

Pennsylvania Migrant Education



Quality Control Procedures Manual

December 2010

Pennsylvania
Department of
Education
Migrant Education
Program

Note: Be advised this is considered a Preliminary Quality Control Procedure and it will be revised after findings from the re-interview report are presented to the Pennsylvania Department of Education, Migrant Education Program (PA-MEP) by OME. Other changes can be proposed on a continuous basis to the PA-MEP for approval.



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Section I. Overview and Training



Introduction

There are many challenges faced by the children of agricultural migratory workers due to their constant mobility and interruptions to their education. The Migrant Education Program exists to offset the impact of these challenges and offers students who qualify the opportunity to supplement their core curriculum with additional educational and educationally-related services. Students that have experienced school year interruption and that are at risk of failing are qualified as Priority for Service (PFS). Students qualified as PFS receive services to meet their unique needs first.

The Migrant Education Program is designed to include a process for identifying and recruiting those individuals who meet certain eligibility requirements for enrollment in the program. Recruiters are positioned throughout the Commonwealth in local project areas to identify possible candidates and to determine whether they are qualified for inclusion in the program. Recruiters have an essential responsibility, indeed they are the initial introduction to the program for families and children.

Recruiters are trained to use a variety of techniques for contacting migrant workers where they work and live to offer them an opportunity to enroll in the program. While the setting may vary from a processing plant in an urban environment to a living facility located on-site at an orchard in the Pennsylvania countryside, recruiters adapt their strategies for locating eligible individuals and concentrate on connecting qualifying children and families with the educational services offered by the program.

The Migrant Education Program relies heavily on the recruitment process to ensure that qualified enrollees receive these critical educational resources. Once identified and recruited, the children served may participate in a variety of programs that are designed specifically with their needs in mind. This is the cornerstone for building a solid academic foundation, which will lead them into the future and in the direction of success.

Academically, many migrant children are two, three or even more years behind their peers. Additional education services are greatly needed to achieve academic success.



Purpose

The purpose of this document is to assist the Pennsylvania Migrant Education Program (MEP) recruiters and parental involvement staff in carrying out the responsibilities they may be called upon to perform. This document also provides information about how and why MEP is focusing on eligibility and quality control issues. **All direction in this manual is based on current Non-Regulatory Guidance from the Office of Migrant Education.** Over the past years, there has been verbal communication regarding eligibility issues. The Office of Migrant Education determined that written communication would be more helpful to field staff.

The purpose of the Migrant Education Program (MEP) is to ensure that migrant families are identified and children's needs are addressed. It is the responsibility of each Project Area to verify that all eligible families that are genuine migrant families are identified. Quality control procedures need to be implemented to make certain that services are distributed to the families for whom they are intended.

Each Project Area is responsible for implementing the following policies and procedures. The new Non-Regulatory Guidance establishes that "a grantee should have internal controls that demonstrate, among other things, that: ... procedures exist to verify that the program participants are eligible", Chapter XI, Section F8. These directives are also in accordance with Chapter III, Paragraph A13 of the new Non-Regulatory Guidance.

Quality control procedures need to be implemented to make certain that services are distributed to the families for whom they are intended.



Recruitment

According to the National Identification and Recruitment manual, a “recruiter is primarily hired to find and recruit migrant children and youth so they can benefit from the Migrant Education Program in the area” (p. 5). The recruiter determines eligibility of the family according to the information discussed during the interview with this family. It is very important that recruiters are knowledgeable of the federal requirements written in the Non-Regulatory Guidance of August 2010, and the new regulations effective 8/28/08.

The Pennsylvania Migrant Education Program has established trainings, reviews, formal processes for resolving eligibility questions, monitoring and re-interviews to ensure quality control. These components of the quality control system are in accordance with the Draft Non-Regulatory Guidance, Chapter III, Section A, Paragraphs A13 through A17 and the regulations effective 8/28/08.

Each recruiter collects and reviews information via an Electronic Certificate of Eligibility Verification Form (COE) on the Tablet Computer which is electronically transferred to the Data Specialist. Various data checks are performed by the computer and the Data Specialist as well as by a Reviewer. The Data Specialists receive four trainings per year. A team of technical support staff are available to provide additional assistance and can be reached at MEPTechsupport@csiu.org.

A final report will be generated and sent to the project area where the monitoring was performed. This report will include findings, commendations and recommendations.



Quality Control Monitoring

Monitoring must be performed annually on each project area. The monitoring will typically be done in four days:

- **Day one** includes the review of documents and interviews with fiscal, data and project managers.
- **Day two** includes interviews with student support specialists, recruitment and parent coordinators and site parental involvement/ recruitment visits.
- **Day three** includes site visits with student support specialists.
- **Day four** involves an exit interview with the project manager where the team gives the project manager a draft monitoring report.

A final report will be generated and sent to the project area where the monitoring was performed. This report will include findings, commendations and recommendations.

Action Plan: If there are issues to be improved, an appropriate time frame will be given to implement, plan and/or take action on the matters.

Follow-up is done by the State Director and/or the state recruitment coordinator on the issues to be addressed.

Technical assistance will be given on an “as-needed” basis.

A final report will be generated and sent to the project area where the monitoring was performed. This report will include findings, commendations and recommendations.



Supplementing, Not Supplanting

Migrant Education Program funds may only be used to supplement funds for programs made available through non-federal funds. Section 1304(c)(2) and Title I § 1120A clearly prohibit supplanting of non-federal funds.

If the Migrant Education Team becomes aware of a possible issue of supplanting, they will note their findings and discuss them with the Office of Chief Counsel (OCC).

Within 10 working days of the finding, written notification will be issued to the grantee.

The grantee will have thirty days to respond with evidence indicating that there was no supplanting.

The OCC and State Office will review the evidence and issue a determination.

If the state office finds that there is supplanting, the grantee has the right to appeal.

If the Migrant Education Team becomes aware of a possible issue of supplanting, they will note their findings and discuss them with the office of the Chief Council.



Project Area Training Responsibilities

New Recruiter's Training

- The new or seasonal recruiters must visit families, agencies and businesses to observe the interview process and presentation of the program with an experienced recruiter for a minimum of four interviews.
- New or seasonal recruiters must conduct a minimum of seven interviews in consultation with an experienced recruiter before recruiting alone.
- New recruiters (those with fewer than two years experience) must receive a minimum of six trainings per year, four at the state level and two at the local level. These trainings could be conducted by the experienced recruiters.

On-Going Recruiter's Training

- Veteran recruiters must receive a minimum of six trainings per year, four at the state level and two at the local level.
- Veteran recruiters must also help train new recruiters.
- Recruitment Coordinators must attend the annual Identification and Recruitment Forum.

Mandatory Trainings

- Each project area must have a minimum of two recruitment training meetings per year at the local level. All personnel performing recruitment duties must attend these training meetings. The topics must include child eligibility and Identification and Recruitment (ID&R) as outlined in Sections II and III of the Non-Regulatory Guidance from the Office of Migrant Education.
- Part-Time and seasonal recruiters must attend all recruiters trainings. This will be a hiring requirement.
- Recruitment coordinators must attend four state-sponsored trainings.

Optional Trainings

- Recruiters are encouraged to attend any other relevant professional training offered by community agencies, schools or any other institutions to improve recruitment techniques and professional growth.
- Recruiters are encouraged to participate at the national ID&R Forum.

Each project area must have a minimum of two recruitment trainings per year at the local level. All personnel performing recruitment duties must attend these training meetings.



Statewide Training Responsibilities

The Office of Migrant Education at the Pennsylvania Department of Education, PDE, will sponsor a minimum of four statewide recruitment training meetings per year. All personnel performing recruitment duties must attend these training meetings as indicated in the Project Area Training Responsibilities section.

As members of the State Recruitment Advisory Team, Recruitment Coordinators will meet with Statewide Recruitment Coordinator and other members of Pennsylvania MEP staff as needed in conjunction with the four statewide recruitment trainings.

The State Recruitment Coordinator must meet **at least five times per year** with the Local Recruitment Coordinators and state staff to discuss Identification and Recruitment (ID&R) changes, updates, issues and concerns.

The state will provide any informational materials available to recruiters as recruitment tools facilitate the discussion of information with the families and agencies.

The State Recruitment Coordinator must meet, as needed, with the Local Recruitment Coordinators and state staff to discuss Identification and Recruitment (ID&R) changes, updates, issues and concerns.



How to Use the Monthly Local Recruitment Meetings/Training Report

The purpose of this form is to provide the state office with an overview of activities performed during the month to enhance the professional development of recruiters.

The Monthly Local Recruitment Meetings/Trainings Report must be submitted to the State Recruitment Coordinator office by the 5th of each month.

Project Area

Number of the project area. Please indicate if you performed training that combined more than one project area. Example: Project areas 2, 4, and 5 Lehigh Valley, Berks, Lancaster

Recruitment Coordinator

Write the name of the recruitment coordinator of the project area.

Month

Month for which the report was submitted.

Total PT/FT Recruiters for Project Area

Write the number of staff that performed recruitment duties in the project area.

Meeting/Training Date

Date that the training or meeting was performed.

Number of Hours

Write for how many hours the meeting/training was held or for how many hours the recruiters attended. Example: Two hours

Topics Covered

Please be specific in writing what types of topics were covered at the meeting/training. Example: intent, cases on eligibility, to join

Total Attendance

Number of people who attended the meeting/training.

In Partnership With

Name of the agencies and/or organization that participated in the meeting/training and contributed to the overall recruitment efforts. Example: Kaoli Mushrooms, Adams Ag Jobs

The Monthly Local Recruitment Meetings/Trainings Report must be submitted to the State Recruitment Coordinator office by the 5th of each month.



Monthly Local Recruitment Meetings/Trainings Report

Project Area: _____ Recruitment Coordinator: _____

Month: _____ Total PT/FT Recruiters for Project Area: _____

Meeting/ Training Date	Number of Hours	Topics Covered (Please be specific)	Total Attendance	In Partnership With



Section II. Interviews and Contacts



New Recruiter Introduction and Interview Questions

Introduction

Hello, my name is _____. (Provide your business card and show ID.)

I work for an educational program that offers free educational services for children and young adults up to 22 years of age. Your children may qualify and I will be happy to explain the program, if you have a few minutes. I need to ask you some questions to determine if your children qualify for our services.

Interview

Children

- Do you have children? How many? How old?
- Is there anyone else under the age of 22 living in your household?
- Have any of them graduated from high school or earned their GED in the US?
- Are there any infants or preschool-age children living here?

Workplace

- Where do you work? What do you do on the job?
- Have you applied anywhere else?
- Where else have you worked in the last three years?
- Does anyone else in the household work? (Where, what, time period)

Location

- Where have you lived in the last three years?
- Why did you move here?
- Did your children move with you?

Economic Necessity

- Did you move in order to earn a living in the new location?

Other

- Would you have moved to this area if there were no jobs available?
- What would you do, where would you go if you lost your job?

Use these questions as an initial guide to determine eligibility or a migrant family.



Exit Interview Questions

Eligible

- Explain eligibility – why they qualify
- Explain local, state and national services
- Inform them that you are filling out a Certificate of Eligibility (COE) and a needs assessment form (pre-school or out-of-school youth)
- Request birth documentation
- Fill out forms
- Explain authorized permission section
- Have them sign COE
- Give pink copy to the family
- Ask for referrals – any other which might benefit from our services

Ineligible

- Always leave doors open
- Thank the person
- Explain why the family did not qualify
- Ask for referrals - any other who might benefit from our services

Closing

- Contact us when moving and/or returning
- Ask for questions
- Give any additional information requested or available “goodies”
- Good-bye and thank you!

Use these points as a guide to communicating with the family once it is determined whether they qualify for the MEP program.



How to Use the Recruiter Introduction and Interview Procedure Form

The Recruiter Introduction and Interview Procedure form is designed to help new recruiters with the process of asking the proper questions and recording the initial answers of the interviewee. It helps the new recruiter to build confidence in his/her own ability of asking questions and clarifying answers. The form should be completed at the time of the interview. It should be signed and dated by the parent and recruiter. All families visited should have a form, even if the family does not qualify for MEP services. The form should be kept with the COE, or in an ineligible folder, if the family is ineligible.

All families visited should have a Recruiter Introduction and Interview Procedure Form even if the family does not qualify for MEP services.



Recruiter Introduction and Interview Procedure Form

Family Name:

Hello, my name is _____ (provide your business card and show ID). I work for an educational program that offers free educational services for children and young adults up to 22 years of age. Your children may qualify and I will be happy to explain the program, if you have a few minutes. I need to ask you some questions to determine if your children qualify for our services.

1. What city/state/school district did you move from?

2. Why did you move to this area?

3. Who made the move to this area?

4. When did you move?

5. Who in this household is under 22 and has not graduated or received a GED?

6. What work were you aware of in this area?

7. Who told you about the work in this area?

8. Who applied for employment? Dad Mom Guardian

9. Where have you applied?

10. When did you apply? (List dates)

11. Where are you currently employed?

12. What types of work have you done in the past? (List migratory/agricultural history, not in their own country)

13. Did you move in order to earn a living in the new location?

14. What will you do if things do not go as you plan?



Recruiter Introduction and Interview Procedure Form (Page 2)

15. Is the qualifying work temporary or seasonal? Temporary Seasonal

16. If temporary, check how the termination was made. Worker Statement Employer Statement State Determination

17. If this is a "to join" move, when did the qualifying worker move? (List dates)

Eligible:

- Not 22 years of age at the time of move
- Moved in the last 36 months
- Moved from one school district to another
- The work was temporary or seasonal
- Did not have a high school diploma or GED at the time of move
- The move was due to "economic necessity" AND
- One reason of the move was to find qualifying work "soon after" and found it, OR
- To find any work and obtained qualifying work "soon after"; OR
- To seek qualifying work and did not obtain it, BUT has a "prior history"
of similar moves or "credible evidence" that a worker sought to obtain qualifying work "soon after" the move but could not due to reasons beyond their control

Ineligible:

- Parent/guardian has not moved to seek or obtain seasonal or temporary agricultural employment
- Children graduated from USA high school/obtained GED
- Children have not moved from one school district to another within the past three years
- Not interested in the program
- Over 22 years of age/no children
- Move was not due to "economic necessity"
- Parent/guardian moved to seek or obtain non-qualifying work, specifically:
- Parent/guardian moved to find any work but did not obtain qualifying work "soon after," OR
- Parent/guardian moved to find qualifying work but did not obtain "soon after," OR
- Did not have "prior history" of similar moves or "credible evidence" for not obtaining the work

Parent Signature: _____

Date: _____



How to Use the Recruiter's Monthly Summary of Daily and Weekly Contacts Form

The purpose of this form is to record the recruiter's efforts. It will also serve as a log of contacts, visits and eligible/ineligible families.

