



# NORTH CAROLINA Migrant Education Program Manual



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This document is provided by the North Carolina Department of Public Instruction (NCDPI) as a resource for Migrant Education Program (MEP) sub-grantees. It is intended to provide uniform practices to ensure fidelity in the implementation of the MEP.

This guidance is not intended to replace the legislation, regulations, and Non-Regulatory Guidance published by the U.S. Department of Education (USED). Therefore, it is highly recommended subgrantees consult the appropriate resources online for complete guidance and regulations.

[MEP Legislation and Policy](#)

[Non-Regulatory Guidance](#)



## Program Goal and Purpose

The goal of the MEP is to ensure that all migratory students meet challenging academic standards so that they graduate with a high school diploma or received a High School Equivalency Diploma (HSED) that prepares them for responsible citizenship, further learning, and productive employment. In order to meet this goal, the MEP provides supplemental educational services to eligible migratory children who have not attained either a high school diploma or High School Equivalency Diploma (HSED). All MEP-funded Public School Units (PSUs) are expected to implement supplemental instructional and/or support services during the regular school year and summer. Eligible migratory students to be served include preschool age migratory children, students enrolled in grades K-12, and out-of-school youth (OSY). MEP funds (PRC 051) are awarded directly to the PSU by the NCDPI to implement the following MEP related activities:

Identification and  
Recruitment

Comprehensive Needs  
Assessment and MEP  
Evaluation Activities

Coordination Activities  
with Other Agencies  
and Inter/Intra-State  
Coordination

MEP PAC and Other Parental  
Engagement Activities

Professional  
Development

Supplemental Instructional  
and Supportive Service  
Provision During the School  
Year and Summer

The ESEA, as amended by the Every Student Succeeds Act (ESSA), states that the purpose of the MEP is:

1. to assist States in supporting high-quality and comprehensive educational programs and services that address the unique educational needs of migratory children, during the school year and, as applicable, during summer or intersession periods;
2. to ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, challenging state academic standards;
3. to 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. to 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; and



- to help migratory children benefit from state and local systemic reforms. (Section 1301 of the ESEA, as amended).

## Layers of the Migrant Education Program

Office of Migrant Education (OME) at the US Dept. of Education	State Migrant Education Program at NCDPI	MEP-Funded PSUs
Provides national leadership and initiatives.	Provides leadership and direction for the MEP statewide.	Emphasizes identification and recruitment in order to find and serve individual migratory children.
Calculates state MEP allocations.	Ensures that all local programs comply with applicable laws and other requirements.	Implements Comprehensive Needs Assessment (CNA) and Program Evaluation activities related to the MEP.
Monitors state programs for compliance.	Develops a service delivery plan for all migratory children statewide.	Carryout coordination activities, including inter and intra state coordination activities.
Collects and analyzes student performance data.	Answers questions referred from regional or local levels.	Holds regular MEP Parent Advisory Council Meetings and other parental engagement activities.
Assigns a program officer or contact to oversee the MEP operations of individual states.	Monitors local programs for quality control.	Facilitates professional development for both MEP staff and the broader school community on the unique needs of migratory children and strategies in meeting those needs.
Identification and Recruitment (ID&R) team supports state recruitment efforts.	Maintains a statewide student database of eligible children.	Provides supplemental instructional and supportive services to the regular school year and summer.
Reviews individual state ID&R issues and makes determinations.	Develops the state ID&R plan.	Maintains and submits accurate and complete MEP-related data.
Provides technical assistance and training materials.	Ensures all eligible migratory children in the state are identified and recruited.	
	Develops a formal process to map all the areas within the state where all families are likely to reside.	
	Develops procedures for effective ID&R of all eligible migratory children in the state.	
	Provides guidance and training to all recruiters in the state on how to identify migratory children and make appropriate eligibility determinations.	



## Overview of NC MEP DPI Team

Senior Director, Office of Federal Programs		
Section Chief – Specialty Programs		
ID&R Coordinador	MEP Compliance Coordinator	MEP Data and Parent/Family Engagement Coordinator
Provides technical assistance for districts regarding child eligibility.	Reviews CCIP MEP Applications and Budgets.	Compiles MEP Headcount/Data for Allotments.
Provides ID&R training and new recruiter training.	Provides technical assistance to districts regarding applications, allowability of expenditures, and service provision.	Troubleshoots and provides training on Migrant School within PowerSchool.
Reviews and approves ID&R plans for districts.	Reviews and approves district annual evaluations.	Provides/Disaggregates data for annual MEP evaluation.
Serves as Reinterview Process Lead.	Completes MEP Program Quality Reviews (PQRs)	Serves as MSIX Lead, providing trainings throughout the state and troubleshooting account access issues and distributing move notifications.
Reviews Priority for Service (PFS) forms for regional recruiters.	Provides Training and TA to new MEP Directors/Coordinators.	Serves as MEP State PAC Lead providing technical assistance to districts regarding parent and family engagement.
Serves as COE reviewer for regional recruiters.	Serves as a secondary monitor on Consolidated Monitoring Events for MEP subgrantee districts.	Serves as Annual MEP Summit Lead.
Serves as CNA process Co-Lead.	Serves as iSOSY Lead.	Serves as CNA process Co-Lead.
Serves as Farmworker Advocacy Network (FAN) Lead.	Serves as CNA process Co-Lead.	Serves as Summer Mini-Grants Lead.
Serves as COE Spot Reviewer for PSUs.	Serves as Service Delivery Plan (SDP) Lead.	Serves as Re-Enrollment Verification Lead.
NC MEP Regional Recruiters		
NC MEP Regional Data Specialists		



## Child Counts and Funding

The USED allocates MEP funds directly to State Educational Agencies (SEA). The MEP is unique in that the SEA, in this case the NCDPI, is responsible for the overall use of these funds. This means the NCMEP at NCDPI works very closely with MEP funded PSUs to ensure all aspects of the program requirements are met and that services to all eligible migratory participants occur.

Currently, the North Carolina Migrant Education Program (NCMEP) administers 31 PSU-based programs in 30 counties. MEP funded PSUs are allocated funds to provide services to migratory students directly and carryout other MEP requirements such as identification and recruitment efforts, local MEP Parent Advisory Councils, inter/intra state coordination, professional development as well as a comprehensive needs assessment and program evaluation activities. Allocations, which are approved by the State Board of Education (SBE), are based on a formula. The formula has six funding factors that include:

1. Number of migratory children, ages three to 21 present in the PSU from September 1 to August 31.

2. Number of migratory children, ages three to 21 that receive supplemental instructional and/or supportive services during the MEP summer session that runs from June 16 to August 31.

3. Number of participating students.

4. Number of migratory children, ages three to 21 identified as Priority for Service during the program year.

5. Number of OSY and Pre K migratory children ages three to 21 that receive services during the program year.

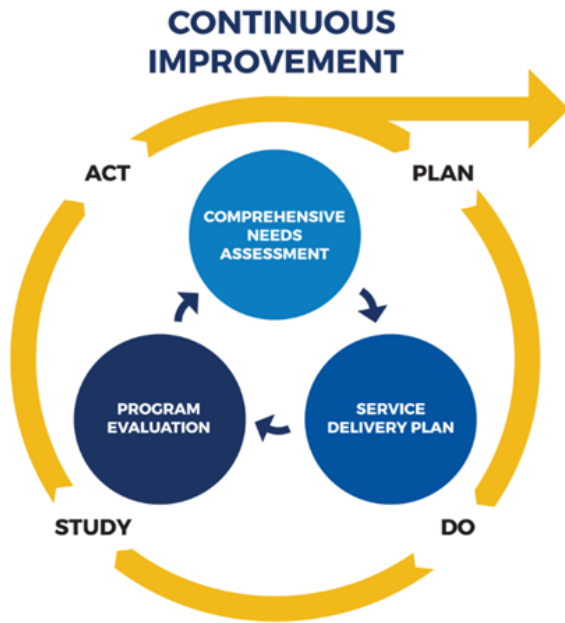
6. Number of migratory children identified as English Learners (ELs) during the program year.





# MEP and The Continuous Improvement Cycle

The NCMEP Continuous Improvement Cycle guides the state in developing, implementing, and evaluating the impact of Title I, Part C funded services on eligible participants in North Carolina. The NCMEP Continuous Improvement Cycle consists of three main components:



## Comprehensive Needs Assessment

The CNA informs and guides the development of the Service Delivery Plan (SDP) to ensure that all services target specific needs identified through data collection and analysis. Specifically, the CNA

1. Guides the overall design of the MEP on a statewide basis.
2. Identifies the statewide special educational needs of migratory children.
3. Identifies the gaps between the performance of migratory children and the performance of all children in relation to the state's performance target.
4. Prioritizes needs for the most effective allocation of resources.

The most current NCMEP CNA can be found on NCMEP's NCDPI website.

## Service Delivery Plan

The Service Delivery Plan (SDP) is a comprehensive state plan for service delivery that describes the services the SEA will provide on a statewide basis, on its own and/or through PSUs, to address the special educational needs of migratory students and to help migratory students meet North Carolina's state performance targets. The SDP includes measurable program objectives (MPOs) and strategies for service delivery.

All services and initiatives are connected to the most recent SDP. All MEP-funded PSUs are required to connect their local MEP services to the NC SDP.

The most recent SDP can be found at NCMEP's NCDPI website.

## Program Evaluation

The Program Evaluation evaluates the effectiveness of the MEP in terms of program implementation and program results. It determines the degree to which services identified in the SDP are implemented as planned, truly meet the needs identified in the CNA, and result in improved performance of migratory students. Implementation and results of the MEP should be measured against the MPOs the state has established for the MEP in its SDP.

The Program Evaluation will inform updates of the CNA and changes in the SDP to improve the MEP and services it provides to migratory children.

North Carolina's most recent MEP Program Evaluation can be found at NCMEP's NCDPI website.



## CCIP and MEP

PSUs request MEP-funds through the Consolidated Application located in the Comprehensive Continuous Improvement Plan (CCIP) grants management system. Responses as to how the PSU will meet MEP program requirements, as defined in Title I, Part C, are submitted in the MEP – PRC 051 section of the Consolidated Application in CCIP. The MEP section of the Consolidated Application contains four parts:

- Budget
- Grant Details
- Grant Award Notification (GAN)
- Related Documents
  - MEP Statement of Assurances
  - MEP Staff Job Descriptions
  - Annual ID&R Action
  - Program Evaluation\*
  - Re-Enrollment Verification Summer\*
  - Re-Enrollment Verification School Year\*

\* While the Program Evaluation and the two Re-Enrollment Verification Forms are listed under *Optional Documents*, each PSU is required to submit these documents. However, these documents can be submitted after the PSU submits its full Consolidated Application while not holding up the approval process for the full Consolidated Application.

## MEP Budgets and Fiscal Requirements

PSUs may use MEP funds for costs that meet the following criteria:

- Are necessary and reasonable for proper and efficient performance and administration of the MEP,
- Conform with federal, state, and local laws,
- Are allocable (e.g., charged in proportion to the value received by the MEP and its children),
- Are in accordance with generally accepted accounting principles
- (GAAP), and
- Are adequately documented.

Excess carryover of MEP funds from one fiscal year to the next potentially demonstrates deficiencies at the PSU level that need to be corrected to ensure a more timely and effective use of funds in the future. As such, it is expected that PSUs will carryover **no more than 15 percent** of the yearly allocation.

PSUs are required to use MEP funds to provide services that supplement, and do not supplant, those provided with State and local funds. SEAs should continue to examine costs and services supported with MEP funds to determine whether MEP funds are supplementing, and not supplanting, State and local funds.



