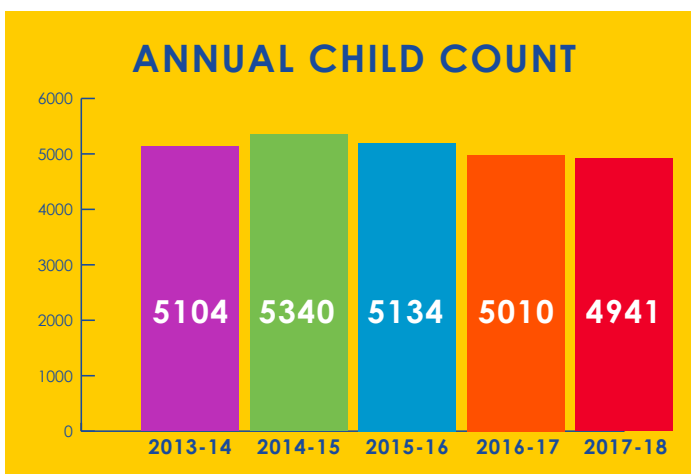
THE MIGRANT CHILD

According to sections 1115©(1)(A) (incorporated into the MEP by sections 1304(c)(2), 115(b), and 1309(3) of the ESEA, and 34 C.F.R § 200.103(a)), 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 regards 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.

Note that the terms “migratory agricultural worker,” “migratory fisher,” and qualifying move” are defined in section 1309 of the ESEA.

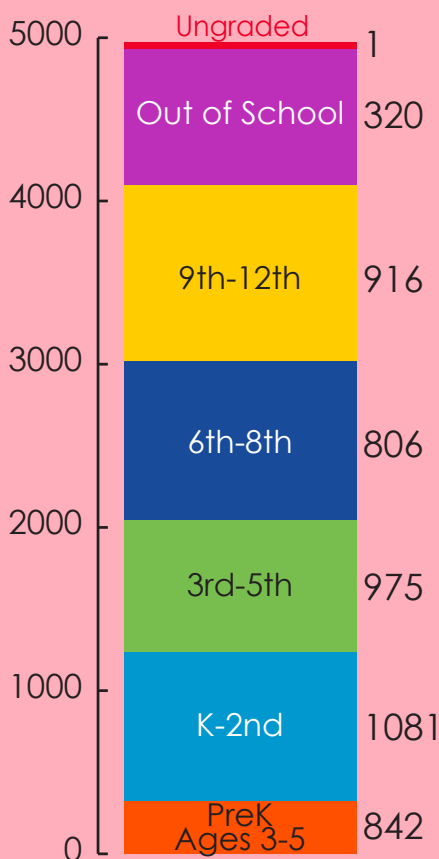


IDENTIFICATION & RECRUITMENT

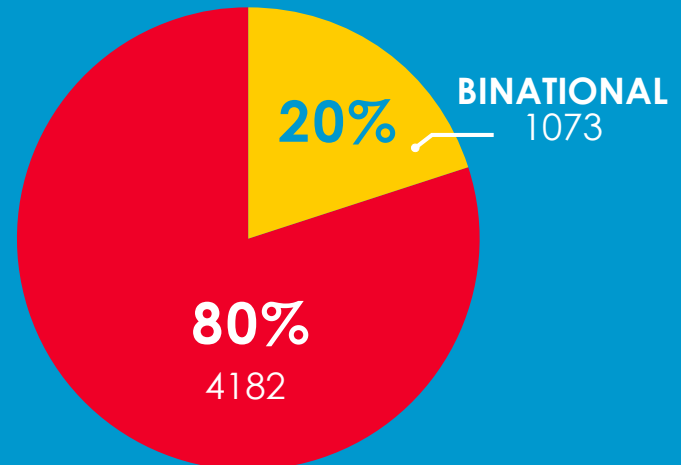
Finding and enrolling eligible migrant children is a cornerstone of the Nebraska Migrant Education Program (MEP) and its importance cannot be overemphasized. The Nebraska MEP is responsible for the proper and timely identification and recruitment of all eligible migrant children and youth in the State. This includes securing pertinent information to document the basis of a child's eligibility. Ultimately, it is the state's responsibility to implement procedures to ensure that migrant children and youth are both identified and determined to be eligible for the MEP.