This form must be completed by every staff performing recruitment duties. All completed forms must be sent to the State Recruitment Coordinator's office by the 5th of each month.

Project area

Number of the project area where the recruiter is recruiting.

Recruiter's name

Name of the recruiter.

Month

Month for which the report was completed. Example: November

Year

Year for which the form was completed. Example: 2006

New enrollments (students)

Number of children eligible during the month. Example: 10

COE submitted

Number of COE's submitted for review.

COE approved

Number of COE's approved after the reviewing process and entered to the MIS2000 and uploaded to MSIX.

Family visits and calls

This a log of all calls and visits made during the month.

Eligible families

Write the number in each column of all calls and visits made during the month to families that were eligible.

Ineligible families

Write the number in each column of all calls and visits made during the month to families that were ineligible.

All completed forms must be sent to the State Recruitment Coordinator's office by the 5th of each month.



How to Use the Recruiter's Monthly Summary of Daily and Weekly Contacts Form (cont'd)

Other families

Write the number under each column of all calls and visits made during the month to other families for reasons other than recruitment.

School visits and calls

Write the number in each column of all calls and visits made during the month to schools for recruitment and/or follow up efforts.

Agency and organization visits and calls

Write the number in each column of all calls and visits made during the month to agencies and organizations for recruitment and/or follow up efforts.

Agricultural industry and migrant camp visits and calls

Write the number in each column of all calls and visits made during the month to industries and camps for recruitment and/or follow up efforts.

Types of agencies, organizations and camps contacted

Mark all agencies contacted via phone or by visits. Write the name of the agency or business if it does not fit in any of the categories listed.

New contacts

Write the name of new contacts in the area including the name of the agency, organization and/or business, address, phone number, etc.

Other activities

Write any other activities performed during the month. Example: Attended parents' night at Lincoln Elementary.

Recruitment for other project areas this month. Number you enrolled

Write the number of children enrolled in the program but who belong to another project area.

Comments/Problems/Concerns

Write any concerns that you might have. Example: There was another farm sold to a housing development company. Usually I enrolled 10 OSY that came to work at the farm.

Project manager's (or designee's) signature

The forms should be signed by the project manager or his/her designee.

All families visited should have a Recruiter Introduction and Interview Procedure Form even if the family does not qualify for MEP services.



Recruiter's Monthly Summary of Daily and Weekly Contacts Form

Project Area: _____

Recruiter's Name: _____

Month: _____ Year: _____

1. New enrollments (students): _____

2. COE submitted: _____ COE approved: _____

3. Family visits and calls:	Visits	Calls
a) Eligible families		
b) Ineligible families		
c) Other families		

4. School visits and calls: _____

5. Agency and organization visits and calls: _____

6. Agricultural industry and migrant camp visits and calls: _____

7. Types of agencies, organizations and camps contacted: _____

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Agricultural Dept. | <input type="checkbox"/> Head Start | <input type="checkbox"/> Migrant Health | <input type="checkbox"/> Salvation Army |
| <input type="checkbox"/> Boys/Girl Scouts | <input type="checkbox"/> Health Dept. | <input type="checkbox"/> Post Office | <input type="checkbox"/> Spanish Center |
| <input type="checkbox"/> Catholic Social S. | <input type="checkbox"/> Housing Auth. | <input type="checkbox"/> Red Cross | <input type="checkbox"/> Spanish Store |
| <input type="checkbox"/> Churches | <input type="checkbox"/> Job Center | <input type="checkbox"/> Rescue Mission | <input type="checkbox"/> WIC Program |
| <input type="checkbox"/> DPA | <input type="checkbox"/> Migrant Camps | <input type="checkbox"/> Rural Opport. | <input type="checkbox"/> Other |

8. New contacts: _____

9. Other activities: _____

Recruitment for other project areas this month. Number you enrolled _____

10. Comments/Problems/Concerns: _____

Project manager's (or designee's) signature: _____



Section III. Certificate of Eligibility (COE)



Certificate of Eligibility (COE) Verification Guidelines

Since 2009, PDE MEP has been using a virtually 100% Electronic COE process to collect COE information. Even for limited instances where a COE is first completed on paper, the COE must then be entered via the Tablet and the paper COE scanned in for capturing the signatures.

The only exception is limited staff who do not have a Tablet due to low recruitment volumes or extended technological issues.

Review/Verification is also completed by staff using Tablets. The COE flows from the Recruiter to the Data Specialist to the Verifier and then back to the Data Specialist for final approval. Until that time, the COE and Students are tagged as “draft” and are not included on reports or in regular view using the data system. If at any point during this process a problem or question is raised with the COE, it can be electronically rejected to the Recruiter for correction.

Otherwise, the COE completion process is basically the same as on paper. There are minor differences in that various data elements are now on different “tabs” on the Electronic COE instead of on different “sections” of the COE.



Certificate of Eligibility (COE) Verification Guidelines (cont'd)

Recruiter must confirm eligibility information and review Section III of the COE (Eligibility Tab of Electronic COE) with the family member before Section IV of the COE is completed (Family Signature Tab of Electronic COE). The recruiter must review each COE for completeness and accuracy before submission to the local data system (via paper or electronic).

Verifiers will verify the following information **within seven working days** of recruitment:

- Has moved within 36 months
- Move was from one school district to another. Call previous and/or current school districts (SDs) to verify date of enrollment and/or withdrawal. Name of school official, date and a short summary of the conversation must be written and attached to the COE.
- Student(s)' age(s) is between 3-21 years old
- If out of school youth, they have not graduated from high school in the United States.
- The move was to find qualifying employment in agriculture or fishing OR to find any job and obtained qualifying work OR to obtain but did not find qualifying work "soon after."
- The move was due to economic necessity.

If child eligibility is verified satisfactorily, the verifier will electronically sign and electronically forward the COE to the data specialist to be approved into MIS2000 and uploaded to MSIX.

If eligibility is not verified satisfactorily or if there are questions regarding eligibility, the verifier will contact the State Identification and Recruitment Coordinator (State ID&R) to discuss the issues and reach a joint eligibility decision.

- If it is determined that the child is eligible, the verifier will sign and give the COE to the data specialist.
- If it is determined the child is not eligible, the COE will not be approved in MIS2000.

The recruiter reviews each COE for completeness and accuracy before approval into the local data system.

The recruiter reviews each COE for completeness and accuracy before submission into the local data system.



Certificate of Eligibility (COE) Verification Guidelines (cont'd)

Each project area must have a designated person to perform COE verification. This person must verify 100% of all COEs monthly and must have vast knowledge and understanding of migrant child eligibility criteria. Verifiers may be the project manager, recruitment coordinator or other designee of the project manager. A report of the findings must be completed and submitted to the state office on a monthly basis.

Verify employment or seek employment by doing one of the following:

- Calling employer to verify that the qualified worker is employed or applied there.
- Obtaining a copy of job application.
- Referral form attached to job application from employer.
- Copy of pay stub.
- Documenting conversation with crew leader, foreman, job employment agency or supervisor verifying work status.
- Recruiter may verify employment by documenting that recruiter observed worker engaging in qualifying agriculture or fishing activities.
- Any other documentation that can be used as a form of verification, at the recruiter's discretion.

Student Support Specialist will conduct student needs assessments within seven days from receiving the new COE information.

Discrepancies found during the verification process must be reported to the state office in a report that includes the following information:

- Nature of the problem
- Action taken to remedy the discrepancy
- Steps to be taken by the project area to prevent future similar discrepancies.

Each project area must have a process to withdraw students from the program. If the withdrawal is a consequence of a discrepancy, a report must be sent to the state indicating the reason for the withdrawal.

Each project area must have a process to withdraw students from the program. If the withdrawal is a consequence of a discrepancy, a report must be sent to the state explaining the reason for the withdrawal.



Certificate of Eligibility (COE) State Responsibilities

Twenty percent (20%) of the previous month's total COEs for the state must be reviewed by the State ID&R Coordinator and the families re-interviewed to ensure the child's eligibility based on recorded data.

If after reviewing the COE, the State Recruitment Coordinator determines that the child is ineligible, he/she will send notification signed by the Chief of Student Services and Migrant Education to the project area requiring the removal of the child from the active account within 24 hours of receiving the notification.

If after reviewing the COE, the State ID&R Coordinator determines that the child is ineligible, he/she will send notification signed by the Chief of Student Services and Migrant Education to the project area requiring the removal of the child from the active account within 24 hours of receiving the notification.



The Re-Interview Process

Annually, the SEA will re-interview a percentage of students selected at random. The re-interviewers must have vast knowledge and understanding of migrant child eligibility criteria. All necessary efforts need to be made and recorded to perform the re-interviews in person. If it is not possible, the re-interview could be made by phone, as the last recourse. Additionally, every three years an outside party will conduct the re-interview.

All necessary efforts need to be made and recorded to perform the re-interviews in person.



How to Use the Certificate of Eligibility (COE) for Pennsylvania – General Instructions

The following are the instructions for completing the Pennsylvania version of the national COE. **It is imperative that you follow these directions.**

- A COE must be completed every time a child makes a new qualifying move.
- All attempts should be made to complete all data elements and sections of the COE. In cases where a response may not be required or does not apply, flexibility has been built into the instructions. In these cases, the recruiter must write a dash (-) or “N/A” in the appropriate blank. All other information must be provided.
- With the exception of the “Qualifying Move and Work Section,” if the instructions ask for additional information in the Comments section and the State has required this information as a State data element, the recruiter does not need to provide the information again in the Comments section. For example, the instructions prompt the recruiter to record the first and last names of the child’s legal parents in the Comments section if different from the current parents. However, if the State includes data elements for legal parent information, the recruiter would not have to repeat this information in the Comments section. That said, the PA COE has a field for legal parents so in this case there is no need to specify the same elsewhere.
- If the recruiter completes a COE for a family, the recruiter must fill out a separate COE for any child who has a different qualifying arrival date (QAD) or for any child who has different eligibility criteria than the rest of the children in the family, such as an out of school youth (OSY) who may have moved on his or her own. In general, the QAD is the date that both the child and worker completed the move for the worker to find qualifying work. There are special cases that are described in the instructions for the section titled “Qualifying Move and Work Section.”
- The recruiter must not include any child who:
 1. was born after the qualifying move;
 2. is not eligible to receive a free public school education [e.g., has graduated from a high school or obtained a General Educational Development (GED) certificate] or
 3. did not make the qualifying move described on the COE.
- If more than one COE is necessary, the recruiter must complete all sections on each form.



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section I. Family Data

In this section of the COE, the recruiter will record the name and address of the child's male and/or female parent or parents.

Male Parent/Guardian [Last Name(s), First Name]

Record the name of the male (if any) currently responsible for the child(ren). Record this individual's legal last name (or names) and legal first name. If the male parent has two last names or a hyphenated last name, record the male parent's last name(s) as it legally exists. The term "parent" on this form and in other sections of these instructions includes a legal guardian or other person who is standing in the place of the parent or in loco parentis (such as a grandparent, spouse or stepparent with whom the child lives who is responsible for the welfare of the child). If there is no parent information disclosed, write a dash (-) or "N/A." If the "child" is the worker and a male, write the child's name for this data element.

Relation

Relationship of the current male parent to the children. Ex: stepfather, brother or uncle

Female Parent/Guardian [Last Name(s), First Name]

Record the name of the female (if any) currently responsible for the child(ren). Record this individual's legal last name (or names) and legal first name. If the female parent has two last names or a hyphenated last name, record the female parent's last name(s) as it legally exists. The term "parent" on this form and in other sections of these instructions includes a legal guardian or other person who is standing in the place of the parent or in loco parentis (such as a grandparent, spouse or stepparent with whom the child lives who is responsible for the welfare of the child). If there is no parent information disclosed, write a dash (-) or "N/A." If the "child" is the worker and a female, write the child's name for this data element.

Relation

Relationship of the current female that is responsible for the children. Ex. Stepmother, sister or aunt.

Legal Male Parent (Last Name, First Name)

Legal name of the child's father. It could be the biological or legal father. It should be written last name, then first name. If the legal mother does not want the father's name on the COE, the recruiter should write "Not to be on COE."



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section I. Family Data (cont'd)

Legal Female Parent (Last Name, First Name)

Legal name of the child's mother. It could be the biological or legal mother. It should be written last name, then first name. If the legal father does not want the mother's name on the COE, the recruiter should write "Not to be on COE."

Current Address

Record the physical address, including the complete name of the street or road where the child(ren) currently resides. In cases where a formal physical address is not available, include as much other identifying information as possible (e.g., trailer number, rural route, migrant camp, landmark). If the physical address is different from the mailing address, provide the mailing address on the line below.

