

TITLE I PART C: EDUCATION OF MIGRATORY CHILDREN

Language and Culture Division (LCD)all
New Mexico Public Education Department
Technical Assistance Manual



**The State of New Mexico
Public Education Department
Language and Culture Division (LCD)
Title I Part C: Education of Migratory Children**

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**Michelle Lujan Grisham
Governor of New Mexico**

**Arsenio Romero, PhD
Secretary of Education**

**Candice Castillo, Ed.D.
Deputy Cabinet Secretary**

**Mayra Valtierrez
Director of LCD**

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Language and Culture Division Staff

Mayra Valtierrez, Director

Mayra.Valtierrez@ped.nm.gov

Marvin Noguera, Deputy Director

Marvin.Noguera@ped.nm.gov

Leah Jimenez, Program Support Specialist

Leah.Jimenez@ped.nm.gov

Carlos Avila, Bilingual Multicultural Education Program Specialist

Carlos.Avila@ped.nm.gov

Catalina Block, Multicultural Education Specialist

Catalina.Block@ped.nm.gov

Daisy Barnard, Bilingual Multicultural Education Program Specialist

Catalina.Block@ped.nm.gov

Carlos Contreras, Title III and Migratory Education Program Specialist

Carlos.Contreras@ped.nm.gov

Michelle Maes, Business Operations Specialist

Michelle.Maes@ped.nm.gov

Shannon Whitney, English Learner Specialist

Shannon.Whitney@ped.nm.gov



Purpose

The Title I Part C Technical Assistance Manual (TAM) provides guidance to districts and state charter schools otherwise known as Local Educational Agencies (LEAs), as well as to local operating agencies (LOAs), regarding the policies and requirements specifically relating to the education of migratory children as required in Title I Part C of the Elementary and Secondary Education Act, as amended by Every Student Succeeds Act (ESSA). State educational agencies (SEAs), and LOAs are accountable for ensuring that migratory children who move among the States are not penalized by disparities among States in curriculum, graduation requirements, and challenging State academic standards. Funds also ensure that migratory children not only are provided with appropriate education services that address their unique needs but also that such children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.

The Migratory Education Program (MEP) TAM was developed to help district administrators, program directors, and MEP staff responsible for designing and implementing programs and for collecting and reporting data on the effectiveness of programs and services designed to meet the needs of migratory students. It should be used in conjunction with other program materials including State and Federal laws, regulations and guidance, supplemental documents, and other relevant information that governs and supports the education of children of migratory workers. Services to migratory children in New Mexico are governed by the State MEP Service Delivery Plan (SDP). The TAM contains guidance on websites and program resources to help facilitate further exploration of these topics.

The New Mexico Title I Part C (MEP) TAM and other LCD TAMs are available on the [LCD website](#). The PED encourages the following school personnel to explore the table below and the following links according to the program carefully to ensure compliance with state and/or federal law that meets the needs of students they serve:

Bilingual Multicultural Education Program (BMEP):			
• BMEP State Law	• BMEP Regulation	• BMEP PD Guidance	• BMEP Reports
• BMEP Resources (forms)	• BMEP TAM	• SLD Standards	
Who should utilize these resources: BMEP Coordinators, Curriculum, Instructional Leaders, and Education Assistants; Directors, and Educators; District Test Coordinators (DTC); Literacy Coach; Native American Language & Culture (NALC) Educators; NOVA Coordinators (Data/Program Reporting); PED Staff as Appropriate; Principals/Charter School Directors; Special Education Directors; Superintendents; Tribal Education Leaders/Directors;			
Culturally and Linguistically Responsive (CLR) Instruction:			
• CLR Handbook	• CLR Framework Resources	• CLR PD Pathways	
• Equity Council	• Equity Council Resources	• M/Y Resources	
Who should utilize these resources: Administrators/Front office staff; ALL Educators; Counselors/Social-emotional Liaisons; Curriculum, Instructional Leaders, and Education Assistants; Equity Council members; Native American Language & Culture (NALC) Educators; Nurse; Other Members of the Education Community that assists Parents/Families; Parent Liaison/Volunteer; PED Staff as Appropriate; Principals/Charter School Directors; School Boards/Governing Boards; School Psychologist, Diagnostician; Student Assistance Team (SAT) Leaders/Coordinators; Special Education Directors; Superintendents; Tribal Education Leaders/Directors;			

English Learner (EL) Programs:				
• EL Resources	• EL Identification	• ELDIF	• ELD Standards	• LUS Handbook
• Serving ELs TAM	• Identifying and Serving ELs with Disabilities Guidance Handbook			
<i>Who should utilize these resources:</i> Administrators/Front office staff; Curriculum, Instructional Leaders, and Education Assistants; English Language Development (ELD) Coordinators, and Educators; District Test Coordinators (DTC); Individualized Education Program (IEP) Team; Literacy Coach; NOVA Coordinators (Data/Program Reporting); Nurse; Other Members of the Education Community that assists Parents/Families; Parent Liaison/Volunteers; PED Staff as Appropriate; Principals/ Charter School Directors; School Psychologist, Diagnostician; Student Assistance Team (SAT) Leaders/Coordinators; Special Education Directors; Superintendents; Title III Directors; Tribal Education Leaders/Directors;				
State Seal of Bilingualism-Biliteracy (SSBB) Resources:				
• SSBB State Law	• SSBB Regulation	• SSBB Educator Info	• SSBB Resources	
• SSBB One-Pager	• SSBB Handout	• SSBB TAM	• SSBB Power-point	
<i>Who should utilize these resources:</i> Administrators/Front office staff; Counselors/Social-emotional Liaisons; Curriculum, Instructional Leaders, and Education Assistants; High School Administrators; NOVA Coordinators (Data/Program Reporting); Parent Liaison/Volunteer; PED Staff as Appropriate; Registrars, and Counselors; Student Assistance Team (SAT) Leaders/Coordinators; Superintendents; Tribal Education Leaders/Directors;				
Title I Part C: Migrant Education Program (MEP - Federal Subgrants):				
• MEP Federal Law	• Comprehensive Needs Assessment		• ID&R Manual	
• National COE		• Service Delivery Plan		
<i>Who should utilize these resources:</i> Administrators/Front office staff; Counselors/Social-emotional Liaisons; NOVA Coordinators (Data/Program Reporting); Other Members of the Education Community that assists Parents/Families; Parent Liaison/Volunteer; PED Staff as Appropriate; MEP Subgrantees and Directors; MEP Recruiters, and Liaisons;				
Title III: ELA and Immigrant Programs (Federal Subgrants):				
• Title III Federal Law		• Title III PD Guidance		
• Title III TAM: Supplemental Support for EL Programs and Services				
<i>Who should utilize these resources:</i> NOVA Coordinators (Data/Program Reporting); Other Members of the Education Community that assists Parents/Families; Parent Liaison/Volunteer; PED Staff as Appropriate; Title III Subgrantees; EL Coordinators, Directors, and Educators;				
World Language Program Resources:				
• World Languages Regulation		• World Language TAM		
• World Readiness Standards		• World Readiness Standards Crosswalk		
<i>Who should utilize these resources:</i> Curriculum, Instructional Leaders, and Education Assistants; District Test Coordinators (DTC); Literacy Coach; PED Staff as Appropriate; Principals/Charter School Directors; Special Education Directors Superintendents; World Language Coordinators, Directors, and Educators; Tribal Education Leaders/Directors;				

Implementing of Title I Part C Subgrants

Title I Part C offers supplemental funding awarded to LOAs as subgrants. To qualify for a Title I Part C subgrant, a district or state charter school must submit a Title I Part C Application to the LCD.



The MEP known as Title I Part C Education of Migratory Children, is a federal entitlement program designed to provide supplementary education and support services to highly mobile children up to and through age three to age twenty-one (3 years -21 years old). Eligibility for the MEP is determined by the lifestyle of the parents/guardian (i.e. moving across school district, county, or state boundaries for the purpose of seeking or obtaining temporary or seasonal work in agriculture or commercial fishing activities). Children must move with the parent/guardian (migratory worker) or join the parent/guardian within 12 months of a qualifying move. Children who are determined to be eligible may remain eligible for up to 36 months without another qualifying move.

The mission of the MEP is to provide educational and support services that strengthen and enhance the development of the migratory child and the migratory family. The MEP focuses primarily on the educational needs of migratory children and attempts to alleviate barriers to successful educational achievement. The purpose of Title I Part C, MEP, is to:

1. To assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
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, and 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.
5. To help migratory children benefit from state and local systemic reforms.

Through LOAs the MEP helps by providing supplementary services beyond those provided in schools (e.g., develop oral and written language, and communication skills; reading and mathematics; and provides support for migratory students to accrue high school credit toward graduation or attain a GED). The Office of Migratory Education published non-regulatory guidance (NRG) to aid states and programs in interpreting how the MEP should be operated. These documents are found at <https://results.ed.gov/legislation>. The NRG follows a question-and-answer format written in plain language that is easy to follow and can be used for training and learning about the program. It is recommended that all LOAs become familiar with the NRG.

Supplement, Not Supplant Requirement

Section 3115(g) of ESEA as amended by ESSA requires that federal funds made available under Title I Part C be used to supplement the level of state and local public funds that would, in the absence of MEP funds, be made available from non-Federal sources for the education of children participating in MEP projects. PED and LOAs may not use MEP funds to supplant (i.e., replace) non-Federal funds. Please contact the LCD for clarification of the specific details of the LOAs situation.

The LCD supports by reviewing requests prior to an LOA expending Title I Part C funds for purchases or activities that have yet to be approved in the Title I Part C Application, Title I Part C Preapproval, or Title I Part C Application Amendment Form. Preapproval is required prior to submitting a Request for Reimbursement (RfR).

Planning and Delivering MEP Services

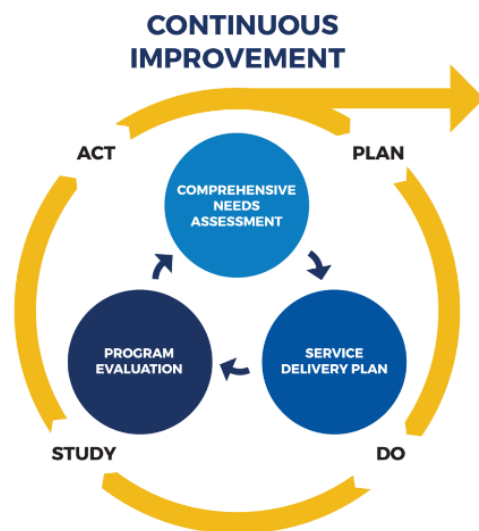
As part of New Mexico's Continuous Improvement Cycle, the Comprehensive Needs Assessment (CNA) is conducted every third year. New Mexico's most recent CNA was conducted in the February 2024 (SY 23-24) and informs the Service Delivery Plan (SDP) developed in SY 24-25. The third year allows more time for programs to implement strategies and gather data on the effectiveness of strategies delineated in the SDP.

For more information related to this section, please refer to the PED MEP Service Delivery Plan and Comprehensive Needs assessment documents that can be found on the Migrant Education Program subpage of the LCD website.

Comprehensive Needs Assessment (CNA):

A MEP Comprehensive Needs Assessment (CNA) is required under Title I Part C, Section 1304(b)(1). States must address the special educational needs of migratory children. The CNA is reviewed and revised every third year to reflect changes in the migratory student population. The updates to the CNA are completed by a Needs Assessment Committee that reflects a broad range of stakeholders including State MEP and PED staff, local MEP directors, recruiters, family liaisons, data clerks, educators/instructors, district administrators, and migratory parents.

MEP funds must be used to meet the identified needs of migratory children that result from their migratory lifestyle. The Office of Migrant Education (OME) guidance states, "Local operating agencies must conduct a needs assessment in order to provide services that will meet the identified needs in accordance with the comprehensive State plan for service delivery." Local needs are assessed using evaluation tools and surveys aligned to the Statewide CNA and Service Delivery Plan (SDP), minimum data elements in the migratory student database, and other methods deemed necessary locally. The purpose of the CNA is to identify the unique educational needs of migratory children and services that will help migratory children achieve the State's measurable outcomes and performance targets. Because there are never sufficient resources to meet all the needs of migratory children, the CNA helps SEAs and local operating agencies prioritize those needs.



Policy guidance issued states that a local needs assessment must be conducted annually and must use the most recent and relevant information available. The needs assessment serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the State to allocate funds to local education agencies. The statewide CNA is available from PED, and relevant components are integrated throughout statewide MEP activities such as CNA and SDP update meetings and year-end data review meetings.

Service Delivery Plan (SDP):

After identifying the needs of migratory children through the CNA, completing the application process, and receiving notification from the State that LOA has received a Title I-C allocation, services can be implemented. Planning and delivering services require knowledge of the strategies and resources that the State has defined in the SDP. This includes the statewide measurable program outcomes (MPOs) that were designed to determine student progress. LOAs must align services to the strategies and MPOs included in the SDP and in their project applications. Project applications are aligned to the most recent SDP strategies and MPOs annually. Guidance and technical assistance for implementing SDP strategies and MPOs is integrated in statewide MEP activities including CNA and SDP update meetings, evaluation planning meetings, implementation evaluation site visits, and year-end data reviews.

The New Mexico MEP SDP describes how gaps in the education and academic progress of migratory children and youth will be addressed and how the services in the plan will be evaluated. The specific components required by the Office of Migratory Education for the SDP are listed below.

- **Performance Targets.** The plan must specify the performance targets that the State has adopted for all migratory children for: reading; mathematics; high school graduation/the number of school dropouts; school readiness; and any other performance target that the State has identified for migratory children. [34 CFR 200.83(a)(1)].
- **Needs Assessment.** The plan must include identification and an assessment of: (1) the unique educational needs of migratory children that result from the children's migratory lifestyle; and (2) other needs of migratory students that must be met for them to participate effectively in school. [34 CFR 200.83(a)(2)].
- **Measurable Program Outcomes.** The plan must include the measurable outcomes that the MEP will produce statewide through specific educational or educationally related services. (Section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migratory children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets.
- **Service Delivery.** The plan describes the NM MEP strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy addresses: (1) the unique educational needs of migratory children that result from the children's migratory lifestyle, and (2) other needs of migratory students that must be met in order for them to participate effectively in school. [34 CFR 200.83(a)(3)].
- **Evaluation.** The plan must describe how the State and LOAs will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. [34 CFR 200.84(ab)]. Optional information that may be contained in the SDP includes the policies and procedures it will implement to address other administrative activities and program functions.