ELIGIBLE CHILDREN BY GRADE

TOTAL 4941



BINATIONAL CHILD/YOUTH



This graphic represents all eligible migrant children/youth enrolled during the 2017-2018 program year who are considered to be a binational child/youth, an eligible student who has moved between Mexico and the U.S. with his/her parents or as an emancipated youth at least once in the last 36 months.

Nebraska's Identification and Recruitment (ID&R) Plan for the State indicates improvements made by the State in staff development and reorganization of the State recruiting plan. The recruitment plan takes into consideration the changing federal non-regulatory guidance, shifting migrant populations, and changing service needs.

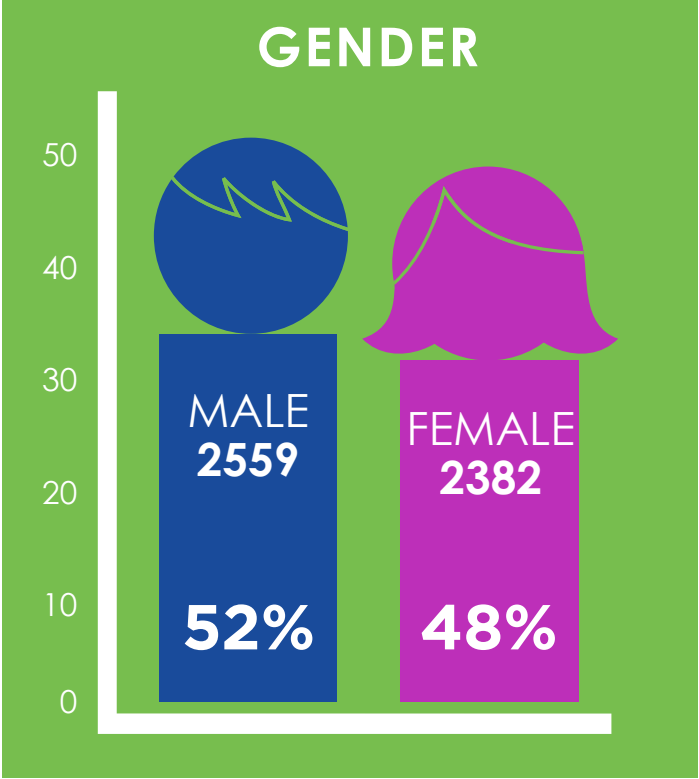


These graphics reflect the information collected during the 2017-2018 program year (9/1/17 -8/31/18) and include all eligible migrant youth between the ages of 3-21.

Some of the recruiters in the State of Nebraska are hired by local school districts or projects where migrant recruitment is only a part of their job. These recruiters will be referred to as project recruiters. The primary focus of the project recruiter is the mission of the district; priority is given to meeting educational needs of the migrant students in a K-12 setting. Their scope of services is limited to the school district or the project with little or no ability to recruit outside defined boundaries, school hours, or school calendar.

The ID&R plan includes additional recruiters referred to as regional recruiters. The State has a need to recruit in areas outside current projects and to address the needs of migrant children who may not currently be enrolled in school districts or other educational settings. To meet this need, that State is divided into regions covering the northeastern, eastern, central, panhandle, and southwestern parts of the state. This system requires the regional recruiters to have a statewide perspective with an emphasis on migrant children from birth to five years of age and those that are outside current K-12 educational settings in project areas. In non-project areas, regional recruiters will recruit families with children birth through 21 years of age and/or out of school youth. Regional recruiters may also assist any district if needed.

