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Montana Office of Public Instruction
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Helena, Montana 59620-2501
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MTMEP Performance Report
Regular and Summer Term

2013-2014 Performance Year Period
September 1 through August 31

Contact Information and Certification

Name and Legal Entity of Local Operating Agency Submitting Report:

_____
_____
_____
_____

Address (Include Street, City, State, Zip Code and Email Address):

_____
_____
_____
_____
_____

List All Participating Districts:

_____
_____
_____
_____
_____
_____

Name, Title, Telephone and Email Address of Person to be Contacted about Report:

_____
_____
_____
_____

Deadline: two weeks after program closure
Return to:

Angela Branz-Spall
Office of Public Instruction
Migrant Education Program
P.O. Box 202501
Helena, MT 59620

(406) 444-2423
abranzspall@mt.gov

Table: Please insert print-out of spreadsheet containing 2013-14 school enrollment numbers for your program.

The basic format for this spreadsheet can be found at:

2013-14 Enrollment Numbers (Then click Forms and Documents.)

Please: Don't forget to e-mail an electronic copy of the completed spreadsheet to cbridge@mt.gov

Directors:

Remember to generate your numbers for the spreadsheet and performance report table from the student information you have entered into NGS during and at the close of your project's implementation.

The information in NGS is the source information for all student information (except state assessment, Dropout, GED, and staffing information), so please be sure that the data is entered as accurately as possible.

You should be able to run reports (or get assistance from George Rivas or Skip White regarding the NGS reporting system) that will enable you to fill out the Performance Report accurately.

Thank you!

2.3 EDUCATION OF MIGRANT CHILDREN (TITLE I, PART C)

This section collects data on the Migrant Education Program (Title I, Part C) for the reporting period of September 1, 2013 through August 31, 2014. This section is composed of the following subsections:

- Population data of eligible migrant children;
- Academic data of eligible migrant students;
- Participation data of migrant children served during the regular school year, the summer/intersession term, or the entire program year;
- School data;
- Project data;
- Personnel data.

Where the table collects data by age/grade, report children in the highest age/grade that they attained during the reporting period. For example, a child who turns 3 during the reporting period would only be reported in the "Age 3 through 5 (not Kindergarten)" row.

2.3.1 Population Data

This section collects the Title I, Part C, Migrant Education Program (MEP) child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the performance period of September 1, 2013 through August 31, 2014. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

To provide the child counts, each SEA should have sufficient procedures in place to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migrant children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must inform the Department of its concerns and explain how and when it will resolve them in the box below, which precedes Section 2.3.1.1 *Category 1 Child Count*.

FAQs on Child Count:

a. *How is "out-of-school" defined?* Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This could include students who have dropped out of school in the previous performance period (September 1, 2012 – August 31, 2013), youth who are working on a GED outside of a K-12 institution, and youth who are "here-to-work" only. It does not include preschoolers, who are counted by age grouping. Children who were enrolled in school for at least one day, but dropped out of school during the performance period should be counted in the highest age/grade level attained during the performance period.

b. *How is "ungraded" defined?* Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded, or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a GED through a K-12 institution, or those in a correctional setting. (Students working on a GED outside of a K-12 institution are counted as out-of-school youth.)

2.3.1.1 Eligible Migrant Children *(Category 1 Child Count)*

In the table below, enter the unduplicated number by age/grade of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, participated in your project for one or more days during the performance period of September 1, 2013 through August 31, 2014. This figure includes all eligible migrant children who may or may not have participated in MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the highest age/grade that he/she attained during the performance period. The unduplicated statewide total count is reported from NGS.

Age/Grade	Eligible Migrant Children
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

Do not include:

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

2.3.1.1.1 Category 1 Child Count Increases/Decreases

In the space below, briefly explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

Note: Performance period = September 1, 2013 through August 31, 2014 – whole year.

2.3.1.1.2 Birth through Two Child Count

In the table below, enter the unduplicated number of **eligible** migrant children from age birth through age 2 who, within 3 years of making a qualifying move, resided in your project area for one or more days during the performance period of September 1, 2013 through August 31, 2014.

Age/Grade	Eligible Migrant Children
Age birth through 2	

2.3.1.2 Category 2 Child Count (Eligible Migrant Children Served by the MEP *During the Summer/ Intersession Term)*

In the table below, enter by age/grade the unduplicated project number of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, were **served** for one or more days in a MEP-funded project conducted either during the summer term or during intersession periods that occurred within the performance period of September 1, 2013 through August 31, 2014. Count a child who moved from one age/grade level to another during the performance period only once in the highest age/grade that he/she attained during the performance period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority)
- Children who received only referred services (non-MEP funded)

Age/Grade	Eligible Migrant Children Served by the MEP During the Summer/Intersession Term
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.1.2.1 Category 2 Child Count Increases/Decreases

In the space below, briefly explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

2.3.1.2.2 Birth through Two Eligible Migrant Children Served by the MEP during the Summer/Intersession Term.

In the table below, enter the unduplicated statewide number of eligible migrant children from age birth through 2 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2013 through August 31, 2014. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

Do not include: Children who received only referred services (non-MEP funded).

