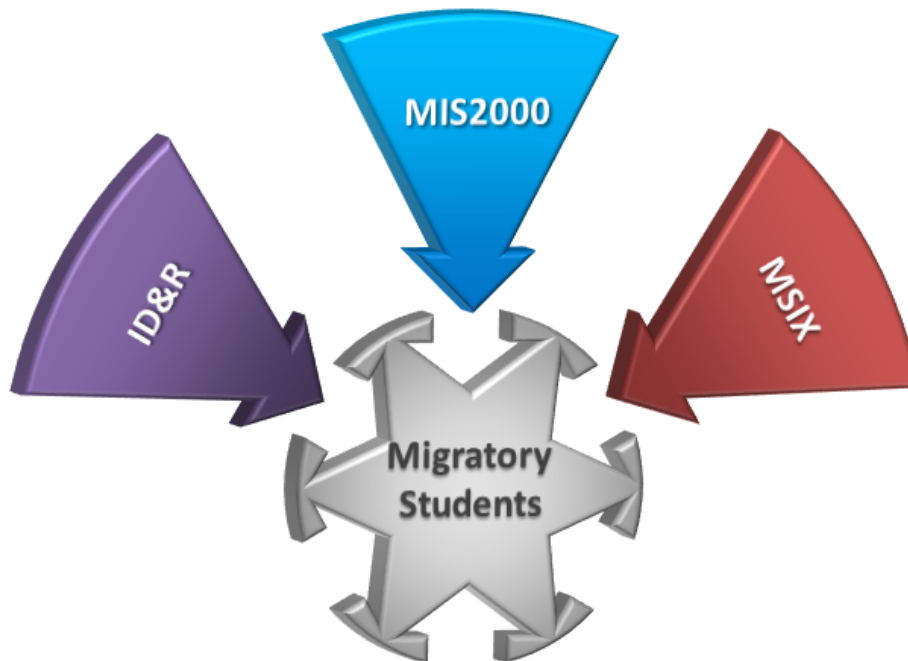




Title I, Part C – Education of Migratory Children

# Georgia MEP ID&R and Data Collections HANDBOOK

July 2023



***The Identification and Recruitment and Data Collections Handbook*** was produced by the Georgia Department of Education, with funds provided through Education of Migratory Children, Title I, Part C also known as the Migrant Education Program. The information included herein reflects Office of Migrant Education Policies and/or Procedures related to Identification and Recruitment and Data Collections.

Identification and Recruitment	Data Collections
Bernardo Sanchez-Vesga bsanchez@doe.k12.ga.us (404) 557-4363 Cell	Yesica Ordonez yordonez@doe.k12.ga.us (404) 416-2909 Cell

***First Edition, December 2005. 1st Revision, May 2007; 2nd Revision, September 2009; 3rd Revision, August 2011; 4th Revision, July 2012; 5th Revision, April 2013; 6th Revision, June 2013; 7th Revision June 2014; 8th Revision, July 2015; 9th Revision, July 2016; 10th Revision; August 2017, 11th Revision, August 2018, 12th Revision, August 2019, 13th Revision April 2020, 14th Revision July 2021, 15th Revision July 2022, 16th Revision July 2023***

***All Rights Reserved***

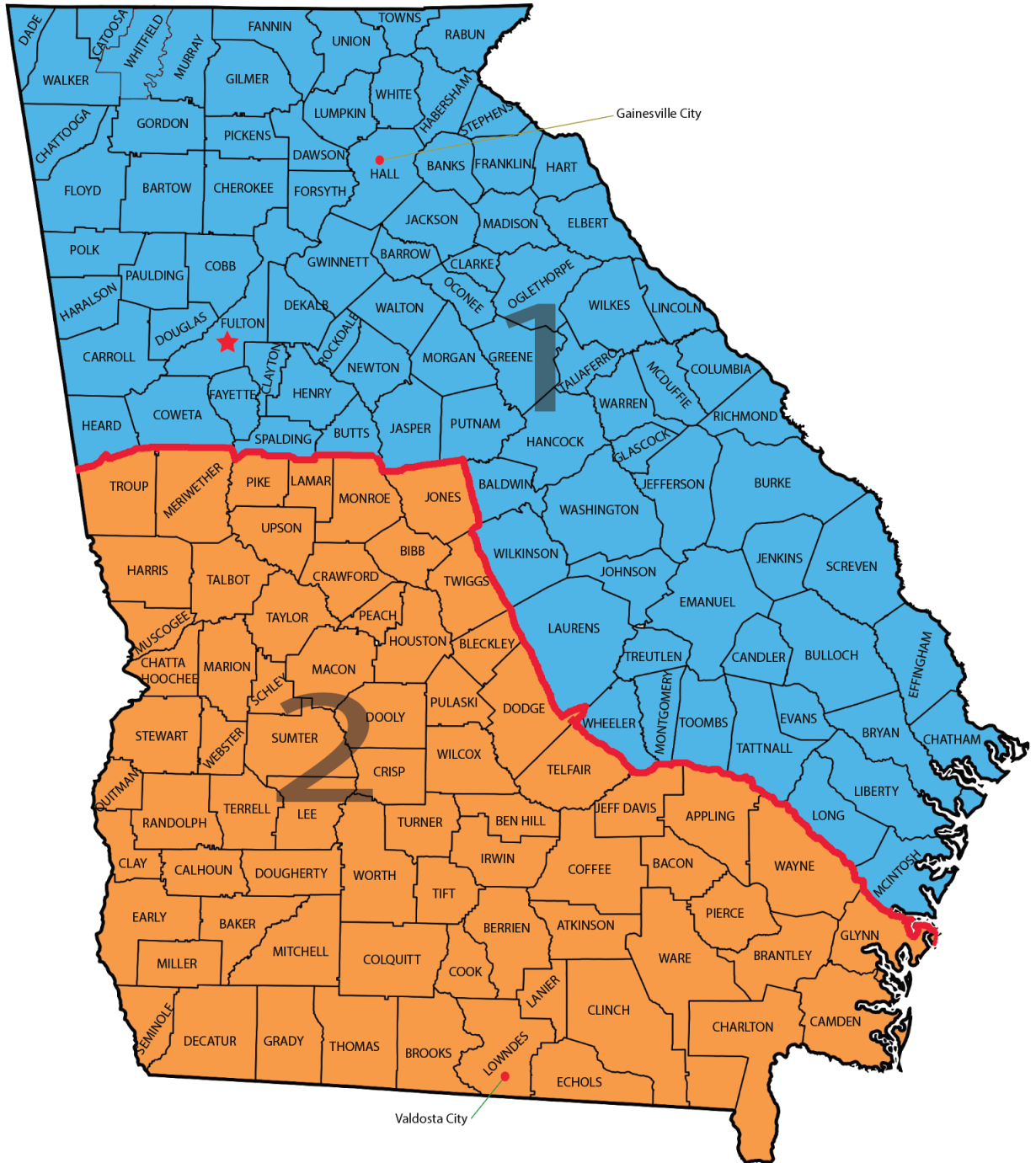
# Table of Contents

Georgia MEP Service Areas Map .....	6
MEP ACRONYMS.....	7
IDENTIFICATION AND RECRUITMENT (ID&R) .....	8
Introduction .....	8
Background Information – Georgia Migrant Education Program (GaMEP) .....	8
CHAPTER 1 _ STATE IDENTIFICATION AND RECRUITMENT (ID&R) PLAN.....	10
I. MISSION STATEMENT .....	10
II. MEASURABLE OBJECTIVES .....	10
III. STRATEGIES/ACTIVITIES.....	11
IV. STATE RESOURCES .....	13
V. STATE ID&R ACTION PLAN (Checklist of Activities to support the State ID&R plan).....	14
Connecting the State ID&R Plan to Local Educational Agencies.....	14
Local Identification and Recruitment (ID&R) Plan.....	16
CHAPTER 2 _ NON-REGULATORY GUIDANCE .....	18
II. CHILD ELIGIBILITY .....	19
A NOTE ON ESSA AND CHILD ELIGIBILITY UNDER THE MEP .....	19
A. Migratory Child.....	22
B. Guardians and Spouses .....	24
C. Migratory Workers .....	25
D. “Qualifying Move”.....	31
E. Qualifying Arrival Date (QAD) and Move “to Join” Issues.....	34
F. Agricultural Work or Fishing Work .....	35
G. Temporary and Seasonal Employment .....	40
H. Documenting Eligibility.....	43
III. IDENTIFICATION AND RECRUITMENT.....	46
CHAPTER 3 _ ID&R RESPONSIBILITIES IN GEORGIA .....	53
Recruiter – Sample Job Description.....	55
Active ID&R.....	57
Finding Migratory Children .....	57
Working with Employers.....	59
Recommended Task Breakdown for Full Time Recruiters.....	59
LEA ID&R Activities Template.....	60
Other ID&R Activities .....	63
Social Service Assistance Referrals .....	64
Occupational Survey (Spanish).....	66
Occupational Survey (English).....	67
ID&R Poster (English) .....	68
ID&R Poster (Spanish).....	69
CHAPTER 4 _ CONDUCTING INTERVIEWS AND COMPLETING THE CERTIFICATE OF ELIGIBILITY (COE) .....	70
Basic Interview Pattern .....	70
Recruitment Checklist .....	72
Certificate of Eligibility (COE).....	73
What is it? .....	73
Purpose.....	73
Basic Steps to Ensure COEs are Completed Correctly .....	76