This ID&R plan extends recruitment services through the summer months as well as filling geographic gaps currently not being addressed. A referral network has developed between the project recruiters and the regional recruiters. This network increases the likelihood of addressing family needs with support services outside the realm of the school district. The revised ID&R plan will continue to advocate a state-wide perspective in the supervision and staff development of project and state ID&R personnel.



This graphic is based on data taken from the Nebraska Migrant Education Program data collection system, MIS 2000. These charts reflect the information collected during the 2017-2018 program year (9/1/17 -8/31/18) and include all eligible migrant youth between the ages of 3-21.



ID&R GOALS & OBJECTIVES

MISSION

Through the implementation of this plan, we strive to provide support and resources to strengthen and enhance the identification and recruitment process and to fully comply with all federal laws and regulations pertaining to the identification and recruitment of migrant children in Nebraska.

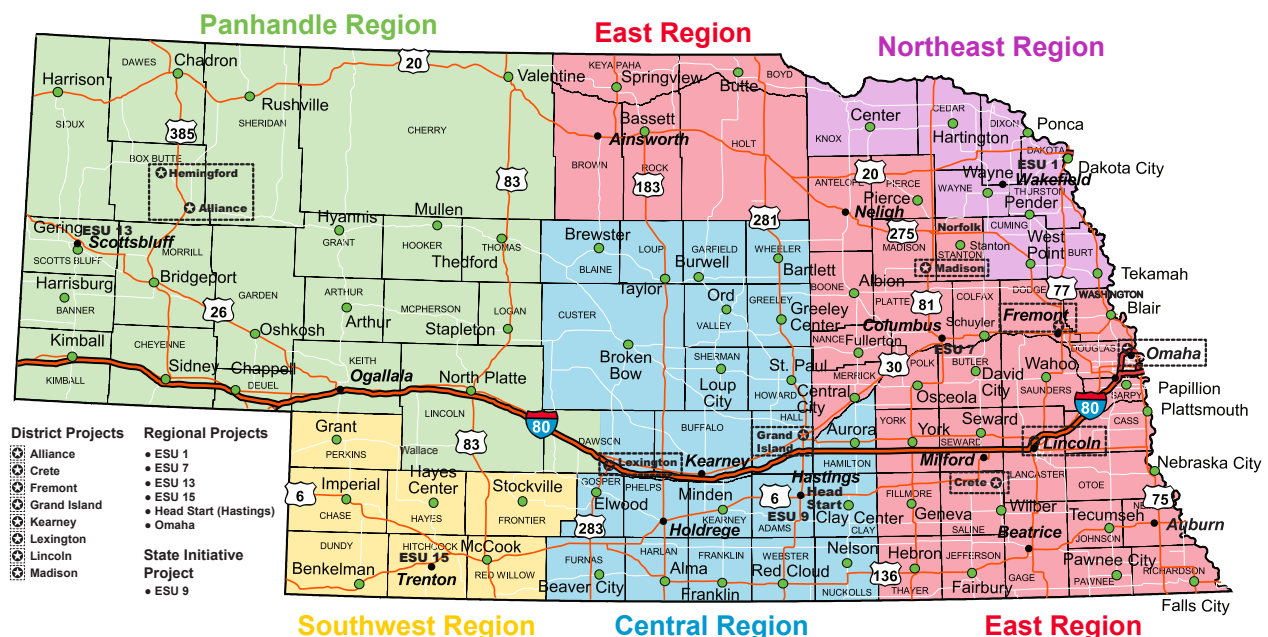
GOALS

The Nebraska MEP has established the following goals to ensure the proper and timely identification of eligible migrant children through an active statewide ID&R process.

1. Ensure quality and consistency through **training** recruiters on how to identify and recruit migrant children and make appropriate eligibility determinations.
2. Deploy recruiters to carry out statewide **identification and recruitment efforts** and monitor their progress.
3. Implement **quality control procedures** to ensure the reasonable accuracy of eligibility determinations.
4. Promote **interstate and intrastate coordination** through collaborative efforts.