Age/Grade	Eligible Migrant Children Served by the MEP During the Summer/Intersession Term
Age Birth through 2	

2.3.2 Eligible Migrant Children

2.3.2.1 Priority for Services – during the Performance Period

In the table below, provide the unduplicated number of **eligible** migrant children who have been classified as having "Priority for Services." This is the total number of children identified.

Age/Grade	Priority for Services
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

FAQ on priority for services:

Who is classified as having "priority for service?" Migratory children who are failing or most at risk of failing to meet the State's challenging academic content standards and student academic achievement standards, and whose education has been interrupted during the regular school year.

2.3.2.2 Limited English Proficient – during the Performance Period

In the table below, provide the unduplicated number of **eligible** migrant children who are also limited English proficient (LEP). Total number identified.

Age/Grade	Limited English Proficient (LEP)
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.2.3 Children with Disabilities (IDEA) – during the Performance Period

In the table below, provide the unduplicated number of **eligible** migrant children who are also Children with Disabilities (*IDEA*) under Part B or Part C of the *IDEA*. Total number of children identified.

Age/Grade	Children with Disabilities (*IDEA*)
Age birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.2.4 Qualifying Arrival Date (QAD) – during the Performance Period

In the table below, provide the unduplicated number of **eligible** migrant children whose qualifying arrival date (QAD) occurred within 12 months from the last day of the performance period, August 31, 2014 (i.e., QAD during the performance period). The total is calculated automatically.

Note: We are no longer listing QADs within 24 and 36 months for eligibility here. However, all children who have moved within the last 3 years do become part of Category 1 and/or Category 2 counts.

Age/Grade	Qualifying Arrival Date During the Performance Period
Age birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.2.5 Qualifying Arrival Date during the Regular School Year

In the table below, provide the unduplicated number of **eligible** migrant children whose most recent qualifying arrival date occurred during the performance period's regular school year (i.e., QAD during the 2013-2014 regular school year) The total is calculated automatically.

Age/Grade	Qualifying Arrival Date During the Regular School Year
Age birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.2.6 Referrals – during the Performance Period

In the table below, provide the unduplicated number of **eligible** migrant children who, during the regular school year, received an educational or educationally related service funded by a non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who received a referral only or who received both a referral and MEP-funded services. Do not include children who received a referral from the MEP, but did not receive services from the non-MEP program/organization to which they were referred. The total is calculated automatically.

Age/Grade	Referrals During the Performance Period
Age birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.2.8 Academic Status – during the Performance Period

The following questions collect data about the academic status of **eligible** migrant students.

2.3.2.8.1 Dropouts

In the table below, provide the unduplicated number of **eligible** migrant students who dropped out of school. The total is calculated automatically.

Grade	Dropouts During the Performance Period
7	
8	
9	
10	
11	
12	
Ungraded	
Total	

FAQ on Dropouts:

How is "drop outs of school" defined? The term used for students, who, during the performance period, were enrolled in a public school for at least one day, but who subsequently left school with no plans on returning to enroll in a school and continue toward a high school diploma. Students who dropped out-of-school prior to the 2012-13 performance period should be classified NOT as "drop-outs" but as "out-of-school youth."

2.3.2.8.2 GED or HSED

In the table below, provide the total unduplicated number of **eligible** migrant students in your project who obtained a General Education Development (GED) Certificate or a High School Equivalency Diploma (HSED).

Obtained a GED or HSED in your project during the performance period	

2.3.3 MEP Participation Data– Regular School Year

The following questions collect data about the participation of migrant children in MEP-funded services during the regular school year.

Participating migrant children include:

- Children who received instructional or support services funded in whole or in part with MEP funds.
- Eligible migrant children and children who continued to receive MEP-funded services: (1) during the term their eligibility ended, (2) for one additional school year after their eligibility ended, if comparable services were not available through other programs, and (3) in secondary school after their eligibility ended, and served through credit accrual programs until graduation [e.g., children served under the continuation of services authority, Section 1304(e) (1–3)].

Do not include:

- Children who were served through a Title I Schoolwide Program (SWP) where MEP funds were consolidated with those of other programs.
- Children who received only referred services (non-MEP funded).
- Children who were only served during the summer/intersession term.

FAQ on Services:

What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. "Services" are those educational or educationally related activities that:

(1) Directly benefit a migrant child;
(2) Address a need of a migrant child consistent with the SEA's comprehensive needs assessment and service delivery plan;
(3) Are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and
(4) Are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets.

Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or to a family, and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

2.3.3.2 Priority for Services – during the Regular School Year

In the table below, provide the unduplicated number of **participating** migrant children who have been classified as having "priority for services" and who received MEP funded instructional or support services during the regular school year. The total is calculated automatically.

Age/Grade	Priority for Services During the Regular School Year
Age 3 through 5	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.4 MEP Participation – Summer/Intersession Term

The questions in this subsection are similar to the questions in the previous section with one difference. The questions in this subsection collect data on the **summer/intersession term** instead of the regular school year.