Expenditures may be incurred in any of the line items in the Chart of Accounts for PRC 051. NCDPI's Chart of Accounts documents for each PRC can be found at the following link:

<https://www.dpi.nc.gov/documents/fbs/finance/reporting/coa/coa-12-09-2021xls/download?attachment>

To access the chart of accounts specific to PRC 051, filter for PRC 051 in the PRC column of the excel file.

A description of budget purpose codes can be found at the following link:

<https://www.dpi.nc.gov/documents/fbs/finance/reporting/coa/purpose-codes-10-1-21pdf/download?attachment>

A description of budget object codes can be found at the following link:

<https://www.dpi.nc.gov/documents/fbs/finance/reporting/coa/object-codes-10-1-21pdf/download?attachment>

## Program Monitoring

To ensure compliance of the PSU in the implementation of MEP activities as well as to target technical assistance and promote continuous program improvement, the NCDPI carries out the following monitoring activities:

### Consolidated Monitoring

PSUs will participate in a Consolidated Monitoring once during NCDPI's four-year monitoring cycle. Consolidated Monitoring is a cross-program review of all ESSA formula-funded programs, including the MEP, within the PSU. A PSU will receive at least a thirty-day notice prior to being monitored by DPI. Information regarding monitoring, including the monitoring instrument, can be found on the Office of Federal Programs website. It is the goal of the Office of Federal Programs at DPI to send the final draft of the monitoring report to the sub-grantee within thirty (30) business days of the monitoring visit. DPI requires PSUs to provide written responses to any elements marked as "Findings" within thirty business days. All findings must be cleared before funding for the next fiscal year can be approved. DPI does not require the PSUs to provide a written response for any indicator marked "Meets Requirements with Recommendations." While compliance requirements have been met, the report provide recommendations to increase program effectiveness. If all elements are marked as "Meets Requirements," then no response from the PSU is required.

### Program Quality Reviews

Each year, the MEP team at NCDPI implements a risk assessment process to identify PSUs for a Program Quality Review (PQR). A PQR is an in-depth technical assistance activity that examines required components of program implementation to identify best practices, areas for improvement, and areas of non-compliance to resolve.

The current instrument used to conduct PQRs can be found at the NCMEP DPI website.

The PQR begins with a desk review of documentation that supports compliance with applicable MEP requirements. Documentation for this part of the PQR must be submitted electronically no later than



5:00 p.m. on the Friday before the PQR visit is scheduled. The on-site portion of the PQR review will take place on scheduled date indicated in the PQR Notification Letter. The LEA may choose to conduct school visits for those programs who use MEP funds to hire tutors or teachers. The afternoon will be reserved for separate interviews with the following stakeholder groups: Migrant Education Parent Advisory Council (MEPAC) members, MEP tutors, MEP recruiters, Director of Migrant Education Program or Director of Federal Programs, and appropriate local education agency (LEA) MEP staff. The review will conclude with an exit conference with applicable MEP staff to discuss preliminary observations.

A PSU will receive at least a thirty-day notice prior to a PQR visit. The PSU will receive a PQR report within thirty (30) business days of the visit. DPI requires PSUs to implement required actions outlined in the report to any elements marked as "Findings." All findings must be cleared before funding for the next fiscal year can be approved. DPI does not require the PSUs to take specific action for any element marked "Meets Requirements with Recommendations." While compliance requirements have been met, the report provides specific recommendations to increase program effectiveness. If all elements are marked as "Meets Requirements," then no response from the PSU is required.

### **Annual Re-Interviews**

Each summer, PSUs will accommodate MEP staff from NCDPI to conduct a re-interview process. The re-interview process is a quality control measure to ensure that only eligible migratory children are identified and recruited for the MEP.

NC DPI will announce district's re-interview dates in early June. At least one week prior to the scheduled re-interview dates, the NC DPI MEP ID&R Coordinator will upload a random sample of migratory students in the district. The district's recruiter should schedule re-interviews for the scheduled re-interview dates with a specified number of families indicated in the email instructions to the district regarding the re-interview process. On the date of the re-interview, the district's recruiter will accompany the NC DPI Program Administrator conducting the re-interviews.

The current instrument used to conduct re-interviews can be found at the NCMEP NCDPI website.

At the completion of the state's re-interview process in late summer, the district will receive a re-interview report that outlines any required actions regarding eligibility.



## Identification and Recruitment (ID&R)

In North Carolina, counties that do not have MEP sub-grants receive support from regional recruiters hired by NCDPI who are under the direct supervision of the NCMEP ID&R Coordinator.

MEP-funded PSUs must hire local recruiters to carryout ID&R activities within the PSU.

To carry out required ID&R activities that MEP-funded PSUs must implement in an effective and accurate manner, it is critical that MEP Directors, Coordinators, Recruiters, and local COE Reviewers:

- Understand the basic requirements for the MEP eligibility under the Every Student Succeeds Act (ESSA)
- Accurately apply these requirements in making eligibility determinations.
- Understand how to accurately complete a COE.
- Review the COE for quality using appropriate form.
- Understand how to actively locate potential eligible migratory children as well as Pre-K children and out-of-school youth in your district through the PSU's ID&R Plan.
- Implement best practices around ID&R.

### Basic Requirement for MEP Eligibility Under the Every Student Succeeds Act (ESSA)

#### Understanding ID&R Vocabulary and Acronyms

##### *Eligibility Interview – (EI)*

- The date when the recruiter conducts an eligibility interview with an individual.

##### *For MEP eligibility:*

- Recruiters must focus on moves that occurred “within the preceding 36 months of the eligibility interview (EI).”

##### *Individual – (I)*

- A person that could be the parent/guardian/ spouse or the child/youth.

##### *Residence – (R)*

- A place where one lives and not just visits. In certain circumstances, boats, vehicles, tents, trailers, etc., may serve as a residence.

##### *Move – (M)*

- When an individual (I) changes from one residence to another or travels from one place to another. Not just a visit.

##### *Qualifying Move – (QM)*

- A move (M) that an individual (I) made under the following conditions:
- Due to economic necessity,
- From one residence to another, and
- From one school district to another.



*For MEP eligibility:*

- The child must make a QM, and the worker must make a QM.

*Economic Necessity – (EN)*

- Moving because an individual (I) had a financial need. For example, could not afford to stay in the current locations or moving for work.

*For MEP eligibility:*

- Moving to (1) visit family/friends, (2) attend a family event, (3) take a vacation, (4) take care of legal or other personal matters does not constitute making a move (M) due to economic necessity (E) nor does returning home from one of these visits.

*Qualifying Work – (QW)*

- Work that is seasonal or temporary employment, or personal subsistence, in agriculture or fishing.
- Seasonal – employment that occurs only during a certain period of the year because of the cycles of nature.
- Temporary – employment that lasts for a limited period of time, usually a few months, but no longer than 12 months. For the purposes of documenting temporary work a comment is required. The employer must state the worker was hired for a limited timeframe or the worker must state he/she does not intend to remain in that employment longer than 12 months.

*Engage – (E)*

- To begin working or performing Qualifying Work (QW). Having started the work.

*Soon After the Move – (SAM)*

- For MEP eligibility purposes, SAM is 60 Days.

*Actively Sought – (AS)*

- Having taken positive actions to look for qualifying work (QW).

*Recent History of Moves – (RHM)*

- Moves (M) that resulted in the engagement of QW that occurred within the preceding 36 months of the eligibility interview (EI).

*Migratory Agricultural Worker – (MAW)*

- An individual who, in the preceding 36 months, made a Qualifying Move (QM) and, soon after the move, engaged in new Qualifying Work (QW) in agriculture. For MEP eligibility, if the individual did not engage in new QW soon after the move, the individual may still be a MAW if the individual:
- Actively Sought (AS) such new employment, AND
- Has Recent History of Moves (RHM) resulting in the engagement in QW.

*Migratory Fisher – (MF)*

- An individual who, in the preceding 36 months, made a Qualifying Move (QM) and, soon after the move, engaged in new Qualifying Work (QW) in fishing. For MEP eligibility, if the individual did not engage in new QW soon after the move, the individual may still be a MF if the individual:



*Actively Sought (AS)*

- such new employment, AND

*Has Recent History of Moves (RHM)*

- resulting in the engagement in QW.

*Migratory Qualifying Worker – (MQW)*

- A worker who is either a Migratory Agricultural Worker (MAW) or Migratory Fisher (MF).

*Migratory Child – (MC)*

- A child who is:
  - (1) younger than 22 years of age;
  - (2) entitled to a free public education;
  - (3) made a Qualifying Move (QM) in the preceding 36 months:
    - as the Migratory Qualifying Worker (MQW), or
    - with a Migratory Qualifying Worker (MQW), or
    - to join a Migratory Qualifying Worker (MQW).

*Qualifying Arrival Date – (QAD)*

- The date that both the child and the Migratory Qualifying Worker (MQW) complete the Qualifying Moves (QM). For MEP Eligibility:
  - If the child moves before the MQW, the QAD is when the MQW joins the child.
  - If the MQW moves before the child, the QAD is when the child joins the MQW.
  - If the child and the Migratory Qualifying Worker (MQW) moved together, the QAD is the day they both arrive.
  - If the child moved before the MQW, the QAD is the day the worker arrives.
  - If the MQW moved before the child, the QAD is the day the child arrives.

*Residency Date – (RD)*

- The date when the child moves (establishes residency) into the present school district.



## Understanding MEP Eligibility

Under the ESSA, the recruiter should focus on whether or not the worker “engaged” (E) in qualifying work soon after the move.

- The individual must have moved due to economic necessity, changed residence across school district lines within the proceeding 36 months of the eligibility interview, and
  - Engaged (E) in new qualifying work soon after the move,
  - or*
  - if did not engage in new qualifying work then the individual:
    - actively sought new qualifying work; *and*
    - has a recent history of moves for qualifying work.

For MEP eligibility purposes, actively sought new qualifying work means that the individual took positive actions to seek work such as applying for qualifying work (QW) and moving reasonably believing work would be available. Individual must have actively sought qualifying work (QW) soon after the move (SAM) (within 60 days). The worker’s verbal statement is sufficient to establish that he or she actively sought qualifying work (comment is needed) and no supporting documentation is required beyond the worker’s statement and the recruiter’s use of the comment section.

For MEP eligibility purposes and following the non-regulatory guidance guidelines, Recent History of Moves (RHM) means at least 2 other separate moves within the previous 36 months of the eligibility interview that resulted in the engagement (E) of qualifying work (QW). RHMs must be due to economic necessity (EN) from one residence (R) to another. The worker’s verbal statement is sufficient to establish RHM (comment needed) and no supporting documentation is required beyond worker’s statement and the recruiter’s use of the comment section.

<b>Determining MEP Eligibility</b>	
Is the child/youth entitled to a free/public education in the State?	
Is the child/youth under age 22?	
Did the child make a Qualifying Move <b>(QM)</b> ? Did the individual make a Qualifying Move <b>(QM)</b> ?	
Does the individual (I) (parent/guardian/ spouse or child/youth) meet the definition of a Migratory Qualifying Worker <b>(MQW)</b> ?	





# Accurately Completing the Certificate of Eligibility (COE)

Regional recruiters and MEP-funded PSUs are required to document every migrant child's eligibility for the MEP on the COE. The COE is a legal document that serves as the official record of the state's MEP eligibility determination for each individual child.

- Regional recruiters and PSUs must complete a COE every time a child makes a new qualifying move.
- The COE must be typed or handwritten in blue or black ink.
- Write a dash (-) or "N/A" where a response is not required or does not apply.
- Complete a separate COE for a child who has a different Qualifying Arrival Date (QAD) or different eligibility criteria than the rest of the children in the family.
- Any changes made on the COE must be initialed and dated.
- The COE must be entered into the PowerSchool database within 2 weeks of being identified.
- PSUs must keep the COEs in a secure place for 11 years from the time a child is identified.