Distribution and Verification .....	76
Certificate of Eligibility (COE).....	78
<b>GEORGIA CERTIFICATE OF ELIGIBILITY INSTRUCTIONS.....</b>	<b>78</b>
General instructions .....	78
COE’s Top Right Area.....	78
Section I. Family Data.....	79
Section II. Child Data.....	81
Section III. Qualifying Moves & Work Section.....	82
Section IV. Comments Section .....	87
Section V. Interviewee Signature Section.....	89
Section VI. Eligibility Certification Section.....	90
Certificate of Eligibility Processing (COE).....	91
<b>CHAPTER 5 _ RECRUITER OBSERVATIONS AND EVALUATIONS.....</b>	<b>92</b>
<b>CHAPTER 6 _ ELIGIBILITY RULINGS .....</b>	<b>94</b>
Examples .....	94
Georgia MEP Policy on Short Duration Moves .....	94
<b>CHAPTER 7 _ QUALITY CONTROL POLICY AND APPEALS .....</b>	<b>95</b>
Federal Quality Control Policy.....	95
Ongoing Recruiter Training .....	95
Resolution of Identification and Recruitment Issues .....	96
Monitoring Process .....	97
Appeal Process Guidelines.....	97
Appeal Process Documentation for Georgia MEP Eligibility Determinations.....	99
<b>CHAPTER 8 _ APPENDICES .....</b>	<b>100</b>
MEXICO STATE ABBREVIATIONS .....	100
UNITED STATES ABBREVIATIONS.....	101
FOREIGN LANGUAGE ABBREVIATIONS.....	102
<b>Data Collections .....</b>	<b>104</b>
Introduction .....	104
<b>Confidentiality.....</b>	<b>105</b>
What is FERPA? .....	105
<b>MEP District Data Access on the GaDOE Portal .....</b>	<b>108</b>
Process for requesting a new portal user account:.....	108
INSTRUCTIONS FOR LOGIN: .....	108
<b>Migrant Students Information Exchange (MSIX).....</b>	<b>109</b>
What is MSIX? .....	109
User Accounts.....	109
Use of MSIX.....	110
<b>MEP Data Collections .....</b>	<b>111</b>
<b>MEP Reports &amp; Forms .....</b>	<b>112</b>
Migrant Participant Report .....	113
Migrant Participant Report (MPR) Instructions.....	113
New Participant Report (NPR) .....	115
New Participant Report (NPR) Memorandum.....	116
New Participant Report (NPR) Verification Form .....	117
End of Eligibility (EOE) Report.....	118
End of Eligibility (EOE) Memorandum.....	119
End of Eligibility Parent Letter.....	120
Three-Year Old Report.....	121

Three-Year Old Report Memorandum .....	122
MEP Reports Description .....	123
Priority for Services (PFS) Process.....	124
Priority for Services Form.....	125
Priority for Services (PFS) Identification Forms Memo .....	127
Priority for Services (PFS) Student Report Summary .....	129
PFS ID Form and Report Acronyms .....	131
2021-2022 School Year - Age/Grade Chart.....	132
Supplemental Services (SS) .....	133
SS Tracking Form .....	134
MEP Supplemental Services Codes and Descriptions .....	135
Supplemental Service Codes-Certified and Non-Certified Educator.....	143
MEP Grade Grid and Color Code Reports.....	144
Continuation of Services (COS).....	145
Providing Updates to MIS2000 .....	146
Information Change Form and Departure Form.....	147
Name Changes or Birthdate Changes .....	148
Records Transfer: High School Transcripts .....	149
MSIX Move Notifications .....	150
MSIX Information Change Request Form.....	151
Memorandums Used During the Year.....	152
Acceptance Letter Memorandum .....	153
Ineligible Student Report Memorandum.....	154
MEP Acceptance Letters.....	155
Eligible Students School Nutrition Memorandums .....	156
Ineligible Letter .....	158
Annual Re-Sign Process .....	159
Re-sign Situation 1: Family has departed the school district .....	160
Re-sign Situation 2: Family is still here and has not left the school district since their last QAD. 161	
Re-sign Situation 3: Family left school district and came back, making a qualifying move.....	162
Re-sign Situation 4: Family reached end of eligibility and has not made a new qualifying move 163	
Re-sign Situation 5: Family has not made a new move, children have reached EOE, and only one student was approved for continuation of services (COS).....	164
MEP Data Collections Reports and Checklists .....	165
GaDOE MEP Staff Contact List .....	168

Title I Part C Funded LEAs and Consortium LEAs varies from year to year due to grant allocation.  
Georgia MEP Regional Service Areas



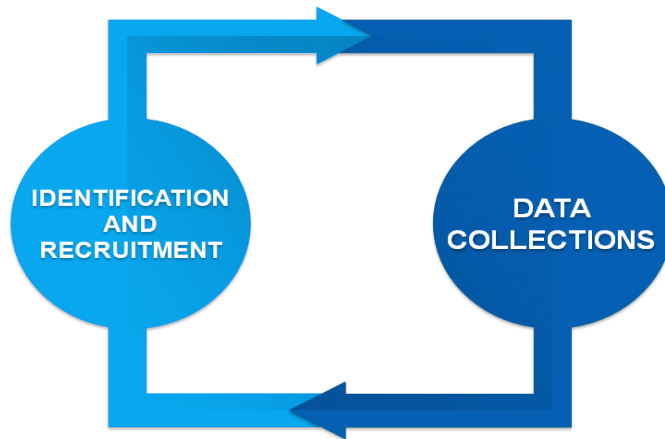
**REGION 1**  
Cindell Mathis - Regional Coordinator  
Region 1 MEP Office  
404-491-4725  
cmathis@doe.k12.ga.us

**REGION 2**  
Marisela Trejo - Regional Coordinator  
Region 2 MEP Office  
404-561-7819  
mtrejo@doe.k12.ga.us

# MEP ACRONYMS

ABBREVIATION	NAME
<b>CAMP</b>	College Assistance Migrant Program
<b>CNA</b>	Comprehensive Needs Assessment
<b>COE</b>	Certificate of Eligibility
<b>MIS2000</b>	Name of MEP database created by MSEdD
<b>COS</b>	Continuation of Services
<b>DO</b>	Drop Out–Students who terminated their education from a school in the U.S.
<b>DOB</b>	Date of Birth
<b>EL</b>	English Learner
<b>EOCT</b>	End of Course Tests
<b>EOE</b>	End of Eligibility
<b>ESEA</b>	Elementary and Secondary Education Act
<b>ESSA</b>	Every Student Succeeds Act (ESEA Reauthorized as ESSA)
<b>ESOL</b>	English to Speakers of Other Languages (state program)
<b>FERPA</b>	Family Educational Rights and Privacy Act
<b>GaDOE</b>	Georgia Department of Education
<b>GED®</b>	General Education Diploma – trademark
<b>HEP</b>	High School Equivalency Program
<b>HSED</b>	High School Equivalency Diploma
<b>ID&amp;R</b>	Identification and Recruitment
<b>IP</b>	Implementation Plan
<b>LEA</b>	Local Educational Agency (school districts)
<b>MEP</b>	Migrant Education Program
<b>MSIX</b>	Migrant Student Information Exchange
<b>NASDME</b>	National Association of State Directors Migrant Education
<b>NRG</b>	Non-Regulatory Guidance
<b>OME</b>	Office of Migrant Education
<b>OSY</b>	Out of School Youth
<b>PAC</b>	Parent Advisory Council
<b>PFS</b>	Priority for Service
<b>P0-P5</b>	Designation of a child’s age before entering school grade levels
<b>PPE</b>	Per Pupil Expenditure
<b>QAD</b>	Qualifying Arrival Date
<b>RS</b>	Resource Specialist
<b>SBOE</b>	State Board of Education
<b>SDP</b>	Service Delivery Plan
<b>SEA</b>	State Educational Agency (GaDOE)
<b>SSP</b>	Student Service Provider (Migrant Staff at LEA level)
<b>US ED</b>	United States Department of Education

# ***IDENTIFICATION AND RECRUITMENT (ID&R)***



## **Introduction**

**Welcome to the Identification and Recruitment (ID&R) component of the Georgia Department of Education, Title I Part C – Education of Migratory Children Program.**

The purpose of the ID&R component of the handbook is to provide a tool to assist in the facilitation of accurate and efficient Identification and Recruitment (ID&R) of all eligible, but only eligible, migratory children present in the state, as it is required by Federal Regulations.

Federal Regulations require that before a child receives Title I Part C – Education of Migratory Children services, his or her eligibility as a migratory child, according to the Migratory Child Federal Definition, must be established through a face-to-face interview, or by remote communication methods if authorized by the Office of Migrant Education in Washington. The child must be recruited as such which is the gathering of eligibility facts and the processing of all required documentation.

The ID&R component of the handbook compiles federal regulations, state guidelines, procedures, and all instruments in place for the correct and professional implementation of all ID&R requirements of the Georgia MEP. As ID&R issues arise, review the pertinent material as outlined in the handbook.