- **Number:** House number. Whole number only. Ex. 123, 50, 5012.
- **Mod:** Use this space if there is a suffix. Ex. ½, A, B.
- **Street:** Name of the street where the family lives.
- **Apt:** Number or apartment letter. Use the abbreviation "Apt." if the word apartment is part of the address. Ex. Apt. A, Apt. 2, Second Floor, Rear, Basement.
- **City:** Record the name of the city or town where the child(ren) currently resides.
- **State:** Record the postal abbreviation used by the U.S. Postal Service for the state where the child(ren) currently resides.
- **Zip:** Record the five or nine-digit zip code where the child(ren) currently resides. The U.S. Postal Service has an online zip code directory service at: <http://zip4.usps.com/zip4/welcome.jsp>.
- **Telephone:** Record the telephone or cellular number, including area code, of the family. If no telephone number is available, write a dash (-) or "N/A."

Mailing Address

If the family's mailing address is the same as the current address, please write "Same" to ensure the family was asked if they have a different mailing address. In this field, enter the full street or P.O. Box. Ex. 24 Main Street or P.O. Box 123

- **City:** Name of the city where the family receives mail. Leave blank if the same as current address. Lebanon, Erie.
- **State:** Abbreviation of the state where the family receives mail. Leave blank if the same as current.



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section I. Family Data (cont'd)

- **Zip:** Five digit zip code where the family receives mail. Leave blank if the same as current.
- **Home Language:** This is the language spoken in the home. If the primary language in the home is English, check the box next to “English.” If the primary language in the home is Spanish, check the box next to “Spanish.”
- **Other:** Please indicate the language spoken if it is other than English or Spanish.

Note

If the family speaks two languages frequently, indicate a ‘1’ and ‘2’ on the form next to the primary and secondary languages. If more than one language is indicated on the form, it is impossible to tell which is the primary and secondary language.

Homebase Address

This is the place that the family considers their home and will return to if they cannot stay in their current residence. This is a required series of fields. If the family does not claim a homebase where they would return, indicate where they would consider “home” before they entered the migrant lifestyle. All fields must be answered including using “N/A” or dash “-” if not applicable, but at least a City and State must be entered.

- **City:** Name of the homebase city.
- **State:** Two letter abbreviation of the homebase state. Enter only if from the USA, Canada or Mexico. For other countries, leave the state blank.
- **Zip:** The five digit zip code of the homebase address.
- **Country:** Abbreviation of the homebase country.
- **Telephone:** The telephone of the homebase address.

Homebase District

Name of the school district where the children go when at their homebase.



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section II. Child Data

Child/school data includes the name, sex, birth date, etc. of each child. A recruiter should include all children with the same family and eligibility data on the same COE. Any child who has different (1) current family [see “Family Data” above for additional definition] or (2) eligibility data—including a different QAD—must be documented on a separate COE. Record the county and the name of the school district where the children made their most recent move. This may or may not be the same as the qualifying move.

Residency Date

Record the date (MM/DD/YY) that the child(ren) entered the present school district. Use the two-digit number that refers to the month and day, and the last two digits of the year. For example, May 20, 2008, would be written as 05/20/08. If the child(ren) qualified for the MEP on a move prior to the move to the present school district, the residency date will be later than the QAD. If the child(ren) moved prior to the worker’s move, the residency date would precede the QAD. In most cases, the Residency Date will be the same as the QAD. In the “from” fields, provide the information that is known. For example, if you only know the child moved from Mexico, indicate that. If you only know the child moved from Florida, indicate that. If you know the previous district and city, provide all known information. Write “unknown” in field(s) that are unknown.

Last Name 1

Record the legal last name of each eligible child in the family. If the child has a multiple or hyphenated last name (e.g., Ramírez-García), record the first part of the name (i.e., Ramírez). Make sure it is the child’s correct last name. Do not make assumptions.

Last Name 2

If the child has a multiple or hyphenated last name (e.g., Ramírez-García), record the second part of the name (i.e., García). If the child does not have a multiple or hyphenated name, write a dash (-) or “N/A.” Make sure it is the child’s correct second last name. Do not make assumptions.

Suffix

Where applicable, record the child’s generation in the family (e.g., Jr., Sr., III, 3rd). Otherwise, write a dash (-) or “N/A.”



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section II. Child Data (cont'd)

First Name

Record the legal first name of each eligible child in the family. This is the name given to the child at birth, baptism or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Ale or Alex for Alejandra).

Middle Name

Record the legal middle name of each eligible child in the family. This is the secondary name given to the child at birth, baptism or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Ale or Alex for Alejandra). If the child does not have a middle name, write a dash (-) or “N/A.”

Sex

Record the child’s sex: “M” for male or “F” for female.

Birth Date

Record the month, day and year the child was born. Use the two-digit number that refers to the month and day, and the last two digits of the year. For example, September 20, 2003, would be written as 09/20/03.

Multiple Birth Flag (MB)

Record “Y” for “yes” if the child is a twin, triplet, etc., or “N” for no.

Birth Date Verification Code (Code)

Record the last two numbers that correspond to the evidence used to confirm each child’s birth date (see the codes and corresponding evidence listed below).

A birth certificate is the best evidence of the child’s birth date, if available. If a birth certificate is not available, the interviewer may use another document to confirm the child’s birth date, including any of those listed below.

- 1003 – baptismal or church certificate;
- 1004 – birth certificate;
- 1005 – entry in family Bible;
- 1006 – hospital certificate;
- 1007 – parent’s affidavit (includes Parent or Youth verbal statement);



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section II. Child Data (cont'd)

- 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 or
- 9999 – other.

If written evidence is not available, the interviewer may rely on a parent’s or emancipated youth’s verbal statement. In such cases, the interviewer should record “07” – the number that corresponds to “parent’s affidavit.”

Birth City, State (Country)

Record the city and state where the child was born. If born outside of the United States, write the city and country (and state if applicable, such as Mexico). Use standard abbreviations for states and countries.

School (Facility)

Write the MIS2000 code of the school where the child is enrolled or is going to be enrolled. You should have a list of your area schools and their respective codes.

Grade

Write the grade the child is currently enrolled in, or just finished if the family is found before the school year begins. If the child is a dropout or emancipated youth, write DO or EY. Ex. PK, K, 1, 2...12, EY.

EY/DO Grade

ONLY write in this space if the child dropped out or is an emancipated youth. Write the last grade the child completed. A number must entered if you wrote DO or EY in the grade column. Ex. 3, 4, etc. If the child is currently attending school, leave this space blank.



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section II. Child Data (cont'd)

Enroll Date

Date when the child was enrolled in the school or MEP program. If the child is found months after the initial enrollment date, write the first day of the current school year. Ex. The family made the qualifying move in April '08. The child was enrolled in April, but the recruiter found the family in October '08. The child's enrollment is August or September, whichever month the school year started. For out-of-school youth and pre-school children or school age children during the summer, the enroll date will be the date the COE is signed, which is the date they become enrolled in the MEP program.

Ethn Code

Ask the parents what ethnicity they consider themselves. Check your list for the code that most accurately represents the ethnicity the family reported and write the code in this space. Do not make assumptions. Ex. 08 for Mexican or 11 for Arabic.

Student ID#

Leave this space blank. This number will be assigned by MIS2000.



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section III. Qualifying Move and Work

In this section, record the qualifying move and qualifying work information which the State believes documents the child’s eligibility for the program. Note that exceptions apply for moves within States comprised of a single school district and school districts of more than 15,000 square miles. See #1 (immediately below) for how to document these exceptions.

1. The child(ren) listed on this form moved from a residence in _____ (School District/City/State/Country) to a residence in _____ (School District/City/State).

- from a residence in _____ (School District/City/State/Country). This location is the last place of residency before the child(ren) and the parent, spouse or guardian moved due to economic necessity in order to obtain qualifying work. Note that the child(ren) might have made subsequent non-qualifying moves.
- to a residence in _____ (School District/City/State). This location is the place of residency where the child(ren) and the parent, spouse or guardian moved due to economic necessity in order to obtain qualifying work. A qualifying move can never be made to a country outside of the United States. As mentioned previously, the child(ren) might have made subsequent non-qualifying moves.

Following are several “qualifying move” scenarios. Identify which scenario applies to the specific eligibility situation and record the necessary information.

- If the child(ren) moved from a residence in one school district to a residence in another school district within the same U.S. city –
 - from a residence in _____ (School District/City/State/Country) - Record the full legally or commonly used name of the school district where the child(ren) listed resided immediately prior to the qualifying move. Also record the name of the city from which the child(ren) listed moved.
 - to a residence in _____ (School District/City/State) - Record the full legally or commonly used name of the school district where the child(ren) listed resided immediately following the qualifying move. Also record the name of the city from which the child(ren) listed moved.



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section III. Qualifying Move and Work *(cont'd)*

- If the child(ren) moved from a residence in one school district to a residence in another school district within the same U.S. State (and these school districts are not within the same U.S. city) –
 - from a residence in _____ (School District/City/State/Country) - Record the name of the city where the child(ren) listed resided immediately prior to the qualifying move.
 - to a residence in _____ (School District/City/State) - Record the name of the city where the child(ren) listed resided immediately following the qualifying move.
- If the child(ren) moved from a residence in one U.S. State to a residence in another U.S. State –
 - from a residence in _____ (School District/City/State/Country) - Record the name of the city and State where the child(ren) listed resided immediately prior to the qualifying move.
 - to a residence in _____ (School District/City/State) - Record the name of the city and State where the child(ren) listed resided immediately following the qualifying move.
- If the child(ren) moved from a residence in a country other than the U.S. to a residence in the U.S. –
 - from a residence in _____ (School District/City/State/Country) - Record the name of the State (within the other country) if available and the name of the country where the child(ren) listed resided immediately prior to the qualifying move.
 - to a residence in _____ (School District/City/State) - Record the name of the city and State in the U.S. where the child(ren) listed resided immediately following the qualifying move.



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section III. Qualifying Move and Work *(cont'd)*

- **Exception.** If the child(ren) migrated a distance of 20 miles or more to a temporary residence in a school district of more than 15,000 square miles (NOTE: this exception only applies to the children of migratory fishers or children who are migratory fishers. This is not possible in PA, but needs to be referenced due to possible qualifying moves prior to a non-qualifying move to PA) –
 - from a residence in _____ (School District/City/State/Country) - Record the name of the city where the child(ren) listed resided immediately prior to the qualifying move. Also record the name of the school district within which this city is located. (NOTE: school district name is requested in order to identify this move as one that meets the 20 miles criterion).
 - to a residence in _____ (School District/City/State) - Record the name of the city where the child(ren) listed resided immediately following the qualifying move. Also record the name of the school district within which this city is located. (NOTE: school district name is requested in order to identify this move as one that meets the 20 miles criterion).
- **Exception.** If the child(ren) moved from a residence in one administrative area to a residence in another administrative area within a U.S. State that is comprised of a single school district (This is not possible in PA, but needs to be referenced due to possible qualifying moves prior to a non-qualifying move to PA) –
 - from a residence in _____ (School District/City/State/Country) - Record the full legally or commonly used name of the administrative area where the child(ren) listed resided immediately prior to the qualifying move. Also record the name of the city from which the child(ren) listed moved.
 - to a residence in _____ (School District/City/State) - Record the full legally or commonly used name of the administrative area where the child(ren) listed resided immediately following the qualifying move. Also record the name of the city from which the child(ren) listed moved.

Provide as much of this information in these blanks as available. At a minimum (with the exception of states comprised of single school districts or school districts of more than 15,000 square miles), the State must be able to document that the child moved



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section III. Qualifying Move and Work *(cont'd)*

across school district lines and changed residences in the process. In the case of states comprised of a single school district, the State must be able to document that the child moved from one administrative area to another and changed residences in the process. In the case of school districts of more than 15,000 square miles, the State must be able to document that the child migrated a distance of 20 miles or more and changed residences in the process.

If the child and parent moved from different previous residences, record the child’s prior residence in response to #1 and record the parent’s residence in the Comments section. In order for the child to be eligible, both the child and the parent must have moved across school district lines and changed residences in the process.

For more information on documenting the move from one school district to another, see the chart below.

Type of move	The child’s residence immediately prior to the qualifying move	The child’s residence immediately following the qualifying move
The child(ren) moved...	The child(ren) moved from a residence in _____ (School District/City/State/Country)	The child(ren) moved to a residence in _____ (School District/City/State/Country)
from one school district to another within the same U.S. city	School District, City	School District, City
from one school district to another within the same U.S. State	City	City
from one U.S. State to another U.S. State	City, State	City, State
from a country other than the U.S. to the U.S.	State, Country	State, Country
20 miles or more within a school district of more than 15,000 square miles (exception)	School District, City	School District, City
From one administrative area to another within a U.S. State comprised of a single school district (exception)	Administrative Area, City	Administrative Area, City



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section III. Qualifying Move and Work (cont'd)

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

a. on own as a worker OR with the worker OR to join or precede the worker.

Mark only one box

- Mark the box “on own as a worker” if the child himself or herself moved in order to obtain qualifying work. Only complete the worker’s name in 2b.
- Mark the box “with the worker” if the child(ren) moved with a parent, spouse or guardian in order for the worker to obtain qualifying work.
- Mark the box “to join or precede the worker” if the child(ren) moved either before or after the date the parent, spouse or guardian moved in order to obtain qualifying work. If this box is marked, also complete “i” under 2b. Circle “to join” or “proceed” to indicate which is the case.

b. The worker _____ (First and Last Name of Worker), (Continued below)

- Record the first and last name of the individual who sought or obtained the qualifying work (i.e., parent, spouse, guardian or child – if on own as a worker).

(Continued from above) ...is the child or the child’s parent spouse or guardian.

