



Oct. 9, 2023

Important Dates and Reporting Requirements

Important Dates

Reporting Period: Sept. 1 – Aug. 31

Regular School Year

- Regular Year-end Reports Due: June 1

Summer Term

- Summer Year-end Reports Due: Sept. 1

Reporting Requirements of the Migratory Education Program (MEP)

Item	Timeline	Task
Initial Eligibility Indicator	At registration or when families move into the district	Submit MEP Parent Forms or add names directly to the Google Sheet to indicate referral details.
Certificate of Eligibility (COE)	Upon receiving the approved COE email from MEP Data Specialist	File the COE in the student's CUM file and in the district's MEP file (keep records for 10 years).
Lunch Letter	Upon receiving the Lunch Letter email from MEP Data Specialist	Communicate with cafeteria staff so that 100% of MEP students receive free lunch.
Eligibility List Reconciliation (Project Sites Only)	Monthly (around the 10 th of the month)	Reconcile your district list of eligible MEP children with the Monthly Eligibility Report sent to you by the MEP Data Specialist, noting any differences in the following: <ul style="list-style-type: none"> • child name • birthdate • state ID • grade level • facility name • enrollment status
Enrollment Verification	Upon receiving Enrollment Verification email from MEP Data Specialist	Verify that each eligible child has been living in your district at least one day on or after Sept. 1.
Withdrawal Form	Within 10 days of a student withdrawing from your district	Complete the MEP Withdrawal Form and email securely to the MEP Data Specialist; include any services provided while the child was enrolled in your district.



**IOWA
MIGRATORY
EDUCATION
PROGRAM**

**Project Sites Only: Data Elements for Year-end Reports
(Regular School Year and Summer Term)**

Data element	Regular School Year	Summer Term
Last Name / First Name / Middle Name / Suffix	x	x
State ID	x	x
Date of Birth	x	x
Race	x	x
Grade or age group	x	x
Dropped out	x	x
QAD	x	x
PFS Indicator	x	x
QA3Date	x	x
Continuation of Services	x	x
Obtained a HiSET (formerly GED)	x	x
EL Indicator	x	x
IDEA Indicator	x	x
Completed Algebra I	x	x
Reading Instruction by Certified Instructor or Non-Certified Instructor (must specify certified or non-certified)	x	x



**IOWA
MIGRATORY
EDUCATION
PROGRAM**

Data element	Regular School Year	Summer Term
Math Instruction by Certified Instructor or Non-Certified Instructor (must specify certified or non-certified)	x	x
English Learner Instruction by Certified Instructor or Non-Certified Instructor (must specify certified or non-certified)	x	x
Summer Assessment Beginning and End Scores for Reading and Math		x
High School Credit Accrual Subject	x	x
Support Services (include short description)	x	x
Counseling Services	x	x
Referred services (include short description)	x	x
Preschool age child enrolled in a Preschool program	x	x
OSY received instructional services	x	x
Participated in Apprenticeship Program	x	
Participated in Alternative HS Program	x	
Promotion to Next Grade (Y/N)	x	
Graduated / Graduation Date	x	

* Fields shaded gray are based on the initial interview with the family and then reconciled each month between the District migratory liaison and the MEP Data Specialist; these fields are pre-populated on all Year end reports.



Definitions of Data Elements

Dropped Out: Indicate any child in grades 9-12 who dropped out of school during the regular school year.

Priority for Service (PFS) Indicator: Indicate if a child is a Priority for Service. To qualify as Priority for Service, a child must meet both of the following two criteria:

1. The child's education has been interrupted within the past 12 months (*This can be determined by looking at the QAD on the Certificate of Eligibility.*)
2. The child is failing, or most at risk of failing, to meet state standards. (*On the annual MEP application, each district identifies the specific universal screeners they will use to show which students were below benchmark in reading and math.*)

QAD: The Qualifying Arrival Date (QAD) is the date when a student is eligible to begin receiving services; this date is when the child and Migratory Agricultural Worker were joined in the current school district.