## **Background Information – Georgia Migrant Education Program (GaMEP)**

Since migratory families move from school district to school district and state to state, their children’s education is interrupted by withdrawing the children from one school and enrolling in another. Often, children will be in a district for a limited time span and will return to their home base or move to other areas where parents seek or obtain agriculture or fishing employment. These children represent many ethnic groups and may have limited English language skills. This combined with irregular school attendance, poverty, often inadequate nutrition, poor housing, and a high incidence of health problems, leads to low overall achievement and frustration, causing many children to drop out of school in their early teens. In 1966, Congress



added Part C – Education of Migratory Children to the Elementary and Secondary Education Act (ESEA) in an effort to meet the special needs of these children. In 2015, this law was reauthorized as the Every Student Succeeds Act (ESSA).

# **CHAPTER 1: STATE IDENTIFICATION AND RECRUITMENT (ID&R) PLAN**

## **I. MISSION STATEMENT**

The Georgia Department of Education (GaDOE), Title I, Part C Education of Migratory Children, through this State Identification and Recruitment (ID&R) Plan, will strive to meet and fully comply with all federal regulations and guidelines pertaining to the identification and recruitment of migrant children in the State. The GaDOE MEP staff and LEAs will adhere to and implement the State ID&R Plan.

To achieve this goal, the Georgia MEP establishes the following measurable objectives:

## **II. MEASURABLE OBJECTIVES**

**Objective 1:** The State will ensure the quality and consistency of statewide recruitment through uniform training of all personnel working for the Georgia MEP in identification and recruitment; 70% of all personnel working for the Georgia MEP will be certified as “Novice” recruiters on an annual basis.

**Objective 2:** The State will identify and recruit all eligible migratory children present in the State during each program year from September 1 to August 31. The State will analyze historical data, both on a month-to-month and annual basis, to compare migratory influx and enrollment trends to ensure that child identification and recruitment patterns remains logical and consistent.

**Objective 3:** The identification and recruitment of all eligible children will be completed within three months of their arrival in 70% of the cases.

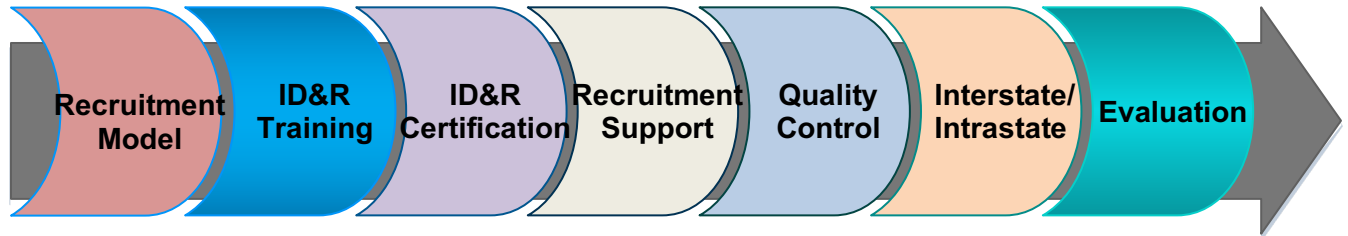
**Objective 4:** The integrity of the migratory child roster will be of paramount importance to the Georgia MEP. Integrity will be measured through a strict quality control process with an annual discrepancy rate within a 96% confidence level.

**Objective 5:** At no time will the State, or any of its sub-grantees, establish any recruitment quotas or any procedure or rule that would act as a quota. The State will have zero tolerance for any situations anticipating an amount or percentile of children to be recruited.

**Objective 6:** LEAs will use MSIX to coordinate with Receiving and Departing LEAs, in and out of State, for the prompt and efficient ID&R of all eligible children arriving or departing to and from their LEA or State. The number of MSIX Arriving Notification’s Follow-Ups will be equal to 75% or more of the number of MSIX Arriving Notifications received at the state office.

### **III. STRATEGIES/ACTIVITIES**

In order to meet the objectives of the State ID&R Plan, the following strategies will be used:



#### **1. Recruitment Model**

The State will use a Combination Recruitment Model, which consists of both state and district level recruitment efforts. The regional recruiters, hired by the State and assigned to one of two regions in the State, will be under the direct supervision of State and regional office coordinators. District recruiters, hired by the school districts, will be monitored by both their district supervisors and the State and regional office coordinators. All recruiters will follow the Georgia MEP Identification and Recruitment guidelines.

#### **2. ID&R Training**

Personnel working for the Georgia MEP, in any capacity, will attend two formals\* and other “as needed” informal trainings conducted throughout the year in each of the State’s two regions. Uniform training materials will be prepared by the State ID&R coordinator and will be based on the most current versions of the following publications: Migrant Education Program (MEP) Regulations, Office of Migrant Education (OME) Non-Regulatory Guidance, Georgia ID&R Handbook, Georgia ID&R Certification Manual, and Georgia MEP Recruiters Code of Ethics. The training will focus on appropriately applying the State’s ID&R policies and procedures, as well as discussions regarding identified problem areas in the State’s ID&R efforts and work. Such cases will be identified based on an on-going analysis of the Certificate of Eligibility (COE) Error Files maintained at each regional office and reviewed by the State ID&R coordinator. They may also be identified during regular quality control monitoring procedures conducted by the regional offices and/or the State office.

All staff members, including LEA-funded staff, are required to attend mandatory training sessions. A Direct Funded LEA without an SSP or recruiter is required to have one person trained in ID&R. This is typically the MEP contact. While this person may do minimal ID&R, the LEA is still responsible for having a staff member trained in ID&R.

#### **3. ID&R Certification**

Personnel working for the Georgia MEP, in any capacity, will participate in the State’s ID&R certification process and complete, at a minimum, the required seat hours for “Novice” level certification. State and full-time district recruiters, however, will successfully complete the highest certification level available at the time. All

certification related policies and procedures will be documented in and made available through the Georgia MEP ID&R Certification Manual.

#### **4. Recruitment Support**

All recruiters will be informed of and will have access to task specific support materials; for example, program information handouts, State, regional, and local contact information, bilingual support services information and any other assistance necessary for the normal fulfillment of their duties and responsibilities. The availability, oversight and distribution of materials and assistance will be managed by the State ID&R coordinator in collaboration with both the State MEP office and the regional offices. In addition, the State ID&R coordinator will clearly communicate the support structures in place for all recruiters and will serve as the primary source for relevant information pertaining to ID&R policies and procedures. The State ID&R coordinator will be readily available to guide and support recruiters on eligibility issues and will serve as the point of contact for the resolution of such issues.

#### **5. Quality Control**

The Georgia MEP will uniformly implement quality control policies and procedures to ensure that all documentation related to child eligibility, beginning with the COE, contains true and accurate information. The end result of the various quality control policies and procedures will ensure, to an independent reviewer, that a sufficient amount of accountability and detail is in place and available to demonstrate a sound basis for the migrant eligibility determination being established and maintained.

The State's ID&R quality control policies and procedures contain protocols that target the following five areas:

1. Ensuring the accuracy and rationality of initial child eligibility determinations as documented on the COE
2. Assessing and resolving complicated and questionable initial child eligibility cases
3. Child eligibility decision appeals process
4. Evaluating and conducting public, with a legitimate interest in the child's education, requests for child eligibility re-interviews
5. Conducting prospective child eligibility re-interviewing

#### **6. Interstate/Intrastate ID&R Coordination**

The LEAs in the Georgia MEP will coordinate with in and out of State LEAs for the prompt and efficient ID&R of all eligible children arriving or departing to/from their LEA or State. All LEAs will complete Departing Forms and send, within 48 working hours, to the receiving LEA an MSIX online departure notification that the student is leaving the area. All MSIX online arriving notifications will be follow-up within 48 working hours of arrival.

## 7. Evaluation

The Georgia MEP will establish ID&R evaluation policies and procedures to measure and help ensure the State's capacity to meet the federal requirement that all eligible children present in the state are identified, recruited, and served. They are:

- The state will evaluate the six measurable objectives in the State ID&R plan. If major inconsistencies or changes are found to exist, the causes will be analyzed and evaluated so that corrective action plans can be developed and implemented.
- **Analysis of Recruitment Reports:** The Georgia MEP will analyze current recruitment data against historical recruitment data. If major inconsistencies or changes in recruitment are found to exist, the causes will be analyzed and evaluated so that corrective action plans can be developed and implemented.
- **Evaluation of the Identification and Recruitment practices of individual recruiters at all GaMEP levels:** The Georgia MEP will evaluate the individual ID&R practices of state and districts recruiters. The state will evaluate the implementation and adherence of those individuals to the State's ID&R Plan.

## IV. STATE RESOURCES

The Georgia MEP will develop, adopt, maintain and, where appropriate, distribute resources to ensure that the State complies with all applicable federal requirements related to ID&R. These resources will be used to ensure the timely and accurate recruitment of all eligible children who meet the federal definition of *migratory Child*. These resources will also be used to ensure and protect the integrity and legitimacy of all child rosters and child counts. Each of the two regional offices will be responsible for ensuring that all resources for the region, and the state as a whole, are accurate, current and made available to MEP staff as directed or needed. This includes, but is not limited to, the following resources developed by the Georgia MEP:

- **ID&R Handbook:** The Georgia ID&R Handbook is used by the Georgia MEP to ensure the availability and distribution of the State's policies and procedures regarding the identification and recruitment of migratory children in Georgia. The handbook is revised, as needed, to reflect any changes in the MEP.
- **ID&R Certification Manual:** The Georgia ID&R Certification Manual is used by the Georgia MEP to instruct and inform all MEP staff on the State's certification related policies and procedures. The manual is revised, as needed, to reflect any changes in the MEP.
- **OME Non-Regulatory Guidance:** The Georgia MEP bases its ID&R policies and procedures on the March 2017 publication. It is made available to all personnel during the State's initial ID&R training. All updates to federal guidance, either published through revisions to this publication or formally presented by OME elsewhere, will be the basis for the State's ID&R policies and procedures.
- **Recruitment Maps:** Uniformly prepared county maps will be maintained by the State recruiters and the regional office coordinators to indicate where migrant families in Georgia live and work. The maps will be housed in and updated by the regional office twice a year, July, and January 18. A notice of the completion

of updates will be sent by the appropriate regional office coordinator via email to the state ID&R coordinator and should include a copy to the state program manager.