Mark only one box

- Mark the box that indicates the child’s relationship to the worker (i.e., parent, spouse or guardian). Do not select one of these boxes if “on own as a worker” is checked in 2a.

i. (Complete if “to join or precede” is checked in 2a.) The worker moved on _____

(MM/DD/YY). The child(ren) moved on _____ (MM/DD/YY). (provide comment)

- Record the date the worker moved in order to obtain qualifying work. Also record the date the child(ren) moved in order for the parent, spouse or guardian to obtain qualifying work. Also record the reason for the different moves in the Comments section.



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section III. Qualifying Move and Work *(cont'd)*

3. The Qualifying Arrival Date was _____ (MM/DD/YY)

Record the QAD, using the two-digit numbers that refer to the month and day, and the last two digits of the year. For example, May 20, 2008, would be written as 05/20/08.

In general, the QAD is the date that both the child and worker completed the move. The child must have moved on his or her own, or with or to join a parent, guardian or spouse to enable the worker (i.e., child, parent, guardian or spouse) to obtain qualifying work. As referenced in 2a, the child and worker will not always move together, in which case the QAD would be the date the child joins the worker who has already moved, or the date when the worker joins the child who has already moved. The QAD is the date that the child's eligibility for the MEP begins. The QAD is not affected by subsequent non-qualifying moves. For more information on determining the QAD, see the chart below.

Type of Qualifying Move	Qualifying Arrival Date (QAD)–Eligibility Begins
The child...	The QAD is...
moved with the worker.	the date the child and worker both arrive in the district where the worker will look for qualifying work.
moved before the worker moved.	the date the worker arrives in the district to look for qualifying work.
moved to join the worker after the worker moves.	the date the child arrives to join the worker.

4. The worker moved due to economic necessity in order to obtain: [Mark only one of the following boxes: either a, b or c.]

a. qualifying work, and obtained qualifying work, OR

- Mark this box if the child, parent, spouse or guardian moved due to economic necessity in order to obtain temporary or seasonal employment in agricultural or fishing work, and obtained that work.

b. any work, and obtained qualifying work soon after the move, OR



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section III. Qualifying Move and Work *(cont'd)*

- Mark this box if the child, parent, spouse or guardian moved due to economic necessity in order to obtain any work, and soon after the move obtained temporary or seasonal employment in agricultural or fishing work.

c. qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work: [NOTE: Also complete box “i,” box “ii” or both.]

- Mark this box if the child, parent, spouse or guardian moved due to economic necessity to obtain temporary or seasonal employment in agricultural or fishing work, but did not obtain that work. If this box is marked, also mark box i, box ii or both.

i. The worker has a prior history of moves to obtain qualifying work (provide comment), OR

- Mark this box to indicate that the worker has a prior history of moving to obtain temporary or seasonal employment in agricultural or fishing work. Explain this history in the Comments section. For example, the recruiter could write, “qualifying worker moved from Brownsville, Texas, to Decatur, Michigan, to plant tomatoes in May of 2007.” The recruiter could also check the MSIX database, or other local database, to see if it contains a history of prior moves to obtain qualifying work and attach the print out to the COE.

ii. There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).

- Mark this box to indicate that there is other credible evidence that demonstrates that the worker actively sought qualifying agricultural or fishing work soon after the move, but the work was not available for reasons beyond the worker’s control. For example, a local farmer or grower confirmed that the worker applied for qualifying work but none was available; newspaper clippings document that work was not available because of a recent drought, flood, hail storm or other disaster in the area. Explain this evidence in the Comments section and attach supporting documentation where available.



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section III. Qualifying Move and Work *(cont'd)*

5. The qualifying work,* _____ (describe agricultural or fishing work), (Continued below)

- Describe agricultural or fishing work. When describing the specific agricultural or fishing work, the recruiter should use an action verb (e.g., “picking”) and a noun (e.g., “strawberries”). In other words, the recruiter should describe the worker’s action (e.g., “picking”) and the crop, livestock or seafood (e.g., “strawberries”). For example: picking strawberries; thinning sugar beets; pruning grapes; detasseling corn; catching chickens; planting oysters; walking (weeding) soybeans and harvesting crabs. (Continued from above)...was (make a selection in both a. and b.):

a. *seasonal* OR *temporary employment*, (Continued below)

- Mark the box for “seasonal employment” if the employment 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. (Section 200.81(j)).
- Mark the box for “temporary employment” if the employment lasts for a limited period of time, usually a few months, but not longer than 12 months. It typically includes employment where the worker states that the worker does not intend to remain in that employment indefinitely, the employer states that the worker was hired for a limited time frame, or the SEA has determined on some other reasonable basis that the employment is temporary. (Section 200.81(k)).

(NOTE: The definition of temporary employment includes employment that is constant and available year-round only if, consistent with the requirements of Section 200.81(k) of the regulations, the SEA documents that, given the nature of the work, of those workers whose children were previously determined to be eligible based on the State’s prior determination of the temporary nature of such employment (or the children themselves if they are the workers), virtually no workers remained employed by the same employer more than 12 months.

b. (Continued from above)... *agricultural* OR *fishing work*.



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section III. Qualifying Move and Work *(cont'd)*

- Mark the box for “agricultural work” if the work involves the production or initial processing of crops, dairy products, poultry or livestock, as well as the cultivation or harvesting of trees. (Section 200.81(a)). The work may be performed either for wages or personal subsistence.
- Mark the box for “fishing work” if the work involves the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. (Section 200.81(b)). The work may be performed either for wages or personal subsistence.

**If applicable, check:* *personal subsistence (provide comment)*

- (*) Mark the box for “personal subsistence” if “...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” (Section 200.81(h)). Also provide a comment in the Comments section.

6. (Only complete if “temporary” is checked in 5) The work was determined to be temporary employment based on:

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

- Mark this box if the work was determined to be temporary employment based on a statement by the worker or the worker’s family (e.g., spouse) if the worker is
- unavailable (provide comment). For example, the worker states that he or she only plans to remain at the job for a few months. Provide explanatory comments in Comments section.

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

- Mark this box if the work was determined to be temporary employment based on a statement by the employer or documentation obtained from the employer. For example, the employer states that he or she hired the worker for a specific time period (e.g., three months) or until a specific task is completed and the work is not one of a series of activities that is typical of permanent employment. Provide explanatory comments in Comments section. Attach supporting documentation if available.



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section III. Qualifying Move and Work *(cont'd)*

c. State documentation for _____ (employer).

- Mark this box upon verification that the State has current documentation to support that the work described in #5 is temporary employment for this particular employer. In other words, the State has verified that of those workers whose children were previously determined to be eligible based on the State's prior determination of the temporary nature of such employment (or the children themselves if they are the workers), virtually no workers remained employed by the same employer more than 12 months, even though the work may be available on a constant and year-round basis.
- Employer. Identify the employer, whether it is the name of or code for a farmer, a grower, a business or a corporation, where the worker either sought or obtained qualifying work.

Employer name/address must be completed below, if not it must be provided in 6. c.



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section IV. Comments

Must include 2bi, 4c, 5, 6a and 6b of the Qualifying Move and Work Section, if applicable.). The “Comments section” of the COE allows the recruiter to provide additional information or details that clarify the reasons for the recruiter’s eligibility determination. The recruiter should write clear and detailed comments so an independent party who has no prior knowledge of the eligibility determination can understand the recruiter’s reasoning for determining that the child(ren) is eligible. At a minimum, the recruiter must provide comments that clearly explain items 2bi, 4c, 5, 6a and 6b of the Qualifying Move and Work Section, if applicable. As mentioned previously, these items include the following scenarios:

- The child’s move joined or preceded the worker’s move. If the child(ren) joined or preceded the parent, spouse or guardian, record the reason for the child’s later move or the worker’s later move.
- The employment is temporary based on the worker’s statement or the employer’s statement. In particular, record the information provided by the worker or employer regarding how long they expect the employment to last. The comment should be of sufficient length to adequately document how the recruiter came to the eligibility decision.
- The child(ren) qualified on the basis of “personal subsistence,” meaning “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.” (Section 200.81(h)).
- The worker did not obtain qualifying employment as a result of the move. In this case, the recruiter must document that the worker stated that one reason for the move was to obtain qualifying work, AND
 - the worker has a prior history of moves to obtain qualifying work;
 - OR there is other credible evidence that the worker actively sought qualifying work soon after the move, but, for reasons beyond the worker’s control, the work was not available
 - OR both. Examples of credible evidence include a statement by a farmer that the worker applied for qualifying work but none was available, or a newspaper clipping regarding a recent drought in the area that caused work not to be available.



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section IV. Comments (cont'd)

OME recommends that the recruiter provide additional comments on the COE in the following circumstances and in any other circumstances in which a third party may question the eligibility determination:

- The information on the COE needs additional explanation to be clearly understood by an independent outside reviewer.
- The basis for the preliminary eligibility determination is not obvious. For example, the work is unusual enough that an independent reviewer is unlikely to understand that it is qualifying work. An explanation is needed to enable a reviewer to understand how the preliminary eligibility determination was made.
- The work could be part of a “series of activities” that, viewed together, would constitute year-round employment (e.g., mending fences on a dairy farm and bailing hay could be two parts of year-round ranching with one employer).
- The work may be viewed by an independent reviewer as either temporary or year-round employment (e.g., collecting eggs or milking cows).
- A “move” is of such brief duration or of such a short distance (or both) that one could question whether any migration has occurred (e.g., intra-city or intra-town move that is across school district boundaries).
- A parent or guardian uses a symbol such as an “X” or other valid mark as a signature.
- The person who provided the information on the COE form is not the worker.
- The qualifying move corresponds to school breaks and could be viewed by some as a return from vacation or a move for personal reasons, not a move for economic necessity whereby the worker sought or obtained qualifying work. In this case, the recruiter should explain why the move away was for economic necessity and not for personal reasons.
- The child(ren) and parent moved from different previous residences. Record the parent’s previous School District/City/State/Country of residence.



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section V. Parent/Guardian/Spouse/Worker Signature

The interviewee signs and dates the COE on the day the interview is conducted. The interviewee must also write his or her relationship to the child.

There are two parts to the signature section. The first part deals with verification of eligibility and accuracy of information and is an OME requirement. The second section deals with FERPA, sharing of data and permission to participate.

The person signing must check in both boxes that their signature applies. In order for the COE to be valid, the first box “I understand...” must be completed. Otherwise, the COE is not valid.

If the person refuses to check sign the second part, then the COE is valid, but the family will not be able to be served. The Project Manager and all staff need to be notified of any family who refuses to sign off on the second section.

The person who signs the COE must be the source of the information contained in the document and should verify any information provided by another source. If the parent is unable to sign his or her name, the parent must mark an “X” in the signature section and the recruiter must print the parent’s name and relationship to the child in the Comments section. If a parent refuses to sign his or her name, the recruiter must document the parent’s refusal in the Comments section and print the parent’s name and relationship to the child.



How to Use the Certificate of Eligibility (COE) for Pennsylvania – Section VI. Eligibility Certification

The recruiter signs and dates the COE on the day the interview is conducted.

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399(2) and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

Signature of Interviewer, Date

Signature of Designated SEA Reviewer, Date

At least one SEA-designated reviewer must check each completed COE to ensure that the written documentation is sufficient and that, based on the recorded data, the child(ren) may be enrolled in the MEP. The SEA-designated reviewer must sign and date the COE on the day it was reviewed.

NATIONAL MIGRANT EDUCATION CERTIFICATE OF ELIGIBILITY (COE) — Pennsylvania

9999999

I. FAMILY DATA

(Current) Male Parent/Guardian _____ (Relation _____) (Current) Female Parent/Guardian _____ (Relation _____)
 If Different from Current — Legal Male Parent: _____ Lastname (Lastname2), Firstname _____
 Legal Female Parent: _____ Lastname (Lastname2), Firstname _____
 Current Address # _____ Mod _____ Street _____ City _____ State _____ Zip _____ Apt _____ Country _____
 Telephone: _____
 Homebase Address _____ City _____ State _____ Zip _____ Country _____
 Home Language: English Spanish Other _____
 Telephone: _____ Homebase District _____

II. CHILD/SCHOOL DATA

The child(ren) listed below arrived in the present _____ on _____ from _____
 County _____ Name of School District _____ City _____ State _____ Zip _____ Country _____
 City, State, Country _____
 District _____

Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	Birth Date	Municipality Birth Flag	Education Code	School (Facility)	Grade	EY-DO Gr.	Enroll Date	Eth Code	Student ID #

III. QUALIFYING MOVE & WORK SECTION

1. The child(ren) listed above moved from a residence in _____ School District _____ City _____ State _____ / _____ to a residence in _____ School District _____ City _____ State _____ / _____
 2. The child(ren) moved (complete both a. and b.):
 a. on own as worker, OR with the worker, OR to join or precede the worker.
 b. The worker, _____ First Name and Last Name of Worker _____, is the child or the child's parent spouse guardian
 i. (Complete if "to join or precede" is checked in 2a.) The worker moved on MM / DD / YY _____ (provide comment)
 The child(ren) moved on MM / DD / YY _____ (provide comment)
 3. The Qualifying Arrival Date was MM / DD / YY _____
 4. The worker moved due to economic necessity in order to obtain:
 a. qualifying work and obtained qualifying work, OR
 b. any work and obtained qualifying work soon after the move, OR
 c. qualifying work specifically, but did not obtain the work. If worker did not obtain the qualifying work:
 i. The worker has a prior history of moves to obtain qualifying work (provide comment), OR
 ii. There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment)

V. PARENT/GUARDIAN/SPOUSE/WORKER SIGNATURE

I understand the purpose of this form is to help the State determine if the child(ren)/youth listed above is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.
 The Migrant Education Program (MEP), rules for migrant eligibility, services, student record transfer and the Family Rights and Privacy Act (FERPA) have been explained to me. I know that my records and/or the records of my child(ren) will be available for me to see and obtain if so desired. I understand that these records may be destroyed, 11 years past eligibility. I authorize the exchange/review of academic and/or health records regarding me and/or my child(ren) between the Migrant Education Program, College Assistance Migrant Program (CAMP), High School Equivalency Program (HEP), Migrant Education Even Start Program (MEES), school districts, health agencies/providers, and other educational/health agencies that enhance my welfare and/or the welfare of the child(ren). I give permission for my child(ren) and/or me to participate in the Migrant Education Program for the duration of eligibility unless revoked by me including photographic release, transportation and emergency medical care.