Types of Student Services

MEP-funded support services include, but are not limited to, health, nutrition, counseling, and social services for migratory families; necessary educational supplies; and transportation. Some LOAs employ graduation specialists to provide educational support and assistance. Examples include:

- Referred Services: Educational or educationally related services provided from the non-MEP programs or organizations that otherwise would not have been obtained by migratory children but are obtained for migratory children through the efforts of MEP funded personnel. An example of this would be a referral to the Lion's club for glasses. Referred services often provide needed support in the home so that the student can focus on his or her studies and can include referrals to food banks, faith-based organizations for clothing and household items, and agencies that provide services to families in difficulties. It must be a referral from a migratory staff person to a non-migratory funded service.
- Supportive Services: Supportive services are those that are provided by migratory funded school district staff but are not instructional services. As such, they include a wide variety of services provided to students. The characteristic they all have in common is that they help students succeed in school.
 - Counseling Service – Services to help a student 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 crises resulting from the culture of migrancy.
 - Collaboration with College Assistance Migratory Program (CAMP) – The CAMP program offers migratory students financial and academic aid to attend a participating University. Students receive individual guidance and support from CAMP staff during their first year on campus. Collaboration with local universities – Local university admissions departments often have a minority recruiter who will organize and support college visits for migratory students.
 - Health Services – The NM MEP provides health referrals and information to students and families through a number of health care partnerships.
 - School Supplies – Students may receive a school supplies backpack, the use of learning technology, and weather appropriate clothing, such as coats, gloves, etc. Advocacy – Provide a graduation specialist or mentor to work with migratory students, tracking student progress towards graduation by monitoring grades, attendance, and behavior. This person works as the student advocate with teachers and other staff, in addition to providing clear lines of communication between parents and the school.
- Instructional Services: Instructional services can include tutoring, classes at the secondary level, before or after school programs, summer school. What these have in common is that a migratory funded staff person is providing instruction to a student or group of students. This person should be highly qualified (e.g. have the skills, education, and support to provide high quality instruction).

Continuation of Services

For migratory children who complete their eligibility during a school term, there are provisions so that they remain eligible for services until the end of the school term. A migratory child who is no longer eligible may continue to receive services one additional school year, but only if comparable services are not available through other programs. Secondary school students who are eligible for services in secondary school may continue to be served through credit accrual programs until graduation. [1304(e)]. Before an LOA provides services under these provisions, it should consider whether the migratory students' special educational needs are addressed by the general school program and whether migrant children who have a priority for services have already been served.

Priority for Services:

Each LOA participating in the MEP is required to maintain priority for services (PFS) data for each eligible migratory child at the LOA. The PFS data and determinations are intended to assist LOAs in determining which migratory children should receive services first. Following is the definition of PFS (Title I, Part C, Section 1304 (d)).

In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who—

- (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or
- (2) have dropped out of school.

The updated SDP contains a list of factors that New Mexico considers to be failing, or most at risk of failing, to meet challenging state academic standards. LOAs must target PFS students for services first and, in the event that a waiting list for services is necessary, ensure that PFS students are placed in services first. In the MEP sub-allocation formula, New Mexico gives weight to programs with relatively high percentages of PFS students. Locally, if there is limited space in any program funded or coordinated with the MEP, PFS students are placed at the top of the list for participation. PFS determinations should be made on the first day of enrollment and on a rolling basis as new data regarding risk factors becomes available. Lists of students determined to have PFS may be obtained from the migratory student database (MIS2000).

Parental Involvement

The State MEP and its subgrantees must establish and consult with PACs in the planning and operation of regular year MEPs. Specifically, grantees must establish a PAC with representation of eligible migratory parents and the State agency must establish a Statewide PAC with representation from the LOAs (eligible migratory workers). Migratory PAC membership should consist primarily of migratory parents or the guardians of eligible migratory children. The PAC can also include district personnel who represent the interests of migratory parents. Members can be selected in the following ways: election, volunteering, nomination and /or appointment. The PAC should consist of no less than 5 members, if possible. The goals of the Migratory PAC are to provide parents the opportunities to express concerns in the planning, implementation and evaluation of the MEP:

- To provide parents with the knowledge and skills needed to be an effective advocate for their child; and
- To provide parents the opportunities to provide support to school programs.

Migratory PACs function to advise the LOA on concerns of migratory parents that relate to the planning, operation, and evaluation of the LOAs MEP [NRG 2010, B2.]. In addition, they provide input to assist in establishing effective programs to improve student academic achievement and school performance and provide suggestions and ideas regarding the effectiveness and improvement of the LOAs MEP.

Local MEPs should try to select PAC members that are representative of their migratory parent population. Although there are several ways to select PAC members, to the extent feasible, parents of eligible migratory children should elect members of the PAC. In some instances, elections may not be possible due to mobility. If elections are not possible, the LOA may select members by appointing volunteers or those nominated by other parents, teachers, or administrators. In any event, the method the SEA or local education agency selects should provide for maximum parental participation.

Local projects should ensure that participating schools provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information on school profiles in a language and form such parents understand. Examples of parent involvement strategies that focus on the parents of students with limited English proficiency include, but are not limited to, the use of bilingual and bicultural recruiter/family liaisons and translators/interpreters for meetings, cultural awareness and language classes for teachers and other school staff working to build ties between home and school.

National Resources for Professional Development

[Federal resources for Educational Excellence](#) sponsored by the U.S. Department of Education reports on effective educational programs, practices, and products. For example, information is available about reading, mathematics, middle school curriculum, dropout prevention, early childhood education, and English Learners.

The OME of the U.S. Department of Education, administers grant programs that provide [academic and supportive services](#) to eligible migratory students who are uniquely affected by the combined effects of poverty, language and cultural barriers, and the migratory lifestyle to assist them to meet the same challenging academic content and student academic achievement standards that are expected of all children. OME sponsors workshops, institutes, and meetings (e.g., the annual MEP Directors' meeting).

The National Association of State Directors of Migratory Education (NSDME) offers its annual National Migratory Education Conference held in the spring. Idaho sends staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and migratory program administration.

The OME, provides excellent leadership, technical assistance, and financial support to improve the [educational opportunities and academic success of migratory children](#), youth, agricultural workers and fishers, and their families.

Title I Part C Application

The Title I Part C Application is an annual plan that is completed typically in the spring. LOAs are encouraged to complete and submit their application before the deadline, as they are reviewed in the order in which the LCD receives them. Any proposed activities that are not aligned to the federal law will require the LOA to complete necessary adjustments through an iterative process and resubmit for additional review and approval. Title I Part C Applications typically receive final approval in June if not sooner. The Title I Part C budget in the Operating Budget Management System (OBMS) is then aligned to the approved Title I Part C Application. The application must include:

- Previous history
 - 1. What is the most recent date the district or state charter school conducted a needs assessment for migrant students? Please upload the copy in this section.
 - 2. How often does the Parent Advisory Council (PAC) meet to provide input on the planning, implementation, and evaluation of the local migrant education program? Please upload a copy of the bylaws and all school year (SY) 2022-2023 meetings.
 - 3. Did the district receive a Technical Assistance/Focused Monitoring visit from the NMPED MEP within the past 3 years?

- Service Delivery Plan (SDP) Goals
 - Goal 1: (1) What percentage of identified K-12 migratory students received supplemental ELA and math instruction during the regular year? (2) What was the structure of services provided?
 - Goal 2: (1) How many migratory children ages 3-5 attended any early childhood education services during the regular term and summer? (2) What programs did migratory children ages 3-5 attend?
 - Goal 3: (1) What is the district or state charter school doing to ensure that migratory students meet graduation credit requirements and credit accrual? (2) What is the district or state charter school doing to ensure that migratory students meet demonstration of competency requirements? (3) What is the percent of migrant students enrolled in Advanced Placement, Honors Courses, or Dual-Credit classes?
 - Goal 4: (1) What services did students and families report needing? (2) What topics were addressed/discussed during family engagement trainings?
- Priority of Services
 - Describe how the MEP is meeting the needs of migratory children who have Priority for Services.
- Activities and funding
 - Activity, budget amount allocated, instructional service, support service, implementation strategy, number of students served, measurable program outcome and staff responsible.
- Private school participation consultation.
- Tribal consultation (if applicable); and
- Signed and dated assurances that include signatures of the MEP director, business manager, superintendent or charter school director, and the school board president or charter school governing body president.

The LCD reviews all submitted Title I Part C Applications and budgets and provides feedback through a Title I Part C Checklist uploaded to SharePoint that may include notes, further information requests, and other comments on the proposed activities. A final Checklist is uploaded in SharePoint and sent by email to the MEP Director upon approval of the Title I Part C Application.

Once a Title I Part C Application is approved, it is important that the MEP Director review all feedback on the final Title I Part C Checklist prior to expending funds. Changes to the approved Title I Part C Application can be made by completing the Title I Part C Amendment Form described below.

Private School Participation

In accordance with Section 8501 of ESEA as amended by ESSA, to ensure timely and meaningful consultation, a LOA must consult with appropriate private school officials in its area. The LOA and the private school official(s) must both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children.

Each LOA maintains in its records and provides to PED a written affirmation signed by officials of each participating private school that the meaningful consultation required by Sec. 8501 has occurred. The written affirmation has to provide the option for private school officials to indicate their belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children.

If the private school official(s) do not provide such affirmation within a reasonable period of time, the LOA may forward to PED the documentation that the consultation has, or attempts at consultation have, taken place. The documentation may include:

- Copy of sent email(s) with date and time.
- Copy of certified mail receipt(s)

Title I Part C Application Amendments

In order to amend an approved Title I Part C Application, an LOA submits a [Title I Part C Amendment Form](#) to the LCD. The LCD may request further information or additional details before approving or disapproving the request. If the Title I Part C Amendment Form is approved, the LOA attaches the approved amendment form when submitting an RfR for the expenditures detailed in the Amendment. If the approved Title I Part C Amendment requires funds to be transferred from one line item to another, a BAR in OBMS will be necessary. The approved Title I Part C Amendment Form is then attached to the BAR.

This form is to be submitted to the LCD MEP Specialist with each amendment request for activities not listed in the approved Title I Part C Application. Please provide sufficient justification and attach any supporting documentation (vendor quotes, product descriptions, professional development agenda, etc.) to ensure that the proposed expenditure(s) are reasonable, allocable, and allowable in accordance with Title I Part C, Sec. 3115(c) and (d). Failure to submit sufficient descriptions will delay approval.

Please submit one form with each Amendment request. Complete sections A, B and C.	
District	
Fund code	24103
<p>Please provide sufficient justification to ensure that funds are being used to meet New Mexico’s Migratory Education Program Comprehensive Needs Assessment (CNA) and State Delivery Plan (SDP). Please see Appendix C in the CNA and pg.13 of the SDP for additional information.</p> <p>Note: Costs must be reasonable, allocable, and allowable. Failure to submit sufficient descriptions will delay approval.</p>	
<p>A. Accounting</p> <p>What is the approximate dollar amount? <input style="width: 200px; height: 20px;" type="text"/></p> <p>Will you be transferring funds between two different line items? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If applicable, which line items?</p> <p style="padding-left: 40px;">Staff Budget <input type="checkbox"/> Miscellaneous Expenditures <input type="checkbox"/></p> <p>What is the name of the requested activity/purchase if applicable?</p>	

B. Description/Justification:

**Which goal will you be amending?
What is the proposed language for the amendment?**

Please give a detailed description regarding how the funds will be used. Please describe how and which students will be served. Attach any supporting documentation (vendor quotes, product descriptions, professional development agenda, etc.).

Title I Part C Preapproval

A Title I Part C Preapproval Form must be submitted when the final Title I Part C Checklist requires a preapproval for the broad categorical activities listed in the approved Title I Part C Application once further details for the activity are available (such as vendor, product description, etc.). Title I Part C Preapprovals can be submitted at any time during the duration of the Title I Part C subgrant. The LCD may request further information or additional details before approving or disapproving the request.

The approved Title I Part C Preapproval is part of required documents when submitting an RfR for the expenditure to support timely processing of the RfR. A Title I Part C Preapproval Form is not required for detailed activities or purchases already approved in the Title I Part C Application. Failure to submit a Title I Part C Preapproval Form for an activity or purchase not previously approved could result in a denied RfR for the activity or purchase.

This form is to be completed for activities where a preapproval has been requested in the approved Title I Part C Application and the Title I Part C Application’s Checklist. Please provide sufficient justification and attach any supporting documentation (vendor quotes, product descriptions, professional development agenda, etc.) to ensure that the proposed expenditures are reasonable, allocable, and allowable in accordance with Title I Part C, Sec. 3115(c) and (d). Failure to submit sufficient descriptions will delay approval.

Please submit one form with each pre-approval request.	
District	
Fund code	24106
What required activity or authorized activity in the approved MEP Application is the request aligned to?	
What is the cost (approximate or exact)?	
Please provide a detailed description of how the funds will be used.	

Duration of the Title I Part C Subgrant

The period for which the Title I Part C subgrant was awarded shall span the 27-month performance period, which includes the Tydings Amendment period as granted to the PED by the ED. The Tydings Amendment period refers to the period in which any funds not obligated and expended during the time for which they were awarded become carryover funds and may be obligated and expended during the succeeding fiscal year.

Please note: The OBMS system uses the FIFO method (first in, first out) to ensure the oldest grant is being utilized first to avoid reversions. Administrative Services Division (ASD) posts the current fiscal year planning awards on the website once received from the program bureau, so that the LEAs can build these amounts into their budgets during the budget season (April-June). LEAs may carry over Title I Part C funds, from one year to the next. 100% of unspent funding may be carried over to the following year's allocation. The LEAs receive budget authority begins the first day of the fiscal year in which the funds were awarded. Any carryover funds not obligated by the expiration date will be automatically forfeited.

Starting in FY25, allocations include "projected carryover" within the planning awards. In years past it was only the planning awards amounts that the LEAs were able to budget for Title I Part C funds. The FY25 planning awards that are posted on the website are estimates for LEAs to build their budgets and have budget authority July 1st. Both amounts will change at some point in the next year. At this time the amount in the projected carryover column is an estimate and the final carryover amount will be calculated later in the fall, therefore the actual amount cannot be determined at this time. This use of the "projected carryover" period provides LEAs the opportunity to plan more effectively and make the best use of funds to support EL students and immigrant children and youth. This also allows for the uninterrupted monitoring of the effectiveness of the program and support services.