- **Regional Calendars with Seasonal Crops Activities:** Monthly calendars recording seasonal crop activities will be housed in and updated by the regional offices twice a year, July, and January 18. The activities recorded will contain the following minimum three (3) data elements:
  1. Crop Name
  2. Production and Cultivation timeline (Field Preparation, Planting, Harvesting, Packing)
  3. Geographical Locations to Support Recruitment Maps

A notice of the completion of updates will be sent by the appropriate regional office coordinator via email to the state ID&R coordinator and should include a copy to the state program manager.

- **Regional Profiles of Major Employers:** Profiles documenting employers of migratory agricultural workers will be housed in and updated by the regional offices twice a year, July, and January 18. Profiles will contain the following data elements:
  1. Name of Business
  2. Business Address
  3. Name and Phone Number of Contact Person
  4. Business Recruitment Practices for Prospective Employees
  5. Type of workers; local, transient pre-hired, transient walk-in, or H-2A visa
  6. Number of Migrant Positions Typically Employed per Season

A notice of the completion of updates will be sent by the appropriate regional office coordinator via email to the state ID&R coordinator and should include a copy to the state program manager.

- **State MEP Ethics Policy:** The State staff of the Georgia MEP adheres to and abides by the Georgia Department of Education's ethics policy. In addition, the State will develop and distribute an additional ethics policy directly addressing behavior and conduct within the Georgia MEP. It will be followed by all State, regional and local MEP personnel.
- **State Recruitment Safety Policy:** The Georgia MEP will distribute and utilize a common set of safety policies pertaining to the activities surrounding the identification and recruitment of migratory children in the State. The policies will place emphasis on the awareness and the prevention of risks to the safety of Georgia MEP ID&R personnel.

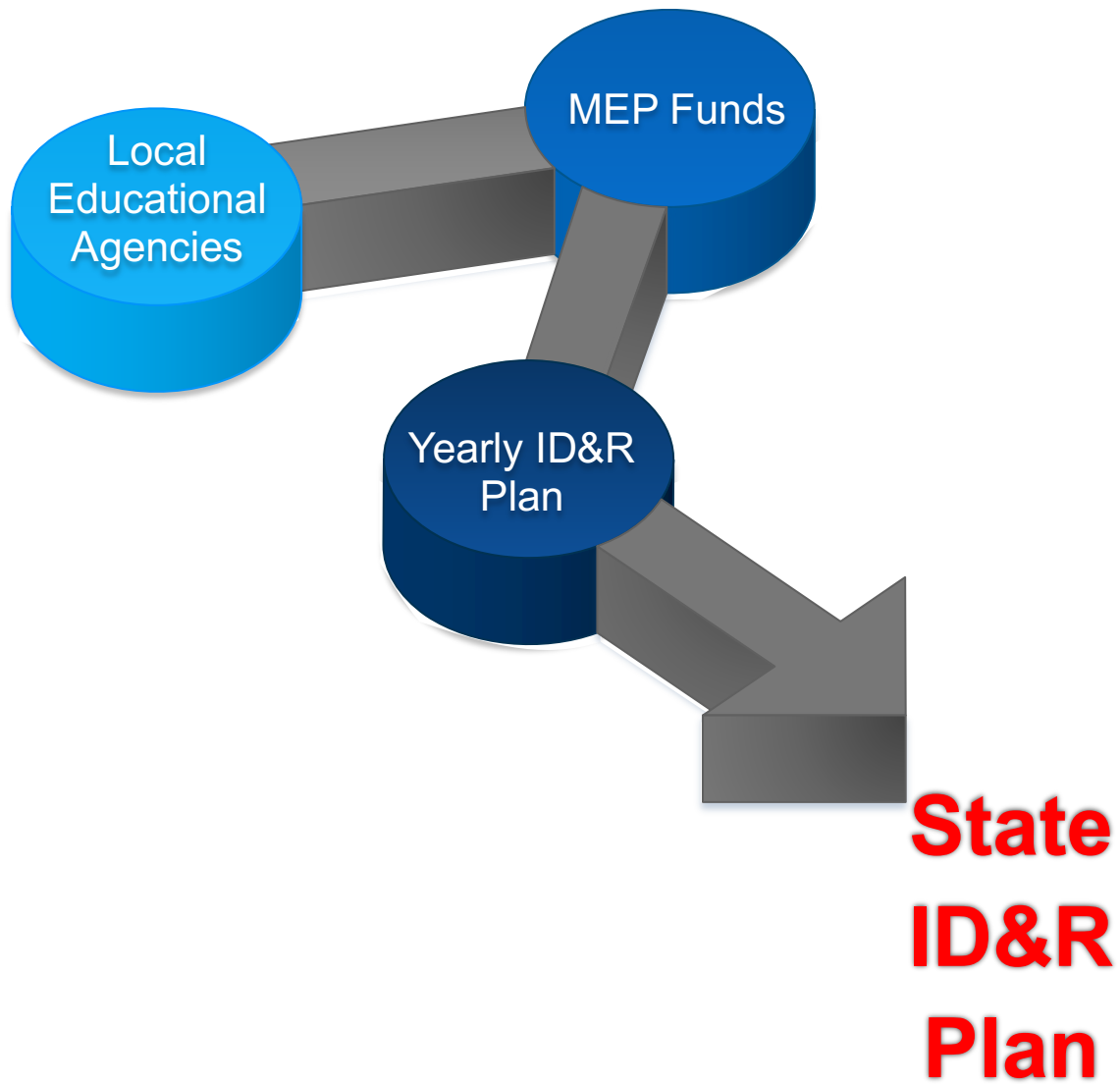
## **V. STATE ID&R ACTION PLAN (Checklist of Activities to support the State ID&R plan)**

(See LEA ID&R Activities Template in page 54)

### **Connecting the State ID&R Plan to Local Educational Agencies**

Each LEA in Georgia receiving MEP funds is required to create a yearly ID&R plan connected to this state plan. The following pages show the ID&R plan template that

LEAs use and submit for approval along with the yearly federal programs consolidated application.



# Local Identification and Recruitment (ID&R) Plan



*Educating Georgia's Future*

Georgia Department of Education (GaDOE)  
Title I, Part C – Education of Migratory Children  
**Local Identification and Recruitment (ID&R) Plan**

School District: *Enter your school district name here*

School Year: *XXXXXXX*

*All school districts in Georgia follow the state and regional GaDOE MEP ID&R Plan as outlined in the Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook. The plan below describes how the school district will implement ID&R requirements aligned to the state and regional ID&R plans.*

## **I. ID&R Planning and Implementation**

1. How often will the MEP Contact meet with the local Student Service Provider (SSP) or local recruiter to monitor the implementation of this ID&R plan (minimum of once a semester and summer)? *Enter your answer here*
2. How will the district manage and coordinate year-round (regular school year and summer) and ongoing recruitment efforts for enrolled and out-of-school youth (OSY) including pre-school aged children? How will staff's schedules be flexible during peak periods of agricultural activity, visits to seasonal and temporary work sites such as; farms, packing sheds, and processing plants that work with poultry, beef, or wood. Include narrative that ensures the use of the ID&R Activities checklist to guarantee all ID&R activities are taking place at the appropriate time with required documentation. *Enter your answer here*
3. How will the district coordinate with GaMEP staff (regional recruiters) for identifying and contacting potential eligible migratory families, targeting enrollees and non-enrollees (ages 0 to 21), and ensure COEs are completed within two days? *Enter your answer here*
4. How will the district contact current migratory families and youth to determine if new qualifying moves have occurred and ensure COEs are completed? *Enter your answer here*
5. How will the district ensure the occupational survey (which is completed by all students during new student registration and back-to-school registration) is gathered, reviewed, and prioritized for further follow-up to identify potential migratory children and youth? Include a reference to training local school registration staff on the process. *Enter your answer here*
6. How will the district coordinate with other agencies, organizations, and/or gather resources to build a recruitment network to identify potential eligible migratory participants? *Enter your answer here*



## **II. School District/Local Agricultural Information**

1. How will the district create and/or maintain a current local agricultural or employment locations map containing profiles of employers, **if applicable** include agricultural activities, crops and/or growing seasons in your area? Explain how this information will be updated during the year (each semester minimum). *Enter your answer here*
2. How will the district create and/or maintain a local residential map that includes the areas/neighborhoods and labor camps/apartment complexes where migratory families may reside? Explain how this information will be updated during the year (each semester minimum). *Enter your answer here*
3. What is the district's plan for contacting employers within its boundaries regarding hiring practices, crops and growing seasons in order to identify potential new eligible migratory families? *Enter your answer here*
4. The district's list of agricultural activities, local agricultural map, residential map, and list of employers must be readily available to be shared with the GaDOE MEP staff throughout the current school year when requested and/or needed. Where will this information be stored in the district? (Ensure to keep all this information current and on file). *Enter your answer here*

### ***DISCLAIMER***

***The GaMEP IDR and Data Collections Handbook is the primary source of information for all aspects of ID&R.***

### **Reminders**

- All quality control procedures must follow the GaMEP IDR and Data Collections Handbook quality control descriptors. Click here for the [IDR/Data Handbook](#)
- The GaMEP State Agricultural Activities map is a starting point when creating your local agricultural map. Click here for the agricultural map: [Migrant Education Program Website](#)
- Remember that your local agricultural map must include information unique to your area and compliment the Ga MEP State agricultural map with information not currently identified/found in it.