2.3.4.2. Priority for Services – during the Summer/ Intersession Term

In the table below, provide the unduplicated number of **participating** migrant children who have been classified as having "priority for services" and who received MEP-funded instructional or support services during the summer/intersession term. The total is calculated automatically.

Age/Grade	Priority for Services During the Summer/Intersession Term
Age 3 through 5	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.5 MEP Participation – Performance Period

In the table below, provide the unduplicated number of **participating** migrant children who received MEP-funded instructional or support services at any time during the performance period. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During the Performance Period
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.5.1 Priority for Services – during the Performance Period

In the table below, provide the unduplicated number of **participating** migrant children who have been classified as having "priority for services" and who received MEP funded instructional or support services during the performance period. The total is calculated automatically.

Age/Grade	Served During the Performance Period
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.5.2 Continuation of Services – during the Performance Period

In the table below, provide the unduplicated number of **participating** migrant children who received instructional or support services during the performance period under the continuation of services authority Section 1304(e) (2–3). Do **not** include children served under Section 1304(e) (1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Age/Grade	Served During the Performance Period
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.5.3 Instructional Services – during the Performance Period

In the table below, provide the unduplicated number of **participating** migrant children who received any type of MEP-funded instructional service during the performance period. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Age/Grade	Served During the Performance Period
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

2.3.5.3.1 Type of Instructional Service – during the Performance Period

In the table below, provide the number of **participating** migrant children reported in the table above who received reading instruction, mathematics instruction, or high school credit accrual during the performance period. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Age/Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
Age birth through 2			//////////////////////////
Age 3 through 5 (not Kindergarten)			//////////////////////////
K			//////////////////////////
1			//////////////////////////
2			//////////////////////////
3			//////////////////////////
4			//////////////////////////
5			//////////////////////////
6			//////////////////////////
7			//////////////////////////
8			//////////////////////////
9			
10			
11			
12			
Ungraded			
Out-of-school			
Total			

FAQ on Types of Instructional Services:

What is "high school credit accrual"? Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. This includes correspondence courses taken by a student under the supervision of a teacher.

2.3.5.3.2 Support Services with Breakout for Counseling Services During the Performance Period

In the table below, in the column titled **Support Services**, provide the unduplicated number of **participating** migrant children who received any MEP-funded support service during the performance period. In the column titled **Counseling Service**, provide the unduplicated number of **participating** migrant children who received a counseling service during the regular school year. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Age/Grade	Support Services During the Performance Period	Breakout of Counseling Service During the Performance Period
Age birth through 2		
Age 3 through 5 (not Kindergarten)		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
Out-of-school		
Total		

FAQs on Support Services:

a. *What are support services?* These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service. Chapter V, Q. A3 of the Non-Regulatory Guidance (NRG) states that State Education Agencies (SEAs) and Local Operating Agencies (LOAs) may use MEP funds to provide support services, which includes the provision of necessary educational supplies.

b. *What are counseling services*? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more

counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from culture of migrancy.

2.3.6.1 Schools and Enrollment – during the Regular School Year

In the table below, provide the number of public schools that enrolled **eligible** migrant children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of **eligible** migrant children who were enrolled in those schools. Since more than one school in a State may enroll the same migrant child at some time during the regular school year, the number of children may include duplicates.

Schools	#
Number of schools that enrolled eligible migrant children	
Number of eligible migrant children enrolled in those schools	

2.3.8.2 MEP Staff

In the table below, provide the headcount and FTE by job classification of the staff funded by the MEP. Do **not** include staff employed in SWP where MEP funds were combined with those of other programs.

Job Classification	**Regular School Year**		**Summer/ Intersession Term**		**Performance Period**
//	**Headcount**	**FTE**	**Headcount**	**FTE**	**Headcount**
Teachers					
Counselors					
All paraprofessionals					
Qualified paraprofessionals					
Recruiters					
Records transfer staff					
Administrators					

Note: The Headcount value displayed represents the greatest whole number submitted in file specification N/X065 for the corresponding Job Classification. For example, an ESS submitted value of 9.8 will be represented in your CSPR as 9.

FAQs on MEP staff:

a. *How is the FTE calculated?* The FTE may be calculated using one of two methods:

   1. To calculate the FTE, in each job category, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
   2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE for each job classification in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked in a particular job classification for a term and divide this sum by the number of full-time days that constitute one FTE in that term.

b. *Who is a teacher?* A classroom instructor who is licensed and meets any other teaching requirements in the State.

c. *Who is a counselor?* A professional staff member who guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.

d. *Who is a paraprofessional?* An individual who: (1) provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assists with classroom management, such as organizing instructional and other materials; (3) provides instructional assistance in a computer laboratory; (4) conducts parental involvement activities; (5) provides support in a library or media center; (6) acts as a translator; or (7) provides instructional support services under the direct supervision of a teacher (Title I, Section 1119(g)(2)). Because a paraprofessional provides instructional support, he/she should not be providing planned direct instruction or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.

e. *Who is a qualified paraprofessional?* A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d) of *ESEA*).

f. *Who is a recruiter?* A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.

g. *Who is a record transfer staffer?* An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.

h. *Who is an administrator?* A professional staff member, including the project director or regional director. The SEA MEP Director should not be included.