The program bureaus are to review the budgets to ensure it ties to the approved application. All budgets that are approved by the program bureau, get approved by the fiscal grants management bureau so that the LEAs can have budget authority on July 1st. In the late fall when carryover is calculated, the LEAs are sent an award memo with the completed exhibit to submit an increase BAR (budget adjustment requests) to true up the budget and get credit for the carryover. Title I Part C subgrantees may not have Budget Authority over funds (24103) for the 27 months without an accompanying carryover/award letter; please contact the [Fiscal Grants Management Bureau](#) for more information.

Fiscal Management

Supplement vs. Supplant— Title I-C funds are provided to administer programs that will supplement the programs supported by general funds. Title I-C funds cannot be used to supplant or duplicate programs or activities funded with State, or local funds. Any services provided by the district funded by State or local funds must also be provided without cost to migratory students.

Use of Funds for Parent and Teacher Involvement – An LOA may use Title I-C funds to pay costs that are reasonable and necessary for the effective implementation of its plan for consultation with parents and teachers, including costs associated with meetings and other appropriate activities.

Accountability for Equipment – The LOA must maintain a current inventory of any equipment, including computing devices purchased with Federal funds (2 CFR §200.33; 2 CFR §200.94; 2 CFR §200.20). A separate inventory must be maintained for these items purchased with migratory funds.

Definitions:

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes or \$5000 (2 CFR §200.33).

Supplies means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the District for financial statement purposes or \$5000, regardless of the length of its useful life (2 CFR §200.94).

Computing devices means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories for printing, transmitting, and receiving, or storing electronic information (2CFR §200.20).

Physical inventory should be taken each year. The following steps are outlined to assist in taking a physical inventory:

1. Locate item.
2. If an item is missing, report description (i.e., serial number, date of purchase, purchase price).
3. If equipment has been transferred to another school, print new location.
4. Minimum information required on new equipment is as follows: 1) description; 2) purchase date; and 3) purchase price.

Title I Part C Budget Guidance

The SEA provides a formula subgrant allocation to districts with identified migratory children and who have expressed interest in running a project. (Students identified in districts that are not running a project are counted for the district that runs a regional project in the state.) The formula accounts for the following four factors: number migratory students included in Category I, the needs of migratory students, the number of students with Priority for Services (PFS), and the availability of funds from other programs.

The SEA uses quantitative data to generate a total number of points for each local operating agency. The amount of a subgrant is based on the amount of MEP funds the SEA sets aside for subgrants and the subgrantee's share of those funds based on the proportion that its points are of the grand total of points generated by all eligible subgrantees. Points are calculated using the number of eligible students, the number of students with PFS, the relative proportion of students with needs, and the availability of funds from other programs. The counts of eligible students and students with PFS are from the previous completed performance period as reported in MIS2000. The relative proportion of students with needs is the percentage of students who did not pass a New Mexico State Assessment in ELA or math, dropped out of school or youth not attending school, not proficient on a standardized district assessment, classified as an English Learner, retained or repeated a grade, grade placement is not age appropriate, behind on accruing credits towards graduation requirements, chronically absent, not school ready according to state school readiness benchmarks, or homeless. The relative availability of funds from other programs is determined through conversations with project directors about services and supports available in the district(s) where students are served.

Once the Title I Part C Application has been approved, the LOA, or fiscal agent is ready to enter the Title I Part C budget (24103) in OBMS. The Title I Part C budget in OBMS is created by aligning it to the approved Title I Part C Application. For the LOA to have budget authority for its Title I Part C budget in OBMS by July 1st of the upcoming fiscal year, the budget has to be entered and approved in OBMS by the deadline determined by the PED's Administrative Services Division.

Direct Administrative Costs

- Costs that can be identified specifically with the particular grant. The fund codes of the budget are aligned with all the Title I Part C Application of the consortium members.

Indirect Administrative Costs

- Costs that are not readily identified with a particular grant but are necessary for the general operation of the organization and must all be coded as follows:
 - Function: 1000 for support services—general administration
 - Object: 2300
 - Program Code: 53713

Budget Adjustment Requests (BARs)

During the fiscal year, the PED informs LOAs that have qualified for Title I Part C funding of their Title I Part C final award and any carryover funds. If an LOA has an increased award amount of funding available under Title I Part C, the LOA will enter an increase BAR in the OBMS. Before the increase BAR can be approved, the intended expenditure(s) must be approved by the LCD. LOAs are asked to attach a [BAR Justification Form](#) for the purpose of submitting intended expenditures to the LCD for approval.

District/State Charter:	
Program:	Title I Part C
Fund code:	24103

Justification Narrative

In addition to providing the Title I Part C Award Letter (or Title I Part C Planning Allocation for initial BARs), please also provide sufficient justification to ensure that funds are being used as allowable under the ESEA, Title I Part C, Sec. 3115. (c) and (d). Note: Costs must be reasonable, allocable, and allowable. Failure to submit sufficient descriptions will delay approval of BARs. Please give a detailed description regarding what the funds will be used for and for whom. Attach any supporting documentation (vendor quotes, product descriptions etc.). **If details and supporting documents are not yet available, please submit a Title I Part C Pre-approval once such documentation is available to ensure proposed expenditure is allowable under Title I Part C funding.**

Requests for Reimbursement (RfRs)

LOAs expend Title I Part C funds in accordance with their approved Title I Part C Application, approved Title I Part C Amendment, or an approved Title I Part C Preapproval Form.

Request for Reimbursement Process	
LOA LEVEL	PED LEVEL
1. RfR created	1. LCD Program Manager may request additional documentation
2. Preparer (business office personnel)	2. LCD Program Manager approves or disapproves
3. RfR pending	3. Fund analyst approves or disapproves
4. Submit to business manager	4. Fund supervisor approves or disapproves
5. RfR ready to submit	5. Paid by Department of Finance Administration
6. Business manager approves	6. Submitted into SHARE by Fund Supervisor
7. Business manager submits	
8. RfR submitted to PED	

To receive reimbursement for Title I Part C expenditures, LOAs must submit an RfR in OBMS. The RfR must include an expenditure report as well as other supporting documentation. The claim period for an RfR must match the claim period on the expenditure report. The table above describes the RfR process.

RfRs should be submitted regularly and in a timely manner. Additional questions or documentation may be required for RfRs. Prior to submitting an RfR, it is important to be able to answer the following questions:

- Is the purchase an approved expenditure?
- Has this purchase been made before using another funding source?
- Are all required documents attached? Ex: Approved Title I Part C Preapproval or Amendment Form
- Are all supporting documents provided? Ex: Agendas, sign-in sheets, invoices, purchase orders

For more information, including appropriate procedures for submitting BARs and RfRs, contact: [Leah Jimenez](#)

Nova Reporting Process

The MSIX Minimum Data Elements document outlines the items required to be reported in Nova. The general process that districts, state charter schools, and the PED follow to review the data that is submitted to Nova during the 40th, 80th, 120th, end of year (EOY) and summer data snapshots is included in the table below. A current migratory child is a student who is reported with a MEP Program Code in the Student and Student Snapshot templates. This information is available at the end of this TAM, and additional information is available [here](#).

Agent	Task
LOA:	<p>In each reporting period, LOAs have 10 business days to submit data to Nova after the scheduled reporting day.</p> <ul style="list-style-type: none"> • The submission for the reporting window closes after 10 business days following each of the reporting periods—on the 40th, 80th, 120th EOY and summer. • If an LOA has not completed submitting data in a timely way, they must follow the process from the PED Nova Team to have their reporting window reopened.
PED Nova Team	<ul style="list-style-type: none"> • Daily—determines if LOAs have submitted appropriate templates, marks LOA Submitted on tracking spreadsheet. • Daily—sends status report to PED bureaus and LOAs providing information on submission status.
PED (LCD)	<p>Data Validation begins with PED.</p> <ul style="list-style-type: none"> • Reviews Title I Part C data submissions. Compares the data to the MSIX Minimum Data Elements. Please note: All migratory students must be reported under the Program Code MEP by the LOA receiving Title I Part C funding. • Contacts the LOA MEP director to inform them of discrepancies and instructs on how to proceed. If there are no discrepancies, counts are validated.
LOA: If any discrepancies	<p>Data Validation Corrections if discrepancies are found.</p> <ul style="list-style-type: none"> • For any discrepancies related to Title I Part C, the LOA must update student information system and template data with the correct program codes and resubmit the template; a delete request is not necessary for this type of error (updatable field). • You will have the ability to resubmit data corrections. You will not be closed out for submitting at this point. PED (LCD) will validate that data assuming all discrepancies have been cleared.
PED Nova Team	<p>Daily - monitors the data validation status of all LOAs.</p> <ul style="list-style-type: none"> • Once all program validations have been completed for an LOA the PED Nova Team will send the LOA to PED School Budget. LOAs will be closed out and cannot make any

Agent	Task
	changes to the data.
PED School Budget	<ul style="list-style-type: none"> Reviews data and validates counts, reviews membership report for discrepancies, and sends membership report to the LOA for review. If any discrepancies are found, LOAs must follow the process from the PED Nova Team to have their reporting window reopened.
PED Nova Team	Daily - monitors the school budget certification status of all LOAs.

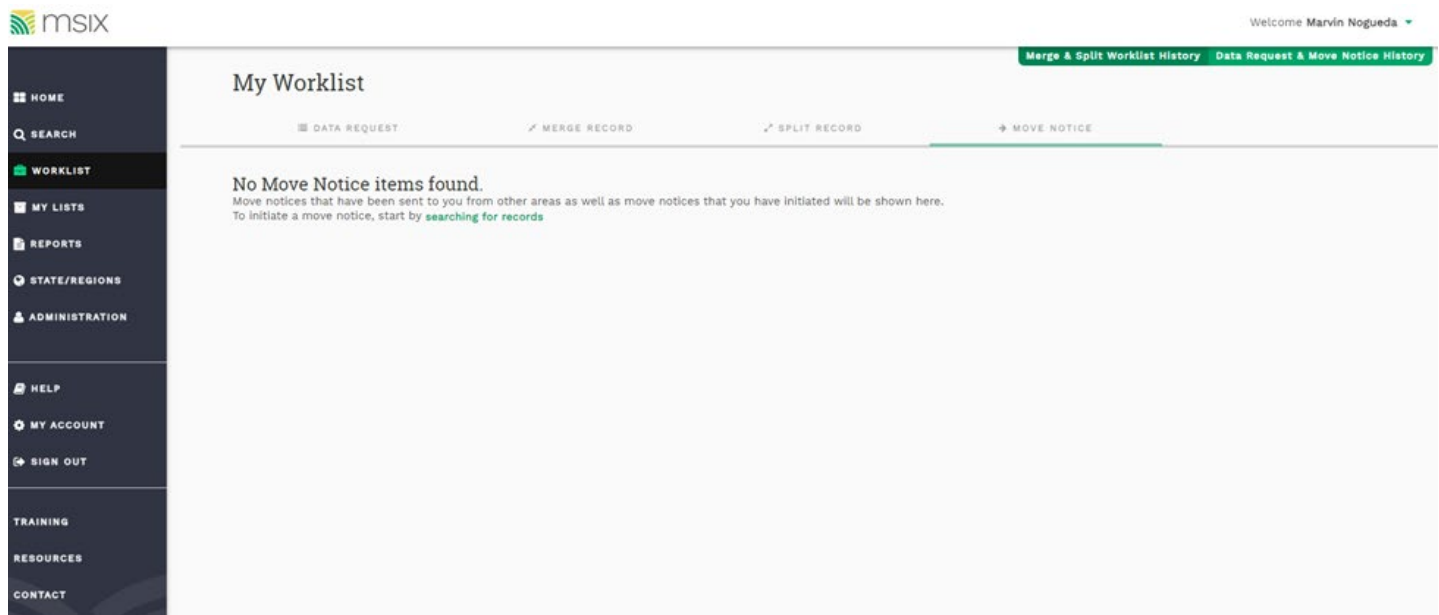
MIS2000/The Migratory Student Information Exchange (MSIX)

The MSIX system is the technology that allows states to share educational and health information on migratory children who travel from state to state and who as a result, have student records in multiple states' information systems. MSIX works in concert with the existing migratory student information systems that states currently use to manage their migratory student data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide.

At the State Level, MSIX users:

- Use the MSIX database to reference specific student records.
- Process Move Notifications for MEP students moving to and from MEP program in other states.
- Communicate with other MEP directors.
- Review data reports to ensure correct enrollments.
- Manage user accounts and activate/deactivate accounts as necessary.

MSIX Worklist Items

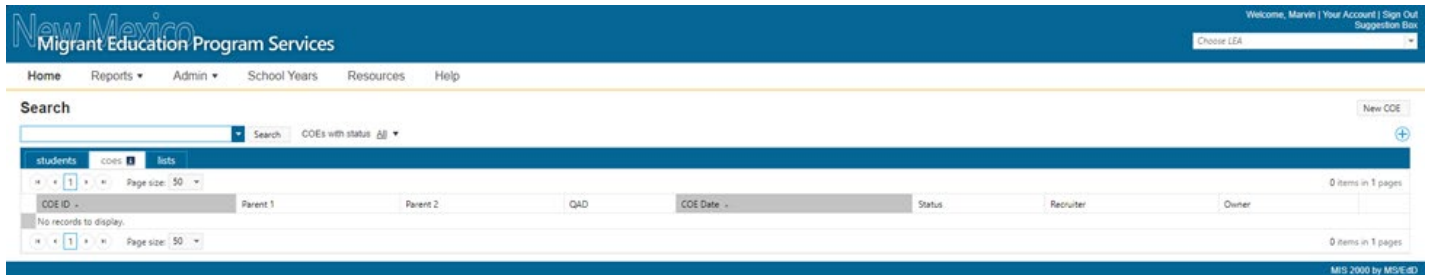


MSIX Worklists include items that are to be reviewed by the Migratory Education Program Specialist to contact State Recruiters about potential moves to the state from other states' MEPS. The MEP Specialist will also create move notices to inform other state MEPS about potential moves of student moving away from New Mexico. LOAs should contact the MEP Specialist with the most up-to-date contact information for the migratory family and as specific information as possible for where the family will be moving for creating the Move Notice.

MIS2000

The MIS2000 migratory student information system is used by the New Mexico PED to manage migratory student data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide. This system is used to process COEs (Certificates of Eligibility) for all students receiving services from their local MEP and to keep updated records about MEP enrolled students. MIS2000 directly communicates with MSIX and updates student records overnight.