QA3Date: The QA3Date is the first date that a student is ineligible to receive services, which is 36-months after the QAD (Qualifying Arrival Date). (Example: If a student is eligible starting on their QAD of 10/01/2021, their QA3Date of 10/01/2024 indicates their eligibility from 10/01/2021-9/30/2024). The QA3Date can be used when determining whether or not a student is receiving services under "Continuation of Services".

Continuation of Services: There are circumstances in which a local operating agency may continue to provide MEP services to children who are no longer eligible for the MEP, described in these three scenarios:

- (1) A child's eligibility ends during the school term and the agency provides services for the duration of the term (see section 1304(e)(1));
- (2) A child's eligibility ends and the agency provides services for an additional school year because comparable services are not available through other programs (see section 1304(e)(2))
- (3) A local operating agency continues to serve secondary school students who were eligible for services in secondary school through credit accrual programs until they graduate (see section 1304(e)(3)).

[Note: Before the agency provides services under these provisions, it should consider whether the child's unmet special educational needs are addressed by the general school program and whether migrant children who have a priority for services have already been served.]

HiSET (formerly GED): Indicate if a child has passed the HiSET exams and obtained an HSED (formerly GED) in Iowa during the regular school year.

English Learner (EL) Indicator: Indicate if a child is an English Learner.

IDEA Indicator: Indicate if a child is identified as having a disability under IDEA, Parts B or C.

Algebra I: Indicate if a child is between Grades 9-12 and has completed the Algebra I course.



Reading, Math and English Learner (EL) Instruction provided by a Certified Instructor: Report each student who received reading instruction, math instruction or supplemental English learner (EL) instruction that was paid for with Migratory Funds, and was above and beyond the regular services/instruction provided to students. Include children who received such instructional services provided by a certified teacher only. Children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service.

Reading, Math and English Learner (EL) Instruction provided by a Non-Certified Instructor: Report each student who received reading instruction, math instruction or supplemental English learner (EL) instruction that was paid for with Migratory Funds, and was above and beyond the regular services/instruction provided to students. Include children who received such instructional services provided by a tutor/para only. Children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service.

HS Credit Accrual Subject: Report subjects where a student received instruction in courses that accrue credits needed for high school graduation and were provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. This may include correspondence courses taken by a student under the supervision of a teacher.

Support Services: Report any MEP-funded services including, but not limited to: health, nutrition, counseling, and social services for migratory families; necessary educational supplies and pupil transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

Counseling Services: Report any counseling services provided. Children should be reported only once regardless of the frequency with which they received counseling. These MEP-funded services are intended to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The service can also help the child address life problems or personal crises that result from the culture of migrancy.

Referred Services: Report any referrals for an educational or educationally-related service funded by a non-MEP program/organization that the student would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who were served by a referred service only or those who received both a referred service and an MEP-funded service. Do not include children who were referred, but received no services.

Support services and referred services are not necessarily exclusive of one another. A support service should be counted as a referred service when it is funded by a non-MEP program organization. Examples of referred services include health services funded by Proteus, counseling services funded by Catholic Charities or referral to a community college for English Learner instructional support.



IOWA MIGRATORY EDUCATION PROGRAM

Preschool children enrolled: Indicate if a student was enrolled in a high-quality preschool program (paid with migratory or non-migratory funds) for at least two weeks.

OSY instructional services: Indicate if a youth who enrolled in your program as an Out of School Youth (OSY) received migratory-funded instructional services including but not limited to: English language instruction, basic math or reading instruction, life skills instruction, credit accrual, etc.

Participated in Apprenticeship Program: Indicate each student who participated in an apprenticeship program through your school district.

Participated in Alternative HS Program: Indicate each student who participated in an alternative High School program through your school district.

Promotion to next grade: Indicate whether each school-age child was promoted to the next grade level at the end of the school year.

Graduated/Graduation Date: Report if a student graduated and the Graduation Date.