## Required Data Elements (RDE) on the COE

These are elements that must be completed on each COE for it to be complete and accurate:

### Required Data Elements

North Carolina Migrant Education Program  
National Certificate of Eligibility (COE)

COE ID: \_\_\_\_\_

I. FAMILY DATA																			
Parent 1: Last Name			First Name			Parent 2: Last Name			First Name										
Current Address				City		State		Zip		Current Home/Contact Telephone:									
II. CHILD DATA																			
Last Name 1		Last Name 2		First Name	Middle Name	Suffix	Mother's Maiden Name		Race*	Sex	Birth Date	Age	RD Code**	Multiple Birth	City	State	Country	Grade	Residency Date
<small>* Race Code: (AM) American Indian or Alaska Native, (AS) Asian, (BL) Black or African American, (HI) Hispanic Indicator, (WH) White, (PI) Native Hawaiian or Other Pacific Islander            ** For Birth Date Verification use Birth Certificate Flag: 03 Church, 04 Birth Certificate, 05 Bible, 06 Hospital, 07 Parent/Self, 08 Passport, 09 Physician, 10 School, 11 State, 12 Driver's license, 13 Immigration, 82 Insurance, 99 Other</small>																			
III. QUALIFYING MOVE & WORK																			
1. The child(ren) listed on this form moved due to economic necessity from a residence in _____ School district / _____ City / _____ State / _____ Country to a residence in _____ School district / _____ City / _____ State / _____ Country.																			
2. The child(ren) moved (complete both a. and b.): a. <input type="checkbox"/> as the worker, OR <input type="checkbox"/> with the worker, OR <input type="checkbox"/> to join or precede the worker. b. The worker, _____ (First Name and Last Name of Worker) is <input type="checkbox"/> the child or the child's parent/guardian <input type="checkbox"/> spouse. i. (Complete if "to join or precede" is checked in #2a.) The child(ren) moved on ____/____/____. The worker moved on ____/____/____. (provide comment)																			
3. The Qualifying Arrival Date was ____/____/____.																			
4. The worker moved due to economic necessity on ____/____/____, from a residence in _____ School District / _____ City / _____ State / _____ Country to a residence in _____ School District / _____ City / _____ State / _____ Country, and: a. <input type="checkbox"/> engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move), OR b. <input type="checkbox"/> actively sought new qualifying work AND has a recent history of moves for qualifying work (provide comment)																			
5. The qualifying work,* _____ (describe agricultural or fishing work) was (make a selection in both a. and b.): a. <input type="checkbox"/> seasonal OR <input type="checkbox"/> temporary employment b. <input type="checkbox"/> agricultural OR <input type="checkbox"/> fishing work *If applicable, check: <input type="checkbox"/> personal subsistence (provide comment)																			
6. (Complete if "temporary" is checked in #5a) The worker a. <input type="checkbox"/> worker's statement (provide comment), OR b. <input type="checkbox"/> employer's statement (provide comment), OR c. <input type="checkbox"/> State documentation for _____ Employee																			
IV. COMMENTS (Must include 2b, 4e, 5, 6a, and 6b of the Qualifying Move & Work Section, if applicable.)																			
V. PARENT/GUARDIAN/SPOUSE/WORKER SIGNATURE I understand the purpose of this form is to help the State determine if the child(ren)/youth listed above is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true. Signature _____ Relationship to the child _____ Date _____																			
VI. ELIGIBILITY DATA CERTIFICATION																			
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 U.S.C. 6399(2) 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 U.S.C. 1001. Signature of Interviewer _____ Date _____ Signature of Designated SEA Reviewer _____ Date _____																			

COE Revised June 2017-All previous forms are obsolete.



## I. Family Data

North Carolina Migrant Education Program  
National Certificate of Eligibility (COE)

COE ID: \_\_\_\_\_

I. FAMILY DATA					
Parent 1: Last Name	First Name	Parent 2: Last Name	First Name		
Smith	Joe	Smith	Jane		
Current Address		City	State	Zip	Current Home/Contact Telephone:
100 Hogwash Rd		Fayetteville	NC	28314	910-555-5555

- Record the parent's/guardian's name as it legally exists. If the child is the worker, record his/her name as it legally exists.
- Record the physical address of where the child currently resides.
- Record the current city/town, postal abbreviation of the state, 5-digit zip code and telephone number.

## II. Child/Youth Data (Names)

II. CHILD DATA															
Last Name 1	Last Name 2	First Name	Middle Name	Suffix	Mother's Maiden Name	Race*	Sex	Birth Date Age	BD Code**	Multiple Birth	Birth Place			Grade	Residency Date
											City	State	Country		
Smith	---	Diana	Hope	-	Doe	WH	F	07-16-2001 16	07	N				11	06-01-17

\* Race Code: (AM) American Indian or Alaska Native, (AS) Asian, (BL) Black or African American, (HI) Hispanic Indicator, (WH) White, (PI) Native Hawaiian or Other Pacific Islander  
 \*\* For Birth Date Verification use Birth Certificate Flag: 03 Church, 04 Birth Certificate, 05 Bible, 06 Hospital, 07 Parent/Self, 08 Passport, 09 Physician, 10 School, 11 State, 12 Driver's License, 13 Immigration, 82 Insurance, 99 Other

- Last Name – Record the legal last name of the child. If the child has two last names, record the first last name in Last Name 1 and the second last name in Last Name 2
- Record the first and middle name; where applicable, enter the child's generation in the box labeled suffix.
- Record the mother's maiden name.
- Race – Ask two questions during interviews:
  - 1) “Do you identify yourself (or the child) as Hispanic?”
  - 2) “Do you identify yourself (or the child) as American Indian/Alaska Native, Asian, Black, Native Hawaiian/Pacific Islander, and/or White?” Example: Question – “Con quien se identifica usted (o su hijo/a)?”

\* In the Race column you would enter “HI” for Hispanic if the person answered “yes” to question #1. Then you would enter the answer(s) to question #2. Example: Answer – “AM” American Indian/Alaskan, “AS” Aasian, “BL” Black, “HI” Hispanic, “WH” White, “PI” Native Hawaiian or other Pacific Islander. Use the Comments section if you need more space.
- COEs will not be accepted with only an “HI” indicator for Race.
- NCDPI Race Specifications
  - **Hispanic:** A Hispanic person is of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic or Latino."
  - **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America).
  - **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.



- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- Sex – “M” Male, “F” Female.
- Birth Date – Two-digit numbers for month and day, and the last two-digits of the year.
- Age – Record the child’s age.
- Birth Date Verification Code – Record the last two numbers that correspond to the evidence.
  - 04 Birth Certificate
  - 07 Parent Affidavit (Verbal Statement)
  - 08 Passport
- Multiple Birth – Enter a “Y” if the student has a twin or a “N” is the student does not have a twin.
- Grade – Enter the current grade-level or enter the grade-level the student would be going to if he/she is recruited during the summer. Enter “OS” for a child that does not and will not attend school.
- Residency Date – is the date the child entered the present school district. This will often be the same as the QAD



### III. Qualifying Move & Work (Residence)

\*\* For Birth Date Verification use Birth Certificate Flag: 03 Church, 04 Birth Certificate, 05 Bible, 06 Hospital, 07 Parent/Self, 08 1

**III. QUALIFYING MOVE & WORK**

1. The child(ren) listed on this form moved due to economic necessity from a residence in Onslow Co. district / Jacksonville / NC / USA to a residence in Cumberland Co. dist / Fayetteville / NC.

2. The child(ren) moved (complete both a. and b.):

a.  as the worker, OR  with the worker, OR  to join or precede the worker.

b. The worker, Joe Smith Name and Last Name of Worker is  the child or the child's  parent/guardian  spouse.

i. (Complete if "to join or precede" is checked in #2a.) The child(ren) moved on --- MMDD/YY.  
The worker moved on MMDD/YY. (provide comment)

3. The Qualifying Arrival Date was 06/01/17 YY.

4. The worker moved due to economic necessity on 06/01/17 MMDD/YY, from a residence in School Onslow Co. Jacksonville State/ US Country to a residence in Cumberland Co. Fayetteville State NC, and:

a.  engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move), OR

b.  actively sought new qualifying work AND has a recent history of moves for qualifying work (provide comment)

5. The qualifying work, \* Gathering Eggs agricultural or fishing work was (make a selection in both a. and b.):

a.  seasonal OR  temporary employment

b.  agricultural OR  fishing work

\*if applicable, check:  
 personal subsistence (provide comment)

6. (Complete if "temporary" is checked in #5a) The worker's statement (provide comment), OR

a.  worker's statement (provide comment), OR

b.  employer's statement (provide comment), OR

c.  State documentation for Employer.

#### III.1. Qualifying Move & Work (III.1)

**III. QUALIFYING MOVE & WORK**

1. The child(ren) listed on this form moved due to economic necessity from a residence in Onslow Co. district / Jacksonville / NC / USA to a residence in Cumberland Co. dist / Fayetteville / NC.

- From a residence in...
  - The last place of residency before the child moved into the present school district.
    - Write the School District (when applicable), City, State, and Country in the "from" section.
- To a residence in...
  - The place where the student is living in the present school district
    - Write the School District, City, and State in the "to" section.



### III.2. Qualifying Move & Work

2. The child(ren) moved (complete both a. and b.):

a.  as the worker, OR  with the worker, OR  to join or precede the worker.

b. The worker, Joe Smith Name and Last Name of Worker, is  the child or the child's

parent/guardian  spouse.

i. (Complete if "to join or precede" is checked in #2a.) The child(ren) moved on --- MMDD/YY.

The worker moved on MMDD/YY. (provide comment)

- As the worker...
  - Mark the box if the child himself/herself is the MQW
- With the worker...
  - Mark the box if the child moved with a MQW
- To join or precede the worker...
  - Mark the box if the child moved within 12 months either before or after the parent, spouse, or guardian who is the MQW
  - Write the dates of the worker's move and the child's move and record the reason for the different moves in the Comments section.
- Write the MQW's first and last name and identify his/her relationship to the child (parent, spouse, guardian). If the child is the MQW, check the first box.

### III.3. Qualifying Move & Work

3. The Qualifying Arrival Date was 06/01/17 QAD.

- The Qualifying Arrival Date (QAD) is the date that both the child and worker completed the move into the present district. The QAD is the date that the child's eligibility for the MEP begins.



### III.4 Qualifying Move & Work

4. The worker moved due to economic necessity on 06/01/17, from a residence in School District Onslow Co Jacksonville State US Country to a residence in School District Cumberland Co Fayetteville State NC, and:

a.  engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move). OR

b.  actively sought new qualifying work AND has a recent history of moves for qualifying work (provide comment)

- This section outlines the move that the MQW moved and ENGAGED in Qualifying Work (QW).
- Record the Date when the MQW moved from one residence to another
- From a residence in...
  - The last place the worker resided before moving to the residence where he/she engaged in QW
    - Write the School District (when applicable), City, State, and Country in the “from” section.
- To a residence in...
  - The place where the MQW engaged in QW
    - Write the School District (if applicable), City, and State in the “to” section.
- If the MQW engaged in QW soon after the move (within 60 days), check box “a”.
- If the MQW did not engage in QW soon after the move, but actively sought qualifying work AND has a recent history of moves (at least 2 in the last 3 years), check box “b”.
- If you check box “a,” and the worker engaged more than 60 days after the move, you must provide a comment.
- If you check box “b,” you must provide a comment that explains both how the worker “actively sought” work and that explains the worker’s “recent history of moves.”