MIS2000 Home Page



At the LCD, MIS2000 users:

- Use the MIS2000 database to reference specific student records.
- Review COEs
- Review SNAP reports to ensure correct student enrollments.
- Manage user accounts and activate/deactivate accounts as necessary.
- Create data files using data reported in Nova (MSIX Minimum Elements) to upload directly MIS2000 (beginning 24-25 school year)

At the LOA, MIS2000 users:

- Review COEs
- Adding enrollment types
- Checking student demographics
- Inputting assessment data, graduation data, withdraw date,

Title I Part C Technical Assistance and Focused Monitoring (TAFM) and Evaluation

The LCD monitors and evaluates LOAs in two ways. Onsite visits are conducted to assess how LOAs monitor and evaluate the effectiveness of their MEP program and services, including the use of Title I Part C supplemental funding. Onsite visits include document review of student enrollment entry, lesson plans, instructional materials used in program, and other artifacts and documents.

Further, during onsite TAFM visits, district, and school leaders as well as parents or students may be interviewed regarding the LOAs programs. Desktop monitoring and evaluation of the effectiveness of LOAs MEP Program and services are also conducted through a review of various data sources including the following:

- LOA data as reported to Nova.
- Fiscal documentation from OBMS, BARs, and RfRs
- If applicable, documented concerns of parents, community, and others, including complaints from the OCR.

- Entrance Conference: is usually attended by the superintendent, the federal programs director, the business manager, and anyone else the superintendent would like present. 1. Introductions and monitoring preparation recognition 2. Review schedule and determine if any changes are needed 3. Review the purpose of monitoring and the monitoring process: A. Purpose of Performance-Based Monitoring (risk factors based on data) i. to ensure compliance with federal requirements under ESEA ii. to offer technical assistance iii. to build relationships between the district and SDE iv. to support district system changes B. Monitoring Process C. Final Report 4. Superintendent is given an opportunity to discuss the district’s demographics, successes, and challenges.
- Monitoring Process:
 - Migratory reviewer– □ reviews district data fiscal, policy, and procedure documents □ interviews MEP director, business manager, migratory liaison □ Visit schools – observes classrooms, interviews principals, teachers, paraprofessionals, secondary students and parents. Requests information on implementation of SDP and CNA.
- Exit Conference:
 - The monitoring team meets with the superintendent, federal programs director, business manager and any other designated personnel to review the Final Report. Commendations, recommendations, and findings are discussed during the Exit Conference and the superintendent and Federal Programs Director are left with a copy of the Final Report. Findings include required Corrective Actions. The LOA has approximately 30 business days to respond to the Findings in the LOA’s Response Report.
 - The district is invited to give their feedback about the onsite monitoring review process. The district is encouraged to request a technical assistance visit in any of the program areas where additional support is determined to be beneficial. This request will become part of the Exit Report and be provided prior to the First Response Report due date.
- Close of Program Required Documentation

Document:	Description:
1. End of Year Staff Survey	Surveys from staff on training or professional development, in particular those from the PED MEP. Two that must be included this year: <ul style="list-style-type: none"> • NASDME • Summer Camp Planning
2. Parent Survey	Parent surveys on the quality of programming
3. District Assessment	District level reporting on students served
4. Summer Assessment	District level reporting on students served during summer sessions
5. Program Director	Report from program director on students served- please fill empty sections with N/A to indicate the item line has been read
6. Family Needs and Services/Parent Contact	Copies of services provided to families- one per COE
7. Evidence of Parent Meetings	Sign-in sheet and agenda of meetings

Beginning in the 23-24 school year, visits to LOAs will be conducted every other year using the following alternating schedule.

Monitoring list and Schedule for MEP Programs

- 23-24 LOAs to be visited: Portales, Truth or Consequences, Hatch, Gadsden, Las Cruces, Deming
- 24-25 LOAs to be visited: Gadsden, Dexter, Hagerman, Roswell, Portales

- 25-26 LOAs to be visited: Truth or Consequences, Hatch, Deming, Las Cruces
- 26-27 LOAs to be visited: Gadsden, Dexter, Hagerman, Roswell, Portales

Compliance with Federal and State Regulations

The guidance to LOAs regarding the policies and requirements of the ED, OCR and the state, relating to the provision of equal educational opportunity for Migratory students provided in this manual, is meant to help Title I Part C directors, and LOAs comply with federal and state law and ensure that Migratory students receive the highest quality of education possible. Title I Part C Directors are encouraged to contact the LCD with questions regarding federal and state laws on serving Migratory students and implementing the Title I Part C subgrant.

Glossary of Terms & Acronyms

The glossary of terms and acronyms included for all LCD TAMs and Guidance handbooks are below:

Acronym/Term	Definition	LCD Guidance Associated
AAPPL	Assessment of Performance toward Proficiency in Languages: Provided by the American Council on the Teaching of Foreign Language’s (ACTFL) which uses the World-Readiness Standards for learning languages. Participants engage in virtual video chats, creating wikis, and emailing, among other tasks. The AAPPL measures interpersonal listening/speaking, writing, and interpretive reading.	SSBB TAM
Academic Conversation / Discourse	Academic Conversations are sustained and purposeful conversations about school topics.	ELDIF Handbook
Academic Language	refers to the language used in academic content found in formal schooling contexts, including specialized or technical language and discourse related to each content area.	SSBB TAM
Academic Vocabulary	Vocabulary used in an academic, school setting and words which are content, skill-based words.	ELDIF Handbook
ACCESS for ELLs	New Mexico’s statewide, standards-based, criterion-referenced English Language Proficiency (ELP) assessment designed to annually measure K–12 English language learners’ (ELLs) social and academic proficiency in English. This assessment is computer-based.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; LUS Handbook; SSBB TAM; Title III TAM;
Accommodations	Changes in procedures or materials that do not fundamentally alter the content or performance expectation for a student.	Identifying and Serving ELs w/ Disabilities Handbook
ACT	American College Testing: is a national college admissions examination that consists of subject area tests in English, mathematics, reading, and science. Scores range from 1 (low) to 36 (high).	SSBB TAM
ADA	Americans with Disabilities Act of 1990	LUS Handbook
Agricultural Work	The production or initial processing of crops, dairy products, poultry, or livestock, as well as the cultivation or harvesting of trees. It consists of work performed for wages or personal subsistence.	ID & R Manual
<u>Alliance Française</u>	refers to a non-profit. There are well over 100 Alliances Françaises in the USA under the 501(c) 3 non-profit Federation of Alliances Françaises. Each alliance is dedicated to teaching the French language and enjoying the culture of French-speaking countries. The federation	SSBB TAM

Acronym/Term	Definition	LCD Guidance Associated
	makes available cultural offerings—à la carte. These are reasonably priced, local, or national programs that are listed on the Federation's website.	
Alternate ACCESS	The annual large-print ELP assessment that is administered individually to students in grades 1-12 who are identified as English learners with the most significant cognitive disabilities. This assessment is paper based.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
AP	Advanced Placement: is a program of coursework provided by the College Board. Students can take college-level classes taught by their specially prepared teachers. At the end of the course, students can sit for the AP exam that, with a high-enough score, can earn them college credit and even allow them to place out of introductory college coursework.	SSBB TAM
ASL	American Sign Language: ASL is a visual-gestural language used primarily by members of the North American Deaf community and is considered a language other than English.	SSBB TAM
<u>ASLPI</u>	ASL Proficiency Interview: is a holistic language evaluation used to determine global ASL proficiency. The basic precept in this type of evaluation is to determine, through a face-to-face interview, what an individual can do with the target language at a given point in time and is a 20–25-minute video-recorded interactive dialogue between the examinee and the interviewer.	SSBB TAM
Asset-Based Approach	Teaching that is grounded in what students can do rather than what they cannot do or areas of weakness. It is an embodiment of growth mindset in instruction.	Identifying and Serving ELs w/ Disabilities Handbook
Asylee	Asylees: are individuals who, on their own, travel to the United States and subsequently apply for or receive a grant of asylum. Asylees do not enter the United States as refugees. They may enter as students, tourists, on business, or with “undocumented” status. U.S. Department of Health and Human Services [HHS], n.d.a	BMEP TAM; Serving ELs TAM; Title III TAM
Avant	is a language proficiency assessment vendor.	SSBB TAM
BAR	Budget Adjustment Request: Requests for net increases and decreases to the budget that may include increases due to new grant funds and decreases due to the need to reduce appropriations to keep spending within available revenues—BARs must be approved by designated authority prior to posting as a budget adjustment.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Bicultural	Identifying with the cultures of two different cultural groups—to be bicultural is not necessarily the same as being bilingual, and vice versa.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Bilingualism	Refers to the ability to command two languages existing on a continuum of language skills.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Biliteracy	The ability to effectively communicate or understand thoughts and ideas through two language systems and vocabularies, using both written symbols.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III

Acronym/Term	Definition	LCD Guidance Associated
		TAM
Block Scheduling	Method, typically used in secondary schools, to extend instructional periods from a traditional program of shorter sessions to longer class periods that meet fewer times each day and week.	Identifying and Serving ELs w/ Disabilities Handbook
BMEAC	Bilingual Multicultural Education Advisory Council: that has been created in the BME Act to advise the Secretary and NMPED staff on the effective implementation of the BME Act.	BMEP TAM; Serving ELs TAM; Title III TAM
BMEPs	Bilingual Multicultural Education Programs: that provide instruction in, and the study of, English and the home or heritage language of the student. It may also include the delivery of the content areas in the home or heritage language and English, and it incorporates the cultural heritage of the child into specific aspects of the curriculum.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
CAMP	College Assistance Migrant Program: assists migratory students in completing their first year of college and provides follow-up services to help them continue in postsecondary education.	ID & R Manual
CCSS	Common Core State Standards: The state-led effort to develop the Common Core State Standards was launched in 2009 by state leaders— including governors and state commissioners of education from 48 states, two territories, and the District of Columbia— through their membership in the National Governors Association (NGA) Center for Best Practices and the CCSSO.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
CCSSO	Council of Chief State School Officers	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
CEFR	Common European Framework of Reference: is a learning, teaching, and assessment that acts as a framework of reference for Languages used in Europe but also on other continents. It was designed to provide a transparent, coherent, and comprehensive basis for the elaboration of curriculum guidelines and language syllabi, the design of teaching and learning materials, and the assessment of foreign languages. It is now available in 39 languages.	SSBB TAM
COE	Certificate of Eligibility: is a form established by the Secretary of Education that consists of required data elements and required data sections necessary for documenting a child’s eligibility for the MEP. 34 CFR § 200.89(c).	ID & R Manual
Child Count	a “ child count ” is the state’s numeric calculation of the total unduplicated number of eligible migratory students statewide who can be counted for funding purposes. ED collects two separate child counts, known as the Category 1 and Category 2 child counts.	ID & R Manual
CLD	Culturally and Linguistically Diverse: students who are of a different cultural background than the dominant United States culture and who may have inherited a home or heritage language other than English from their family, tribe, or country of origin.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
CLEP	College-Level Examination Program: which is a group of standardized tests that assesses college-level knowledge in several subject areas. These tests, are administered at more than 1,700 colleges and universities across the United States and can earn students credit for, and placement out of, college classes.	SSBB TAM
<u>College Board</u>	This is a mission-driven, not-for-profit organization that assists students to transition from high school to college through programs such as SAT college entry testing and the AP program.	SSBB TAM
Comprehensive Evaluation	Use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist with determining whether the child is a child with a disability under §300.8.	Identifying and Serving ELs w/ Disabilities Handbook
SDP	Also known as a comprehensive state Service Delivery Plan , describes the services the SEA will provide on a statewide basis to address the unique educational needs of migratory students.	ID & R Manual
Content Areas	All subject matter areas of the school’s curriculum, as defined in the New Mexico standards for Excellence, 6.29.1-11 NMAC, Content Standards and Benchmarks. It especially refers to the core content areas— language arts, math, science, and social studies.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Continuation of Service	The statute provides three circumstances in which a LOA may continue to provide services to children whose eligibility has ended: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. [Note: Before the agency provides services under these provisions, it should consider whether the child’s unmet unique educational needs are addressed by the general school program and whether migratory children who have a priority for services have already been served.]	ID & R Manual
CES	Each state has a “land grant” college or university that addresses agricultural issues and supports a statewide system of Cooperative Extension Service offices. The county agents for each CES office often have in-depth knowledge of local farms and crops and have many contacts in the farming community. The CES may also offer annual statewide activities such as farm shows or agricultural days that are good places to meet employers.	ID & R Manual
CSPR	Consolidated State Performance Report: Is the instrument SEAs use to report to ED on the performance of many ESEA formula grant programs, including the MEP.	ID & R Manual
Crop	Is a plant that is harvested for use by people or by livestock.	ID & R Manual