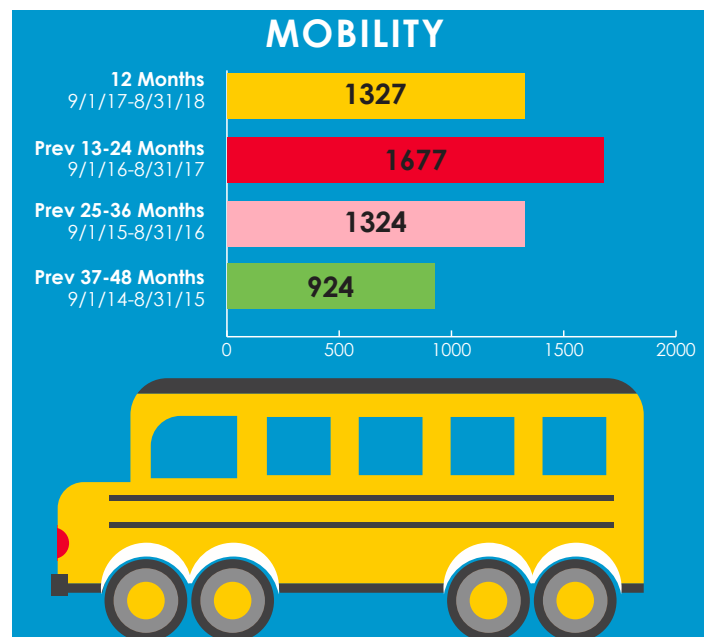
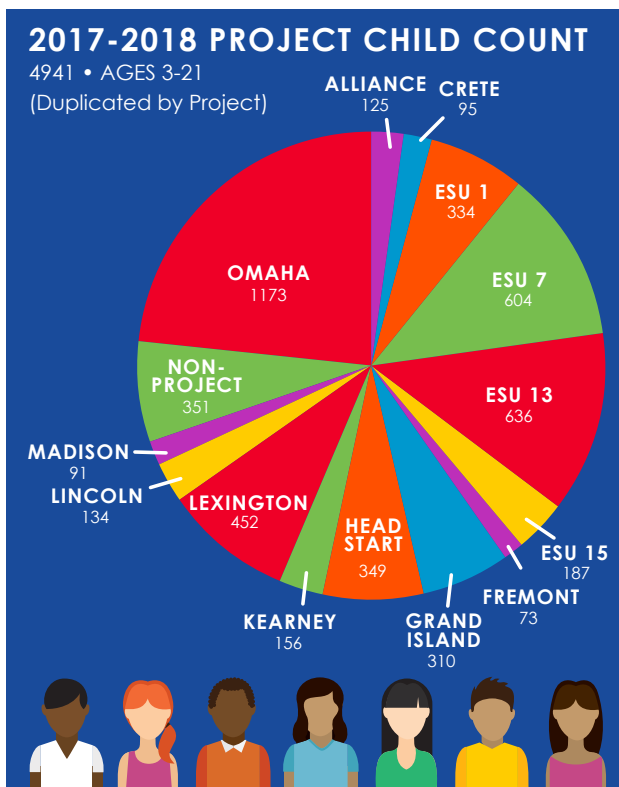