Submitted by: *Enter name here*

Date: *Enter name here*

# CHAPTER 2: NON-REGULATORY GUIDANCE

## TABLE OF CONTENTS

**NOTE: Information below comes directly from the Regulatory Guidance published by the US Department of Education, Office of Migrant Education March 2017.**

II.	CHILD ELIGIBILITY .....
	A NOTE ON ESSA AND CHILD ELIGIBILITY UNDER THE MEP .....
	A. Migratory Child.....
	B. Guardians and Spouses .....
	C. Migratory Workers .....
	D. “Qualifying Move” .....
	E. Qualifying Arrival Date (QAD) and Move “to Join” Issues .....
	F. Agricultural Work or Fishing Work.....
	G. Temporary and Seasonal Employment .....
	H. Documenting Eligibility .....
III.	IDENTIFICATION AND RECRUITMENT .....

***NOTE: Information below comes directly from the Regulatory Guidance published by the US Department of Education, Office of Migrant Education March 2017-Chapter II and III.***

## **II. CHILD ELIGIBILITY**

A child is eligible for the MEP (and thereby eligible to receive MEP services) if the child:

- a) Meets the definition of “migratory child” in section 1309(3) of the ESEA,<sup>1</sup> and is an “eligible child” as the term is used in section 1115(c)(1)(A) of the ESEA and 34 C.F.R. § 200.103; and
- b) Has the basis for the State’s determination that the child is a “migratory child” properly recorded on the national Certificate of Eligibility (COE).

Information necessary to determine a child’s eligibility for the MEP, and to document such eligibility on the COE, is based on an interview with the child’s parent/guardian or spouse, the child (if the child is the migratory worker), or another individual who is not the child’s parent/guardian or spouse (*e.g.*, an older sibling or other household member), but who has direct knowledge of the information needed by the recruiter to determine eligibility. (Recruiters are those individuals who contact migratory families, explain the MEP to them, and collect the necessary information to determine whether a child is eligible for the MEP.) While it is preferable to obtain information regarding qualifying work directly from the worker, workers’ statements may be relayed by the interviewee if the worker is not available at the time of the interview.

Each person reviewing the information contained on the COE, from the recruiter to the SEA-designated reviewer(s), must have confidence in the eligibility determination. Through the lens of recruiters’ and reviewers’ knowledge and experience, the information provided by the interviewee should generally be enough to determine eligibility. However, States may require additional documentation to substantiate the information provided by the interviewee if they believe such information is necessary to confirm eligibility for the MEP. This chapter discusses issues of child eligibility and how SEAs may make these important determinations.

### **A NOTE ON ESSA AND CHILD ELIGIBILITY UNDER THE MEP**

The Department has updated Chapter II of the Non-Regulatory Guidance for the MEP to reflect changes made to the authorizing statute—Title I, Part C of the ESEA – by the ESSA. New statutory provisions under the ESSA for the MEP will take effect for Fiscal Year (FY) 2017 grants awarded to SEAs on July 1, 2017. All MEP-specific statutory provisions in Title I, Part C of the ESEA, as

---

<sup>1</sup> Throughout this chapter, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

amended by the ESSA, including the program definitions affecting child eligibility, will also be effective on July 1, 2017. Changes to the ESEA have two principal implications for eligibility determinations made by SEAs and their recruiters.

### 1. Changes to Who Is a Migratory Child

ESSA's inclusion in section 1309 of the ESEA of a revised definition of *migratory child*, and new definitions of the terms *migratory agricultural worker*, *migratory fisher* and *qualifying move*, largely reflect definitions in regulations the Department issued in July 2008 under the ESEA, as amended by the No Child Left Behind Act of 2001 (NCLB) (34 C.F.R. § 200.81).

ESSA did make statutory changes in ways that SEAs and their recruiters are to determine the eligibility of migratory children, but these changes should make SEA eligibility determinations much clearer and easier to document. Principally, ESSA eliminates intent of a move as a factor affecting eligibility, and changes somewhat how eligibility determinations are made for workers who moved but did not engage in qualifying work.

- Elimination of 'Intent' as an Eligibility Criterion.

The ESEA, as reauthorized prior to the ESSA, defined a migratory child as one *"who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work—has moved from one school district to another..."* This long-standing definition established, as an eligibility criterion, the intent of the worker in making a move—a factor that, in practice, has proven very difficult for SEAs to document and confirm. ESSA has eliminated this criterion. Now, the worker must only have moved due to economic necessity from one residence to another and from one school district to another (subject to specific exceptions for school districts of more than 15,000 square miles or States of a single school district), and have either (1) engaged in new qualifying work soon after the move, or (2) if the worker did not engage in new qualifying work soon after the move, actively sought such employment and had a history of moves for qualifying work. See C1, C2 and C4 of this guidance.

- Workers Who Moved and Did Not Engage in Qualifying Work.

For those parents/guardians and spouses of migratory children who moved and did not engage in qualifying work soon after the move, and for children who would qualify as migratory workers on their own, the statutory definitions of

*migratory agricultural worker* and *migratory fisher* in section 1309 of the ESEA contain criteria that are similar to, but not the same as, criteria contained in the definition of the phrase *in order to obtain* in 34 C.F.R. §200.81(d). The definitions in section 1309 of the ESEA permit one who has moved and not engaged in qualifying work soon after the move to be considered a migratory agricultural worker or migratory fisher if the individual actively sought such employment AND has a history of moves for temporary or seasonal agricultural or fishing employment. By contrast, the definition of *in order to obtain* in 34 C.F.R. §200.81(d)—which is no longer applicable because that phrase does not appear in the reauthorized statute—provides that the individual had to have stated that one of the purposes of the most recent move was to obtain such qualifying employment, and either (1) have a prior history of moves to obtain qualifying employment, OR (2) there is other credible evidence that the worker actively sought such employment soon after the move but, for reasons beyond his or her control, the work was unavailable. See C8 - C18 of this guidance.

## 2. Use of the Approved Certificate of Eligibility

Provided it has by then been approved for use by the U.S. Office of Management and Budget (OMB), consistent with 34 C.F.R. § 200.89(c) all SEAs must begin using the new revised national COE for all MEP eligibility determinations made on or after July 1, 2017. Any COE reviewed by SEA-designated reviewer(s) on or after July 1, 2017, must only be approved by such reviewers if the child(ren) listed on the COE meet program eligibility criteria under ESEA, as amended by the ESSA.

A migratory child whom an SEA determined to be eligible for the MEP prior to July 1, 2017, based on use of the prior version of the national COE, *i.e.*, the version prepared under the ESEA, as amended by NCLB, remains eligible to receive MEP services for 36 months from his or her most recent qualifying arrival date (QAD), until he or she reaches age 22, or until he or she is no longer eligible for a free public education through grade 12 in that State—whichever occurs first.

### **STATUTORY REQUIREMENTS:**

Sections 1115(b) and (c), 1304(c)(2), and 1309 of the ESEA.

NOTE: As it did in the predecessor statute, section 1304(c)(2) of the ESEA requires each SEA desiring to receive an MEP award to provide an assurance that it will implement its MEP program and projects in a manner consistent with the objectives of section 1115(b) and (d) of the ESEA. While the definition of “eligible children” applicable to Title I, Part A targeted assistance programs had previously been in section 1115(b) of the ESEA, this definition can now be found in section 1115(c). However, the provision for targeted assistance programs in section 1115(b)(2) requires the provision of services to participating students who

have been identified as part of the “eligible population” under paragraph (c). Since this is one of the objectives of paragraph (b), the ESEA continues to bring that same definition into the MEP’s definition of a migratory child, whose objectives are to permit services to children not older than age 21 who are entitled to a free public education through grade 12, and preschool children who are not yet at a grade level at which the local educational agency (LEA) or State provides a free public education.

**REGULATORY REQUIREMENTS:**

34 C.F.R. 200.81, 200.103, and 200.89(c)

NOTE: For the three terms defined in both the statute and program regulations (“migratory child,” “migratory agricultural worker,” and “migratory fisher”), the statutory definition in the ESEA, as amended by ESSA takes precedence. In addition, the term “in order to obtain,” as defined in 34 C.F.R. § 200.81(d), is no longer applicable because the term was part of the definition of “migratory child” in the previous version of the statute (ESEA, as amended by NCLB), but has been removed from the program definitions in the current statute (ESEA, as amended by ESSA).