The qualifying work, * _____ describe agricultural or fishing work _____ was (make a selection in both a. and b.):
 a. seasonal OR temporary employment
 b. agriculture OR fishing work
 *If applicable, check: personal subsistence (provide comment)

6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:
 a. worker's statement (provide comment), OR
 b. employer's statement (provide comment), OR
 c. State documentation for _____ (Employer)

Employer Name/Address: _____ (If not listed above, enter employer or "Self-Employed" or "Personal Subsistence")
 Entered in MIS2000 on _____ / _____ / _____ by _____
 PDE-395 (Sept 2009)

IV. COMMENTS (Must include 2b, 4e, 5, 6a and 6b of the Qualifying Move & Work Section, if applicable.)

Signature

_____ Relationship to the child _____ Date _____

VI. ELIGIBILITY/DATA CERTIFICATION

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399(2) and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

Signature of Interviewer _____ Date _____
 Signature of Designated SEA Reviewer _____ Date _____



How to Use the COE Verification Form

Section I. Verification of Move Within 36 Months

The purpose of this form is to collect information that can support the data reported on the COE. The information needs to be valid and reliable. This form must be completed before the COE is entered into the data base. Any person acting as a verifier for any of the sections of the form must be knowledgeable in eligibility presented in the Non-Regulatory Guidance from the Office of Migrant Education.

Name of Family

Last names of the family. You can include both parents' last names if they are different.

COE#

Number of the COE

Preschool/OSY

Mark if the COE has only one child and the child is a pre-school or an out-of-school youth. Leave the rest of the section blank and go to Section II - Verification of Employment.

Previous/Current School

Name of the school that the child came from. If the school that the child came from is unknown, please write the school that the child is in or is registered to attend.

Name of Person Contacted

Name of the person that was contacted in the previous and/or current school district. Please write the person's title

Date of Withdraw/Enrollment

Date that the child was withdrawn from the previous school district and/or the date that he/she was enrolled in the current school district.

Comments

This part is used to clarify any part of this section.

Recruiter/Verifier

Name of the person verifying the section

Date of Verification

Date that the data was collected.

Any person acting as a verifier for any of the sections of the form must be knowledgeable in eligibility presented in the Non-Regulatory Guidance from the Office of Migrant Education.



How to Use the COE Verification Form (cont'd)

Section II. Verification of Employment

Name of Employer

Name of qualifying employer. This is the name of the employer from whom the qualifying worker applied for a qualifying job, worked in a qualifying job or is working for in a qualifying job.

Person Contacted

Name of the person at the employer that the verifier spoke to regarding the qualifying worker.

Date Hired/Applied

The date that the qualifying worker was hired at the qualifying job or applied for a qualifying job.

Comments

This part is used to clarify any part of this section.

Options

Please check all applicable. If verification by other person is marked, a name, address and/or phone needs to be provided in order to validate the informer.

Comments

This part is used to clarify any part of this section.

Recruiter/Verifier

Name of the person verifying the section.

Date of Verification

Date that the data was collected.

Please use comments to verify any section of the COE Verification Form



How to Use the COE Verification Form (cont'd)

Section III. Ineligible Status

Ineligibility Options

If during the verification process the family is found ineligible, please mark the reason(s) of the determination.

Comments

This part is used to clarify any part of this section.

If during the verification process the family is found ineligible, please mark the reasons of the determination.



Certificate of Eligibility Verification Form

Name of Family: _____

COE #: _____

Please fill out all parts of this document.

I. Verification of move within 36 months

Preschool/OSY (go to II) _____

Previous and/or current School District name: _____

Name of person contacted: _____

Date of withdrawal/enrollment: _____

Comments: _____

Recruiter/Verifier: _____

Date of Verification: _____

II. Verification of employment

Name of employer: _____

Person contacted: _____

Date hired/applied: _____

Comments: _____

- Newspaper clipping or other "credible evidence" for not obtaining work
- Worker observed doing the qualifying work
- Calling employer to verify that the qualified worker is employed or applied there
- Obtaining a copy of job application
- Referral form attached to job application from employer
- Copy of pay stub - seen or copy attached
- Documenting conversation with crew leader, foreman or supervisor verifying work status
- Verification by other person

Documented "prior history" of similar moves

Name: _____

Phone/Address: _____

Recruiter/Verifier: _____

Date of Verification: _____



COE Verification Form (Page 2)

III. Ineligible Status

- Children have not moved from one school district to another
- Parent/guardian has not moved to seek or obtain seasonal or temporary agricultural employment
- Children graduated from USA high school/obtained GED
- Never has moved with family or guardian
- Not interested in program
- Over 22 years of age/no children
- Move was not due to "economic necessity"
- Parent/guardian moved to seek or obtain non-qualifying work, specifically:
 - Parent/guardian moved to find any work but did not obtain qualifying work "soon after", OR
 - Parent/guardian moved to find qualifying work but did not obtain "soon after" OR
 - Did not have "prior history" of similar moves or "credible evidence" for not obtaining the work

Comments:

Recruiter/Verifier:

Date of Verification:



Section IV. The Re-Interview



How to Use the Re-Interview Form

The Re-Interview form is designed to help reviewers with the process of asking the proper questions and recording the answers of the interviewee. It helps the interviewer to collect data of an eligible family by asking questions and clarifying answers. The form should be completed at the time of the re-interview. It should be signed and dated by the re-interviewer. All families re-interviewed must have a form. The determination must be explained in a clear manner under the comments. The form should be kept with the COE or in a re-interview folder with a copy of the COE attached. This form is part of the documentation sent to the State Recruitment Coordinator, if the family is part of the 20% that he/she reviews. Any person acting as a re-interviewer must be knowledgeable in eligibility presented in the Non-Regulatory Guidance from the Office of Migrant Education.

Any person acting as a re-interviewer must be knowledgeable in eligibility presented in the Non-Regulatory Guidance from the Office of Migrant Education.



Re-Interview Form

Name of Family: _____ COE #: _____

QAD: _____

1. What city/state/school district did you move from?

2. Why did you move to this area?

3. Who made the move to this area?

4. When did you move? (list date)

5. Who in the household is under 22 and has not graduated or received a GED?

6. What kind of work were you aware of in this area?

7. Who told you about the work in this area?

8. Who applied for employment? Dad Mom Guardian Other

9. Where have you applied?

10. When did you apply? (list dates)

11. Where are you currently employed?

12. What types of work have you done in the past?
(List migratory/agricultural history, not in their own country)

13. To what extent does your family rely on the qualifying work for basic necessities?
 A lot Somewhat Not very much Not at all

14. What will you do if things do not work as you plan?

15. Is the qualifying work temporary or seasonal? Temporary Seasonal

16. If temporary, check how the determination was made
 Worker statement Employer statement State determination

17. If this is a "to join" move, when did the qualifying worker move? (list date)



Re-Interview Form (Page 2)

Eligible:

-
- Not 22 years of age at the time of the move
 - Moved to find qualifying work
 - Work was temporary or seasonal
 - Did not have a high school diploma or GED at the time of move
 - Moved in the last 36 months
 - Moved from one school district to another
 - Work was due to economic necessity

Ineligible:

-
- Parent/guardian has not moved to seek or obtain seasonal to temporary agricultural employment
 - Children graduated from high school/obtained GED
 - Children have not moved across school district's border in the last three years
 - Not interested in the program
 - Over 22 years of age/no children

Determination:

-
- Eligible
 - Ineligible

Comments:

Re-interviewer Name:

Date:



Section V. Survey of the Pennsylvania Migrant Industry



The Temporary Job Industry Industry Eligibility Criteria

Recruiters will determine the eligibility for each family on an individual basis.

The regulation states that “temporary employment” means employment that lasts for a limited period of time, usually a few months, but no longer than 12 months. § 200.81 (k)

Temporary employment may be determined in one of the three ways.

- Worker statement
- Employer statement
- As determined by State on a reasonable basis (i.e., an attrition rate study or literature review)

The definition of temporary includes employment that is constant and available year-round only if within 18 months of 8/28/08 and at least every three years thereafter, the SEA documents that, given the nature of the work of those workers whose children were previously determined to be eligible based on the state’s prior determination, virtually no workers remained employed by the same employer more than 12 months.

LEA’s will have 18 months to verify that virtually no workers remain employed that were previously determined eligible based on SEA reasonable basis to verify turnover. PA MEP will ask the following:

- When did you start working at _____?
- Are you still there?
- If not, when did you leave?

This survey may be taken face-to-face or via phone. If PA MEP cannot find a worker after 12 months, he/she would count as turnover.

SEA gives LEA’s discretion to select staff to conduct the verification.

“Virtually all” and “after a few months” should be read to mean that 90% or more of workers stay on the job for a brief period of weeks or months, but not to exceed 12 months.

Recruiters will determine eligibility for each family on an individual basis.



Resolving Eligibility Questions Recruiter Responsibilities

The recruiters must follow the current regulations and non-regulatory guidance to determine eligibility. If eligibility questions arise, the recruiter should follow the steps below.

The following is the formal process of resolving eligibility questions:

- The recruiter must ask the Local Recruitment Coordinator about any eligibility questions.
- The Local Recruitment Coordinator must consult with the Project Manager on any eligibility issues.
- The Project Manager and/or the Local Recruitment Coordinator must ask the State Recruitment Coordinator about any difficult determination of eligibility.
- The answer to an eligibility question must be made in writing. If responses are obtained at the local level, a copy of the response must be sent to the State Recruitment Coordinator.
- The State Recruitment Coordinator will provide answers to identification and recruitment questions in writing to the recruitment staff in the local project areas.
- These written responses will be posted on the MEP website at <http://www.center-school.org/mep>.

The local recruitment coordinator must keep a log of all eligibility questions and answers to be shared with the originating recruiter and his/her local recruiters as needed. The local recruitment coordinator will provide a copy of such log to the State Recruitment coordinator.

The local recruitment coordinator must keep a log of all eligibility questions and answers to be shared with the originating recruiter and his/her local recruiters as needed.



Resolving Eligibility Concerns State Responsibilities

The State Recruitment Coordinator must respond to any eligibility question in a timely manner and in writing.

The State Recruitment Coordinator will disseminate questions and answers statewide in a timely and effective manner, posting them for reference at <http://www.center-school.org/mep>.

The State Recruitment Coordinator must consult with the Chief of Student Services and Migrant Education.

The State Director will contact the Office of Migrant Education in the event that the eligibility is not clear and no provision for the case is contained in the Non-Regulatory Guidance from the Office of Migrant Education.

The State Director will contact the Office of Migrant Education in the event that the eligibility is not clear and no provision for the case is contained in the Non-Regulatory Guidance from the Office of Migrant Education.



How to Use the Agricultural Businesses Survey by Project Area by County Form

The purpose of this form is to collect data on agricultural businesses in each county. The information collected will serve as reference for recruiters on possible areas that need to be re-visited in the future. It will also provide information to new recruiters on contacts in the county.

This form needs to be completed for every county and city in the project area. It is strongly suggested that a new form is completed every three years or as the environment changes. Example: A new form should be filled out if there is a new trend in migration and/or agricultural businesses change. Use more than one form as needed and/or attach more papers.

Project Area

Write the project area number where the survey was performed.

County

Name of the County where the survey was performed.

Completed By

Name of person or persons that completed the survey.

Columns:

Business name, address, phone, website

Write the complete information of the business with name, address, phone and website.

Example: BM Orchards, 222 Apple Rd, Peach, PA 75487 (717) 777-9999 www.bmor-chard.com

Type of Business (seasonal/year round)

Type of business and if it operates year round or seasonal. Examples: mushroom/year round; fruits/seasonal

It is strongly suggested that a new Agricultural Business Survey Form is completed every three years, or as the environment changes.



How To Use the Agricultural Businesses Survey by Project Area by County Form (cont'd)

Contact Person, Phone, Email

Name of the contact person in the business, his/her phone number and email address.

Example: David Baird, (717) 763-1661, ext. 129, dbaird@csc.csiu.org

MEP Staff Made Contact

Name of the staff member that contacted the business and talked with contact person.

Example: Carmen Gonzalez

Initial Contact Time, Date, Call or Visit

Write the initial contact time, date, and if it was in person or by phone. Example: 10:30 am, 10/23/06, Phone.

Results

The initial result of the visit or call. Example: An appointment made to discuss MEP in detail on 10/30/06 at 9:30 am.

Observations

Write any comments on any particular issue observed or expressed by the person contacted during the visit. Example: 1) Person contacted expressed that they did not know about our program. 2) Person contacted seems to be very enthusiastic about having MEP as a partner.

State Coordinator Comments

This space is for comments from the State Coordinator after she/he receives the report and sends it back to the site.

Follow-up Visits

Record the visits and/or attempts of visits including the dates. Each business should have at least one follow-up visit after submitting the form. Example: 10/30, 11/02.

Write any comments on any particular issue observed or expressed by the person contacted during the visit.



Agricultural Businesses Survey by Project Area by County

Business name, address, phone, website	Type of business Seasonal/ year round	Contact person, phone, email	MEP staff made contact	Initial contact time, date, call or visit	Results	Observations	State coordinator comments	Follow up visits Dates

Please note: this form is a visual reference only. The actual form is legal-sized.