Acronym/Term	Definition	LCD Guidance Associated
CRT	Culturally Responsive Teaching: is the validation and affirmation of home culture and language for the purpose of building and bridging the student to success in the culture of academia.	ELDIF Handbook
Culture	Deep patterns of values, beliefs, practices, and traditions that have been compiled and normalized over a period of time, setting the standard for what is normal and expected. This socially acquired knowledge may be learned and is shared among individuals in the home, community, and/or institutions.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<u>DELE</u>	Diplomas of Spanish as a Foreign Language: is the official accreditation of the degree of fluency of the Spanish language. It is issued and recognized by the Ministry of Education, Culture and Sport of Spain. The Instituto Cervantes is the institution in charge of organizing the exams, while the University of Salamanca oversees the preparation, correction, and final evaluation of all tests.	SSBB TAM
DELF	Diplôme d'Études en Langue Française: is an official qualification awarded by the French Ministry of Education to certify the competency of candidates from outside France in the French language. These diplomas are valid for life. DELF is composed of four independent diplomas that correspond to the levels of the CEFR mentioned above.	SSBB TAM
Designated ELD	Instruction to develop the ELP of EL students based on the student's ELP level and grade level; instruction shall be distinct from content-area instruction.	Identifying and Serving ELs w/ Disabilities Handbook
DFA	Department of Finance Administration	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
DHEW	Department of Health, Education, and Welfare	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Differentiated Instruction	An approach that teachers can use to make grade level content comprehensible to all students with specific attention to the diverse language and learning needs of their ELs.	ELDIF Handbook
Diploma of Excellence	refers to a New Mexico high school diploma. Diploma of excellence is the terminology used in NMSA 22-1-9.1 and 6.32.3.5 NMAC.	SSBB TAM
Discussion Etiquette	The outlined decorum and good form a student must project during Academic Discourse and/or all class discussion.	ELDIF Handbook
District	A unit for administration of a public-school system often comprising several towns within a state—excluding state charter schools (each its own district), there are 89 school districts in NM, with Albuquerque Public Schools being the largest and Mosquero Municipal Schools being the least populated.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
DOK	Depth of Knowledge: the depth of understanding required to answer or explain an assessment-related item or a classroom activity. The concept of depth of knowledge was developed in the 1990s through research by Norman L. Webb, a scientist at the Wisconsin Center for Education Research.	ELDIF Handbook
DTA/DTC	District (or Charter) Test Administrator/Coordinator: who is a licensed school instructor, counselor, student success advisor, or administrator in a school district, charter school, state educational institution, or bureau of Indian education school (BIE) designated by the district superintendent, charter administrator, or governing authority of a state educational institution or BIE school with the overall responsibility for distributing and administering standardized tests, training school personnel in test security matters, etc.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
DLI	Dual Language Immersion: A BMEP model designed to develop proficiency in two languages	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Economic Necessity	Means that the child and the worker (if the child is not the worker) moved because they could not afford to stay in the current location. The MEP is premised on the understanding that migratory children have unique needs in view of their mobility, and generally are in low-income families. The statutory requirement that a qualifying move be made due to “economic necessity” clarifies that, under the ESEA, it is integral to a move that makes a child a “migratory” child.	ID & R Manual
ED	The U.S Department of Education: This is the agency of the federal government that establishes policy for and administers and coordinates most federal assistance to education. It assists the president in executing his education policies for the nation and in implementing education laws enacted by Congress.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
EEOA	The Equal Educational Opportunities Act of 1974. It is a U.S. federal law that prohibits discrimination against faculty, staff, and students—including racial segregation of students—and requires school districts to take action to overcome barriers to students' equal participation.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
ELA	English Language Arts	BMEP TAM; SSBB TAM
ELA Program	English Language Acquisition Program: See Title III and LIEP	ELDIF Handbook; Serving ELs TAM; Title III TAM
EL	English learners: These are students whose home or heritage language influence is not English, and who are unable to speak, read, write, and understand English at a level comparable to their grade-level English proficient peers, as determined by objective measures of proficiency. The term EL replaces ELL.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; LUS Handbook; Serving ELs TAM; SSBB TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
ELD	English Language Development: refers to instruction designed specifically for ELs to further develop their listening, speaking, reading, and writing skills to achieve English language proficiency.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
ELD Standards	State-adopted English language development standards under 6.29.5 NMAC.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
Eligibility Determination Team	Group of people who determine whether the student is eligible for and in need of special education and related services under one or more of the eligibility categories defined by IDEA (2004). This group must include the student’s parents, general education teacher(s), special education teacher(s), a representative of the public agency, an individual who can interpret evaluation results, other individuals who have knowledge and expertise, and the student (as appropriate).	Identifying and Serving ELs w/ Disabilities Handbook
ELL	English Language Learner: See EL above.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; SSBB TAM; Title III TAM;
ELP	English language proficiency.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
ELP Screeners	WIDA Screener online (grades 1-12) and WIDA Screener for Kindergarten are tests approved by the NMPED to measure ELP as part of the EL identification process.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; LUS Handbook; Serving ELs TAM;
Emancipated Youth	Are children who have not reached adult age (in accordance with state law) who are no longer under the control of a parent/guardian and who are solely responsible for their own welfare.	ID & R Manual
Engaged in New Qualifying Work	Soon after a qualifying move, is one of the criteria for determining whether a worker is a migratory agricultural worker or migratory fisher. In this context, engaged in new qualifying work means that the worker began temporary or seasonal employment in agriculture or fishing (e.g., picking strawberries).	ID & R Manual
Enrichment	A BMEP model designed to further develop the home language of fully English proficient students.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
EoC	End-of-Course exams are intended to be final exams for specific courses. They measure student proficiency of a subset of the Common Core State Standards (CCSS) for language arts and mathematics and the New Mexico State Standards (NMSS) for other courses.	SSBB TAM
EOY	End of Year: The acronym is often used by the New Mexico Public Education Department to describe EOY reporting.	SSBB TAM
EPSS	Educational Plan for Student Success: a long-range plan for improvement that is developed by individual schools and districts	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
ESEA	Elementary and Secondary Education Act of 1965. The act is an extensive federal statute that funds primary and secondary education. It also emphasizes equal access to education and establishes high standards and accountability. In addition, it aims to shorten the achievement gaps between students by providing each child with fair and equal opportunities to achieve an exceptional education. As mandated in the act, the funds are authorized for PD, instructional materials, resources to support educational programs, and parental involvement promotion.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; LUS Handbook; Serving ELs TAM; Title III TAM;
ESL	English as a Second Language: It is an educational approach in which EL students are provided explicit instruction in the use of the English language. Instruction is based on a targeted curriculum that focuses on English language learning (not subject matter content). ESL is traditionally taught as a separate course for ELs only.	BMEP TAM; ELDIF Handbook; Serving ELs TAM: SSBB TAM; Title III TAM;
ESSA	Every Student Succeeds Act reauthorizes the ESEA of 1965 and was signed into law by President Obama December 10, 2015. ESSA will replace the NCLB Act of 2001. The transition to full implementation of ESSA will take place over SY15–16 and SY16–17, with full implementation expected in SY17–18.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
Ethnographic Interviews	Open-ended interviews that allow the interviewer to gain deep understanding of an interviewee’s perspectives, beliefs, and understandings.	Identifying and Serving ELs w/ Disabilities Handbook
Expressive Language	using language to express information, ideas, or concepts in either oral, signed, or written communication.	SSBB TAM
Extrinsic Factors	Variables including the quality of classroom instruction, designated and integrated ELD instruction, physical and psychological factors (personal and cultural), language factors, and previous and current learning environment factors that affect learning and are external to disability.	Identifying and Serving ELs w/ Disabilities Handbook
FEP	Fluent English Proficient: See IFEP and/or RFEP.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Fish Farm	Is a tract of water, such as a pond, a floating net pen, a tank, or a raceway reserved for the	ID & R Manual

Acronym/Term	Definition	LCD Guidance Associated
	raising or harvesting of fish or shellfish. Large fish farms sometimes cultivate fish in the sea, relatively close to shore. The fish are artificially cultivated, rather than caught, as they would be in “fishing.” Fish species raised on fish farms include, but are not limited to, catfish, tilapia, salmon, cod, carp, eels, oysters, and clams.	
Fishing Work	Is the catching or initial processing of fish or shellfish, as well as the raising or harvesting of fish or shellfish at fish farms, that is performed for wages or personal subsistence.	ID & R Manual
Formal Education	Formal Education is institutionalized, intentional and planned through public organizations and recognized private bodies and – in their totality – constitute the formal education system of a country. Formal education programs are thus recognized as such by the relevant national education authorities or equivalent authorities, e.g., any other institution in cooperation with the national or sub-national education authorities. Formal education consists mostly of initial education. Vocational education, special needs education and some parts of adult education are often recognized as being part of the formal education system.	BMEP TAM; Serving ELs TAM; Title III TAM
FAPE	Free & Appropriate Public Education: Under IDEA (2004), public schools are required to provide each student with a free and appropriate public education in the student’s least restrictive environment, at no cost to the student’s family.	Identifying and Serving ELs w/ Disabilities Handbook; LUS Handbook;
Guardian	A “ guardian ” is any person who stands in the place of the child’s parent (in “ <i>loco parentis</i> ”), whether by voluntarily accepting responsibility for the child’s welfare or by a court order.	ID & R Manual
Heritage Language program	A BMEP model designed to support and revitalize a student’s heritage language and culture through oral and written communication; for Native American languages that are oral only, the literacy component shall be measured only in the skill areas or domains of listening, speaking and comprehension.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Heritage Language	The language other than English that is inherited from a family, tribe, community, or country of origin—whether the student is proficient in the language	BMEP TAM; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
Heritage Speaker	A student whose first (dominant) language is English and home/heritage language(s) include both English and a language(s) other than English. Heritage speakers may be initially classified as either IFEP or EL as a result of the ELP screening.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
HEP	High-School Equivalency Program: assists migratory students who are 16 years or older in obtaining a High School Equivalency (HSE) certificate or the equivalent of a high school diploma.	ID & R Manual
Holistic Observation	Framework for gathering information on a student before a referral is made to have the student evaluated for special education eligibility.	Identifying and Serving ELs w/ Disabilities Handbook

Acronym/Term	Definition	LCD Guidance Associated
Home Base	Many migratory families have a home base or hometown where they live for much of the year, then travel or migrate to other places to work for temporary or seasonal work out of economic necessity. For example, a migratory family might consider Florida to be their home base work through the citrus harvest in the spring, and then they move to South Carolina to work during the peach harvest, and then return to their home base in the fall.	ID & R Manual
Home Language	Language other than English that is the primary or heritage language spoken at home or in the community.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
<u>IB</u>	International Baccalaureate: which is a non-profit, educational foundation offering four highly respected programs of international education that develop the intellectual, personal, emotional, and social skills needed to live, learn, and work in a rapidly globalizing world.	SSBB TAM
IDEA	The Individuals with Disabilities in Education Act of 1975	Identifying and Serving ELs w/ Disabilities Handbook; LUS Handbook;
Identification & Recruitment	“ Identification ” means determining the location and presence of migratory children. “ Recruitment ” means contacting migratory families, explaining the MEP, securing the necessary information to determination that the child is eligible for the MEP, and recording the basis of the child’s eligibility on a COE or like form.	ID & R Manual
IEP	Individualized Education Program as required by the Individuals with Disabilities Education Act. An IEP is a legal document that spells out a child’s learning needs, the services and accommodations the school will provide, and how progress will be measured.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
IEP Team	Group responsible for reviewing, developing, or revising the IEP for a student with a disability. The team must include the student’s parents, general education teacher(s), special education teacher(s), a representative of the public agency, an individual who can interpret evaluation results, other individuals who have knowledge and expertise, and the child (as appropriate).	Identifying and Serving ELs w/ Disabilities Handbook
IFEP	Initial Fluent English Proficient: formerly known as “never ELL”. May refer to a student whose language usage survey indicated that there is no influence of languages other than English in the student’s home (Native English speaker) OR it may refer to a student who scored proficient on the ELP screener (WIDA Screener for Kindergarten or Grades 1-12).	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
Immigrant Children/Youth	Children and Youth Individuals who are aged 3 through 21, were not born in any U.S. state (including District of Columbia and the Commonwealth of Puerto Rico) and have not been	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III

Acronym/Term	Definition	LCD Guidance Associated
	attending one or more schools in any one or more states for more than three full academic years.	TAM
Initial Processing	Is work that (1) is beyond the production stage of agricultural work and (2) precedes the transformation of the raw product into something more refined. It means working with a raw agricultural or fishing product.	ID & R Manual
Integrated ELD	Integrated instruction to attain ELP and meet content standards and benchmarks; it shall occur in all content-area instruction.	Identifying and Serving ELs w/ Disabilities Handbook
Interstate Coordination	Refers to collaborative activities undertaken by two or more states to improve the education of migratory children in those states. Ideally, this term refers to the collaborative activities that two or more states assume to improve the education of migratory children who move between those states.	ID & R Manual
Intrastate Coordination	Refers to efforts involving two or more LOAs within a state to improve educational services to migratory children in that state. The SEA may facilitate these efforts among LOAs or the LOAs may conduct them directly.	ID & R Manual
Join Date	<p>Also referred to as “to join” date, refers to situations where the child and parent do not move together. The “to join” date is the day that the child and worker complete the move to be together. If the child’s move precedes the worker’s move, the QAD is the date that the worker arrived. If the child’s move followed the worker’s move, the QAD is the date the child arrived.</p> <p>The SEA should establish a reasonable time limit for “to join” moves. If the SEA has not established a time limit, the recruiter should determine what is reasonable based on the circumstances. ED believes that, as a best and safe practice, the child’s move should generally occur within 12 months of the worker’s move, and that after one year, it is difficult to link the child’s move to the worker’s move. Nonetheless, there may be unusual circumstances that prevent a child from moving within 12 months of the worker’s move, or vice versa. In these cases, the SEA should document in the Comments section of the COE the basis for determining that the child moved to “join” a worker after such a prolonged period of time between the two moves, or that the worker moved to join the child after a similarly prolonged period.</p>	ID & R Manual
L1	Home or Primary Language is the language, other than English, spoken at home. The following terms are interchangeable: first language (L1), native language, primary language, mother tongue and/or home language. May include heritage language.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
L2	Second Language is used in several ways and can refer to the second language learned.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III

Acronym/Term	Definition	LCD Guidance Associated
		TAM
LA	Language Acquisition: The process of acquiring a language.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
LAS	Language Assessment Scales: An approved Spanish language proficiency assessment option used in the state of New Mexico for students participating in state funded, BMEPs.	ELDIF Handbook
Language Majority	A person or language community that is associated with the dominant language of the country.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Language Proficiency	A measure of how well an individual can speak, read, write, and comprehend a language comparable to the standard expected for native speakers of the language. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components, as well as academic and non-academic language and comprehension of said language. The methods and assessments used for measuring language proficiency are varied. Language proficiency is an agreed-upon construct dependent on tribes, communities, and/or institutions.	BMEP TAM; ELDIF Handbook; Identifying, and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
LCD	Language and Culture Division of the NMPED works too, meet federal obligations to ELs by providing policy and guidance on EL programs, leveraging Title III English Language Acquisition Subgrants to maximize positive outcomes for ELs and Immigrant students, implementing state-funded BMEPs, providing effective World Language instruction, provide guidance on the Seal of Bilingualism-Biliteracy on the NM Diploma of Excellence, and implement Culturally and Linguistically Responsive Instruction.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
LEA	Local Education Agency: Synonymous with a local school system—usually a local school district or a state charter school—indicating that a public board of education or other public authority maintains administrative control of the public schools in a city or county.	BMEP TAM; ELDIF Handbook; LUS handbook; Serving ELs TAM; Title III TAM
Leading Questions	Leading questions can often be answered by “yes” or “no” responses and prompt the interviewee to give a particular answer. On the other hand, open-ended questions prompt the interviewee to provide more information than simply “yes” or “no.” In the example below, “you moved here to work in agriculture, right?” makes it appear that “yes” is the “correct” response. Rephrasing the question to “Why did you move here?” allows the interviewee to provide various reasons without having a predetermined answer in mind.	ID & R Manual
Least Restrictive Environment	Requirement in federal and state law that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers. Special education students should not be removed from regular classes unless, even with supplemental aids and services, education in regular classes cannot be achieved satisfactorily.	Identifying, and Serving ELs w/ Disabilities Handbook