**A. Migratory Child**

**A1. What is the definition of a “migratory child”?**

According to sections 1115(c)(1)(A) (incorporated into the MEP by sections 1304(c)(2), 1115(b), and 1309(3) of the ESEA, and 34 C.F.R. § 200.103(a)), a child is a “migratory child” if the following conditions are met:

1. The child is not older than 21 years of age; *and*
2. The child is entitled to a free public education (through grade 12) under State law, *or*

The child is not yet at a grade level at which the LEA provides a free public education,

*and*

3. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; *and*
4. The child moved due to economic necessity from one residence to another residence,  
and from one school district to another.

See also the discussion of “qualifying move” in Section D of this chapter. Note that the terms “migratory agricultural worker,” “migratory fisher,” and “qualifying

move” are defined in section 1309 of the ESEA and discussed in Sections C through H of this chapter.

**A2. May States count every child who is eligible for the MEP, regardless of age, for State MEP funding purposes?**

No. As provided in section 1303(a)(1)(A) of the statute, only those eligible migratory children ages 3 through 21 may be counted for State MEP funding purposes.

**A3. Is a child eligible for the MEP after finishing high school?**

Generally, no. Under section 1309(3), a migratory child is a “child” who meets the specific eligibility requirements for the MEP. According to section 1115(c)(1)(A) (incorporated into the MEP’s definition of a migratory child by sections 1304(c)(2) and 1115(b)) of the ESEA, and 34 C.F.R. § 200.103(a), eligible children include children—

1. Not older than age 21 who are entitled to a free public education through grade 12, and
2. Who are not yet at a grade level at which the LEA provides a free public education

Thus, once a migratory child has received a high school diploma or its equivalent, the individual is generally no longer entitled under State law to a free public education through grade 12 and, therefore, is not eligible as a “child” to receive MEP services.

However, in some circumstances a child who finished high school might still be eligible for the MEP because, under State law, he or she may still be entitled to a free public education through grade 12. For example, a State might permit a child who received a certificate of completion or attendance but failed the State high school exit exam to re-enroll in high school. If so, as long as the individual is not yet 22 years of age, the child remains eligible for MEP services. An SEA should consult with its own legal counsel to determine whether children who have received a certificate of completion or attendance rather than a diploma or equivalency certificate are still eligible for a free public education through grade 12 in its State.

Please note that additional provisions apply for children with disabilities. Under the Individuals with Disabilities Education Act (IDEA) and applicable regulations in 34 CFR §300.102(a)(3)(iv), an educational development credential for example, is not considered a regular high school diploma that would end a child’s entitlement to a free appropriate public education (FAPE), so long as the child otherwise continues to be eligible for services. For a child identified as a child with a disability under the IDEA, special education and related services may

continue through age 21 (to the student's 22<sup>nd</sup> birthday), depending on State law or practice, or until the child graduates with a regular high school diploma, consistent with the IDEA. See Chapter V of this guidance for additional information on serving migratory children with disabilities.

**A4. Is a child who graduated from high school in his or her native country eligible for the MEP?**

It depends on State law. If the child is considered under State law to be eligible to receive a free public education through grade 12 and otherwise meets the definition of a "migratory child," the child is eligible for the MEP.

**A5. What is the definition of "out-of-school youth"? Are such youth eligible for the MEP?**

For the purposes of the MEP, the Department considers the term "out-of-school youth" to mean children through age 21 who are entitled to a free public education in the State and who meet the definition of a "migratory child," but who are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are "here-to-work" only. It would not include children in preschool, nor does it include temporary absences (*e.g.*, summer/intersession, suspension, or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a "migratory child" are eligible for the MEP.

**A6. What is the definition of "emancipated youth"?**

The Department considers emancipated youth to be children who have not yet reached adult age (in accordance with State law) who are no longer under the control of a parent/guardian and who are solely responsible for their own welfare.

**A7. Are emancipated youth eligible for the MEP?**

Yes. Emancipated youth are eligible for the MEP so long as they meet the definition of a "migratory child." Out-of-school youth may or may not be "emancipated youth." See A5 of this section for a discussion of the definition of "out-of-school youth."

**B. Guardians and Spouses**

**B1. May a child's MEP eligibility be based on a guardian's status as a migratory worker?**

Yes. The definition of "migratory child" in section 1309(3) of the ESEA refers to a child who moves with, or moves to join, a parent or spouse who is a migratory agricultural worker or migratory fisher. Section 8101(38) of the ESEA defines "parent" as a legal guardian or other person standing *in loco parentis* (*i.e.*, in



place of the parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare. This non-regulatory guidance and the national COE use the term "parent/guardian" to include guardian within this statutory definition of parent.

**B2. Who is a "guardian" for MEP purposes?**

The Department considers a guardian to be any person who stands in the place of the child's parent ("*in loco parentis*"), whether by voluntarily accepting responsibility for the child's welfare or by a court order.

**B3. Is a legal document necessary to establish guardianship?**

No. As long as the guardian stands in the place of the child's parent and accepts responsibility for the child's welfare, a legal document establishing the guardianship is not necessary.

**B4. May a sibling act as a guardian to other siblings?**

Yes. If that sibling acknowledges responsibility for the child's welfare and stands in the place of the child's parent, the child may be eligible based on the working sibling's qualifying employment and qualifying move.

**B5. Must a recruiter see a marriage certificate or other legal document in order to establish a spousal relationship when MEP eligibility is based on a spouse's status as a migratory worker?**

No.

**C. Migratory Workers**

**C1. Who is a "migratory agricultural worker"?**

Under section 1309(2) of the ESEA, a "migratory agricultural worker" is a person who:

1. in the preceding 36 months, made a qualifying move and,
2. after doing so, engaged in new temporary or seasonal employment or personal subsistence in agriculture (which may be dairy work or the initial processing of raw agricultural products).

Section 1309(2) provides that an individual who did not engage in such new employment soon after a qualifying move may still be considered a "migratory agricultural worker" if he or she meets both of the following criteria:

1. The individual actively sought such new employment; *and*
2. The individual has a recent history of moves for temporary or seasonal agricultural employment.

Note, section 1309(5) of the ESEA defines the term "qualifying move" and 34 C.F.R. § 200.81 defines the terms "move," "temporary employment," "seasonal employment," and "personal subsistence." These terms are discussed later in this chapter, along with the terms "soon after the move," "actively sought," and

“recent history.” 34 C.F.R. § 200.81(a) also defines the term “agricultural work” and, for purposes of this chapter, this definition establishes the kinds of work that comprises “employment ... in agriculture” and “agricultural employment,” in addition to “dairy work” and “initial processing of raw agricultural products” that a migratory agricultural worker may also perform.

## **C2. Who is a “migratory fisher”?**

Under section 1309(4) of the ESEA, a “migratory fisher” is a person who, in the preceding 36 months, made a qualifying move, and after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. Section 1309(4) provides that an individual who did not engage in such new employment soon after a qualifying move may still be considered a “migratory fisher” if he or she meets both of the following criteria:

1. The individual actively sought such new employment; *and*
2. The individual has a recent history of moves for temporary or seasonal fishing employment.

Note, section 1309(5) of the ESEA defines the term “qualifying move” and 34 C.F.R. § 200.81 defines the terms “move,” “temporary employment,” “seasonal employment,” and “personal subsistence.” These terms are discussed later in this chapter, along with the terms “soon after the move,” “actively sought,” and “recent history.” 34 C.F.R. § 200.81(c) also defines the term “fishing work” and, for purposes of this chapter, this definition establishes the kinds of work that comprises “employment ... in fishing” and “fishing employment.”

### Qualifying Work

## **C3. What is “qualifying work”?**

For purposes of this chapter, we use the term “qualifying work” as shorthand for temporary or seasonal employment or personal subsistence in agriculture or fishing. Under 34 C.F.R. § 200.81(n), “qualifying work” means temporary employment or seasonal employment or personal subsistence in agriculture or fishing.

See Sections F and G of this chapter for further guidance on agricultural work, fishing work, temporary employment, and seasonal employment.

### Purpose of the Worker’s Move

## **C4. Must the SEA determine whether the worker moved in order to obtain qualifying work?**

No. As amended, the ESEA no longer requires that a worker needed to move “in order to obtain” qualifying work. The new statutory definitions enable individuals to be considered migratory agricultural workers, and migratory fishers without the need for recruiters or States to determine the intent, or purpose(s) of the worker’s move.

“Soon After the Move”

**C5. The definitions of migratory agricultural worker and migratory fisher refer to engagement in new qualifying work “soon after the move.”  
What does “soon after the move” mean?**

For purposes of the MEP, the Department recommends that “soon after the move” be within 60 days of the worker’s move. As noted in C1, the ESSA establishes that whether one may be considered a migratory agricultural worker or fisher depends on whether the individual “*engaged*” in qualifying work soon after the move. We believe that a 60-day window allows for extenuating circumstances which would delay an individual’s engagement in new qualifying work immediately after a qualifying move (*e.g.*, local conditions in agricultural or fishing operations, illness, or other personal circumstances), while still providing a reasonable temporal connection between the move and the worker’s engagement in qualifying work.

While States may interpret the wording “soon after” to mean more or less than 60 days, each State should establish a written standard that all recruiters are to apply, and which the State can rely upon in the event of an audit or investigation questioning the reasonableness of the State’s policy. Consistent with the COE’s instructions, recruiters must note in the Comments section of the COE why they determined an individual to be a migratory agricultural worker or migratory fisher, if the individual engaged in new qualifying work more than 60 days after the individual’s qualifying move.

