

CONSOLIDATED STATE PERFORMANCE REPORT

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

GLOSSARY FOR THE MEP

Children Enrolled in Special Education – Students for whom an individual educational plan (IEP) has been written.

Counselor – A professional staff member who guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.

Counseling Services – Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

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.

Dropped Out of School – The term used for students, who, during the reporting period, were enrolled in a public or private school for at least one day, but who subsequently left school with no plans on returning to enroll in a school and continue toward a high school diploma. Students who dropped out-of-school prior to the 2005-2006 reporting period should be classified NOT as “dropped-out-of-school” but as “out-of-school youth.”

Eligible Migrant Child – Any child who meets the statutory definition of a migratory child found in Section 1309(2) of the statute and sec. 200.81 of the regulations and for whom the SEA approved a Certificate of Eligibility. In brief, the term migrant child means a child 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 (A) has moved from one school district to another; (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 to engage in a fishing activity.

Enrolled – The term “enrolled” is used generally to refer to enrollment of a child in any local, state, or federally-funded school program.

Extended Day/Week – Any method of MEP-funded instructional delivery that extends the total hours of a school day or week beyond that which would otherwise be available for learning in the regular school year. This category would include early-morning and after-school programs;

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evening programs and other programs that alter the school schedule to accommodate migrant student schedules; Saturday programs; and other programs that extend the time for learning outside of the traditional "9:00-3:00" school day or five-day school week. Methods that substitute one type of learning time for another within the traditional school day, such as pull-outs or in-class tutoring, are not considered extended-time instructional approaches for purposes of this report. Extended day/week projects do not include summer-term or intersession projects.

Full-time Equivalent (FTE) – The amount of time a person performs federal program duties and is paid by the equivalent (FTE) federal program, as a percentage of a full-time work year (as defined by your state) for the regular school year, and as a percentage of a full-time summer-school or intersession program (as defined by your state) for the summer or intersession periods. If your state does not define a full-time summer-school session, define it yourself. For example, if your state defines a full-time work year as 180 days and a teacher works the full regular term for the federal program, that teacher would be reported as 1.00 FTE for the regular term. (Another teacher who worked only 18 days during the regular term would be reported as 0.10 FTEs.) If that same teacher also taught 30 days during the summer term for the federal program, and 30 days represents a complete summer session in your state, you would report a 1.00 summer-school FTE for that teacher under the summer column. If the teacher taught for 30 days in summer school, but worked only half days, you would report 0.50 FTEs under the summer column. Record all FTE entries to the nearest hundredth, e.g., 1.00, 0.70, 0.50.

General Education Development Certificate (GED) – Certificate awarded to individuals who have earned the minimum required scores on the GED test.

High School Credit Accrual – Instruction 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. Includes correspondence courses taken by a student under the supervision of a teacher.

Individualized Education Program (IEP) – Under the Individuals with Disabilities Act (IDEA), each public school child who receives special education and related services must have an Individualized Education Program (IEP). The IEP must be developed by teachers, parents, school administrators, related services personnel, and students (when appropriate). The plan generally includes: (1) a description of the child, including the child's present level of functioning, (2) goals and objectives, (3) services to be provided, (4) time, place, and duration of services, (5) extent of participation with nondisabled children, (6) participation in state and district-wide tests, (7) transition services, and (8) evaluation of the child's progress.

Instructional Services – 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 teachers or 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.

Intersession – For schools on a year-round calendar, an intersession term is the aggregate of all those 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 only for a cohort of students. Even though the intersession periods occur at different times throughout the year, for the purposes of this report, those

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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).

Last Qualifying Move – The date a migrant child’s eligibility for the MEP begins as the result of having completed a new qualifying move. This is often referred to as the qualifying arrival date (QAD).

Limited English Proficient (LEP) – The term limited English proficient, when used with respect to an individual, is defined in section 9101(25) of the ESEA 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 the State's proficient level of achievement on State assessments 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.

Mathematics Instruction – Instruction in mathematics provided by a 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.

MEP Funded – Any service that is funded in whole or in part with Migrant Education program funds.

Migrant Child/Student – See the definition of “Eligible Migrant Child” above.

Mobility – The term refers to moves of the following for the purposes on this report.

- Last qualifying move within previous 12 months – this means the child last made a qualifying move within 12 months of August 31, 2006 (the last day of the reporting period).
- Last qualifying move within previous 13 - 24 months – this means the child last made a qualifying move within 13 - 24 months of August 31, 2006 (the last day of the reporting period).
- Last qualifying move within previous 25 - 36 months – this means the child last made a qualifying move within 25 - 36 months of August 31, 2006 (the last day of the reporting period).
- Any qualifying move within a regular school year within the previous 36 months– this means the child has made a qualifying move during the regular school year in any of the 36 months prior to August 31, 2006 (the last day of the reporting period).