Acronym/Term	Definition	LCD Guidance Associated
LEP	Limited English Proficient is the term previously used by the federal government to identify those students who have insufficient English to succeed in English-only classrooms. The term EL replaces LEP.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
LESA	Limited English-Speaking Ability	ELDIF Handbook
Lessons Learned	In recognition of the experience of the ID&R community, OME has interspersed “ lessons learned ” from veteran ID&R staff throughout the National ID&R Manual. Lessons learned reflect advice from veteran ID&R staff regarding both strategies to adopt and pitfalls to avoid. These lessons learned help new and veteran recruiters alike benefit from the experience of others.	ID & R Manual
LIEP	Language Instruction Educational Programs refers to instructional programs that assist ELs and immigrant students to attain English language proficiency, develop high levels of academic attainment in core academic subjects, and meet the same challenging, state academic standards as all children are expected to meet.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Livestock	Refers to any animal produced or kept primarily for breeding or slaughter purposes, including, but not limited to, beef cattle, hogs, sheep, goats, and horses. For purposes of the MEP, livestock does not include animals that are raised for sport, recreation, research, or pets. ED does not consider the term “livestock” to include animals hunted or captured in the wild.	ID & R Manual
LOA	Local Operating Agency	ID & R Manual
LOTE	Language Other Than English	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; SSBB TAM; Title III TAM;
LUS	Language Usage Survey: a survey designed to identify a LOTE in a student’s background to determine if language screening is necessary, as federally required.	BMEP TAM; ELDIF Handbook; Identifying, and Serving ELs w/ Disabilities Handbook; LUS Handbook; Serving ELs TAM; Title III TAM;
Maintenance	A BMEP model designed to develop and maintain proficiency and literacy in the home language while developing a student’s literacy and oral skills in English.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
MCNL Endorsement	Modern, Classical, and Native Language Endorsement: available to licensed New Mexico teachers	BMEP TAM; ELDIF Handbook; Serving ELs TAM: Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
MEP	<p>Migrant Education Program: is authorized by Part C of Title I of the ESEA, as amended. The MEP provides formula grants to SEAs to establish or improve education programs for migratory children. The purpose of the grants is:</p> <ul style="list-style-type: none"> • to assist states in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children. • 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, and challenging State academic standards. • ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet. • 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. 	ID & R Manual
Migratory Agricultural Worker	An individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in agriculture, which may be dairy work or the initial processing of raw agricultural products. If an individual did not engage in such new employment soon after a qualifying move, such individual may be considered a migratory agricultural worker if the individual actively sought such new employment and has a recent history of temporary or seasonal agricultural employment.	ID & R Manual
Migratory Child	<p>According to sections 1115(c)(1)(A) (incorporated into the MEP by sections 1304(c)(2), 1115(b), and 1309(3) of the ESEA, and 34 C.F.R. § 200.103(a) of ED’s Title I regulations) a child is a “migratory child” and is eligible for MEP services if all of the following conditions are met:</p> <ol style="list-style-type: none"> 1) The child is not older than 21 years of age; and <ol style="list-style-type: none"> a) The child is entitled to a free public education (through grade 12) under state law, or b) The child is not yet at a grade level at which the LEA provides a free public education, and 2) The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; and 3) With regard to the qualifying move identified in paragraph 3, above, the child moved due to economic necessity from one residence to another residence, and 	ID & R Manual

Acronym/Term	Definition	LCD Guidance Associated
	<ul style="list-style-type: none"> a) From one school district to another; or b) In a state that is comprised of a single school district, has moved from one administrative area to another with such district; or c) Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence. 	
Migratory Fisher	An individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.	ID & R Manual
MLSS	Multi-Layered System of Supports Comprehensive instructional framework that aims to provide support to all students. It is a research-based framework for effective teaching and learning.	Identifying, and Serving ELs w/ Disabilities Handbook
Modifications	Changes in procedures or materials that fundamentally alters the content or performance expectation for a student.	Identifying, and Serving ELs w/ Disabilities Handbook
Move	A change from one residence to another residence that occurs due to economic necessity.	ID & R Manual
MSIX	The Migrant Student Information Exchange system is the technology that allows states to share educational and health information on migratory children who travel from state to state and who as a result, have student records in multiple states' information systems. MSIX works in concert with the existing migratory student information systems that states currently use to manage their migratory student data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide.	ID & R Manual
Multilingualism	The ability to command three or more languages existing on a continuum of language skills.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
NALC Certificate	Native American Language and Culture Certificate available to tribally approved proficient speakers of the tribe's language and/or licensed New Mexico teachers	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Native English speaker	A student whose first and home language is English OR a student whose first (dominant) language is English and home/heritage language(s) include both English and a language(s) other than English. See related entries: heritage language, heritage speaker, home language.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Native Language	See home language and L1.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
NCLB	No Child Left Behind Act: This act authorized several federal education programs that are administered by the states. The law was a reauthorization of ESEA. Under the 2002 law, states were required to test students in reading and math in grades 3–8 and once in high school. This law required data disaggregation by sub-groups, including ELs and Students with Disabilities for the first time since the ESEA was enacted in 1965.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Network	Is a supportive system of sharing information and services among individuals and groups having a common interest. The five most common information sources when building a recruitment network are: (1) employers; (2) local school staff; (3) community contacts, organizations, and commercial establishments; (4) other government agencies; and (5) migratory families or youth themselves. Although the recruiter wants to encourage the recruiting network to refer children who might be eligible for the MEP, the recruiter should let network members know that while referrals are appreciated, only those who work for the MEP can determine if a child is eligible to receive services.	ID & R Manual
Newcomer	Newcomers: refers to any foreign-born students and their families who have recently arrived in the United States. Throughout our country’s history, people from around the world have immigrated to the United States to start a new life, bringing their customs, religions, and languages with them. The United States is, to a great extent, a nation of immigrants. Newcomers play an important role in weaving our nation’s social and economic fabric, and U.S. schools play an important role in helping newcomers adapt and contribute as they integrate into American society.	BMEP TAM; Serving ELs TAM; Title III TAM
NMAC	New Mexico Administrative Code	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
NMPED	New Mexico Public Education Department	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
NMSBA	New Mexico Standards-Based Assessment	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
NMTeach	NMTEACH is an educator effectiveness system designed to establish a framework for continuous improvement and professional growth for teachers and principals, which, in turn, promotes student success.	ELDIF Handbook;
NOVA	The new state reporting system used by LEAs to report data to the NMPED.	BMEP TAM; Serving ELs TAM; Title III TAM;

Acronym/Term	Definition	LCD Guidance Associated
OBMS	Operating Budget Management System: This is the required on-line system for data entry of accounting and budgeting information to be used by New Mexico public and charter school districts using the Uniform Chart of Accounts (UCOA).	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
OCR	The U.S. Department of Education’s Office for Civil Rights has responsibility for enforcing Title VI of the Civil Rights Act of 1964.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
OELA	The U.S. Department of Education's Office of English Language Acquisition provides national leadership to help ensure that ELs and immigrant students attain English proficiency and achieve academic success.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
OIG	Office of the Inspector General: Congress created the OIG and authorizing statute through the Inspector General Act of 1978. Although it reports to the Secretary, it is separate and distinct from the program office units in the ED, as an independent and objective unit that: <ul style="list-style-type: none"> • conducts and supervises audits and investigations relating to the programs and operations of the ED; • provides leadership, coordination, and recommendations on activities that (1) promote economy, efficiency, and effectiveness and (2) reduce or detect fraud and abuse in the administration of programs; and • provides a means of keeping the Secretary and Congress informed about problems and deficiencies relating to the administration of the ED's programs and the necessity for corrective action. 	ID & R Manual
OPI	Oral Proficiency Interview: Takes place over the phone between a trained, certified, ACTFL tester and the candidate in a live, 30–45-minute conversation. It is a test that measures how well a person speaks a language.	SSBB TAM
Opt-Out	A parent’s right to refuse services or program participation. A parent CANNOT refuse or opt out of EL status or the ACCESS for ELLs© (ELP assessment) conducted annually.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
PAC	A Parent Advisory Committee , required by Bilingual Multicultural Education statute (NMSA 22-23) and regulation (6.32.2 NMAC), is a group of parent representatives of the language and cultural of the students to assist and advise in the development, implementation, and evaluation of the program. In the planning and operation of MEP programs and projects, SEAs and LOAs must consult with parents of migratory children, including a PAC , for programs not less than one school year in duration. The SEA must develop its comprehensive State plan in consultation with the	BMEP TAM; ELDIF Handbook; ID & R Manual; Serving ELs TAM; Title III TAM;

Acronym/Term	Definition	LCD Guidance Associated
	State PAC or, for SEAs not operating programs for one school year in duration, in consultation with the parents of migratory children. This consultation must be in a format and language that the parents understand.	
Parent	parent, foster parent, or legal guardian.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
PARCC	Partnership for Assessment of Readiness for College and Career and is a consortium of states and the District of Columbia that have worked to create and implement uniform K–12 assessments in mathematics and English language arts.	ELDIF Handbook;
PD	Professional Development: It is the continuous process of acquiring new knowledge and skills that relate to one's profession, job responsibilities, or work environment.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
PED	Public Education Department: see also NMPED	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Personal Subsistence	“ Personal Subsistence ” means that the worker and the worker’s family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch.	ID & R Manual
PLC	Professional Learning Community: Group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and students’ academic performance.	ELDIF Handbook; Identifying, and Serving ELs w/ Disabilities Handbook
PPT	PowerPoint Software	LUS Handbook
Priority for Services	“ Priority for services ” children, are migratory children who have made a qualifying move within the previous one-year period and who (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or (2) have dropped out of school.	ID & R Manual
Proficiency	The ability to express oneself in a language with sufficient structural accuracy and vocabulary to participate effectively in most social and academic situations.	SSBB TAM
Purview	Range of operation, authority, control, concern, vision, insight, or understanding.	SSBB TAM
Q & A	Question & Answer	LUS handbook
QAD	Qualifying Arrival Date: A child’s eligibility for the MEP begins when the child completes a qualifying move. In situations where the child and parent do not move together, the “to join” date is the day that the child and worker complete the move to be together. If the child’s move precedes the worker’s move, the QAD is the date that the worker arrived. If the child’s move	ID & R Manual

Acronym/Term	Definition	LCD Guidance Associated
	followed the worker’s move, the QAD is the date the child arrived. The reason for this is that the child does not establish eligibility as a migratory child until he or she physically arrives in the receiving school district.	
Qualifying Move	A move due to economic necessity (A) from one residence to another residence; and (B) from one school district to another school district, except (i) in the case of a state that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or (ii) in the case of a school district of more than 15,000 square miles, where a qualifying move is a distance of 20 miles or more.	ID & R Manual
Qualifying Work	Temporary or seasonal employment or personal subsistence in agriculture or fishing work.	ID & R Manual
Quality Control	<p>An SEA must establish and implement a system of quality controls for the proper ID&R of eligible migratory children on a statewide basis. At a minimum, this system of quality controls must include the following components:</p> <ul style="list-style-type: none"> • training to ensure that recruiters and all other staff involved in determining eligibility and in conducting quality control procedures know the requirements for accurately determining and documenting child eligibility under the MEP. • supervision and annual review and evaluation of the ID&R practices of individual recruiters • a formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all LOAs. • an examination by qualified individuals at the SEA or LOA level of each COE to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services. • a process for the SEA to validate that eligibility determinations were properly made, including conducting prospective re-interviewing. • documentation that supports the SEA's implementation of this quality-control system and of a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so. • a process for implementing corrective action if the SEA finds COEs that do not sufficiently document a child's eligibility for the MEP, or in response to internal state audit findings and recommendations, or monitoring, or audit findings of the Secretary. 	ID & R Manual
Receptive Language	Processing language to comprehend information, ideas, or concepts in either oral, signed or written communication.	SSBB TAM
Refugee	A refugee is a person who has fled his or her country of origin because of past persecution or a fear of future persecution based upon race, religion, nationality, political opinion, or	BMEP TAM; Serving ELs TAM; Title III TAM

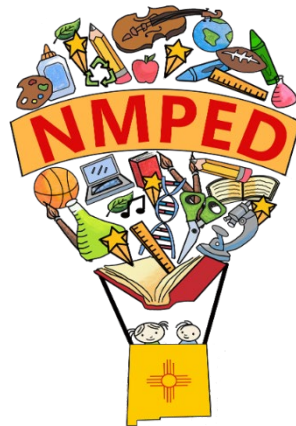
Acronym/Term	Definition	LCD Guidance Associated
	membership in a particular social group.	
RFEP	Reclassified Fluent English Proficient: formerly known as exited ELL. It refers to a student who has reached proficiency in the annual ELP assessment and is thus no longer classified as an EL.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Re-interviewing	Is the process of checking the eligibility determinations recorded on a State’s COEs. It involves independently interviewing families and checking each criterion that makes children eligible for the MEP. States can use prospective re-interviewing for quality control before submission of annual child counts. Or states can use retrospective re-interviewing, which establishes valid and reliable defect rates that measure the quality of a state’s eligibility determinations for an entire child count year (i.e., eligibility determinations made over the course of a three-year period).	ID & R Manual
RfR	Request for Reimbursement: is a method where districts, state charter schools, fiscal agents, etc. are reimbursed through the NMPED for allowable expenses charged to a certain program/fund and that do not exceed the limitations of their approved budgets for that program/fund.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
SAT	Student Assistance Team: It is a school-based group of people whose purpose is to provide additional support to students who are experiencing academic or behavioral difficulties that are preventing them from benefiting from general education, because they are either performing below or above expectations.	BMEP TAM; ELDIF Handbook; Identifying, and Serving ELS w/Disabilities Handbook; LUS Handbook; Serving ELs TAM; Title III TAM;
SAT	The Scholastic Aptitude Test is a globally recognized college admission test that provides students the opportunity to demonstrate to colleges their knowledge and their ability to apply that knowledge. The SAT tests knowledge of reading, writing, and math—subjects that are taught every day in high school classrooms.	SSBB TAM;
SBAC	State Bilingual Advisory Council: It was an ad hoc group that advised the NMPED through the LCD on all matters pertaining to bilingual multicultural education. Please see BMEAC.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Scaffold	An educator’s intentional act of building upon students’ already acquired skills and knowledge to teach new skills (WIDA, 2012).	ELDIF Handbook;
School Board	A local school board means the locally elected, policy-setting body of a school district. Its members serve four-year terms and can be re-elected indefinitely.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
SDAIE	Specifically Designed Academic Instruction delivered in English: It is a teaching approach intended for teaching various academic content to students who are still learning English.	ELDIF Handbook;