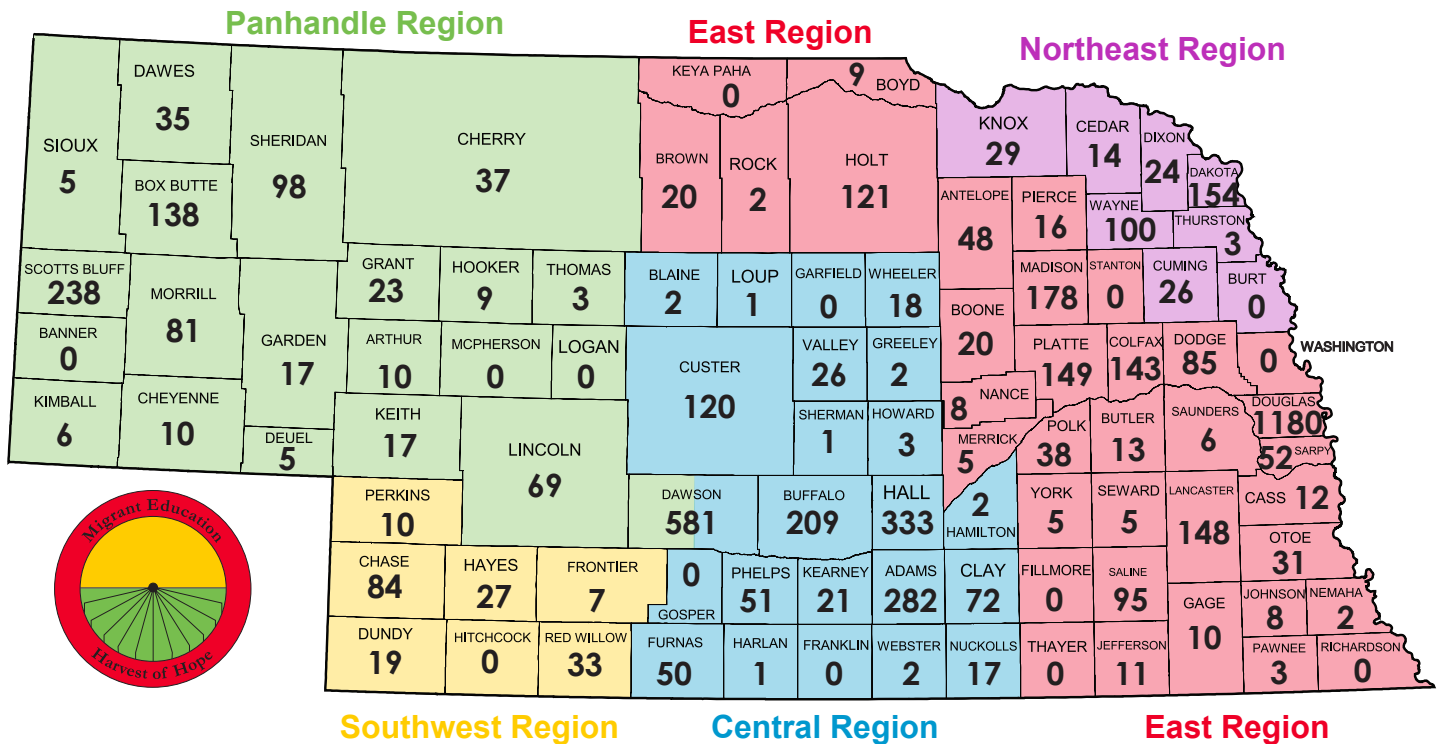
MEASURABLE PROGRAM OBJECTIVES [MPOS]