**C6. If an individual engaged in new qualifying work after a qualifying move, but not “soon after” the move due to circumstances beyond the individual’s control (*e.g.*, work is not available due to extreme weather changes, illness), may the individual be considered a migratory agricultural worker or migratory fisher based on that move if he or she lacks a recent history of moves for qualifying work?**

No. Under the definitions of “migratory agricultural worker” and “migratory fisher” in section

1309(2) and (4) of the ESEA, an individual who, for whatever reason, does not engage in new qualifying work soon after a qualifying move may only be considered a migratory agricultural worker or migratory fisher worker if that individual has both:

1. Actively sought new qualifying work; and
2. A recent history of moves for qualifying work.

There may be very legitimate reasons why an individual did not engage in temporary or seasonal employment or personal subsistence in agriculture or fishing soon after a move. However, to be considered a migratory agricultural worker or migratory fisher, the individual must have actively sought such work

during this period and has a recent history of moves for qualifying work. See also C8 – C16, below.

**C7. What happens if a worker first takes a non-qualifying job and only afterwards engages in qualifying work?**

A worker who takes a non-qualifying job for a limited period of time after a move may still be considered a migratory agricultural worker or migratory fisher based on that move, so long as the worker either engages in new qualifying work that is still “soon after the move” or meets the alternative requirements addressed in C1 and C2, above, and C8-C18, below.

Individuals Who Do Not Engage in New Qualifying Work Soon After a Qualifying Move

**C8. If an individual did not engage in personal subsistence (as defined in 34 CFR § 200.81(m)) in agriculture or fishing soon after a qualifying move, may such an individual be considered a migratory agricultural worker or migratory fisher?**

Yes. The Department interprets the definitions of migratory agricultural worker and migratory fisher in section 1309(2) and (4) of the ESEA to also apply to individuals who did not engage in personal subsistence in agriculture or fishing soon after a qualifying move. In order to be considered a migratory agricultural worker or migratory fisher, such individuals must have actively sought personal subsistence in agriculture or fishing and have a recent history of moves for personal subsistence in agriculture or fishing.

**C9. If an individual is identified soon after a qualifying move, and indicates that he or she expects to engage in new qualifying work soon, but has not yet done so, may a recruiter immediately consider the individual to be a migratory agricultural worker or migratory fisher based on that move?**

It depends. The recruiter may immediately do so only if he or she has already begun to actively seek new qualifying work and has a recent history of moves for qualifying work. Otherwise, the individual has not yet met the definition of a migratory agricultural worker or migratory fisher. The individual would become such a worker once he or she engaged in new qualifying work “soon after the move.”

**C10. What does the phrase “actively sought” mean in reference to qualifying work?**

While an individual may actively seek employment in a variety of ways, the phrase “actively sought” implies the need to take positive actions to seek such work. For example, the individual (or someone on his or her behalf) may have: applied for qualifying work at a particular agricultural or fishing job site, applied at a center that coordinates available temporary or seasonal employment, applied

for such employment before moving, or have moved reasonably believing, based on newspaper ads or word of mouth, that such work would be available after the move.

The Department believes that the process of actively seeking new qualifying work should happen within 60 days of the move, or however the State defines “soon after the move.” If the individual sought the work before making the move, the recruiter should have good reason to believe that the worker had truly actively sought the work prior to moving.

**C11. How may a recruiter determine that the worker actively sought qualifying work soon after a move?**

Recruiters may rely on the worker’s statement regarding his or her attempts to obtain new qualifying work (see examples in C10, above). Consistent with the COE instructions, recruiters must note in the Comments section of the COE when and how the individual actively sought qualifying work. The information, which would include the worker’s statement together with any additional information the recruiter chooses to add based on his or her knowledge of the area and type of work available, should provide sufficient information to allow COE reviewers and others to assess the reasonableness of the recruiter’s eligibility determination.

**C12. Is it necessary for a recruiter to determine why the individual who actively sought qualifying work was unable to obtain or engage in such employment?**

No. The ESEA does not require any explanation of why the desired qualifying work was not secured. The new ESEA definitions of “migratory agricultural worker” and “migratory fisher” include an individual who actively sought qualifying work after a move and has a recent history of moves for temporary or seasonal agricultural or fishing employment.

**C13. What does it mean to have a recent history of moves for qualifying work?**

The Department interprets the phrase “recent history of moves for” qualifying work to mean a recent history of moves that resulted in temporary or seasonal agricultural or fishing employment (*i.e.*, qualifying work).

Based on the Department’s interpretation of this second eligibility criterion (*i.e.*, where an individual has not engaged in qualifying work “soon after a qualifying move”), only those individuals who in the recent past have moved and then been employed on a temporary or seasonal basis in agriculture or fishing would be considered a “migratory agricultural worker” or “migratory fisher.”

**C14. Would an individual actively seeking qualifying work for the first time be able to use a recent history of moves to qualify for the program if those moves were made with or to join, a parent/guardian or spouse who was the migratory worker?**

Yes, if those prior moves of a parent/guardian or spouse resulted in qualifying work. In this case, the Department believes the individual has made those moves “for temporary or seasonal agricultural or fishing employment.”

**C15. How may a recruiter determine whether a worker has a recent history of moving for qualifying work?**

Recruiters may rely on the worker’s statement regarding his or her history of moves for qualifying work. The recruiter should ask whether the worker has ever moved before and request information on the dates of the moves, and whether the worker, or his or her parent/guardian or spouse, engaged in qualifying work after those moves. Consistent with the COE instructions, the recruiter must note this information in the Comments section of the COE. The information, which would include the worker’s statement together with any additional information the recruiter chooses to add, should provide sufficient information to allow COE reviewers and third parties to assess the reasonableness of the recruiter’s eligibility determination.

**C16. How far back may a recruiter look in considering a “recent history of moves” for qualifying work?**

The Department believes that that the period of one’s “recent history” should not exceed 36 months prior to the date of the recruiter’s interview. We believe it is difficult to reasonably consider a period longer than 36 months to be “recent,” and think it makes sense to view the period of time within which a recent history of moves must occur as the same period in which a qualifying move must occur under the ESEA for an individual to be considered a “migratory agricultural worker” or “migratory fisher” under section 1309(2) and (4) of the ESEA. While each State may establish a different period that it considers to be reasonable, if it chooses a period other than 36 months it should establish a written standard and rationale that all recruiters are to apply, and upon which the State can rely in the event of an audit or investigation questioning the reasonableness of the State’s policy.

**C17. How many moves would be considered “a recent history of moves”?**

Given the plural form of the word “moves,” an individual must have made at least two moves for qualifying work within the time period the State establishes in which the “recent history of moves” must have occurred.

**C18. Must the individual’s recent history of moves for qualifying work have been moves from one school district to another?**

No. The statute uses the phrase “recent history of moves,” but does not state that these moves must be “qualifying moves,” *i.e.*, moves from one school district to another (except in special circumstances, See D1 of this chapter, below). Therefore, an individual’s recent history of moves for qualifying work does not have to be from one school district to another. However, any such historic move must meet the definition of a “move” under 34 C.F.R. § 200.81(j), which requires a change from one residence to another residence that occurs due to economic necessity.

#### **D. “Qualifying Move”**

##### **D1. What is a “qualifying move”?**

Under section 1309(5) of the ESEA, a qualifying move is:

1. made due to economic necessity; *and*
2. from one residence to another residence; *and*
3. from one school district to another school district.

#### Change of Residence and Economic Necessity

##### **D2. What is a “residence”?**

There is no statutory or regulatory definition of a residence for purposes of the MEP. However, the Department views a “residence” as a place where one lives and not just visits. In certain circumstances, boats, vehicles, tents, trailers, etc., may serve as a residence.

Consistent with the COE instructions, the Department recommends that recruiters provide a comment on the COE if there appears to be any other reason that an independent reviewer would question whether the child or worker’s move was from one residence to another residence.

##### **D3. What does it mean to move “due to economic necessity”?**

The Department considers this to mean that the child and the worker (if the child is not the worker) move because they could not afford to stay in the current location. The MEP is premised on the Federal government’s understanding that migratory children have unique needs in view of their mobility, and generally are in low-income families. However, the statutory requirement that a qualifying move be made due to economic necessity clarifies that, under ESEA, economic necessity is integral to a move that makes a child a “migratory” child.

Thus, a person who leaves from the place where he or she lives to, for example, (1) visit family or friends, (2) attend a wedding or other event, (3) take a vacation, (4) have an educational or recreational experience, or (5) take care of a legal matter, would not have “changed residence due to economic necessity” because the person did not go to the new place because of financial need. Similarly, this person would not have “changed residence due to an economic necessity” upon returning home from one of these visits. See also D4 of this chapter.

Consistent with the COE instructions, the Department recommends that recruiters provide a comment on the COE if there appears to be any reason that an independent reviewer would question whether the child or worker moved due to economic necessity.

**D4. If a worker and his or her children go on vacation and the worker engages in qualifying work during the vacation, would the children qualify for the MEP?**

As noted in D3 of this chapter we do not see how a move for a vacation (*e.g.*, a visit to family and friends, a trip for entertainment purposes, etc.) can constitute a move due to economic necessity. In these cases, the family is not moving because it cannot afford to stay and live in the current location (or any other reason based on economic need). Therefore, even if the worker engages in qualifying work, that work did not follow a “qualifying move” as the term is defined in section 1304(5) of the ESEA.