#### “Actively Sought” Sample Comments

- “When the worker arrived, he applied at the local orange grove.”
- “Worker moved because he was told by his cousin that work picking watermelons would be available.”
- “The worker applied for work picking blueberries with a local crew leader, but no work was available.”
- 2017 Non-Regulatory Guidance, Chapter II, C10 – C12

#### “Recent History of Moves” Sample Comments

- “The worker has returned for the strawberry harvest every year (2018 and 2019).”
- “The worker moved to Georgia in July 2019 to pick watermelon. The worker also moved to Maine in July 2018 to rake blueberries.”
- “The worker picked oranges in California in 2019 and picked strawberries in Florida last year.”

*2017 Non-Regulatory Guidance, Chapter II, C10 – C12*



- The qualifying work...
  - When describing the work, the recruiter should use an action verb (topping) and a noun (tobacco).
  - The work should be what was obtained or sought closest to the Qualifying Arrival Date.
- Select either Seasonal **OR** Temporary
  - Seasonal...
    - Occurs only during a certain period of the year because of the cycles of nature.
  - Temporary...
    - The employment lasts no longer than 12 months.
    - If “Temporary” is marked, go to #6 and mark if the work is determined to be temporary based on the worker’s statement, the employer’s statement, or the state’s documentation. Also, provide a comment describing the statement or documentation.
- Select either Agricultural **OR** Fishing
  - Agricultural...
    - The work involves crops, dairy, poultry, livestock, trees, etc.
  - Fishing...
    - The work involves fish, shellfish, etc.
    - If applicable, check personal subsistence...
      - The worker and family consume, as a substantial portion of their food intake, the crops, dairy products, livestock, or fish they produce or catch.

#### **IV. Comments**

- The “Comments” of the COE allows the recruiter to provide additional information or details that clarify the reasons for the recruiter’s eligibility determination.
- At a minimum, the recruiter must provide comments that clearly explain items 2b and 2i, 4a and 4b, and 6a and 6b of the Qualifying Move & Work Section.

#### **V. Signature**

- The interviewee signs and dates the COE on the day the interview is conducted. The interviewee must also write his or her relationship to the child.
- The person who signs the COE must be the source of the information contained in the document. If the interviewee is unable to sign his or her name, the interviewee must mark an “X” in the signature section and the recruiter must print the interviewee’s name and relationship to the child in the Comments section. If an interviewee refuses to sign his or her name, the recruiter must document the interviewee’s refusal in the Comments section and print the interviewee’s name and relationship to the child.



## VI. Eligibility Data Certification

- The recruiter signs and dates the COE on the day the interview is conducted.
- At least one reviewer must check each completed COE to ensure that the written documentation is sufficient and that based on the recorded data, the child(ren) may be enrolled in the MEP. The reviewer must sign and date the COE on the day it was reviewed and complete a COE Review Form.

### COE Review

Each completed COE must be reviewed by someone in the LEA who has received training from the SEA.

Once a COE is submitted with a reviewer's signature, they are certifying that all information is complete and correct.

If there are questions while the COE is being reviewed, contact the NCMEP ID&R Coordinator.

The date the reviewer signs the completed COE is the date that the child/children on the COE are officially enrolled into the MEP.

Once a COE is reviewed, signed, and dated by the COE Reviewer, the COE must be uploaded to the secure server and an email must be sent to the district's Regional Data Specialist to notify of the upload.

**If a COE that was originally updated to the secure server needs to be modified, the district must notify its Regional Data Specialist that a modified COE was uploaded. Furthermore, the district must request that the Regional Data Specialist delete the original COE from the secure server.**





## ID&R Plan

The ID&R plan serves as a guide for PSUs and their recruiter to actively locate potential eligible migratory children as well as Pre-K children and out-of-school youth within the PSUs.

The ID&R plan helps the recruiter, supervisor, and other recruitment staff organize and prioritize recruitment activities and evaluate ID&R efforts.

A district with clear objectives and a plan is more likely to be successful.

PSUs are required to upload an updated district ID&R plan with its Consolidated Application in CCIP each year. The ID&R plan must contain the following components:

- District Mapping
- Training for Recruitment Staff
- Deploying Recruitment Staff
  - Recruitment Calendar
  - Strategies for active ID&R throughout the year
- Quality Control
- Evaluating Recruitment Efforts

### Each component should contain the following information:

- Objectives (related to the component)
- Staff Responsible
- Activities
- Timeline
- Method of Evaluation

Recruiters should use the subgrantee's ID&R Plan to create individual action plans.

- Create a calendar with action step deadlines for specific activities that pertain to the recruiter.
- Create an activities/outcomes sheet that aligns with specific tasks of the recruiter as outlined in the ID&R Plan.
- Keep a recruitment log and use it to fill in outcomes.

ID&R staff along with the district's director/coordinator should review and evaluate the plan throughout the year. The following are questions to guide your evaluation of the plan throughout the year:

- How is the PSU managing and coordinating year-round and ongoing ID&R efforts targeting out-of-school youth (OSY) and Pre-K, in addition to K-12 migratory students?
- To what extent are the district's ID&R staff schedules flexible during peak periods of agricultural activity so recruiters can carry out ID&R activities during non-traditional workhours such as late afternoon/evenings and weekends?
- What is the process for the district to contact current migratory families and youth to determine if new qualifying moves have occurred and ensure new COEs are completed if needed?
- How is the district ensuring that the occupational survey is gathered, reviewed, and prioritized for further follow-up to identify potential migratory children and youth?



- How is the district coordinating with other agencies and organizations to build a recruitment network to identify potential eligible migratory families and youth?
- How often does the district update the district's ID&R map (such as a Google Map) with current local agricultural or employment locations containing profiles of employers as a local residential map that includes the areas/neighborhoods and labor camps/apartment complexes where migratory families may reside?
- How does the district establish and maintain relationships with local agricultural employers as well as county growers' associations and the county's Cooperative Extension?

### Best Practices for ID&R

New enrollment reports in PowerSchool provide information of students enrolled in any school district between a selected date. This report should be used for ID&R efforts. To run the report, you need a PowerSchool account. Once on the main page in PowerSchool, follow these instructions.

1. Type this command in the search bar of the LEA in PowerSchool:  
Entrydate>01/15/2020;entrydate<03/16/2020 (sample). Hit enter. This will bring all the students enrolled in the school district between the dates selected.
2. Under "Current Student Selection" and on the left-hand corner, you will see either "Select Function", "Special Functions", or "Quick Reports" depending on the type of access you have.



Click the drop-down arrow next to either of the options mentioned above and click on "Quick Export". This opens a window to create fields for the list.

3. Enter the following commands in the text box, leaving no spaces, not even at the end of the last word:
  - Last\_name
  - First\_name
  - Student\_number
  - Enrollment\_date
  - Grade\_level
  - Entrydate
  - Districtentrydate
  - Ethnicity
  - Street
  - City
  - Home\_phone
  - S\_NC\_STUDENTDEMO.PREVIOUS\_STATE
  - Father\_name
  - StudentCoreFields.father\_employer
  - Mother\_name
  - StudentCoreFields.mother\_employer



4. Click Submit. This will download the report of new enrollments between the dates selected in a Text Edit format or on the Notepad Report. On either of these formats, click Edit, Select All, Edit, & Copy.
5. Open an Excel sheet and click on cell A1. Click Paste Special.

## **Recruiter – Sample Job Description**

The recruiter is responsible for following directives from the state ID&R coordinator on all matters related to ID&R. Identification and recruitment includes seeking out and identifying children who potentially qualify for the program, completing the paperwork necessary to establish and document their eligibility and enrolling them in the program. This includes gathering the information needed to enroll them into the student registration system.

### **Minimum Qualifications**

- Able to read, write and speak fluently in English and the language spoken by migrant parents, spouse, and student at home.
- Be a high school graduate and/or possess a GED.
- Be people and customer service oriented, with good communication skills,
- Be able to work with people, be patient, and be willing to help parents and/or students with questions, and be able to provide resources, etc.
- Be able to travel and possess a valid driver's license.
- Be able to attend state MEP meetings throughout the year.
- Be flexible and available to work evening and weekends when needed.
- Be able to complete accurate and timely reports.
- Be able to develop and maintain a recruitment network.

### **Minimum Responsibilities**

- Complete a Certificate of Eligibility (COE) according to state/federal guidelines for each eligible migratory family immediately upon their arrival in the school district (regardless of whether students are in school or not).
- Share information on eligibility of migratory families with preschool and educational programs as appropriate.
- Serve as a liaison between the home and school.
- Promote activities between students, parents, educators, and communities, and assist schools and parents in organizing an active Parent Advisory Committee (PAC). Share with migratory parents and students all school services/programs available to them. This includes, for example, the GED program and other alternative educational programs.
- Network with other agencies providing services to migratory students to ensure a coordinated service delivery system.
- Actively identify and recruit all eligible migratory children residing in the school district from 0 through 21 years of age. This includes, for example, surveying and mapping the area, establishing communication networks, and establishing work relations with other community agency personnel, employers, and social services.
- Refer migratory families to appropriate health, social or legal services to meet the needs of the migratory student's successful participation in school.



- Prepare documentation such as a weekly activity schedule which reflects recruiter's activities.
- Recruit out-of-school youth into educational programs.
- Participate in Quality Control measures as they relate to training, eligibility determinations, and documentation.
- Submit MEP documentation within the appropriate time limits.
- Develop a recruitment network with migratory families, employers, school staff, communities, institutions, religious organizations, and social services agencies which serve the same population.



# Needs Assessment and Program Evaluation

MEP-funded districts are required to conduct comprehensive needs assessment activities and program evaluations.

## **Best practices for conducting CNA activities include:**

- Including focus group questions during your district's MEP PAC
- Conducting parent surveys
- Conducting student surveys
- Gathering and analyzing EOG/EOC assessment data for migratory students
- Gathering and analyzing beach mark assessment data throughout the school year for migratory students
- Analyzing student progress in PowerSchool such as current grades and attendance.

MEP-funded districts are required to upload a completed Program Evaluation into the Consolidated Application of CCIP by September 30th that evaluates the program year that ended on August 31st of the same year. North Carolina's most recent MEP Program Evaluation can be found at NCMEP's NCDPI website.

The current Program Evaluation instrument examines the district's MEP implementation as well as outcomes and results. This is in accordance with Office of Migrant Education reporting requirements regarding your district's services related to ELA, math, school readiness, and high school graduation/services to out-of-school youth (OSY).

## **Best practices for completing the Program Evaluation Instrument include:**

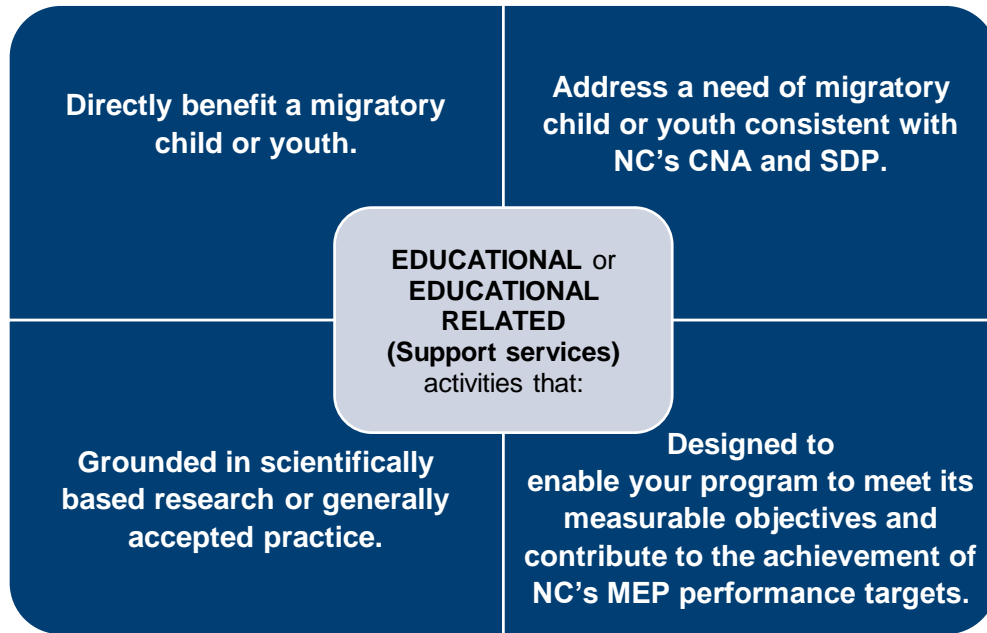
Identify documentation and data that the district needs to collect both during the school year as well as in the summer to guide in determining the district's "Implementation Level" for each strategy in the Fidelity of Strategy Implementation (FSI) in Part One of the Evaluation and to complete the Data Report in Part Two of the Evaluation.