How to Use the Survey of County Checklist Form

The purpose of this form is to provide the recruiter with a check list of possible places where migrants can be found. It also provides a reference for anyone that could perform recruitment functions. This form needs to be completed for every county and city in the project area. It is strongly suggested that a new form is completed every three years or as environment changes. Example: A new form should be completed if there is a new trend in migration and/or agricultural businesses change. Use more than one form as needed and/or attach additional papers.

This form needs to be completed for every county and city in the project area.

Project Area

Number of the project area. Example: Area 3

County

Name of the County that the survey is being conducted. Examples: Bedford, Mercer.

Date Begun

Date that the survey began. Remember that this survey will take weeks and even months to be completed.

City

Name of the city where the survey is being conducted. Example: Bedford Springs, Greenville

Completed By

Name of the person completing the survey.

Check List:

Local newspaper

Write the name and the website of the local newspaper checked and the date checked. Some of the things to look for are: help wanted section, fruit and vegetable stands ads, local fairs, etc.

Phone Book

Check if the phone book was reviewed online and/or in paper form.

Local ethnic restaurants

Check, if when driving around, ethnic restaurants were visited and/or spotted. Ex. Hispanics, Asians. Write the name and location of these restaurants. Example: La Familia Restaurant, 12th and Willow Streets.



How to Use the Survey of County Checklist Form (cont'd)

Local Ethnic Supermarkets/Stores

Check, if when driving around, ethnic supermarkets/stores were visited and/or spotted. Ex. Hispanics, Asians. Write the name and location of these stores. Example: J & R Supermarket, 302 3rd Street.

Local Businesses

Check, if when driving around, local businesses where migrants are likely to attend were visited. Ex. Laundromats, Walmart, Dollar Stores, Daycares, Flea Markets, Farmers Markets, Ag Associations. Write the name and location of these businesses. Example: Laundromat, 16th and Cumberland Streets.

Housing/Apartment Complexes

Write the name and location of housing or apartment complexes visited where migrants are more likely to live. Example: Webster Manor. North 12th Street.

Community Agencies

Write the name, contact person's name, title and location of community agencies that possibly serve migrant families. Example: Department of Health, Debbie Reynolds, nurse, 102 West Main Street.

Community Events/Activities

Write the community event name and time of the year. Example: County Fair, every January.

Schools

Name of the school, contact person's name, title and location. Example: Easton Elementary, Laura Likewood, Secretary, 1000 South 8th Street.

Churches

Write the visited and/or spotted church name, contact person's name, title and location. Example: Iglesia Metodista Genesis, Jorge Gryp, Pastor, 346 Walnut Street.

Look For

This check list is to make sure that the person performing the survey is aware of possible signs of migrant workers presence in the city and/or county.

Check when driving around if local businesses where migrants are likely to attend were visited.



Survey of County Checklist

Project Area: _____

County: _____ Date Begun: _____

City: _____ Completed By: _____

Check List: (If you need to add more please attach)

Local Newspaper: _____

Website: _____ Date Checked: _____

Phone Book: _____ Online: _____ Printed: _____

Local ethnic restaurants (Ex: Mexican, Chinese)

Name: _____	Name: _____
Location: _____	Location: _____
Name: _____	Name: _____
Location: _____	Location: _____

Local ethnic supermarkets/stores

Name: _____	Name: _____
Location: _____	Location: _____
Name: _____	Name: _____
Location: _____	Location: _____

Local businesses (ex. Laundromats, Walmart, dollar store, daycares, flea market, farmer's market, ag. association)

Name: _____	Name: _____
Location: _____	Location: _____
Name: _____	Name: _____
Location: _____	Location: _____

Housing/apartment complexes

Name: _____	Name: _____
Location: _____	Location: _____
Name: _____	Name: _____
Location: _____	Location: _____

Community agencies (Ex. Department of Health, Hispanic Center)

Name: _____	Name: _____
Contact Person: _____	Contact Person: _____
Name: _____	Name: _____
Contact Person: _____	Contact Person: _____



How to Use the Advertisement Form

The purpose of this form is to collect data that pertain to a specific job category that is available year round but due to the high turnover could be considered temporary. The help wanted ad will help demonstrate this turnover.

This form is used to document job category advertisements. Each form should have the original newspaper, magazine or any other publication advertisement. No photocopies. The ad can be pasted or stapled to the form. Also, document radio advertisements. Each time an ad appears for a particular job category the clip must be attached to the form that documents that specific job category. Write a comment on the form if the ad is heard on the radio. This form is use year round.

Staple or Glue Ad Here

Cut the ad and glue or staple it in the space provided (square). Write RADIO in the middle of the square if the advertisement was heard on the radio.

Date

Write the date that the ad was heard or appeared in the newspaper, magazine or publication.

City

Write the city where the newspaper, magazine or publication was published. Example: Hazleton, PA.

Media

Name of the media used. Example: Patriot News, Lebanon Edition; WXYZ Classic Country Music.

Recruitment coordinators should tally the amount of announcements per position per year. Reports should be completed by January for the previous year. Example: On January 2007, the report should reflect the ads collected from January 1, 2006 to December 31, 2006.

Each time an ad appears for a particular job category the clip must be attached to the form that documents that specific job category.



Advertisement Form

<p>Staple or glue ad here</p> <p>Date: _____ City: _____</p> <p>Media: _____</p>	<p>Staple or glue ad here</p> <p>Date: _____ City: _____</p> <p>Media: _____</p>
<p>Staple or glue ad here</p> <p>Date: _____ City: _____</p> <p>Media: _____</p>	<p>Staple or glue ad here</p> <p>Date: _____ City: _____</p> <p>Media: _____</p>
<p>Staple or glue ad here</p> <p>Date: _____ City: _____</p> <p>Media: _____</p>	<p>Staple or glue ad here</p> <p>Date: _____ City: _____</p> <p>Media: _____</p>
<p>Staple or glue ad here</p> <p>Date: _____ City: _____</p> <p>Media: _____</p>	<p>Staple or glue ad here</p> <p>Date: _____ City: _____</p> <p>Media: _____</p>



Section VI. Compliance Monitoring and Appealing Actions of the State Educational Agency



How to Appeal Actions of the State Educational Agency

In the case where an LEA disagrees with the actions or requested actions of the State Educational Agency (SEA), such as the resolution of an audit finding, corrective action ordered as a result of a state monitoring, withholding a portion of the federal award because of failure to maintain effort, supplanting of non-MEP funds or other required action, the LEA shall have a right to request a hearing. Any such hearing process will follow the requirements of (EDGAR at 34 CFR 76.783, 76.401) as explained below.

1. Upon final action or determination of the State Migrant Education Program (MEP), the applicant must submit a written request for hearing within 10 days of the Division's determination to the State Secretary of Education, with a copy to the Division of Migrant Education.
2. Within 30 days of receiving the request for a hearing, the State Department of Education will hold a hearing to examine the record and review its actions. (Hearings may be continued beyond the 30 days for cause.)
3. Within 10 days after the hearing, the Department of Education will issue a written ruling, including findings of fact and reasons for the ruling.
4. If after a hearing it is determined the State MEP office acted contrary to law, the State MEP office must reverse its action in order to be in compliance with Federal statute and regulation.
5. If after a hearing the action of the State MEP office is upheld, and the LEA still disagrees, it can appeal this determination to the U.S. Secretary of Education.

In the case where an LEA disagrees with the actions or requested actions of the State Educational Agency, the LEA shall have a right to request a hearing.



Onsite Compliance Monitoring Tool Forms

The Pennsylvania Migrant Education Program administrative staff at the Pennsylvania Department of Education and the Center for Schools and Communities use the following instrument to examine the program. Each component (Identification and Recruitment, Quality Control, Student Data and Records Transfer, Program Services, Parent and Community Involvement, Funding, Coordination, MEP Goals, State Assessments, Evaluation and Improvement, Needs Assessment and Service Delivery Plan) contain questions designed to examine the MEP administration in the local project areas.



Identification and Recruitment (ID&R) and Eligibility [Sec. 1301(e), 1303(a)(1), 1303(e), 1304(b)(1)(B), 1308(b)(1)]

Compliance Item	Performance Measure	Rating	Comments/Recommendations
<p>1. The LEA has a systematic process in place for identifying new and existing MEP students.</p>	<p>a. Approximately how many families and their children live in the LEA?</p> <p>b. What type of work do they do? How are the employment and housing conditions?</p> <p>c. How would you describe the migrant child population in terms of health, education and welfare?</p> <p>d. Does the MEP written plan (application) include a process for identification of students? How is this plan implemented?</p>	<p><input type="checkbox"/> Meeting Program Requirements <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Meeting Program Requirements</p> <p>Documentation: <input type="checkbox"/> Copy of written plan</p>	
<p>2. Recruiters understand and adhere to MEP procedures for identifying new students.</p>	<p>a. What procedures do recruiters follow to identify new MEP students?</p> <p>b. Do recruitment personnel have more than 10% non-recruitment activities? • What other types of job responsibilities do recruiters have?</p> <p>c. Are recruitment personnel culturally and linguistically representative of the student population?</p> <p>d. Are LEAs meeting the 500 to 1 student/recruiter ratio?</p>	<p><input type="checkbox"/> Meeting Program Requirements <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Meeting Program Requirements</p> <p>Documentation: <input type="checkbox"/> FTE of Recruiters _____</p>	



Identification and Recruitment (ID&R) and Eligibility [Sec. 1301(e), 1303(a)(1), 1303(e), 1304(b)(1)(B), 1308(b)(1)]

Compliance Item	Performance Measure	Rating	Comments/Recommendations
<p>3. The LEA coordinates with agencies/data sources to locate new MEP families.</p>	<p>a. How do recruiters coordinate with schools/agencies to locate new MEP students that move to the area?</p> <ul style="list-style-type: none"> • List referral sources • How do recruiters find pockets of migrant children who weren't identified in previous years? • When was the last time that your recruiters found a new pocket of migrant children? <p>b. How many new industries/areas have been identified in the past year?</p> <p>c. Are MIS2000 reports used to monitor recruitment patterns? Which reports are used?</p> <p>d. How does staff engage/collaborate with agriculture employers? Please describe.</p>	<p><input type="checkbox"/> Meeting Program Requirements <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Meeting Program Requirements</p> <p>Documentation: <input type="checkbox"/> Copy of written plan</p>	
<p>4. Recruiters periodically survey areas for changes in population and identification of new students.</p>	<p>a. What are the regional areas of concentration of migrant labor, as identified by recruiters?</p> <p>b. Is the recruitment stable throughout the year or are there peak periods? If so, what are the peak periods?</p> <p>c. What contacts/referral sources are in place to find migrant families in locations where a few or no migrant students have been identified?</p>	<p><input type="checkbox"/> Meeting Program Requirements <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Meeting Program Requirements</p> <p>Documentation: <input type="checkbox"/> Copy of written plan</p>	



Identification and Recruitment (ID&R) and Eligibility [Sec. 1301(e), 1303(a)(1), 1303(e), 1304(b)(1)(B), 1308(b)(1)]

Compliance Item	Performance Measure	Rating	Comments/Recommendations
<p>5. Recruiters observe seasonal migration patterns to maximize ID&R in scheduling recruitment activities.</p>	<p>a. Are recruiters' work schedules flexible and adjusted to accommodate for peak times or migrant families' schedules? Describe.</p> <p>b. Do recruitment activities coincide with times of peak MEP population in the county?</p> <p>c. What are the most common qualifying activities and what are the best times of the year to recruit?</p> <ul style="list-style-type: none"> • Where do most migrant families move from/to? • Is the number of identified migrant students increasing or decreasing? Why? <p>Randomly pull 5% of COEs to review accuracy.</p>	<p><input type="checkbox"/> Meeting Program Requirements <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Meeting Program Requirements</p> <p>Documentation: <input type="checkbox"/> Recruiter work schedules</p>	
<p>6a. The state COE is used to identify every MEP child.</p> <p>6b. Information used to establish eligibility is based on a personal interview with a parent, guardian or other responsible adult.</p> <p>6c. There is a formal process beyond the recruiter's determination for reviewing and ensuring the accuracy of written eligibility information.</p>	<p>a. What is the process for completing the COEs?</p> <p>b. Are COEs reviewed for accuracy, completeness, timeliness and eligibility determinations?</p> <p>c. How do recruiters determine and document whether students are eligible for the MEP?</p> <p>d. Who is responsible for reviewing each COE to verify that the information supports a proper eligibility determination? What does the reviewer check? Is the reviewer an LEA official?</p>	<p><input type="checkbox"/> Meeting Program Requirements <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Meeting Program Requirements</p> <p>Documentation: <input type="checkbox"/> Procedure Manual and/or Quality Control Procedures <input type="checkbox"/> COE Issued <input type="checkbox"/> Interview <input type="checkbox"/> Quality Control Process <input type="checkbox"/> Random 5% COE Report</p>	



Identification and Recruitment (ID&R) and Eligibility [Sec. 1301(e), 1303(a)(1), 1303(e), 1304(b)(1)(B), 1308(b)(1)]