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Out-of-School Youth – Out-of-school youth means 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, youth who are working on a GED outside of a K-12 institution, and youth who are “here-to-work” only. It does not include preschoolers, who are counted by age grouping.

Paraprofessional – This includes paraprofessionals who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with classroom management, such as organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) conduct parental involvement activities, (5) provide support in a library or media center, (6) act as a translator, or (7) provide instructional support services under the direct supervision of a teacher [Title I, section 1119(g)(2)]. Because paraprofessionals provide instructional support, they should not be providing planned direct instruction, or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.

Participation – The term “participation” refers to the receipt of some type of service from the MEP beyond identification and recruitment, inclusion in statewide or local needs assessment, records transfer, or activity insurance. (See the definition of “Services” elsewhere in this glossary.) The assistance may include, but is not limited to, the following types of services: direct provision of instructional services, counseling, referral to other services, health services, and other types of support services.

Priority for Services – This term is described in Section 1304(d) of the statute as “migratory children who are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.”

Project – A project is any entity that receives MEP funds either as a subgrantee or from a subgrantee and provides services directly to migrant children in accordance with the State Service Delivery Plan and State approved subgrant applications. A project’s services may be provided in one or more sites.

Promotion Date – The date a child is considered as promoted to the next grade according to the definition used in your state or district. As an example, if this occurs at the end of the regular school year, a child participating in the third grade from September to June would be considered in the fourth grade during summer school in July.

Public School Choice Program – ESEA provides parents of children enrolled in Title I schools that have been identified for (1) school improvement, (2) corrective action, or (3) restructuring the opportunity to transfer their children to a school that has not been so identified, even as his or her original school is undergoing improvement [section 1116 of ESEA and secs. 200.44 and 200.45 of the Title I regulations].

Qualified Paraprofessional – A “qualified” paraprofessional must have a secondary school diploma or its recognized equivalent and (1) completed two years of study at an institution of higher education; (2) obtained an associate’s (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing

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reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) [section 1119(c) and (d) of ESEA].

Reading Instruction – Instruction in reading provided by a 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.

Records Transfer Staff – Staff responsible for entering, retrieving or sending student records from or to another school or student records system.

Recruiter – A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.

Referred Service – Educational or educationally-related services provided from non-MEP programs or organizations that otherwise would not have been obtained by migrant children, but are obtained for migrant children through the efforts of MEP funded personnel. Other non-MEP local, state, and/or federal funds support the delivery of the referred services.

Regular School Year – For schools that operate on a traditional calendar, the regular school year is the period from the beginning of school in your 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.

Reporting Year – The reporting year is from September 1 - August 31. For programs that operate on a traditional school-year calendar, the reporting year consists of the regular school year (normally beginning in August or September and ending in May or June) and the subsequent summer term. For programs that operate on a year-round calendar, the reporting year consists of the 12-month period beginning with the term or intersession that starts closest to September 1.

Schools in Need of Improvement – A school is in its first year of “school improvement” when it has not made AYP for two consecutive years. In order to exit school improvement status, it must make AYP for two consecutive years. A school can be identified for a second year of school improvement if it does not make AYP for another year, after initially being identified as in need of improvement [section 1116(b)(1)(A)].

Schoolwide Program (SWP) – A schoolwide program is operated in a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or that has a school enrollment of which not less than 40 percent of the children are from such families, and that uses its Title I funds to upgrade the educational program of the entire school, rather than to provide services only to students identified as most at risk of failing to meet State standards [section 1114].

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 migrant child; (2) address a need of a migrant child consistent with the

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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 migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

State Director – For the purpose of the MEP, the manager within the SEA who administers the MEP on a statewide basis.

Summer Term – In a school district that operates a traditional-calendar school year, the period of time after the regular school year has ended and before the next school year begins, typically from May/June through August/September. Year-round schools, for the purposes of this report, are not considered to have summer terms. Any break in the regular term of a year-round school is considered an intersession term, regardless of what season of the year in which it occurs.

Supplemental Educational Services – The ESEA provides parents of children enrolled in Title I schools that have been identified for (1) school improvement, (2) corrective action, or (3) restructuring the opportunity for their children to receive supplemental educational services. These services are additional academic services designed to increase the academic achievement of low-income students in low-performing schools. These services may include tutoring, remediation, or other educational interventions that are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the State's academic content standards. Supplemental educational services must be provided outside of the regular school day. Supplemental educational services must be high quality, research-based, and specifically designed to increase student academic achievement [section 1116(e)(12)(C) of ESEA].

Support Services – These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

Teacher – A classroom instructor who is licensed and meets any other teaching requirements in the state.

Unduplicated Count – This is a count in which a given child is only counted once on a statewide basis in a single category (i.e., within a row or with a cell in a row).

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. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a GED through a K-12 institution, or those in a correctional setting. (Students working on a GED outside of a K-12 institution are counted as out-of-school youth.)

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Year Round Project – A MEP project that operates in both the regular school year and summer/intersession terms.