Aggregate the data collected during the program year to complete the data requirements in Part 2 of the evaluation.

Convene district MEP staff to discuss and collectively assign an Implementation Level for each of the strategies in the FSI based on district's MEP documentation.



## Service Provision



As stated in the definition of a service above, district level MEP services must be consistent with NC's Comprehensive Needs Assessment (CNA) and Services Delivery Plan (SDP). The services that a district level MEP provides must align with the strategies outlined for each of the four focus areas of NC's SDP. District level MEP services must also strive to fulfill the Measurable Program Outcomes outlined in NC's SDP.

The alignment chart below outlines the four focus areas for service delivery under NC's SDP. Each of the focus areas contains corresponding Concern Statements based on data from NC's CNA. Based on the Concern Statements, each of the four focus areas contains strategies for service delivery. Each strategy contains Measurable Program Outcomes to demonstrate the extent to which the strategy will be effective.



## GOAL AREA #1: English Language Arts and Mathematics

### Concern Statements:

- We are concerned that migratory students do not have access to sufficient remediation services during the summer due to mobility and limited space in summer programs.
- We are concerned that migratory student proficiency in ELA on State assessments is below the rate of non-migratory students in grades 3-8.
- We are concerned that migratory student proficiency in mathematics on State assessments is below the rate of non-migratory students in grades 3-8.

### ELA and Mathematics Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
<p><b>1.1</b> Provide virtual or in-person supplemental summer instruction, appropriate to the number of migratory students in the program, with differentiated ELA and mathematics tutoring based on identified needs.</p>	<p><b>1A)</b> By the end of the 2022-23 performance period, 65% of K-8 migratory students participating in at least 20 hours of MEP ELA summer programming will demonstrate a 5% gain on a locally administered assessment.</p> <p><b>1B)</b> By the end of the 2022-23 reporting period, 65% of K-8 migratory students participating in at least 20 hours of MEP mathematics summer programming will demonstrate a 5% gain on a locally administered assessment.</p>	<p><u>Implementation:</u> How many migratory students received virtual and in-person summer instruction for 20 hours? How was instruction differentiated based on identified needs?</p> <p><u>Results:</u> What percent of K-8 migratory students gained 5% between locally administered pre-tests and post-tests in ELA? In mathematics?</p>
<p><b>1.2</b> Provide regular school year supplemental support in ELA and mathematics in coordination with classroom teachers to ensure alignment with grade level standards.</p>	<p><b>1C)</b> By the end of the 2022-23 performance period, 80% of K-8 migratory students enrolled for at least 6 months that participate in MEP ELA supplemental support during the regular school year will demonstrate growth in one or more domains on the classroom teacher survey.</p> <p><b>1D)</b> By the end of the 2022-23 performance period, 80% of K-8 migratory students enrolled for at least 6 months that participate in MEP mathematics supplemental support during the regular school year will demonstrate growth in one or more domains on the classroom teacher survey.</p>	<p><u>Implementation:</u> How many migratory students received supplemental ELA and mathematics support during the regular year? In what ways was instructional support coordinated with classroom teachers?</p> <p><u>Results:</u> What percent of K-8 migratory children receiving supplemental support for at least 6 months demonstrated growth in one domain on the classroom teacher survey for ELA? For mathematics?</p>



Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
	<p><b>1E)</b> Following training and coordination meetings during the 2022-23 performance period, 80% of MEP staff and non-MEP instructional staff surveyed will report that coordination meetings between the classroom and MEP staff are effective for improving collaboration.</p>	<p>What percent of MEP staff and non-MEP instructional staff participating in trainings and meetings reported that coordination between the classroom and MEP has improved student success?</p>
<p><b>1.3</b> Participate in professional development offered by the State for MEP and non-MEP instructional staff related to serving migratory students with EL support.</p>	<p><b>1F)</b> Following staff training provided in 2022-23, 80% of staff surveyed will report that the training increased their knowledge of strategies for supporting ELA and mathematics learning with EL support.</p>	<p><u>Implementation:</u> How many MEP staff and non-MEP instructional staff participated in MEP-sponsored training? What were the topics of the training?</p> <p><u>Results:</u> What percent of MEP staff and non-MEP instructional staff participating in trainings and meetings reported that they increased their knowledge of strategies for supporting the learning of migratory students?</p>





## GOAL AREA #2: School Readiness

### Concern Statements:

- We are concerned that migratory preschool children and families do not have access to early childhood education (ECE) during the regular school year and summer months, due to time of arrival, transportation, time for instruction, and lack of information.
- We are concerned that migratory preschool children lack readiness skills to enter kindergarten due to lack of a literacy rich environment in the early years, as well as a lack of English Language skills.

### School Readiness Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
<p><b>2.1</b> Coordinate and facilitate enrollment with existing ECE programs (e.g., local, federal, East Coast Migrant Head Start [ECMHS], private providers), and advocate for ECEs to accept migratory preschool children after the enrollment period, by having all enrollment documentation ready prior to enrollment deadline.</p>	<p><b>2A)</b> By the end of the 2022-23 performance period, 50% of preschool children ages 3-5 will enroll in an ECE program (MEP or non-MEP funded).</p> <p><b>2B)</b> By the end of 2022-23 performance period, 70% of children enrolled in a year-round ECE program will demonstrate growth within one or more of the developmental indicators identified within the NC Foundation for Early Learning and Development.</p>	<p><u>Implementation:</u> How did local MEPs coordinate with ECE providers and facilitate enrollment?</p> <p><u>Results:</u> What percent of migratory children ages 3-5 identified during the performance period enrolled in an early childhood education program?</p> <p>What percent of migratory children enrolled in year-round ECE demonstrated growth within one or more of the developmental indicators identified within the NC Foundation for Early Learning and Development?</p>



Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
<p><b>2.2a</b> Provide in-home visits during the regular school year to provide resource kits and formal instruction for preschool children to supplement instructional time at least 18 hours per term, including the use of online resources such as: <a href="#">NC Literacy at Home Digital Children’s Reading Initiative</a>, I2MPACT, <a href="#">Let’s Get Ready a Family Guide to Supporting School Readiness</a>, <a href="#">NC Foundations for Early Learning and Development Unpacking Guides</a>, Imagine Learning, and Khan Academy Kids. Collaborate with ECMHS to provide Abriendo Puertas training. Utilize a rubric of identified skills to document child participation and growth of identified content.</p> <p><b>2.2b</b> Provide school readiness instruction during home visits, at summer site-based schools, or virtually that is aligned to ECE classroom activities and parent activities when other programs are unavailable.</p>	<p><b>2C)</b> By the end of the 2022-23 performance period, 70% of children who participated in 18 hours of instruction will show growth in one or more domains addressed within the NC Foundations for Early Learning and Development, to include: social-emotional, mathematics, approaches to learning, language and literacy, and physical domains.</p> <p><b>2D)</b> Following staff training provided in 2022-23, 80% of lead MEP preschool educators participating in training surveyed will report that the training increased their knowledge of strategies and resources for supporting the learning of preschool migratory children.</p>	<p><u>Implementation:</u> How many migratory preschool children received in-home visits totaling at least 18 hours? What materials and resources did home visitors use? How many migratory preschool children received instructional services for at least one day?</p> <p><u>Results:</u> What percent of preschool children participating in 18 hours of supplemental instruction demonstrated growth in one or more domains identified in the NC Foundations for Early Learning and Development?</p> <p>What percent of MEP preschool educators participating in trainings reported that they increased their knowledge of strategies and resources for supporting the learning of preschool migratory children?</p>



## GOAL AREA #3: High School Graduation and OSY Achievement

### Concern Statements:

- We are concerned that migratory high school students' level of proficiency on EOY tests within Math 1 and English 2 are significantly lower than non-migratory students due to school interruptions and mobility.
- We are concerned that high school students are not on track to graduate, due to retention, mobility, EL status, credit accrual documentation, time for instruction, and newcomer status.
- We are concerned that highly mobile OSY face lack of continuity of instructional services between states including English instructional services and opportunities for high school equivalency programs.
- We are concerned that migratory high school students and OSY lack access to higher education readiness, extracurricular activities, and services designed to improve school engagement.

### Graduation and OSY Achievement Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
<p><b>3.1</b> Provide and coordinate academic support in ELA and mathematics for migratory high school students through summer and afterschool programming.</p>	<p><b>3A)</b> By the end of the 2022-23 performance period, at least 50% of MEP high school students who participated in summer and/or afterschool programming aligned to their needs will demonstrate a 5% gain on a local assessment.</p>	<p><u>Implementation:</u> How many migratory students received academic support in the summer or after school? How was instruction coordinated with districts?</p> <p><u>Results:</u> What percent of high school migratory students gained 5% between locally administered pre-tests and post-tests?</p>
<p><b>3.2</b> Ensure that migratory secondary students have a graduation plan aligned to the student's needs and goals, and provide trained mentors to develop and monitor progress on plans. Mentors participate in state-offered training regarding the effect of mobility on credit accrual and strategies for successful graduation plans.</p>	<p><b>3B)</b> By the end of the 2022-23 performance period, 80% of migratory secondary students with a mentor will have a graduation plan that is regularly monitored for progress.</p> <p><b>3C)</b> Following staff training provided in 2022-23, 80% of mentors participating in training surveyed will report that the training increased their knowledge of strategies and resources for designing graduation plans and credit accrual options for highly mobile secondary students.</p>	<p><u>Implementation:</u> How many high school migratory students were assigned mentors. What goals are included on graduation plans? How many mentors participated in training regarding mobility, credit accrual, and graduation strategies?</p> <p><u>Results:</u> What percent of migratory students who were assigned a mentor had a graduation plan with progress updates?</p>



Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
		What percent of MEP mentors participating in trainings reported that they increased their knowledge of strategies and resources for designing graduation plans and credit accrual options for highly mobile secondary students?
<p><b>3.3</b> Implement a credit recovery program specifically in the summer to ensure students are on track to graduate.</p>	<p><b>3D)</b> By the end of the 2022-23 performance period, 50% of students participating in MEP summer credit accrual will successfully complete credit requirements.</p>	<p><u>Implementation:</u> What percent of high school migratory students participated in MEP summer credit accrual?</p> <p><u>Results:</u> What percent of high school migratory students participating in MEP summer credit accrual completed credit requirements?</p>
<p><b>3.4</b> Provide ESL and goal setting instruction for OSY during summer programming and/or during flexible hours. Use mentors and tutors to coordinate and facilitate enrollment in alternative pathways and HSED pathways when necessary.</p>	<p><b>3E)</b> By the end of the 2022-23 performance period, 70% of OSY with a learning plan will make progress toward their goals as measured by the instructor on the learning plan rubric.</p>	<p><u>Implementation:</u> What percent of OSY identified participated in ESL or goal setting instruction? How many migratory OSY enrolled in alternative pathways and HSED pathways?</p> <p><u>Results:</u> What percent of migratory OSY with a learning plan made progress on the learning plan rubric?</p>
<p><b>3.5</b> Implement OSY Consortium instructional and training materials designed to foster personal wellness.</p>	<p><b>3F)</b> By the end of the 2022-23 reporting period, 80% of OSY and at-risk secondary students participating in OSY Consortium lessons will demonstrate 5% growth on curriculum-based pre/posttests.</p>	<p><u>Implementation:</u> What OSY Consortium instructional and training materials were used with OSY and at-risk secondary students?</p> <p><u>Results:</u> What percent of OSY and at-risk secondary students gained 5% between pre-test and posttest on OSY Consortium lessons?</p>



## GOAL AREA #4: Support Services

### Concern Statements:

- We are concerned that students are at risk for disengagement in school and need appropriate support during face-to-face, virtual/remote instruction (e.g., devices, hotspots, EL services, tutoring) including parental support for engagement.
- We are concerned that migratory students experience disparities in food security, medical, dental, and mental health services as well as access to those essential services.
- We are concerned that migratory parents do not have adequate resources to engage fully in the educational system (e.g., transportation, internet, and interpretation/translation services) or support for education in the home.
- We are concerned that OSY experience substantial barriers to access to education and health care because of lack of transportation, childcare, proper housing, and employment.