Acronym/Term	Definition	LCD Guidance Associated
SEA	State Education Agency: It is the state-level government agency within each state responsible for providing information, resources, and technical assistance on educational matters to schools and residents.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
Seasonal Employment	Employment that occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year.	ID & R Manual;
Section 504	Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.	LUS Handbook;
SEG	State Equalization and Guarantee: which is also known as the New Mexico public school funding formula. This applied school funding formula determines an equitable distribution of funds that are allocated state-wide in order to equalize educational opportunity for all children in New Mexico.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
SEI	Structured English Immersion	ELDIF Handbook;
SGTs	School Growth Targets and refers to the state academic proficiency annual targets based on student performance on standards-based assessments.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
SHARE	Statewide Human Resources, Accounting, and Financial Management Reporting System. The New Mexico State employee platform for managing processes and procedures related to human resources, accounting, and finances.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
SharePoint®	The NMPED’s electronic database platform for completing and submitting Program Applications, Annual Reporting, as well as Local Plans submissions.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Sheltered Instruction	This approach integrates the development of English language proficiency and the acquisition of grade-level academic content area knowledge and academic skills.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
SIFE	Students with Interrupted Formal Education.	ELDIF Handbook;
SLPI	The Sign Language Proficiency Interview involves a one-on-one conversation in sign language between an interviewer and candidate/interviewee. Interview content varies according to the background, job responsibilities, schooling, and other interests of each SLPI candidate/ interviewee.	SSBB TAM
Soon after the Move	“ Soon after the move ” be within 60 days of the worker’s move. A 60-day window allows for extenuating circumstances that would delay an individual’s engagement in new qualifying work immediately after the move (e.g., local conditions in agricultural or fishing operations, illness, or other personal circumstances), while still providing a reasonable temporal	ID & R Manual

Acronym/Term	Definition	LCD Guidance Associated
	connection between the move and the worker’s engagement in qualifying work. The ESEA, as amended by the ESSA, establishes that whether one may be considered a migratory agricultural worker or fisher depends on whether the individual engaged in qualifying work soon after the move.	
SPED	Special Education: as part of the Individuals with Disabilities Education Act (IDEA).	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
SSBB	State Seal of Bilingualism-Biliteracy	SSBB TAM
Standardized Curriculum	District curriculum that is aligned with the state academic content standards, benchmarks, and performance standards	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
STARS	Student Teacher Accountability Reporting System is a state reporting system used by New Mexico Public Schools to report data to the NMPED. A comprehensive student and staff information system that provides a standard data set for each student served by New Mexico’s 3Y–12 public education system. Now changing to NOVA.	ELDIF Handbook; Title III TAM
Student Outside Texts	This refers to any text that is currently not being read in class. For example, if a class is reading To Kill A Mockingbird and the teacher requests that a comparison be made from an outside text, this text must be something that the student has already read either in or outside of class.	ELDIF Handbook;
Support(s)	Use of instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from language.	ELDIF Handbook;
SY	School Year: The abbreviation is used when discussing specific school years.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
TA	A licensed school instructor, counselor, student success advisor, administrator, or instructional support provider in a school district, charter school, state educational institution, or BIE education school with the responsibility of administering tests under the guidelines outlined in 6.10.7 NMAC	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
TAFM	Technical Assistance and Focused Monitoring: This is the approach of the LCD to support district/state charters conduct required self-monitoring to evaluate whether their EL Program, use of Title III Funding, and BMEP are producing results.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
Temporary Employment	It typically includes employment where the employer states that the worker was hired for a limited time frame (usually a few months, but no longer than 12 months); the worker states that the worker does not intend to remain in that employment indefinitely; or the SEA has determined on some other reasonable basis that the employment is temporary.	ID & R Manual
TESOL Endorsement	Teachers of English to Speakers of Other Languages: is an endorsement given to elementary- and secondary-licensed teachers qualified to teach ESL classes.	BMEP TAM; ELDIF Handbook; Identifying, and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
Title I	Title I is supplemental federal funding provided to local school districts to improve the academic achievement of disadvantaged students. It is part of the ESEA first passed in 1965.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
Title II	Title II is supplemental federal funding provided to local school districts to improve educator quality and for teacher development (PD).	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Title III	Title III is supplemental federal funding provided through formula-based subgrants for eligible districts/state charters to assist in increasing the ELP and academic achievement of its current ELs.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
Title III-Immigrant	Competitive subgrants used to enhance instructional opportunities for districts experiencing significant increases in immigrant children and youth	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Title VI	Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in programs or activities that receive federal financial assistance.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Transitional	A BMEP model designed to develop skills in the home language and culture while developing continued skills and proficiency in English.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Tribal Language	This is a language specific to a particular Native American community or Tribe; it may include dialect spoken by members of a particular Native American community.	SSBB TAM
Two-Way, Programs	See BMEP Model - Dual Language Immersion (DLI).	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Tydings Amendment	The statutory authority for the period for obligating and expending carryover funds is the Tydings Amendment, section 412(b) of the General Education Provisions Act (GEPA), 20 U.S.C. 1225(b).	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
UDL	Universal Design for Learning: Teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process. The four principles are engagement, representation, action, and expression.	Identifying, and Serving ELs w/ Disabilities Handbook
W-APT	The state approved ELP screening test used in the EL identification process.	ELDIF Handbook;
<u>WIDA</u>	This is a consortium of states whose mission is to advance academic language development and academic achievement for linguistically diverse students through the promotion of high-quality standards and assessments, research, and educator PD. WIDA is the acronym for the consortium of original member states.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; LUS Handbook; Serving ELs TAM; SSBB TAM; Title III TAM;
World Language	World Language: is used to distinguish English from languages other than English.	SSBB TAM
WPT	Writing Proficiency Tests are standardized tests for the global assessment of functional writing ability in a language. There are four prompts (i.e., descriptive, informative, narrative, and persuasive) to which the participant must respond in writing.	SSBB TAM



According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0683. Public reporting burden for this collection of information is estimated to average 1.04 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit under Title I, Part C of ESEA (P.L. 115-64) Sec. 1304(b)(3) and Sec. 1308(b)(2). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application, or survey, please contact the Office of Migrant Education (202-260-1164) directly.

MSIX Minimum Data Elements (APPROVED)

Data Element Definition Values

Data Element		Definition	Values	Additional Information	Category
1	MSIX Identification Number	A unique, MSIX system generated identification number assigned to identify a migrant child's consolidated record.	Unique 12-digit numeric value, system assigned.	Uniquely identifies one and only one child's consolidated student record. The MSIX system will assign an MSIX identification number to the student record after the State's first submission of that student record.	Student Demographic
2	State Student Identifier	A unique identification number assigned to a child by a State.	Any combination of letters and/or numbers of 15-digits or less that will uniquely retrieve only one child in the State.	Uniquely identifies student state academic records and is different from MSIX Identification Number. The two types of State Student Identifier are listed in MDE #3 below. Alternate State Student Identifiers may be submitted to MSIX following the guidance in the MSIX Inbound File Specification document.	Student Demographic
3	State Student Identifier Type	Identifies the origin of the State Student Identifier.	01 - State-assigned unique ID Number; 02 - State Migrant Education Program Assigned Unique ID number		Student Demographic
4	First Name	A name given to a child at birth, baptism, or during another naming ceremony, or through legal change.	Free text (50 character limit)		Student Demographic
5	Middle Name	A secondary name given to a child at birth, baptism, or during another naming ceremony, or through legal change.	Free text (50 character limit)	If child does not have a middle name, leave the free text field blank.	Student Demographic

6	Last Name 1	Child's legal last name (paternal).	Free text (50 character limit)	If child has multiple last names or a hyphenated last name, the field "Last Name 1" should include the first part of the last name and "Last Name 2" should include the second part of the last name.	Student Demographic
7	Last Name 2	If appropriate, child's legal last name (maternal).	Free text (50 character limit)	If child has multiple last names or a hyphenated last name, the field "Last Name 1" should include the first part of the last name and "Last Name 2" should include the second part of the last name.	Student Demographic
8	Suffix	An appendage, if any, used to denote a child's generation in his family (e.g., Jr., Sr., III, 3rd).	Free text (10 character limit)		Student Demographic
9	Sex	Refers to the child's sex.	Female; Male; Other		Student Demographic
10	Birth Date	The calendar date on which a child was born.	Date (YYYYMMDD)		Student Demographic
11	Multiple Birth Flag	Multiple Birth refers to the delivery of more than one offspring in a single birth event	Yes; No	Yes indicates the child is a twin, triplet, etc. If value is No, the child does not have any twin, triplet or additional same-birth siblings.	Student Demographic
12	RESERVED				
13	RESERVED				
14	RESERVED				
15	Birth Date Verification	The evidence by which a child's date of birth is confirmed.	Any valid NCES code below: 1003 - Baptismal or church certificate 1004 - Birth Certificate 1005 - Entry in family Bible 1006 - Hospital Certificate 1007 - Parent's affidavit 1008 - Passport 1009 - Physician's Certificate 1010 - Previously verified school records 1011 - State-issued ID 1012 - Driver's license 1013 - Immigration document 2382 - Life insurance policy 9999 - Other		Student Demographic

16	Parent 1 First Name	The first name of parent 1. The term 'parent' includes a legal guardian or other person standing <i>in loco parentis</i> (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).	Free text (50 character limit)	If there is no parent 1 information disclosed, leave blank.	Student Demographic
17	Parent 1 Last Name	The last name of parent 1. The term 'parent' includes a legal guardian or other person standing <i>in loco parentis</i> (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).	Free text (50 character limit)	If Parent 1 First Name is present, then Parent 1 Last Name must also be present. If there is no parent 1 information disclosed, leave blank.	Student Demographic
18	Parent 2 First Name	The first name of parent 2. The term 'parent' includes a legal guardian or other person standing <i>in loco parentis</i> (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).	Free text (50 character limit)	If there is no parent 2 information disclosed, leave blank.	Student Demographic
19	Parent 2 Last Name	The last name of parent 2. The term 'parent' includes a legal guardian or other person standing <i>in loco parentis</i> (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).	Free text (50 character limit)	If Parent 2 First Name is present, then Parent 2 Last Name must also be present. If there is no parent 2 information disclosed, leave blank.	Student Demographic
20	Qualifying Arrival Date (QAD)	The Qualifying Arrival Date (QAD) is the calendar date that is documented on the child's COE.	Date (YYYYMMDD)		QAD
21	Qualifying Move From City	The name of the city that was the child's last place of residency immediately prior to the qualifying move.	Free text (100 character limit)		QAD
22	Qualifying Move From State	The postal abbreviation code for the State (within the United States) or Outlying Area that was the child's last place of residency immediately prior to the qualifying move.	Any valid U.S., Canadian or Mexican state abbreviation or freeform entry of any other state name if country not = U.S., Canada or Mexico.		QAD
23	Qualifying Move From Country	The abbreviation code for the country (other than the US) that was the child's last place of residency immediately prior to the qualifying move.	Any valid country code as listed in the MSIX technical reference materials.	The Country Codes table can be found in the MSIX website once you've logged in. Click Resources on the left-side navigation and there will be a link for Country Codes.	QAD

24	Qualifying Move To City	The name of the city in which the child resided immediately following the qualifying move as the worker, or with or to join, the worker.	Free text (100 character limit)	A qualifying move can never be made to a country outside of the United States.	QAD
25	Qualifying Move To State	The 2 letter postal abbreviation code for a State (within the United States) or Outlying Area in which the child resided immediately following the qualifying move as the worker, or with or to join, the worker.	Any valid U.S. State code	A qualifying move can never be made to a country outside of the United States.	QAD
26	Eligibility Expiration Date (EED)	The calendar date on which the child is no longer eligible for the MEP. This date should initially be a date equal to 36 months from the QAD to indicate the end of MEP eligibility.	Date (YYYYMMDD)	This date should be replaced if the child's eligibility expires prematurely, e.g., graduated high school; obtained high school equivalency(HSE); declined MEP eligibility;reached 22 years of age or is no longer entitled to a free public education in the State; or is deceased.	QAD
27	Immunization Record Flag	Yes indicates the school or MEP project has immunization records on file for the child.	Yes; No	A child's immunization record is tied school or MEP enrollment. Users should contact the appropriate facility if a copy of the immunization record is needed.	Enrollment
28	Enrollment Date	The calendar date on which a child is enrolled in a school/MEP project/MEP.	Date (YYYYMMDD)		Enrollment
29	Enrollment Type	The type of school/MEP project in which instruction and/or support services are provided.	01 - Basic School Program. 02 - Regular Term MEP-Funded Project. 03 - Summer/Intersession MEP-Funded Project. 04 - Year Round MEP-Funded Project. 05 - Basic School Program and Regular-Term MEP-Funded Project. 06 - Residency Only (none of the above) 07 - Non-migrant enrollment	Value 05 applies as long as a child is receiving services and as long as the school houses the MEP Project. If this value is selected, the value for MEP Project Type (below) must be 01 (School-based MEP Project). Enrollment types 01, 06, and 07 will not have a MEP Project Type (MDE#31). The Department is expecting the States to submit both school enrollments and MEP project enrollments, not enrollments for each service provided. A data entry is <u>not</u> needed for every time and place that a migrant student receives some type of service. The Department is also	Enrollment

				<p>expecting States to report the name of the project that was providing services, not the name of the service that was provided.</p> <p>Value 07 should only be used to submit files containing secondary credit accrual information for school enrollments that precede the child's MEP eligibility.</p>	
30	School or Project Name	The full legally or popularly accepted name of a school (or MEP project providing educational and/or educationally-related services) in which the child was enrolled.	Free text (100 character limit)	MSIX is designed to accept information on either a School or a Project or both, so each entity can complete this item by entering as much information as is available to them.	Enrollment
31	MEP Project Type	Indicates the type of MEP project based on the location where the MEP services are held.	01 - School-based MEP Project 02 - Non-school-based MEP Project	The State should populate this MDE with the "01 School-based MEP Project" value if the Enrollment Type is value "05 Basic School Program and Regular- Term MEP-Funded Project."	Enrollment
32	School Identification Code	A unique national code assigned by the National Center of Education Statistics (NCES) to each school providing educational and/or educationally-related services.	Valid 12 digit NCES school identification code.	This data element is only applicable to school enrollments or school-based MEP projects. The School Identification Code is separate from the MSIX Identification Code, and State Student Identifier Types.	Enrollment
33	Facility Name	The name of a building where the school activity or MEP project was conducted.	Free text (100 character limit)	In cases where the activity was conducted outside of a building site, provide the name and address of an administrative office where the MEP project staff can be contacted.	Enrollment
34	Facility Address 1	Line 1 of the mailing address. The street number and name or post office box number of a facility's address.	Free text (35 character limit)		Enrollment
35	Facility Address 2	Line 2 of the mailing address. The building, office, department, room, suite number of a facility's address.	Free text (35 character limit)		Enrollment