- 1a) By the end of the 2019-20 performance period, 45% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.
- 1b) By the end of the 2019-20 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 5% on the NePAT or Teaching Strategies GOLD.
- 1c) By the end of the 2019-20 performance period, 65% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP-funded support services that contribute to their development of school readiness skills.
- 1d) By the end of the 2019-20 performance period, 90% of parents of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP-sponsored Family and Community Engagement (FACE)/PAC opportunities will report increased knowledge of school readiness skills.
- 1e) By the end of the 2019-20 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the school readiness needs of migratory children.



2017-2018 ELIGIBLE MIGRANT CHILDREN/YOUTH BY COUNTY

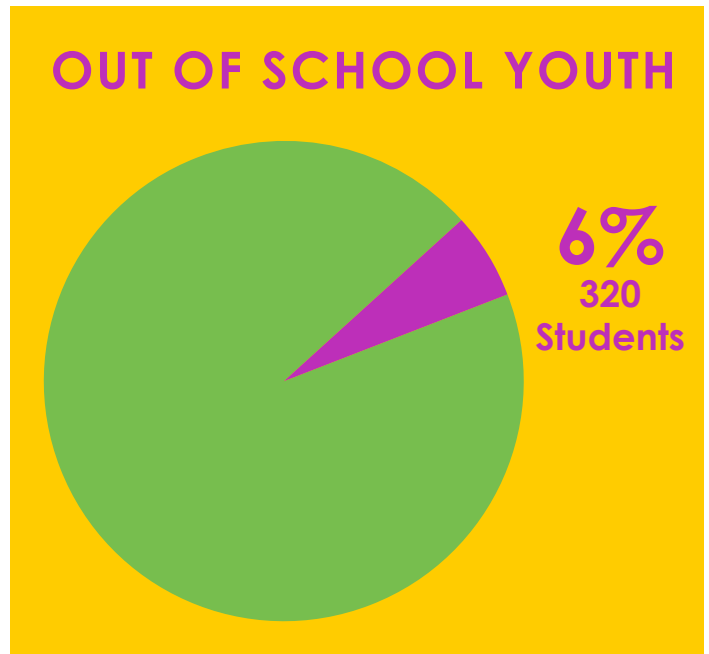
This map reflects the information collected during the 2017-2018 program year (9/1/17-8/31/18) and includes all eligible migrant youth between the ages of 0-21. The duplicated count includes children/youth that have resided in more than one district in the state during the program year.



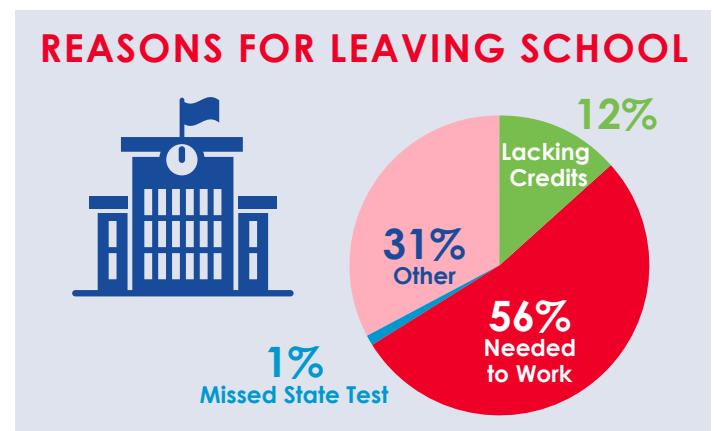
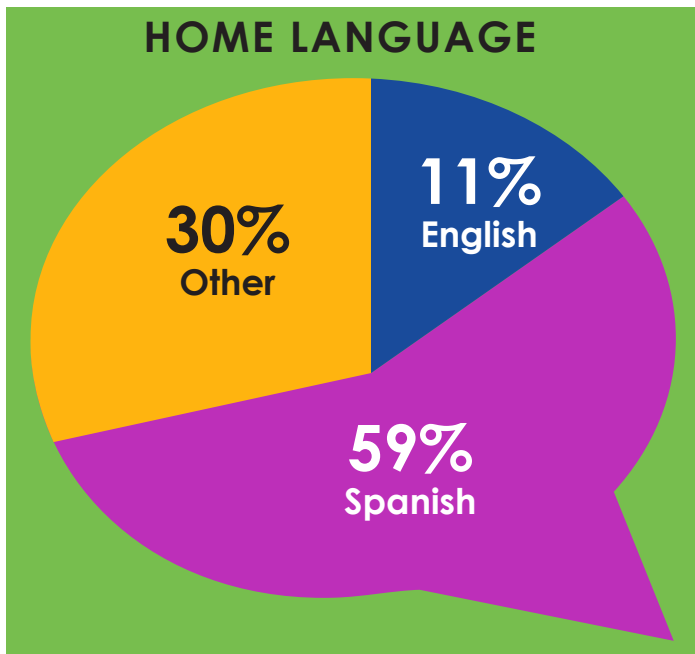
The graphic above shows the number of eligible migrant children/youth enrolled during the 2017-2018 program year, grouped according to when the most recent qualifying move occurred. The months are calculated from the last day of the reporting period, August 31, 2018.