### Support Services Strategies, MPOs, and Evaluation Questions

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
<p><b>4.1a)</b> Address barriers to educational outcomes for migratory children and their parents through direct services and coordination, such as partnering with existing summer opportunities, after school programs, and Very Important Parent (VIP) programs, including MEP liaison mentoring.</p> <p><b>4.1b)</b> Address barriers to educational success such as transportation, internet, translation/interpretation, and access to education in the home either through direct services or advocacy.</p> <p><b>4.1c)</b> Coordinate and facilitate access to services that address nutrition and health needs such as Migrant Health, grocery programs, food banks, and mental health service providers.</p> <p><b>4.1d)</b> Provide ongoing capacity building for students and parents around computer use, use of the Parent Portal in PowerSchool, and best practices for communicating with schools and teachers.</p>	<p><b>4A)</b> By the end of the 2022-23 reporting period, 90% of migratory students with support needs will receive a support service aligned to their needs as recorded on the family/student needs survey.</p>	<p><u>Implementation:</u> How many migratory children received direct support from the MEP, and what types of support did they receive? With which other programs did the MEP coordinate for services, and what services were provided as a result of coordination? How many parents and children participated in capacity building for technology?</p> <p><u>Results:</u> What percent of migratory students with support services needs identified received services aligned to their needs?</p>



Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions
<p><b>4.2)</b> Provide supplemental communication about school, district, and community resources that align with the needs of migratory parents through multiple modalities including parent communication apps, flyers, emails, text messages, or direct communication.</p>	<p><b>4B)</b> As a result of MEP coordination/ networking activities in 2022-23, 80% of migratory parents surveyed will report that they received information about support services (e.g., health, nutrition, transportation, other support services) designed to promote health and well-being, increase knowledge of support services, and increase access to community resources.</p>	<p><u>Implementation:</u> How many parents received communication aligned to needs, and in what ways did the MEP communicate with parents?</p> <p><u>Results:</u> What percent of migratory parents participating in MEP-sponsored parent development reported sufficient ability to support their children’s success in school?</p>
<p><b>4.3)</b> During MEP parent training sessions, provide information, self-advocacy training, and community services resources for parents to access the US educational system. Training topics and activities will be based on root cause analysis and training needs to engage migratory parents fully in the district educational system and implement solutions that are reflective of their unique needs.</p>	<p><b>4C)</b> As a result of MEP-sponsored parent activities in 2022-23, 80% of migratory parents surveyed will report sufficient ability to support their child(ren)’s success in school.</p>	<p><u>Implementation:</u> How many migratory parents participated in MEP parent training sessions regarding the US educational system. How were training topics and activities aligned to the needs of migratory parents?</p> <p><u>Results:</u> What percent of migratory parents participating in MEP-sponsored parent development reported that the information they received about support services increased their knowledge of MEP services and community resources available?</p>



## Service Provision

**Services are broken down into two types:**

1. Instructional services:
  - Educational activities for preschool-age children and OSY
  - Supplemental academic instruction for elementary and secondary students.
2. Educationally related support services:
  - Advocacy for migratory children
  - Health, nutrition, and social services
  - Necessary educational supplies; and
  - Transportation

The provision of services should not be confined by the regular school day. Offering services outside of the regular school day is best practice and can help ensure that the service is supplemental in nature. Services, especially for Pre-K and OSY, should be provided at times of the day and week when families or OSY are available, such as evenings and weekends.

When providing instructional services, MEP staff knowledge of the academic needs of migratory students is required.

**Supplemental support services occurring during the school year and summer can include, but are not limited to:**

- Facilitating the school registration process; assisting in the retrieval of previous school records, including immunization records.
- Arranging emergency medical and dental care services for health problems that affect classroom performance.
- Providing opportunities for newly arriving migratory children to avoid a sense of social isolation and to connect with the students in their new schools.
- Assisting migratory parents with training on such issues as nutrition, parenting skills, and basic literacy to encourage their active participation in the education process.
- Providing transportation to and from educational-related activities when school-based transportation is not provided.

PSUs are responsible for logging MEP services provided to eligible MEP participants. MEP funded staff should log services provided to migratory students as part of their daily work. An example of a service log for MEP-funded staff providing services can be found at NCMEP's NCDPI website.

Providing structured summer programming during the MEP's Summer Term for all of the district's MEP students, including Pre-K and OSY, is expected. MEP's Summer Term runs from June 16th to August 31st. The district's MEP Category Two Summer Count, sometimes referred to as the A2 count, is the number of migratory children in your district, ages 3 to 21, who receive supplemental instructional and/or supportive services during the MEP summer session. This means that if a migratory child is in the district between June 16th and August 31st and the child does not receive MEP-funded services, then the child will not appear on the district's Category Two count.

**As a reminder, Category Two count is a significant funding factor for the district's overall annual MEP funding allocation.** As such, providing instructional and/or supportive services to



all migratory children, including Pre-K and OSY, in your district during the summer is extremely important.

Per the NC MEP Service Delivery Plan, it is expected that MEPs collect evaluation data of services that the MEP offers. Please refer to the NC MEP Service Delivery Plan Alignment Charts' MPOs for an overview of evaluation data requirements.

## Priority for Service (PFS)

Under Section 1304 (d) of the ESEA, Priority for Service is given to migratory children who have made a qualifying move within the previous one (1) year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; OR have dropped out of school.

PSUs are required to make PFS determinations for migratory students that meet both a mobility criterion and a risk factor criterion.

### Criterion #1: Mobility [1304(d)]

Requirement	Documentation Required
<input type="checkbox"/> Qualifying Move (QM) within the previous 1-year period defined by the following parameter: <ul style="list-style-type: none"> <li>• Qualifying Move (QM) was made within the last 365 days at the time of the interview (<i>including summer</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate of Eligibility (COE)</li> </ul>

### Criterion #2: Academic Risk [1304(d)(1)]

Select only one of the following risk factors (2a, 2b, or 2c)

- RISK FACTOR 2A: Student has North Carolina Assessment Scores within the preceding 12 months**

Risk Factor 2a	Documentation Required
<input type="checkbox"/> Has not met the grade-level proficiency standard <sup>1</sup> on the NC End-of-Grade (EOG) Assessments in Reading, Math, and/or Science in Grades 3-8	<ul style="list-style-type: none"> <li>• Student-level assessment results in the areas tested</li> </ul>
<input type="checkbox"/> Has not met the grade-level proficiency standard on NC End-of-Course (EOC) Assessments in English II and Math I by the end of Grade 10	<ul style="list-style-type: none"> <li>• Student-level assessment results in the areas tested</li> </ul>
<input type="checkbox"/> Has not met North Carolina's language proficiency level on the WIDA ACCESS Placement Test (W-APT)	<ul style="list-style-type: none"> <li>• WIDA results demonstrating any domain score of below 5.</li> </ul>

<sup>1</sup>As outlined in GS 115C-174.11, any student that receives an achievement level below a "Level 3" on the NC EOG and/or EOC exams does not meet the "on-grade-level proficiency" standard





**RISK FACTOR 2B: Student has no North Carolina Assessment Scores**

- Student was not present in the district when state assessments were administered

**OR**

- Student is enrolled in a grade level where a state assessment is not regularly administered (grades 1-2 and high school)

Select one objective risk factor below:

Risk Factors 2b	Documentation Required
<input type="checkbox"/> <u>Retained</u> : Student has been retained at least once after kindergarten	<ul style="list-style-type: none"> <li>• Printout from Powerschool (PS) or MSIX showing grade level of retention</li> </ul>
<input type="checkbox"/> <u>Grade/Age Compatible (Over age for grade)</u> : age does not match acceptable range for grade level placement within two (2) years	<ul style="list-style-type: none"> <li>• COE with correct birthdate and grade placement indicated</li> </ul>
<input type="checkbox"/> <u>Credit Deficiency</u> : (for high school students <i>only</i> ) Student has not earned sufficient credits per North Carolina’s graduation requirements and grade level	<ul style="list-style-type: none"> <li>• Completed NC graduation requirement checklist with areas of deficiency highlighted</li> </ul>
<input type="checkbox"/> <u>Attendance</u> : Student attendance is less than 90% of total days enrolled	<ul style="list-style-type: none"> <li>• Printout of current attendance record from PS</li> </ul>
<input type="checkbox"/> <u>Suspensions</u> : Student in elementary or middle school has at least five (5) consecutive days of out-of-school suspension during a school year	<ul style="list-style-type: none"> <li>• Discipline referral and/or attendance record from PowerSchool</li> </ul>
<input type="checkbox"/> <u>Exceptional Children’s Services</u> (services other than Academically and Intellectually Gifted [AIG] services)	<ul style="list-style-type: none"> <li>• Printout from PS of EC “flag” or MSIX printout with IEP option selected</li> </ul>
<input type="checkbox"/> <u>Homeless</u> : meets the definition of a “homeless” student as defined in Title I, Part D	<ul style="list-style-type: none"> <li>• Formal eligibility confirmation by district Homeless Liaison/Coordinator/Director</li> </ul>
<input type="checkbox"/> <u>Non-NC State Assessment Scores</u> : less than proficient scores on assessments from another state	<ul style="list-style-type: none"> <li>• MSIX printout of other state assessment scores</li> </ul>
<input type="checkbox"/> <u>Other risk factor not mentioned</u>	<ul style="list-style-type: none"> <li>• If other is checked, please contact a MEP Administrator to confirm other risk factor</li> </ul>



OR

**RISK FACTOR 2C: Student has dropped out of school [1304(d)(2)]**

Risk Factor 2c	Documentation Required
<input type="checkbox"/> Student dropped out of school during or after his/her 9 <sup>th</sup> grade year	<ul style="list-style-type: none"><li>• Printout of PowerSchool “transfer info screen” that shows that the student is no longer enrolled in a NC state school and has not transferred out-of-state</li><li>• State or federal (MSIX) database does not indicate that student received a high school diploma or equivalent</li></ul>

The migrant recruiter is responsible for determining if a migratory student meets criterion one: mobility. If a student meets the criterion one requirement, the migrant recruiter should inform the migrant director or coordinator of the student. It is then the migrant director or coordinator’s responsibility to determine if the student meets any of the criterion two academic risk factors. For smaller districts, it may be necessary for the recruiter or service provider to determine if the student also meets criterion two: academic risk. If the recruiter and/or service provider is making the overall determination, the designation form must be signed by the migrant director. It is important to note that access to both PowerSchool and MSIX is required to make an accurate PFS determination.