36	Facility Address 3	Line 3 of the mailing address for a facility.	Free text (35 character limit)		Enrollment
37	Facility City	The name of the city in which a facility is located.	Free text (30 character limit)		Enrollment
38	School District Name	The full legally or popularly accepted name of a local educational agency (i.e., school district or local operating agency).	Valid NCES district name for the school or migrant education project site in which the school or migrant education project is located.	The School District is not populated for non-school-based MEP projects.	Enrollment
39	Facility State	The postal abbreviation code for a State (within the United States) or Outlying Area in which a school or other facility is located.	Valid state code for this facility.	State code entered must match the NCES database for the school identification code entered in MDE 32.	Enrollment
40	Facility Zip	The five or nine digit zip code portion of a facility's address.	Valid 9 digit postal zip code.	Zip code entered must match the NCES database for the school identification code entered in MDE 32.	Enrollment
41	Telephone Number	The telephone number of the school or MEP project contact person including the area code and extension, if applicable.	Free text (10 character limit)		Enrollment
42	Grade Level	The grade level in which a school/MEP project enrolls a child.	P0 - Age Birth P1 - Age 1 P2 - Age 2 P3 - Age 3 (not in Kindergarten) P4 - Age 4 (not in Kindergarten) P5 - Age 5 (not in Kindergarten) PS – Age 0-5; In a Pre-school program(not in Kindergarten) PX - Age 0-5; Preschool attendance unknown (not in Kindergarten) KG - Kindergarten 01 - Grade 1 02 - Grade 2 03 - Grade 3 04 - Grade 4 05 - Grade 5 06 - Grade 6 07 - Grade 7 08 - Grade 8 09 - Grade 9 10 - Grade 10 11 - Grade 11 12 - Grade 12 UG - Ungraded 00 - Out-of-School		Enrollment

43	English Learner Indicator	Child meets the State’s definition of “English Learner” as defined in Section 8101(20) of ESSA.	Yes; No	When value is Yes, use MDE 52 value 11 – State Assessment English Language Proficiency.	Enrollment
44	IEP Indicator	Child has an individualized education program (IEP) because the child meets the definition of Children with Disabilities (section 614(d) of IDEA).	Yes; No		Enrollment
45	Continuation of Services Indicator	Reason why the formerly eligible migratory child is being served under the continuation of services authority of the MEP (section 1304(e) of ESSA).	01 - Child receiving services for the duration of the term after eligibility expiration 02 - Child receiving services for 1 additional school year – comparable services are not available through other programs 03 - Student who was eligible for services in secondary* school continues to be served in credit accrual programs until graduation		Enrollment
46	Med Alert Indicator	Alert indicator for a medical/health condition	Chronic; Acute; None		Enrollment
47	PFS Indicator	Indicates whether the State has determined the child to be priority for services for the duration of the enrollment period (as defined by section 1304(d) of ESSA).	Yes; No		Enrollment
48	Designated Graduation School	The NCES school identification number that identifies the school or facility from which a student expects to graduate. Only one school may be designated for graduation at a time.	Valid NCES school identification number	This data element is only applicable for secondary* students where a designated graduation school is known. If the graduation school is not known, or if this MDE does not apply, it can be left blank.	Enrollment
49	Withdrawal Date	The calendar date on which a child withdrew from a school or MEP project.	Date (YYYYMMDD)	Withdrawal reasons include: End of Project; Graduation/HSE; Moved cannot locate; Dropped out of school; Dropped out of MEP project; End of school year.	Enrollment
50	Assessment Title	The title or description, including a form number that identifies a particular assessment.	Free text (55 character limit)		Assessment
51	Assessment Content	The description of the content or subject area (e.g. mathematics, reading) of an assessment.	Free text (35 character limit)		Assessment

52	Assessment Type	The category of an assessment based on format and content.	<p>01 - State Assessment - An assessment to measure a student’s present level of knowledge, skill, or competence in a specific area or subject as required under ESSA Sec. 1111(b).</p> <p>02 - Advanced placement test - An assessment to measure the achievement of a student in a subject matter area, taught during high school, which may qualify him or her to bypass the usual initial college class in this area and begin his or her college work in the area at a more advanced level and possibly with college credit.</p> <p>03 - Language proficiency test - An assessment used to measure a student’s level of proficiency (i.e., speaking, writing, reading, and listening) in either a native language or an acquired language.</p> <p>04 - Exit Exam.</p> <p>05 – High School Equivalency.</p> <p>06 - Special Education Assessment.</p> <p>07 - Early Childhood Development Assessment.</p> <p>08 - Other Achievement Test</p> <p>09 - State Assessment – Mathematics</p> <p>10 - State Assessment – Reading or Language Arts</p> <p>11 - State Assessment – EnglishLanguage Proficiency</p>	<p>For Mathematics State Assessment, use value 09 – State Assessment – Mathematics to denote an assessment to measure a student’s present level of knowledge, skill, or competence in Mathematics as required under ESSA Sec. 1111(b).</p> <p>For Reading or Language Arts State Assessment, use value 10 – State Assessment – Reading or Language Arts to denote an assessment to measure a student’s present level of knowledge, skill, or competence in Reading or Language Arts as required under ESSA Sec. 1111(b).</p> <p>For English Language Proficiency State Assessment, use value 11 – State Assessment – English Language Proficiency to denote an assessment to measure a student’s present level of knowledge, skill, or competence in English Language Proficiency as required under ESSA Sec. 1111(b).</p> <p>When MDE 43 – English Learner Indicator is Yes, use MDE 52 value 11 – State Assessment – English Language Proficiency. Submit all other language proficiency tests as MDE 52 value 03 – Language proficiency test.</p> <p>For State Assessments other than mathematics and reading/language arts, use value 01 – State Assessment.</p> <p>When using MDE 52 values 09, 10 or 11, MDE 56 must be “Advanced,” “Proficient or Above,” “Proficient,” “Passed,”</p>	
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				“Failed,” “Not Proficient,” “Basic,” “Below Basic,” or “Far Below Basic.”	
53	Assessment Administration Date	The month and year on which an assessment is administered.	Date (MMYYYY)		Assessment
54	Assessment Reporting Method	The method that the instructor of the class uses to report the performance and achievement of all students. It may be a qualitative method such as individualized teacher comments or a quantitative method such as a letter or a numerical grade. In some cases, more than one type of reporting method may be used.	0512 - Achievement level 0490 - Age score 0491 - C-scaled scores 0492 - CEEB-scores 0493 - Grade equivalent or grade-level indicator 0494 - ITED-score 0144 - Letter grade/Mark 0513 - Mastery level 0497 - Normal curve equivalent 0498 - Normalized standard score 0499 - Number score 9999 - Other 0500 - Pass-Fail 0502 - Percentile rank 0503 - Proficiency level 0504 - Ranking 0505 - Ratio IQ's 0506 - Standard age score 0508 - Stanine score 0509 - Sten score 0510 - T-score 0511 - Z-score		Assessment
55	Score Results	A score or statistical expression of the performance of a child on an assessment.	Free text (40 character limit)		Assessment
56	Assessment Interpretation	The assessment proficiency level attributed to the Score Results. All values may not be applicable for each State.	Free text (100 character limit) Advanced Proficient or Above Proficient Passed Failed Not Proficient Basic Below Basic Far Below Basic Other – [Describe Proficiency Level]	When using MDE 52 values 09, 10 or 11, MDE 56 must be “Advanced,” “Proficient or Above,” “Proficient,” “Passed,” “Failed,” “Not Proficient,” “Basic,” “Below Basic,” or “Far Below Basic.”	Assessment
57	Course Title	The name of a course (e.g., Algebra II, Art I, English III, Problems in Democracy, English-10).	Free text (50 character limit)		Course History*

58	Subject Area Name	The name of the subject area (e.g., History, English) that corresponds to the course title.	Free text (50 character limit)	Use commonly understood term for academic subject area for the course listed in MDE 57.	Course History
59	Course Type	An indication of the general nature and difficulty of instruction provided throughout a course.	<p>01 - Regular (Default): A course providing instruction (in a given subject matter area) that focuses primarily on general concepts for the appropriate grade level.</p> <p>02 - Honors: An advanced level course designed for students who have earned honors status according to educational requirements.</p> <p>03 - Pre-Advanced: A course in preparation to admission to an AP Program.</p> <p>04 - Advanced Placement: An advanced, college-level course designed for students who achieve specific level of academic performance. Upon successful completion of the course and a standardized Advanced Placement examination, a student may receive college credit.</p> <p>05 - International Baccalaureate: A program of study, sponsored and designed by International Baccalaureate Organization, which leads to examinations and meets the needs of secondary* students between the ages of 16 and 19 years.</p> <p>07 - Not Applicable</p> <p>08 - Dual Enrollment: Students enrolled in secondary* school and enrolled at an institution of higher learning, such as a community college or university. These students may take classes at either institution for credit toward their high school diploma, as well as for college credit.</p> <p>09 - Concurrent Enrollment: The process in which high school students enroll at a university or college to attain class credit for college.</p> <p>00 - Other</p>		Course History
60	Academic Year	Academic year in which the child last attended the course (e.g. 2004-2005)	Free text		Course History

61	Course Section	The prescribed duration of course taken.	01 - Full year 02 - Section A–The first of two equal segments into which the course is divided. 03 - Section B–The second of two equal segments into which the course is divided.		Course History
62	Term Type	The prescribed span of time that a course is provided, and in which students are under the direction and guidance of teachers and/or an educational institution.	0827 - Full school year 0834 - Intersession 0835 - Long session 0832 - Mini-term 0830 - Quarter 0831 - Quinmester 0828 - Semester 0833 - Summer term 0829 - Trimester 0837 - Twelve month 9999 - Other		Course History
63	Clock Hours	For courses that have NOT been completed (or credit granted), the number of clock hours to date that the student has completed.	Number (4 digits)	For purposes of calculation, one day equals one clock hour.	Course History
64	Grade-to-Date	For courses that have NOT been completed (or credit granted), a percentage (rounded to the nearest whole number) of student performance for the grade-to-date that the student has completed at the time of withdrawal.	Free text (3 character limit)	Numerical values are recommended, but letter grades are permitted.	Course History
65	Credits Granted	The credits granted to the student in Carnegie units for completing a given course or a section of a course (e.g., 1.0, .50, .33, .25, .20).	Number (0.00)		Course History
66	Final Grade	For courses that have had credit granted, a final indicator of student performance in a class at the time of withdrawal as submitted by the instructor.	Free text (10 character limit)		Course History
67	School District ID	The LEA NCES ID of a local educational agency (i.e., school district or local operating agency) in which the child is enrolled.	Valid 7 digit LEA NCES district ID for the school or migrant education project site in which the school or school-based migrant education project is located.	The School District ID is not populated for non-school-based MEP projects.	Enrollment
68	District of Residence	The full legally or popularly accepted LEA NCES ID of the school district where the migrant child resides.	Valid LEA NCES school district identification number		Enrollment

69	Home School Indicator	Indicates the whether the child is being home-schooled.	Yes; No	Homeschoolers do not have a school name, or facility address; however, should have a district of residence.	Enrollment
70	Residency Date	The “Residency Date” is calendar date that the child entered the school district in which he/she currently resides.	Date (YYYYMMDD)	If the “Residency Date” is the same as the QAD, enter the QAD. If the child qualified for the MEP on a qualifying move prior to the move to the present school district, the residency date will be later than the QAD. In a “to join” move, if the child’s qualifying move is prior to the worker’s qualifying move, the residency date would precede the QAD.	Enrollment
71	Enrollment Comment	A comment pertinent to a child’s enrollment record indicating special circumstances or information. For example, the child was granted credits from a foreign school or while not enrolled in the migrant program or exceptions for assessment requirements.	Free text (1000 character limit)	Personally identifiable and health information must not be listed in this field.	Enrollment
72	Out of State Transcript Indicator	Indicates that a State has student transcripts from another State or country than his/her current enrollment.	Yes; No	This MDE indicates that additional course history information not contained in MSIX is available to assist in making credit accrual decisions. This indicator is tied to the enrollment line in which a copy of the transcript can be found.	Enrollment
73	Residency Verification Date	The calendar date on which a child’s residency for one day within the performance period has been confirmed.	Date (YYYYMMDD)		Enrollment
74	Graduation/HSE Date	The calendar date in which the child either graduated or received his/her HSE (High School Equivalency). Leave blank if the child has not reached this milestone.	Date (YYYYMMDD)	This date, always used in conjunction with MDE 75, indicates that the child is no longer entitled under State law to a free public education and, therefore, is not eligible to receive MEP services.	Enrollment

75	Graduation/HSE Indicator	Indicates the child has either graduated from High School or received his/her HSE. Leave blank if the child has not reached this milestone.	Graduation; HSE	This indicator, always used in conjunction with MDE 74, indicates that the child is no longer entitled under State law to a free public education and, therefore, is not eligible to receive MEP services.	Enrollment
76	Algebra 1 or Equivalent Indicator	Yes indicates the child has received full credit in a mathematics course that is Algebra 1 or its equivalent.	Yes; No	Information is supplied by the entity that is awarding the credit the entity that is evaluating course history for course enrollment purposes.	Enrollment
77	Parent 1 Email Address	Email Address of the parent listed as Parent 1.	Free text (50 character limit)		Student Demographic
78	Parent 2 Email Address	Email Address of the parent listed as Parent 2.	Free text (50 character limit)		Student Demographic
79	Parent 1 Phone Number	Telephone number of the parent listed as Parent 1.	Number (XXX-XXX-XXXX)		Student Demographic
80	Parent 2 Phone Number	Telephone number of the parent listed as Parent 2.	Number (XXX-XXX-XXXX)		Student Demographic
81	Private or Nonpublic School Indicator	Indicates whether the child attends private or nonpublic school	Yes; No		Enrollment

**Note: MSIX MDEs use the term "Secondary School" as an inclusive term for institutions offering academic grades above the elementary school level, without regard to specific grade levels. Generally, High School is a type of Secondary School where graduation diplomas are earned toward college entrance or entering the job market. Similarly, "Secondary Student" is an inclusive term referring to a student who is enrolled in institution(s) offering courses, services, and programs toward a graduation diploma. All Course History information must be entered where Migratory Children earn credits toward high school or secondary school graduation. MDEs related to graduation (#45: COS=03 & #48: Designated Graduation School) refer to schools and programs where a traditional Graduation Diploma may be earned (not to include HSE).*