Compliance Item	Rating	Comments/Recommendations
	<p>e. Do you ensure the quality of interviewers' eligibility decisions by re-interviewing a sample of migrant families? If so, how is the sample drawn?</p> <p>f. Does the LEA have an acceptable process for validating eligibility determinations? How is it implemented? (i.e., re-interview process).</p> <p>g. Is there a process in place for resolving eligibility questions? Please describe the process.</p> <p>h. Have you ever enrolled a child that was later found ineligible? How was this discovered? Resolved? Is there a formal process for correcting eligibility errors?</p> <p>i. What type of errors appeared with the most frequency? How do you follow up?</p> <p>j. How do you review and improve your overall recruitment errors?</p>	
<p>7. The LEA trains recruiters to determine student eligibility by teaching: the basic eligibility definition, the meaning of “in order to obtain,” the concept of temporary v. seasonal work and understanding of agricultural or fishing activity and/or processing.</p>	<p>a. Is staff development determined by a needs assessment? How are needs determined?</p> <p>b. Has in-service training been provided? What topics were covered?</p> <p>c. Is there a training program in place for all recruiters? For new recruiters?</p> <p>d. Are mentoring/peer coaching strategies adopted as part of the training/professional development for new recruiters? Please describe.</p>	<p><input type="checkbox"/> Meeting Program Requirements <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Meeting Program Requirements</p> <p>Documentation: <input type="checkbox"/> In-service agendas <input type="checkbox"/> In-service evaluations <input type="checkbox"/> In-service materials <input type="checkbox"/> Training agenda <input type="checkbox"/> Training materials</p>



Identification and Recruitment (ID&R) and Eligibility [Sec. 1301(e), 1303(a)(1), 1303(e), 1304(b)(1)(B), 1308(b)(1)]

Compliance Item	Performance Measure	Rating	Comments/Recommendations
<p>8. The LEA periodically evaluates the effectiveness of its ID&R efforts and revises its procedures as needed.</p>	<p>a. Please describe the procedure for evaluating ID&R efforts?</p> <p>b. Is staff evaluated for performance? How often?</p> <p>c. Are recruiter activity reports submitted to the state recruitment coordinator by the 5th of every month?</p> <p>d. Is the LEA well-versed in current trends concerning student enrollment for the following:</p> <ul style="list-style-type: none"> • PreK-K? • K-12? • OSY? 	<p><input type="checkbox"/> Meeting Program Requirements</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Not Meeting Program Requirements</p> <p>Documentation:</p> <p><input type="checkbox"/> Procedure Manual</p> <p><input type="checkbox"/> Activity Report</p> <p><input type="checkbox"/> Performance Report</p>	



Student Data and Records Transfer [Sec. 1304(C)(1)(B)]

Compliance Item	Documentation	Rating	Comments
<p>1. COE Accuracy/Timeliness</p>	<p>a. COEs are entered into the MIS 2000 database within three working days of being verified (Randomly pull 10 COEs to check date verified and entered into MIS2000; Note that paper COE might not exactly match database, as the COEs and database have been updated to reflect new regulations).</p> <p>b. Review of MIS2000 COE records – Compare random pulled paper COEs to COEs in MIS2000.</p> <p>c. Is data made available to instructional staff? How?</p> <p>d. What kind of training do data specialists receive?</p> <p>e. How do data specialists verify the accuracy and completeness of the information entered?</p> <p>f. Has the LEA ever encountered an eligibility error? If so, how was it resolved?</p>	<p><input type="checkbox"/> Meeting Program Requirements</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Not Meeting Program Requirements</p> <p>Documentation:</p> <p><input type="checkbox"/> Training Log or Schedule</p> <p><input type="checkbox"/> Data Specialist Manual</p> <p><input type="checkbox"/> Random pull of 10 COEs</p>	

Student Data and Records Transfer [Sec. 1304(C)(1)(B)]

Compliance Item	Documentation	Rating	Comments
<p>2. Records Transfer, Identification of duplicate/previously enrolled students</p>	<p>a. How many records were sent in the past year? How many records were received in the past year?</p> <p>b. Do district teachers/staff know which students are migrant? How are they notified?</p> <p>c. What is the process for transferring records outside of the LEA?</p> <p>d. What kind of training do data specialists receive in records transfer?</p> <p>e. How often are students from other project areas within PA identified? What procedures are used for notifying the other project area? What steps are taken to ensure that all records, both paper and electronic, are transferred?</p> <p>f. To what extent does staff utilize the MIS2000 database to research whether a student was already identified as migrant? How does staff research this information?</p> <p>g. What is your comfort level with the new MSIX system? What additional training do you think is required?</p>	<p><input type="checkbox"/> Meeting Program Requirements</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Not Meeting Program Requirements</p>	



Student Data and Records Transfer [Sec. 1304(C)(1)(B)]

Compliance Item	Documentation	Rating	Comments
<p>3. Evaluation – Accuracy/Timeliness/Completion of Needs Assessment, SP Codes, demographic updates (including local and out-of-area moves)</p>	<p>a. Pull several student files or other data collection forms (Student Enrollment; Needs Assessments, Service Delivery Codes, SP Codes, Action Codes) and randomly compare the data on the form to what is in MIS2000. Please note that data may have been updated by forms other than the Needs Assessment.</p> <p>b. How does the data specialist verify the accuracy and completeness of the information entered?</p> <p>c. What standard reports are generated for locals? State?</p> <p>d. What types of queries are run?</p> <p>e. What is the process for correcting data entry errors?</p> <p>f. What is the method for collecting data from staff?</p> <ul style="list-style-type: none"> • Indicate some effective tools • Indicate tools that you feel could be improved <p>g. Indicate how and why these methods are either effective or ineffective.</p> <p>h. Indicate (and list) any strengths or weaknesses seen in the data system itself.</p> <p>i. What is the quality (completeness and accuracy) of data received from staff? What local guidelines are in place to deal with quality?</p>	<p><input type="checkbox"/> Meeting Program Requirements</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Not Meeting Program Requirements</p> <p>Documentation:</p> <p><input type="checkbox"/> Student Files and/or</p> <p><input type="checkbox"/> Data Collection Forms</p>	

Student Data and Records Transfer [Sec. 1304(C)(1)(B)]

Compliance Item	Documentation	Rating	Comments
	<p>j. What is the timeliness of data received from staff</p> <ul style="list-style-type: none"> • List specific problems, if any • List specific staff issues, if any <p>k. What is the procedure when you receive suspected inaccurate, erroneous or untimely data? Provide examples if there are any of significant concern, especially of unresolved issues.</p> <p>l. How do you communicate with field staff?</p> <p>m. Do all staff have email access and do they regularly access it?</p> <p>n. What guidelines are in place for your region to ensure data is sent in a timely manner? What mechanisms are in place to deal with staff who do not meet those guidelines?</p>		



Funding* [Sec. 1118, 1304(c)(3)] **Required documents – financial records, timesheets and other documents required for review*

Compliance Item	Documentation	Rating	Comments
<p>1. The MEP financial plans and practices meet legal requirements and are supplemental to the LEA's base program.</p> <p>2. The salaries and wages of employees or other expenditures chargeable to more than one grant program are documented by appropriate time distribution records. Time sheets for multi-funded personnel show hours and days charged to MEP</p> <p>3. MEP inventory is up-to-date.</p>	<p>a. Do financial records accurately account for MEP fund expenditures?</p> <p>b. Do migrant students receive the base program at the LEA in addition to migrant supplemental services?</p> <p>c. Do time and effort reports accurately reflect the schedules and timesheets of all MEP funded or multi-funded positions?</p>	<p><input type="checkbox"/> Meeting Program Requirements <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Meeting Program Requirements</p> <p>Required documents: <input type="checkbox"/> Financial Records <input type="checkbox"/> Employee Organization Chart <input type="checkbox"/> Time Sheets <input type="checkbox"/> Purchasing Procedures</p> <p><input type="checkbox"/> Meeting Program Requirements <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Meeting Program Requirements</p>	



Program Services [Sec. 1304(d), 1306(1A-G)]

Compliance Item	Documentation	Rating	Comments
<p>1. The MEP needs assessment identifies the students who have a priority for service – those whose education has been interrupted within the school year AND are failing or at risk of failing state academic standards. Teachers and other staff are instructed to serve students according to the service priorities.</p>	<p>a. What procedures do you follow to determine which migrant students to serve first?</p> <p>b. What is the timeline and procedure for completing needs assessments once the COE has been verified?</p> <p>c. How frequently do you follow up with families and schools regarding student progress?</p> <p>d. How are children connected to summer services?</p> <p>e. What MEP services are provided during the regular term? What additional services are provided to PFS students?</p> <p>f. Is a needs assessment completed for every student? Is every field filled out? If not, why not?</p> <p>g. Are the students receiving services reflective of the identified needs? Give examples of services provided and documented in the needs assessment.</p> <p>h. When students are referred to other programs, what follow-up is provided? What extra services are provided if students are not making progress?</p>	<p><input type="checkbox"/> Meeting Program Requirements</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Not Meeting Program Requirements</p> <p>Documentation:</p> <p><input type="checkbox"/> Incomplete Needs Assessment Reports</p> <p><input type="checkbox"/> Service Delivery Regular Term and Summer Report</p>	



Program Services [Sec. 1304(d), 1306(1A-G)]

Compliance Item	Documentation	Rating	Comments
<p>2. Migrant students are provided quality, rigorous summer/extended-day programs/activities, either through the MEP alone or in collaboration with other programs.</p>	<p>a. Describe the migrant summer programs. Where are they held? Number of instructional hours?</p> <p>b. Is instructional programming for summer and extra learning opportunities grounded in scientifically based research? What program / curriculum is used to address English language and literacy development? Math?</p> <p>c. What services are provided to secondary students to ensure grade promotion, graduation and admission to postsecondary institutions?</p> <ul style="list-style-type: none"> • How many college visits are offered each year? Are these visits offered to all secondary students? <p>d. What services are currently in place for middle school students?</p> <ul style="list-style-type: none"> • Are intervention plans completed for 8th graders? • How many middle school students attend leadership programs? <p>e. How is technology incorporated into summer and extended day programs?</p> <p>f. As appropriate, are migrant students served in migrant extended day programs? Summer programs? Provide examples.</p> <p>g. As appropriate, are migrant students served in non-migrant extended day programs? Summer programs? Other programs? Provide examples.</p> <p>h. As appropriate, are migrant students served in partnership extended day programs? Summer programs? Other programs? Provide examples.</p> <p>i. Does staff ensure student attendance in extended day, summer, in-home, etc. programs?</p> <p>j. How many migrant students graduated from high school last year?</p> <p>k. Of those who graduated, how many migrant students pursued post secondary education?</p>	<p><input type="checkbox"/> Meeting Program Requirements</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Not Meeting Program Requirements</p>	

Program Services [Sec. 1304(d), 1306(1A-G)]

Compliance Item	Documentation	Rating	Comments
<p>3. Services available to MEP students are enhanced by coordinating activities (i.e., summer programs, staff development, transportation, parent activities, etc.) with other programs and agencies.</p>	<p>a. Are services coordinated with other programs/agencies for extended day, summer, in-home, Saturday, etc. programs? Provide examples.</p> <p>b. What evidence is available that students are receiving services via other programs before migrant services?</p> <p>c. What other types of partnerships/collaborations exist? Is there evidence of in-kind donations or cash contributions?</p>	<p><input type="checkbox"/> Meeting Program Requirements</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Not Meeting Program Requirements</p>	



Program Services [Sec. 1304(d), 1306(1A-G)]

Compliance Item	Documentation	Rating	Comments
<p>4a. Supplementary staff development activities that improve staff skills in teaching migrant students are provided.</p> <p>4b. Staff development activities provided by the MEP are supplementary to those offered by the LEA, and address the special needs of migrant students.</p>	<p>a. What is the process of approval for staff development opportunities? Are there training plans?</p> <p>b. How many in-house staff development opportunities did you have last year? Give some examples.</p> <p>c. Besides the State trainings and local trainings, how many other trainings did you participate in last year? Who were the training sources?</p> <p>d. Does staff participate in school district/ community agency trainings? What school districts/agencies?</p> <p>e. Are school district/community members invited to MEP-sponsored trainings? What were the topics of the trainings?</p> <p>f. Are mentoring/peer coaching strategies adopted as part of the training/professional development for new employees? Please describe.</p>	<p><input type="checkbox"/> Meeting Program Requirements</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Not Meeting Program Requirements</p>	

Out of School Youth

Compliance Item	Documentation	Rating	Comments
<p>1. Migrant students are provided quality, rigorous educational and supportive services either through the MEP alone or in collaboration with other programs.</p>	<p>a. What support services are provided to here-to-work and dropout OSY?</p> <p>b. What instructional services are provided to here-to-work and dropout OSY?</p> <p>c. Are OSY participating in educational opportunities leading to a high school diploma or GED? Provide examples, if appropriate.</p> <p>d. Are OSY participating in career training opportunities? Provide examples, if appropriate.</p> <p>e. List concerns about this population and how you plan to address them.</p>	<p><input type="checkbox"/> Meeting Program Requirements</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Not Meeting Program Requirements</p>	



Pre-School and In-Home [Sec. 1301(e), 1303(a)(1), 1303(e), 1304(b)(1)(B), 1308(b)(1)]

Compliance Item	Performance Measure	Rating	Comments/Recommendations
<p>1. Migrant students are provided quality, rigorous pre-school and in-home services either through the MEP alone or in collaboration with other programs.</p>	<p>a. Are migrant students receiving In-Home services?</p> <p>b. How are students selected for In-Home services?</p> <p>c. Describe the type of services students receive.</p> <p>d. How often do students receive In-Home services?</p> <p>e. How many of these students are Pre-K age?</p> <p>f. How are cognitive skills addressed? What determines which skills will be addressed?</p> <p>g. Do Pre-K students receive Pre- and /or Post -assessments?</p> <p>h. Is there a Needs Assessment Sheet in each students' file? How accessible is this information?</p> <p>i. Are Pre-K students receiving services showing school readiness skills? Describe.</p> <p>j. How are In-Home/Pre-K students referred to and/or partnered with other services?</p>	<p><input type="checkbox"/> Meeting Program Requirements</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Not Meeting Program Requirements</p>	