OUT OF SCHOOL YOUTH (OSY)

Out of School Youth are migrant youth up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This could include students who have dropped out of school prior to the previous school year, youth who are working on a GED outside of a K-12 institution, and youth who are “here-to-work” only. During the 2017-2018 year, six percent of Nebraska’s migrant youth were identified as Out of School Youth.



Out of School Youth are migrant youth up through age 21 who are entitled to a free public education in the state but are not currently enrolled in a K-12 institution.



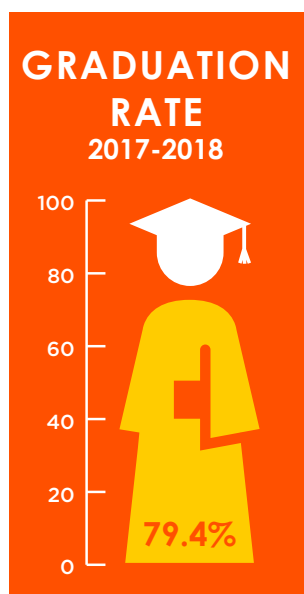
PERFORMANCE RESULTS

The performance targets for migrant students in Nebraska are the same as those for all students in the State that were established by the Nebraska Department of Education as part of its Consolidated State Plan. While these statewide performance targets/goals represent the expectations that are held constant for all students in Nebraska, the MEP is a supplementary program and the limited resources need to be directed at the unique educational needs that result from migrant students' educational disruption, lack of continuity of instruction, and other factors related to migrancy and mobility. The performance targets for school readiness, reading/writing and mathematics, and high school graduation/services to Out-of-School Youth are directly related to the needs identified in the Nebraska Comprehensive Needs Assessment report.

Dropout (as defined by OME): The term for students, who 1) were enrolled in a public school for at least one day during the previous school year, 2) were not enrolled at the beginning of the current school year, 3) who have not graduated from high school or completed a State-or-district approved educational program, and 4) who do not meet any of the following exclusionary conditions: a) transfer to another educational program, b) temporary absence due to suspension or school-excused illness or c) death.

Graduation Requirements for Nebraska (as defined by Rule 10): Each high school shall require from grades nine through twelve at least 200 credit hours for graduation, for which at least 80 percent shall be from the core curriculum. The number of credit hours given for a course may be less than the number of instructional units and may be increased up to 25.

Data Years	State Assessment	Proficiency % for Non-Migrant Students	Proficiency % for Non-PFS Migrant Students	Proficiency % for PFS Migrant Students
2016	NESA - Reading	80%	57%	40%
	NESA - Math	72%	50%	36%
2017	NSCAS - ELA	51%	25%	36%
	NSCAS - Math	72%	53%	13%
2018	NSCAS - ELA	51%	25%	8%
	NSCAS - Math	51%	25%	14%



Course	Number of Credits Needed At least 200 credit hours (80% from core curriculum)
English	40 hours (includes composition, verbal communication, literature, research skills, & technical reading/writing)
Math	30 hours (includes algebraic, geometric, data analysis, and probability concepts)
Science	30 hours (includes biological, earth/space, & physical science concepts with corresponding in-quiry skills and laboratory experience)
Social Studies	30 hours (including civics/government, geography, United States and world history, and economic concepts)
Health, Physical Education, Art, Speech, Technology Application, Foreign Language, Electives, Other	Determined locally

PROVISION OF SERVICES

For purposes of the MEP, “services” are a subset of all the activities that the MEP provides through its program and projects. Although SEAs and local operating agencies may spend MEP funds on many types of allowable activities, some of these activities do not constitute a “service” (e.g., identification and recruitment, parental involvement, program evaluation, professional development, or administration of the program). “Services” are distinct in that they are the educational or educationally related activities provided to migrant children to enable them to succeed in school. Because student success is the overarching goal of the MEP, services are a vital aspect of the program. In providing services, SEAs must give priority to migrant children who are failing or are most at risk of failing and whose education has been interrupted during the regular school year. These children would be considered to be Priority for Service (PFS).