PFS status should be assessed annually for students who are re-enrolling in the MEP for the regular school year. An ideal time to do this is during the School Year re-enrollment period in September. Additionally, all new students must be evaluated for PFS status as they arrive to your district. Since students do not always exhibit academic risks factors upon initially moving into the districts, new students must be evaluated for PFS throughout the first 12 months the student resides in your district.

A PFS determination is valid for one year. However, a student must be re-identified and reported as PFS at the beginning of the new performance period if he/she is still eligible. For example, if a student is identified as PFS in the Spring, he/she must be re-reported as PFS during the new performance period beginning on September 1.

It is also important that teachers and administrators are aware of the meaning of PFS and which migratory children and youth have the PFS designation. As part of the PFS determination process, the MEP contact or MEP staff in the school district must notify teachers and administrators of migratory children with PFS status and what the PFS status means.

North Carolina’s most recent PFS Worksheet that must be used to document PFS determinations can be found at NCMEP’s NCDPI website.



## Continuation of Service (COS)

PSU may choose to continue to serve students whose migrant eligibility has ended under one of the following three COS provisions:

- I. A child's eligibility ends during the school term and the district provides services for the duration of the term. Term means one of the following discrete periods of the school year: fall, spring, summer, intersession.
- II. A child's eligibility ends, and the district provides services for an **additional school year** but only if comparable services are not available through another program. Only migratory children who received services at some point during their 36-months of eligibility may continue to receive services under this provision. For the purposes of this provision, "school year" means the sum of three additional consecutive terms.
- III. Secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. In this case, the child must have been enrolled in high school when MEP eligibility ended to receive services under this COS provision. Students served as COS under this provision are not on track for graduation or are at-risk of not staying on track for graduation from high school.

### Points to consider regarding COS:

- Are the child's unmet special educational needs being addressed by the general school program or other local, State, or Federal services?
- Has the PSU already served its migratory children who are PFS as well as other eligible migratory students?

PSUs must demonstrate and document on the COS Worksheet that comparable services were not available to a child who will be served under COS provisions.

North Carolina's most recent COS Worksheet that must be used to document COS determinations can be found at NCMEP's NCDPI website.



## Parent Advisory Councils and Parental Engagement

The NC MEP views parents as the best advocates for their children. As such, parental advice is an important part of MEP needs assessment activities, program design, and program evaluation. MEP Parent Advisory Council (MEP PAC) meetings are designed to develop leadership among migrant parents, to educate parents about topics of interest, and to solicit parent feedback on state MEP initiatives.

MEP-funded PSUs must implement a local MEP PAC that meets at least twice during the MEP program year. The meetings should have formal agendas and sign-in sheets and should be filed and maintained for monitoring purposes. Meetings must focus on MEP improvement and actively seek parental advice, rather than just being informational sessions for parents. MEP-funded PSUs can contact the NCMEP Parent Engagement Coordinator for assistance in planning local MEP PAC meetings. In addition, to seeking parental feedback during the meetings, the following are additional options for topics to cover during MEP PAC meetings:

- Parents as Teachers
- Being a leader in your community
- Family literacy
- Helping your child with homework
- Building resilience and self-esteem
- College access
- Educational rights and responsibilities
- Health and safety issues
- Anti-bullying
- Obtaining and protecting important documents (e.g., transcripts, immunization records, etc.)

In addition, MEP-funded PSUs must have representation of migratory parents in the PSU's district-wide PAC for the development and the periodic review and/or revision of the PSU's plan for the use of federal funds. Sign-in sheets and agendas from these meetings should be maintained for monitoring purposes.

The NCMEP through NCDPI operates a state-wide MEP PAC that meets face-to-face at least once per year, usually in the spring. MEP-funded PSUs are required to nominate at least one parent from the local MEP PAC to participate in the state-wide MEP PAC. The annual state-wide MEP PAC meeting includes several key components:

- A state of NCMEP report, based on the State Student Profile.
- A discussion of the current service delivery plan, with parent feedback.
- A discussion of current program activities and an evaluation through focus group discussions by parents.
- A leadership development component, during which a facilitator works with parents to develop their own leadership skills.

In addition, the NC MEP administers surveys to MEP parents at various times.



## Professional Development

NCMEP will provide opportunities for training in all aspects of program quality. Training is provided by the NCDPI for all MEP staff members throughout the state. This includes Recruiters, Data Specialists, Directors, Tutors, and other advocates.

The first level of training is one-on-one training offered by NCDPI for Data Collection and Reporting, ID&R, and Service Provision. A one-on-one training session is required for all new MEP Recruiters and Data Specialists. In addition, each new local MEP Director and/or Coordinator will be given a one-on-one session to cover basic aspects of managing a MEP. For experienced staff, we still offer MSIX refreshers and onsite trainings upon request.

Next, NC MEP hosts two Regional Meetings per year, one in September, and one in March. The sessions focus on updates, new procedures, and specific professional development topics. Every local MEP should send at least one staff member to each meeting.

NCMEP also holds an annual ID&R training. This required trainings will focuses specifically on updates, strategies, and best practices for the identification and recruitment of migratory students. All recruiters are expected to attend.

Each Spring, the NC MEP at NCDPI host its annual MEP Summit. The MEP Summit is annual event that allows for MEP staff from access the state to come together for one-day of learning, networking, and collaboration to strengthen and improve services to migratory students in NC. Inviting relevant school-based staff to the MEP Summit is a great way to promote the MEP among broader school communities in your district and to build good ambassadors for the local MEP and migratory students in the district. Using MEP funds for the travel costs or to cover substitute teachers for school-based staff to attend the MEP Summit is an allowable use of your MEP funds.

In addition to these professional development opportunities, NCMEP will frequently schedule training sessions and webinars based on professional development needs assessment results. In addition, webinars are conducted to introduce local staff members to changes in guidance and regulations or changes in state procedure.

Approximately twice per month, NCDPI sends out NCMEP Updates to all staff members throughout the state. The updates feature program updates, highlights from local programs and initiatives, and links to resources for serving students. In addition, the State maintains a large presence on the web providing local staff with information and links for program management and improvement.

When requested by local MEPs, NC MEP Administrators are also available to conduct targeted professional development around local professional development needs.

Local MEPs are also expected to provide professional development opportunities for local non-MEP school and district staff. Suggested professional development topics that local MEP should consider for local non-MEP school and district staff include:

- The MEP and basic qualification criteria.
- How to improve staff skills in teaching migrant students through innovative instructional strategies and schoolwide initiatives.
- The difference between ELs, MEP, and Immigrant students and how the understanding of these differences can impact instruction in the classroom.

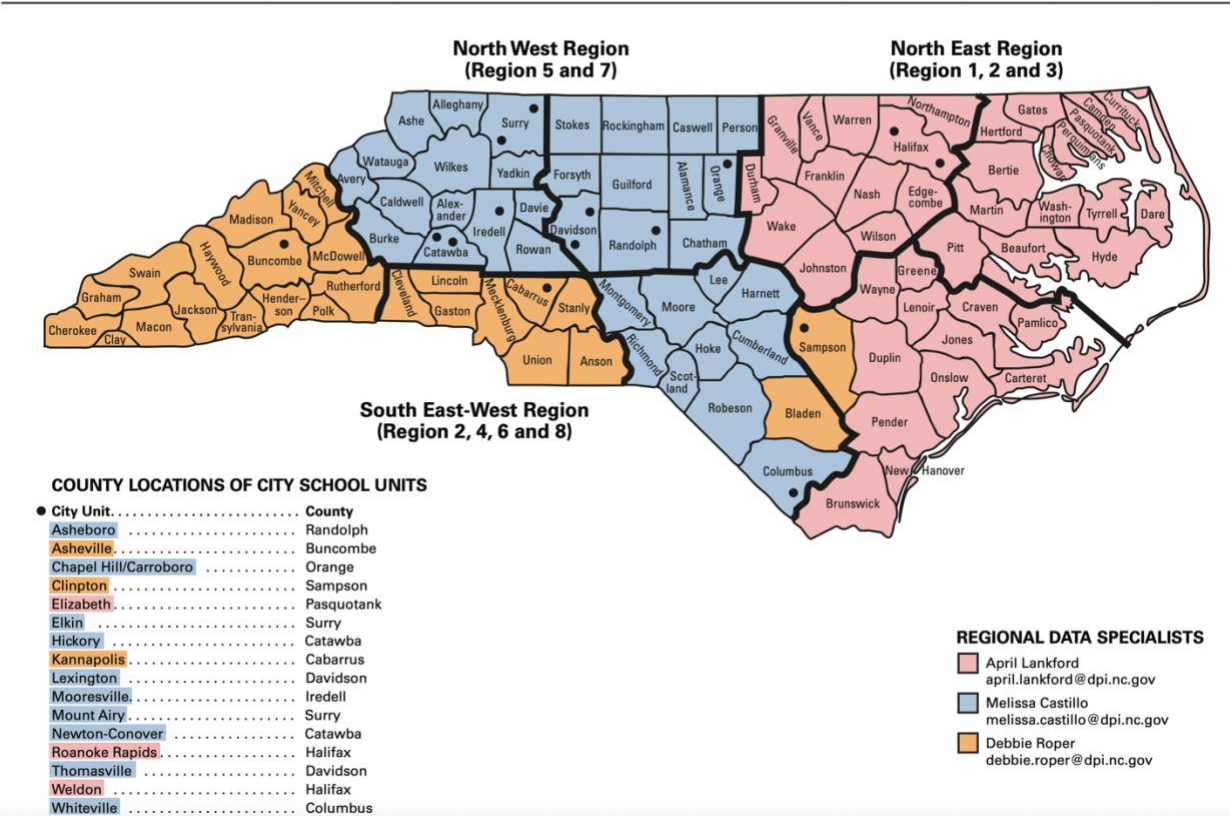
NC MEP Administrators are also available to work with local staff to develop meaningful professional development for teachers and/or school staff in the K-12 classroom.



# Data Management and Reporting

The implementation of the district-funded MEPs requires significant efforts to maintain and report accurate and complete data in a timely manner to NCDPI. NC MEP’s data protocols and mechanisms are under the direction of the NC MEP Data and Parent/Family Engagement Coordinator. Each MEP-funded district is assigned a Regional Data Specialist according to the map below:

## MIGRANT EDUCATION PROGRAM Regional Data Specialists LEAs



The district’s Regional Data Specialist is responsible for inputting data into PowerSchool that is submitted by the district through the secure server such as the districts completed COEs, monthly Service Summary Reports, and enrollment verifications.



## SSRs

The Service Summary Report (SSR) is monthly snapshot of new services provided to migratory children during a specific month. The SSR is completed using the most current SSR template found in the appendix and at the link below.

North Carolina's most recent SSR Template can be found at NCMEP's NCDPI website.

SSRs must be uploaded by the district to the secure server by the 5<sup>th</sup> of each month. For the month of June, two SSRs are submitted.

When uploading to the secure server, the file name should include the LEA name, SSR, month, and year. (Example: ROBESON SSR MAY 2021) **Please remember the month in the file name is the month when the services were provided, not the month the SSR is being uploaded.**

An SSR **must be sent even if no new services were provided during the month.** If no new services were provided, just include a comment stating: "NO NEW SERVICES PROVIDED DURING THE MONTH."