Parent and Community Involvement [Sec. 1118, 1304 (c)(3)]

Compliance Item	Documentation	Rating	Comments
<p>1. The LEA has a clearly articulated overall parental involvement plan that describes ways parents can support student learning. The plan incorporates efforts supported by federal, local, state and/or private funding. Funds are targeted for meeting the specific needs of migrant families.</p>	<p>a. List the specific evidence/documentation and/or evaluation tools that display the parental involvement plan described in the application.</p> <p>b. Explain the roles of the migrant parents and/or Local PAC Officers in regards to the planning, implementation and evaluation of the Migrant Education Program.</p> <p>c. How does the Migrant Education Program enable migrant parents to have a better understanding of the support services provided? How does the Migrant Education Program enable parents to have a better understanding of the content standards and/or school curriculum? Is the information provided to the parents in another language other than English? Please describe.</p> <p>d. How much MEP funding is used for parent involvement activities? Please list the activities that were held.</p> <p>e. What types of trainings/meetings/ workshop sessions are offered to parents? List the evaluation methods.</p> <p>f. How many meetings and/or trainings were held in the past year (Local/State)?</p> <p>g. How often do the representatives from the Local Parent Advisory Council meet?</p>	<p><input type="checkbox"/> Meeting Program Requirements</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Not Meeting Program Requirements</p> <p>Documentation:</p> <p><input type="checkbox"/> Parental Involvement Annual Work Plan</p> <p><input type="checkbox"/> Parent Involvement Bi-Laws and PAC Policies</p> <p><input type="checkbox"/> Parent Coordinators Monthly Reports</p>	



Pre-School and In-Home

Compliance Item	Documentation	Rating	Comments/Recommendations
<p>2. Parents can cite specific examples of their involvement with migrant education program matters. MEP parents are involved in planning and implementation of MEP activities.</p>	<p>a. Interview with Local PAC representatives (1) Were you able to attend all/or some of the Local PAC meetings that were held in the past year? How many? If not, why not? (2) In what ways has the Local PAC contributed to the planning, implementation and evaluation of the program? Did all the members have an active participation in the development of the Annual Work Plan? (3) Any highlights or recommendations?</p> <p>b. (1) Can you name some of the workshop topics and/or trainings that have caused the most impact? (2) Explain how the activities and/or events offered by the MEP enable parents to be involved in their child's education.</p> <p>c. Do parents receive information in a language they understand?</p> <p>d. Are you aware of all of the services that are provided by the MEP? Do you know if parents have been informed of (1) Why their children are participating in the program? (2) The support services their children have received through the MEP? (3) The objectives and methods of program requirements (Service Delivery Plan/Annual Work Plan/ Parental Involvement Activities)?</p>	<p><input type="checkbox"/> Meeting Program Requirements <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Meeting Program Requirements</p> <p>Documentation: <input type="checkbox"/> Sample documents in other languages</p>	

Pre-School and In-Home

Compliance Item	Documentation	Rating	Comments
<p>3. Parent Interview</p>	<p>a. What type of information (newsletters, brochures, flyers, PTC reminders, memos and invite letters) have you received from the MEP support staff?</p> <p>b. Can you identify the types of services that you or your children have received from the MEP?</p> <ul style="list-style-type: none"> • In-Home Instruction • Summer Programs • Leadership Programs/College Visits • RIF • After-School Programs/Tutoring/Credit Accrual • Workshops/Training/Other Parent Events • Assistance with School/PTC/School Enrollment • Assistance with Basic Needs/Food and Clothing, Bank/Health/Community referrals • Transportation/Interpretation/Advocacy <p>c. (1) What other services have been provided by the MEP and were not listed in the above services? (2) How often do you or your children receive those services?</p> <p>d. (1) Do you feel welcomed and comfortable with contacting someone from the MEP program? (2) Has any MEP staff visited your home? If so, who?</p> <p>e. Do you know who the Student Support Specialist of your child is? Do you know who the Local Parent Coordinator of the MEP is?</p>	<p><input type="checkbox"/> Meeting Program Requirements</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Not Meeting Program Requirements</p>	

Pre-School and In-Home

Compliance Item	Documentation	Rating	Comments
	<p>f. Have you participated in any of the parent meetings/workshops and/or activities? Highlights or suggestions. If you did not participate, can you explain why?</p> <p>g. Have you ever completed an evaluation or a survey during a parent event, home visit or activity? Do you feel that your opinions or suggestions are validated and appreciated?</p> <p>h. In your perspective, what do you think is the purpose or mission of the MEP? Were your expectations met?</p> <p>i. Do you have any recommendations for us to improve the program?</p>		



Reading is Fundamental

Compliance Item	Documentation	Rating	Comments
<p>1. Compliance with RIF Procedures</p> <p>2. Conduct RIF Inventory</p>	<p>a. Do you have a RIF Coordinator?</p> <p>b. Do you have a back-up RIF Coordinator?</p> <p>c. What are the RIF Guidelines pertaining to:</p> <ul style="list-style-type: none"> i. 10% Cushion; ii. distribution of books; iii. who receives a RIF book and iv. Book Selection Committee? <p>d. How are children that are not present on the day of the distribution, but that return during the distribution period being served?</p> <p>e. How are children being counted? Only those present on the distribution day or those served during distribution periods?</p> <p>f. How are parents involved with RIF?</p> <p>g. What system do you have in place to ensure ordering from the most current catalogues?</p>	<p><input type="checkbox"/> Meeting Program Requirements</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Not Meeting Program Requirements</p>	



Program Implementation [Sec. 1304(d), 1306(1A-G)]

Compliance Item	Documentation	Rating	Comments
<p>1a. Services provided to students are indicated in the MEP application for the current year.</p> <p>1b. MEP staff is informed of the services to be provided.</p> <p>1c. The program is evaluated to identify successful activities and eliminate non-productive activities.</p>	<p>a. Review with SSS staff program design charts in the contract. Ask: Is the program being implemented as described in the application?</p> <p>b. Is the program design determined by a program needs assessment?</p> <p>c. How are individual components of the MEP evaluated?</p> <p>d. Are LEAs meeting the 150 to 1 student/SSS ratio?</p> <ul style="list-style-type: none"> • FTE of Student Support Specialists (SSS) 	<p><input type="checkbox"/> Meeting Program Requirements</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Not Meeting Program Requirements</p> <p>Documentation:</p> <p><input type="checkbox"/> Program Design Charts Performance Indicators from Application for: Student Academic Support, Regular Term, Summer Term, Middle and Secondary School and Special Projects.</p>	



Coordination [Secs. 1304 (b)(1)(B); 1304(c)(1)(B); 1306(a)(1)(A), (F), and (G); 1308(a),(b) and (d)]

Compliance Item	Documentation	Rating	Comments
<p>1. The LEA promotes continuity in the provision of instruction and related support services for migrant children as they move across school districts and states, including the transfer of credits for high school students.</p>	<p>a. Do you have migrant students in this LEA that come from other states? If so, how do you coordinate with other states?</p> <p>b. How do you help students meet the academic requirements in their “home” school districts, including preparing for and taking competency exams where applicable?</p> <p>How do you provide for continuity of instruction for migrant children whose education has been interrupted during the school year? For Example:</p> <ul style="list-style-type: none"> • Communicate with other districts to gather course placement information and to ensure that credits are granted for coursework completed at this school; calculate, award and/or accrue partial course credit • Align curriculum and instructional pedagogy with content and performance standards of the school from which the student will graduate • Align language development services with prior services delivered in other districts • Help with course placement decisions and/or design a high school graduation plan • Provide counseling services for problems specific to student mobility • Coordinate with other districts on grade placement policies, to pre-register incoming migrant children, to administer the state assessment or exit exam • Send staff to meet personnel in other districts and/or states with whom they share migrant students and/or participate in teacher exchange programs among districts that share students 	<p><input type="checkbox"/> Meeting Program Requirements</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Not Meeting Program Requirements</p>	

Coordination

Compliance Item	Documentation	Rating	Comments
	<ul style="list-style-type: none"> • Use the "Mexican records transfer document" established under the U.S.-Mexican Binational Agreement on Education • Provide supplemental instruction specifically designed to make up for instructional time lost due to student mobility, to promote course completion and/or grade promotion • Provide extended school day or summer supplemental instruction specifically designed to make up for instructional time lost due to student mobility • Assign special mentors/advocates to support migrant students' access to needed school and community services and encourage school completion • Provide students with portable courses (coursework) that can be completed as they travel with their families • Provide students with access to courses (coursework) through the Internet 		

Migrant Education Program Goals

Compliance Item	Documentation	Rating	Comments
<p>1. The LEA has goals aligned to the SEA goals.</p>	<p>a. Are the LEA objectives aligned to the SEA goals? Are they being achieved? Why or why not?</p>	<p> <input type="checkbox"/> Meeting Program Requirements <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Meeting Program Requirements </p>	



State Assessments

Compliance Item	Documentation	Rating	Comments
<p>1. The LEA knows how students are performing in the state assessment, whether they are included and accommodations provided.</p>	<p>a. In this LEA, how do you know how migrant students are performing relative to other students? (e.g., Do you have disaggregated state assessment data for migrant students?)</p> <p>b. Do migrant students score at the same level as other students in the LEA on the state's assessment system? What percentage of migrant students are meeting or exceeding the proficient level on state assessments?</p> <p>c. If migrant students are not scoring at the same levels as other students, what are you doing to address this challenge? How is the state supporting you?</p> <p>d. From where do migrant students in this LEA move? How do you work with the other state(s) to coordinate instruction and testing or other assessments?</p> <p>e. How many migrant students are served in this LEA? How many were exempted from taking the assessment?</p> <p>f. Why were they excluded (what criteria was used)?</p> <p>g. What percentage of the total population was tested?</p> <p>h. Does the LEA offer special accommodation to migrant children (e.g., coordinating testing or other assessments with the home-based state(s), satellite testing sites, offering the test in other languages, giving the children additional time to complete the test, offering alternative testing dates)?</p> <p>i. How are the results of the statewide assessment used when making decisions related to the MEP?</p>	<p><input type="checkbox"/> Meeting Program Requirements</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Not Meeting Program Requirements</p>	



Evaluation and Improvement [Secs. 1301(4); 1303 (b) (1) and (2); 1304(d); 1306(a)(1)(C) and (D)]

Compliance Item	Documentation	Rating	Comments
<p>1. The LEA assesses the effectiveness of the MEP and uses the evaluation data to continually improve the program</p>	<p>a. What types of data are collected (e.g., state and local assessment data, attendance data, student grades, dropout rates, college admissions exam scores, stakeholder satisfaction surveys, school climate and engagement data)? (b) How frequently do you evaluate the MEP?</p> <p>b. Do you run summer programs? If so, how are they evaluated?</p> <p>c. How do you use external resources to inform and improve instructional practices and student and school performance (research findings, education reform networks, national or state data)?</p> <p>d. How did you develop LEA goals and objectives for the MEP for your local application?</p> <p>e. Are you meeting these goals? Have there been any changes? What? Why?</p> <p>f. How is the LEA goals and objectives aligned with the State's goals and objectives in its service delivery plan?</p> <p>g. Who is involved in analyzing and responding to program evaluation data?</p> <p>h. How are program improvement plans established and communicated?</p> <p>i. Which projects have had the most success? How is information on successful strategies disseminated?</p>	<p><input type="checkbox"/> Meeting Program Requirements</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Not Meeting Program Requirements</p>	



Needs Assessments [Secs. 1304(b) and 1306(a)]

Compliance Item	Documentation	Rating	Comments
<p>1. The LEA Identifies the educational and support needs of migrant children</p>	<p>a. Does the SEA conduct a needs assessment? Are LEAs involved in the design/ implementation of the needs assessment? How are the results conveyed? How frequently is the needs assessment conducted? How current is the data? To what degree is updated data used for program planning? On what basis does the district decide on the services provided? To what degree does the new assessment data bring about changes in program design?</p> <p>b. Does the needs assessment identify the grade levels/instructional areas on which the program will focus? Select children with the greatest need for special assistance? Identify special educational needs? Use the results of written or oral results? Identify children whose needs are being met by other programs? Assess resources (e.g., personnel, instructional materials)?</p> <p>c. How does the state identify students who have a priority for services through the needs assessment process?</p>	<p><input type="checkbox"/> Meeting Program Requirements <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Meeting Program Requirements</p>	



Service Delivery Plan [Secs. 1304(b) and 1306(a)]

Compliance Item	Documentation	Rating	Comments
<p>1. The LEA is familiar with the SEA's Comprehensive State Plan for Service Delivery and its migrant education project is aligned so as to achieve the State's measurable outcomes and contribute to the attainment of the State's performance targets.</p>	<p>a. Has the LEA seen the State's service delivery plan? Were you involved in the development of the service delivery plan?</p> <p>b. How were the service delivery strategies selected? How do they flow from the results of the statewide needs assessment? What is the research base?</p> <p>c. Are the strategies being implemented as intended in the plan?</p> <p>d. Has the plan changed over time? How? Based on what data?</p>	<p><input type="checkbox"/> Meeting Program Requirements</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Not Meeting Program Requirements</p>	



Service Delivery Plan [Secs. 1304(b) and 1306(a)]

Monitoring Team

1. Carmen M. Medina, Chief
2. Lysandra López-Medina, Program Development Coordinator
3. Lyneice Parker-Hunter, Program Development Specialist
4. Tracy Malick, Fiscal and Data Coordinator
5. David Baird, State ID & R Coordinator
6. Inés Vega, Parental Involvement Coordinator

Documentation Provided

Field Observation Notes

Highlights

Preliminary Recommendations

Project Area Manager's Comments:

Director/Dean/Project Area Manager's Signature Project Area Date

Division Chief's Signature Date