Services are a subset of all the activities that the MEP provides through its programs and projects. “Services” are those educational or educationally related activities that: (1) directly benefit a migrant child; (2) address a need of a migrant child consistent with the SEA’s comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State’s performance targets.

SEAs and local operating agencies may use MEP funds to provide the following types of services:

- Instructional services (e.g., educational activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school); and
- Support services (e.g., educationally related activities, such as advocacy for migrant children; health, nutrition, and social services for migrant families; necessary educational supplies; transportation).



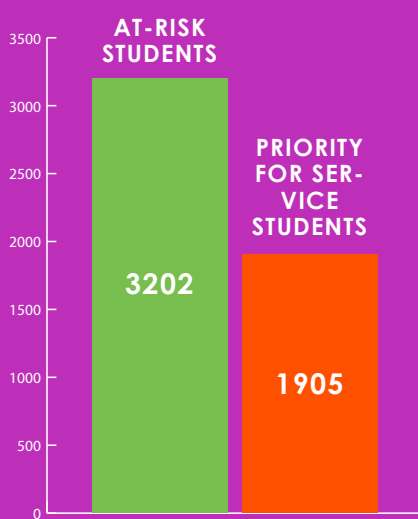
INSTRUCTIONAL & SUPPORT SERVICES PROVIDED

Instructional Service	Total	Support Service	Total
English as a Second Language	664	Clothing	317
Extended Day/Week Program	358	Family Literacy	254
General Educational Development Certificate	5	Guidance	944
High School Credit Accrual	25	Health Services	540
Math	1327	Interpretation/Translation	807
Preschool	243	Life Skills	566
Prevention Education/Health	540	Material Resources	1327
Reading Language Arts	1316	Nutrition	856
Science	882	Other	150
Social Studies	631	Referral	1318
Summer School	653	Transportation	1164
Summer School - Half Day	262	Tutoring	238
		Youth Leadership	261

AT-RISK & PRIORITY FOR SERVICES

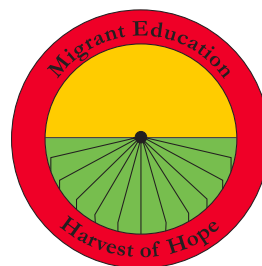
Determining which migrant students receive priority for services is put into place through the Service Delivery Plan as part of the State activity in which Nebraska sets its performance goals, targets, and benchmarks to ensure the appropriate delivery of migrant student services. Priority for services is given to migratory children who (1) have made a qualifying move within the previous 1-year period and who (2) are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school, (applies to USA schools only). If any of the factors (A1-A10) have been identified within the Failing or Most at Risk of Failing, to Meet State Standards and a qualifying move within the previous 1-year period are met, the child/youth is designated as PFS. Both sections (1) and (2) must be met in order for a migrant child/ youth to be considered PFS.

AT-RISK AND PFS STUDENTS



Failing, or Most At-Risk of Failing, to Meet State Standards Factors

- A1 Disabled/IEP – Student is identified as having a disability (i.e. IEP, 504 Plan)
- A2 Poor Attendance – Student is not attending school regularly (according to district policy)
- A3 Retention – Student has repeated a grade level or a course
- A4 Modal Grade – Student is placed in a class that is not age appropriate (i.e. 1st grade placement, 8 years old)
- A5 Credit Deficient – Student is behind in accruing credits toward graduation requirements (based on local requirements)
- A6 EL - Student is classified as either non-English proficient or limited English proficient according to local language assessment practice
- A7 Low Performance – Student scores below proficient on State or local reading, writing, or mathematics assessments
- A8 OSY – A migrant youth under the age of 22 who: 1) has not graduated; 2) is not attending school; 3) is classified as having dropped out and/or is here to work
- A9 Prekindergarten Children – Migrant children ages 3–5 that are not served by any other program
- A10 Homeless – Migrant children that meet the definition of the McKinney-Vento Homeless Program



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