### The SSR must include:

- Name of person submitting the SSR
- Total number of students and not the total number of services
- Date SSR is submitted
- Student complete name
- PSID number
- PSU/LEA name or three-digit number
- Service code (include only the code, not the description) - North Carolina's Service Code Definition Document can be found at NCMEP's NCDPI website.
- Schedule (day only, ext. day or both)

#### **Day Only**

Service that takes place during the regular school day.  
Usually takes place inside a school.

#### **Extended Day/Week**

Service that takes place outside of regular school hours and on weekends.  
Before or after-school tutoring, summer program.

#### **Both**

A service that takes place both during the regular school day and outside of regular school hours and on weekends.

- Provider (Should be Teacher, Paraprofessional or Other)

#### **Teacher**

The service is provided by a certified teacher at some point during the duration of the service provision.

#### **Paraprofessional**

The services are provided by a non-certified staff such as a non-certified tutor, mentor, liaison, and/or recruiter.



**Other**

The service is provided by an outside agency.

- Funding

**Migrant**

The service is completely funded using MEP funds.

**Migrant + Other**

The service is funded using MEP funds as well as another funding source.

**Other**

The service is funded completely by using funds other than MEP funds.

- Start date

The date that the new service starts during a specific term.

Start date of the service **MUST** be on or after the date that the COE is complete.

**Do not** report the same service code **more than once** in a **specific MEP term**. The two MEP terms are: the Regular School Year Term from September 1st until June 15th and the Summer Term from June 16th until August 31st. For example, if the MEP provides on-going Math and Reading support to a child starting in February until the end of March, the MEP will report 003 and 004 on the February SSR, but not on the March SSR. If the MEP provides summer Math and Reading support for the same child starting on June 20th until the end of July, the MEP will report 003 and 004 on the June SSR, but not the July SSR.

The service codes reported on SSRs must be backed-up by Service Log/Activity Log documentation. Service Log/Activity Log documentation is completed by individual MEP staff that briefly describes services provided to migratory children on a continuous basis. In addition, the documentation helps the district document new services provided to migratory children during a given month for the purposes of completing the SSR. This documentation should be kept on file in the district for evaluation and monitoring purposes.

## Re-Enrollment Verification

MEP-funded PSUs participate in two re-enrollment verification processes during the program year. The re-enrollment verification process indicates the migratory children and youth who reside in your district at the first day of each of the two MEP Terms during the program year.

The summer term re-enrollment verification process begins on June 16th. The regular school year term re-enrollment verification process begins on September 1st. To capture the most up-to-date MEP enrollment data, the district's re-enrollment list will be uploaded to the secure server no later than June 15th and August 31st, respectively, with instructions on how to complete the re-enrollment process and submit it to the Regional Data Manager. In addition, the re-enrollment process will help you better target the migratory children and youth in your district during the summer term and regular school year term to maximize your summer service provision. The MEP can verify the student is still in the district either by calling or visiting families. Additionally, the MEP can verify the student is still in the district by documenting that a student is participating in district or MEP summer programs/services and/or enrolled in school for the start of the regular school year or receiving regular school year MEP services.





## District Data Self-Audits

It is vital the district's MEP data in PowerSchool is complete and accurate as the district's data has important funding implications for the local MEP. To achieve completeness and accuracy, districts should complete self-audits of both your CFDC Migrant Roster and CFDC Migrant Services lists in PowerSchool on a continuous basis throughout the program year. To do this, generate a CFDC Migrant Roster report and CFDC Migrant Services report in PowerSchool and compare them to the district's internal MEP data record-keeping documents. If discrepancies are found, email the NC MEP Data Coordinator and the district's Regional Data Manager to make them aware of the discrepancies. If assistance is needed in completing the data accuracy self-audit, reach out to the NC MEP Data Coordinator.

## Secure Server

The secure server is the medium by which the district MEP shares data documentation with NC DPI and the Regional Data Manager. Documents that are commonly uploaded to the secure server by the district are: COEs, SSRs, re-interview information, and re-enrollment verification lists. MEP data documentation should never be sent through email.

The district's username is "mep" and the three-digit district code. For example, mep xxx (the three-digit district code). The district password will be changed at least three times during the migrant program year. The NC MEP Data Coordinator will email updated passwords to the district when the passwords are generated.

Any time the district uploads a document to the secure server, the district must email the Regional Data Manager and the NC MEP Data Coordinator when uploading SSRs and re-enrollment verifications and NC MEP ID&R Coordinator when uploading COEs and re-interview information.

District MEPs can access, view, and download documents on the secure server. **Only NCDPI can delete files from the secure server.** If the district feels that a document should be deleted from the secure server, email a request to the Regional Data Manager and the NC MEP Data Coordinator.

The secure server will be organized by folders by MEP program years.

Documents can only be uploaded during the current migrant year/open folder. For example, the folder for Migrant Year 2022-2023 will open at midnight on September 1, 2022, and it will close at midnight on August 31, 2023. The folder for Migrant Year 2021-2022 closes at midnight on August 31, 2022.

After the folder is closed for the migrant year, PSUs/Districts will not be able to upload documents to the previous year's folder. If the district needs to upload data documentation from a previous migrant year in a folder that has already closed, the district must upload the document into the current open folder and email the district's Regional Data Specialist and the NC MEP Data Coordinator to inform of the upload of a document from a previous migrant year.



## Inter/Intra State Coordination and MSIX

Section 1304(b)(3) of Title I Part C requires SEAs to promote interstate and intrastate coordination by providing for educational continuity through the timely transfer of pertinent school records (including health information) when migratory children move from one school to another, whether or not the move occurs during the regular school year.

To comply with this requirement, NCMEP has developed a procedure to promote and ensure the correct and timely transfer of migrant student records (including health information). This is done to coordinate services when a student moves on an intrastate or interstate basis. In North Carolina, schools and school districts are responsible for transferring school records. NCMEP does not have the authority to request school records. However, in an effort to ensure the timely transfer of school records, MEP-funded PSUs are required to implement the following procedures:

1. When a student comes to a PSU from another state or another PSU within NC, the local MEP will contact the school data manager to confirm if the student's record was received or when it was requested. If the record has not been requested, the local MEP Director will then contact the school principal to follow up on the transfer of record. Each MEP-funded PSU should develop a process for data managers to inform the MEP when records have been received. If the student is coming from another state, the MEP will also contact the sending state MEP utilizing the "move notification" feature in MSIX to notify the sending state's MEP that the student has arrived in NC.

In addition, every time a student moves to a PSU, the MEP must verify in its local records, state database and in MSIX whether the student already has a record in PowerSchool before creating a new student record.

2. Each LEA-based or regional recruiter should use monthly MSIX "missed enrollment" reports to identify students who have moved within the state and who have not been identified by MEP in their receiving LEAs or regions.
3. When a student leaves for another state, if the MEP knows that the student is leaving, it will give to the student's family a folder with the student's information, such as student's name, LEA, school, school contact information, last grade attended, MEP local and state contact information, etc. The MEP will then send a move notification in MSIX to notify the NC PSU or receiving state that a child is moving into their district.

The Migrant Student Information Exchange (MSIX) is a web-based portal designed to ease the exchange of migrant student records for the purposes of school enrollment, placement, and accrual of credit in school and migrant education projects. MSIX links states' databases of migrant student records to allow for easier exchange of records among the states. MSIX is made available to MEP staff and non-MEP staff in PSUs.

MSIX is not intended to replace the states' existing migrant student record systems through PowerSchool. Instead, MSIX links these databases to make it easier for states to collect, consolidate, and make available critical education data. PSUs in North Carolina are expected to use MSIX to obtain educational information for migrant students enrolling in their district.

### Use of MSIX

- All local MEP staff should have an MSIX account. **In addition, at least ten non-MEP school-based staff, such as school-based PowerSchool data managers, counselors, and other local staff working with student placement in the district should have an**



**MSIX account.** In order to gain access to an MSIX account, a short training must be provided by the NC MEP Data and Parent/Family Engagement Coordinator to the staff needing access.

- MSIX should be used to find any relevant information that will help the school personnel place the child in grade level, course, and/or program.
- As students move out of the district, MEP staff will submit a move notification within MSIX to allow the potential receiving district or state to find the migrant family and continue support and services.
- As students move into the district, MEP staff will submit a move notification within MSIX to notify the sending district or state that the child has arrived and that records are needed.
- Sending the online MSIX move notification is an important part of the records transfer and ID&R process in the MEP.
- Local staff must send these notices as soon as they are aware of a move the school personnel place the child in grade level, course, and/or program.





## NORTH CAROLINA MIGRANT EDUCATION PROGRAM

### Important Deadlines and Dates

#### Identification & Recruitment

Documentation	Submission Procedure	Month/Date	Responsible
COE	Upload to Secure Server	Within 5 days of completion	Recruiter/Reviewer
COE Review Form	Attach to original COE and maintain on site	Prior to COE submission	Reviewer
Re-Interview Forms	Maintain on site	Variable/Summer	Recruiter/Re-interview reviewer
Re-Interview Challenge Form	Send to NC MEP Prog. Admin, only when necessary	Variable	Director/Coordinator
ID&R Plan	Update on yearly basis and submit to CCIP	Aug. 31	Director/CCIP responsible
Summer Re-Interviews	Based on roster sent through Secure Server	Jun. 16 - Aug. 31	NC MEP ID&R Coordinator



## Data Management

Documentation	Submission Procedure	Month/Date	Responsible
Re-Enrollment Certification	Submit to CCIP	July/September	Director/CCIP district responsible/DS for the district
Number of PFS/ELs/EC	Upload to Secure Server	As requested by NC MEP Prog. Admin for evaluation purposes	Director/Coordinator
Migrant Education Program (MEP) CCIP Application	Consolidated Application in CCIP	Aug. 31	Director/CCIP district responsible

## Service Provision

Documentation	Submission Procedure	Month/Date	Responsible
Supplemental Service Report (SSR)	Upload monthly - Notify Data Specialist	By the 5th of each month	Recruiter/Coordinator
Out of School Youth (OSY) Profile (English & Spanish)	Upload to the Secure Server until form is live in PS	Within 5 days of completion	Recruiter/Coordinator/OSY Service Provider
OSY Oral Language Proficiency	Maintain on-site and record 040 code on SSR	Submit 040 codes on the next month's SSR	Recruiter/Coordinator/OSY Service Provider
Continuation of Services (COS) Record Form	Maintain on site - send COS code to Data Specialists on SSR and record 038, 046, or 060	Submit appropriate COS code on next month's SSR	Recruiter/Coordinator
Priority for Service (PFS)	Maintain on site - send COS code to Data Specialists on SSR and record 034 on SSR.	Submit 034 code on next month's SSR	Recruiter/Coordinator



## Meetings & Professional Development (PD)

Meeting/PD	Month/Date	Responsible
State Fall MEP Meetings	September	NC MEP Program Admin
State Spring MEP Meetings	March	NC MEP Program Admin
ID&R State Training	Late January or Early February	NC MEP ID&R Coordinator
State MEP Summit	May	NC MEP Program Admin
National Migrant Education Conference	April	NASDME
Abriendo Puertas	Variable	Migrant Head Star
Pre-K workshop	Variable	NC MEP Pre-K Lead
OSY Retreat	August	NC MEP OSY Lead
MEP High School Leadership Camp	June or July	NC MEP Compliance Coordinator
State MEP PAC Meeting	May	NC MEP PAC Coordinator
New Director/Coordinator training	As needed	NC MEP Compliance Coordinator
New Recruiter ID&R Training	As needed	NC MEP ID&R Coordinator
MSIX & PS Training to new MEP & Non-MEP staff	As needed	NC MEP Data Lead
State Re-interviews	Late June to August	NC MEP ID&R Coordinator