The Department recognizes that there might be cultural and language differences in how people describe the reason for their trips and moves from a residence. We therefore recommend that the recruiter question the worker carefully to determine what is meant when the worker asserts that his or her family is going on or returning from a vacation during which family members worked.

Duration and Distance

**D5. Is there a minimum duration for a qualifying move?**

Although the statute and regulations are silent on the duration of a qualifying move, a migratory worker and a migratory child must stay in a new place long enough to show that the worker and child “moved,” *i.e.*, changed residence due to economic necessity. Recruiters should carefully examine and evaluate relevant factors, such as whether the move to work was a one-time act or a series of short moves to work in order to augment the family’s income. With respect to moves of such short duration (*e.g.*, less than a week) that an independent reviewer might question whether the move was a change in residence or “due to economic necessity,” the Department recommends that the SEA establish a written policy for determining and documenting when and why these moves qualify for the MEP. Consistent with the COE instructions, the Department also recommends that recruiters explain in the Comments section of the COE why they believe that a move of very short duration would be considered a qualifying move.

**D6. Is there a minimum distance requirement for a qualifying move?**

In accordance with section 1309(5)(B) of the ESEA, the only minimum-distance requirement governing a qualifying move is for a move of at least 20 miles to a temporary residence within a school district of more than 15,000 square miles (*e.g.*, in Alaska). In all other situations, the move must simply be from one school district to another, or, in a State that is comprised of a single school district (*e.g.*,



Hawaii, Puerto Rico, the District of Columbia), be across the established boundaries of the district's administrative areas.

**D7. Has a worker who travels back and forth between a residence and an agricultural or fishing job within the same day made a qualifying move?**

No. Such a worker is a “day-haul” worker whose travel is a non-qualifying commute, not a qualifying migration involving a change of residence.

Moves by Boat

**D8. Are there special issues that affect only the moves of migratory fishers who travel by boat?**

No. These workers' moves must be from one school district to another (with specific exceptions for States comprised of a single school district or moves within a district of more than 15,000 square miles), whether the moves are accomplished by water or by land. As with any other MEP eligibility determination, the SEA must maintain documentation of school district boundaries as they extend into the water. In addition, all other eligibility criteria must be met.

**D9. Has a fisher who travels by boat and docks in another school district made a qualifying move?**

It depends. A fisher who travels by boat to another school district (with specific exceptions for States comprised of a single school district or moves within a district of more than 15,000 square miles) must have stayed in the new place long enough to confirm that the worker “moved,” *i.e.*, changed residence, and that this move was due to economic necessity. See D5 of this chapter regarding moves of short duration.

Stopover Sites

**D10. What are stopover sites?**

Stopover sites are rest centers where migrant families who are in transit stop for a night or two before moving on to another locale.

**D11. May SEAs serve eligible migrant children who stay at a stopover site?**

Yes.

**D12. May SEAs count the eligible migrant children they serve at stopover sites for State funding purposes?**

It depends. An SEA may count eligible migrant children who have already established residency in the State prior to staying at the stopover site (See D2 of this section for an explanation of the term “residence” as it pertains to the MEP.) However, an SEA may not count migrant children who have stopped at the

stopover site but have not established residency in the State – simply stopping in the State for a rest period does not establish residency.

### International Moves

#### **D13. May an individual's move to the United States from another country qualify for the MEP?**

Yes. The only criteria for being considered a migratory child, migratory agricultural worker, or migratory fisher are those established in sections 1115(c) and 1309 of the ESEA, and in applicable regulations in 34 C.F.R. §§ 200.81, 200.89(c) and 200.103. The law does not establish additional criteria based on the individual's country of origin.

#### **D14. Does an individual's visa status as an H-2A temporary agricultural worker have any impact on whether he or she may be considered a migratory child, migratory agricultural worker, or a migratory fisher?**

No. The only criteria for being considered a migratory child, migratory agricultural worker, or migratory fisher are those established in sections 1115(c) and 1309 of the ESEA, and in applicable regulations in 34 C.F.R. §§ 200.81, 200.89(c), and 200.103.

#### **D15. Is a move from the United States to another country a qualifying move?**

No. The MEP was established to benefit families who perform qualifying work in the United States. Therefore, the Department does not interpret the MEP statute as authorizing moves to another country as qualifying moves. However, if an individual's move to another country is a "change of residence," the individual's move back to a school district in the U.S. might be a qualifying move.

### **E. Qualifying Arrival Date (QAD) and Move "to Join" Issues**

#### **E1. When does a child's eligibility for the MEP begin?**

A child may be identified as a "migratory child" when the child and the worker (if the child is not the worker) complete qualifying moves. This is often referred to as the qualifying arrival date, or QAD, for purposes of the COE. However, a child is only eligible to be counted and served as an eligible migratory child after the SEA has determined that (1) the child meets all MEP eligibility criteria (see definition of "migratory child" in A1 of this chapter), including that the worker (if the child is not the worker) meets the definition of a "migratory agricultural worker" or "migratory fisher" (see C1 and C2 of this chapter), and (2) such information has been properly recorded on a COE.

#### **E2. Must a child move at the same time as the worker to be eligible for the MEP?**

No. Section 1309(3) of the ESEA provides that if the child is not the migratory agricultural worker or migratory fisher, the child must move "with, or to join" a

parent/guardian or spouse who is a migratory agricultural worker or fisher. The Department considers this provision to mean that the child's move may either precede or follow the worker's move. For example, the child may move before the worker in order to start the school year on time, or the worker may move before the child in order to secure housing. In either case, the fact that the child and his or her parent/guardian or spouse do not move at the same time does not nullify the child's eligibility for the MEP. Consistent with the COE instructions, the Department requires an explanation in the Comment section of the COE if the child preceded the worker or joined the worker at a later date.

**E3. What is the QAD when a child moves before or after the worker?**

In situations where the child and worker do not move at the same time, the Department considers the QAD to be the day that the child and worker complete the move to be together. That is, if the child's move precedes the worker's move, the QAD is the date that the worker arrived. If the child's move follows the worker's move, the QAD is the date the child arrived.

**E4. How much time may separate the worker's move from a child's move "to join" a worker?**

The time limit depends on the circumstances. The Department believes that, as a best and safe practice, the child's move should generally occur within 12 months of the worker's move, and that after one year it is difficult to link the child's move to the worker's move. Nonetheless, there may be unusual circumstances that prevent a child from moving within 12 months of the worker's move, or vice versa. In these cases, consistent with the COE instructions, the Department recommends that an SEA document in the Comment section of the COE the basis for determining that the child moved to "join" a worker after such a prolonged period of time between the two moves, or that the worker moved to join the child after a similarly prolonged period.

**F. Agricultural Work or Fishing Work**

**Agricultural Work**

**F1. What is the definition of "agricultural work" for purposes of the MEP?**

"Agricultural work" is:

1. the production or initial processing of raw agricultural products, such as crops, poultry, or livestock; dairy work; as well as the cultivation or harvesting of trees, that is—
2. performed for wages or personal subsistence.

See section 1309(2) of the ESEA and 34 C.F.R. § 200.81(a).

**F2. What does "production" mean?**

The Department considers agricultural production to mean work on farms, ranches, dairies, orchards, nurseries, and greenhouses engaged in the growing

and harvesting of crops, plants, or vines and the keeping, grazing, or feeding of livestock or livestock products for sale. The term also includes, among other things, the production of bulbs, flower seeds, vegetable seeds, and specialty operations such as sod farms, mushroom cellars, and cranberry bogs.

**F3. What is a crop?**

The Department considers a crop to be a plant that is harvested for use by people or by livestock.

**F4. What are examples of agricultural work related to the production of crops?**

The production of crops involves work such as preparing land or greenhouse beds, planting, seeding, watering, fertilizing, staking, pruning, thinning, weeding, transplanting, applying pesticides, harvesting, picking, and gathering.

**F5. Is work such as gathering decorative greens considered agricultural work?**

Yes. The Department considers the term “plants” to include decorative greens or ferns grown for the purpose of floral arrangements, wreaths, etc. Therefore, the collection of these plants can be considered agricultural work. For the purposes of the MEP, the collection of these greens for recreation or personal use would not be considered agricultural work.

**F6. What is livestock?**

The term “livestock” refers to any animal produced or kept primarily for breeding or slaughter purposes, including, but not limited to, beef cattle, hogs, sheep, goats, and horses. For purposes of the MEP, livestock does not include animals that are raised for sport, recreation, research, service, or pets. The Department does not consider the term “livestock” to include animals hunted or captured in the wild.

**F7. What are examples of agricultural work related to the production of livestock?**

The Department considers the production of livestock to involve raising and taking care of animals described in the previous question. Such work includes but is not limited to: herding; handling; feeding; watering; caring for; branding; tagging, and assisting in the raising of livestock.

**F8. Are animals such as deer, elk, and bison raised on farms considered “livestock”?**

Yes, so long as these animals, sometimes referred to as specialty or alternative livestock, are raised for breeding or slaughter purposes and not for sport or recreation.

### Cultivation or Harvesting of Trees

#### **F9. What does “cultivation” mean in the context of trees?**

In the context of trees, “cultivation” refers to work that promotes the growth of trees.

#### **F10. What are examples of work that can be considered the cultivation of trees?**

For the purposes of the MEP, examples of work that can be considered the cultivation of trees include but are not limited to: soil preparation; plowing or fertilizing land; sorting seedlings; planting seedlings; transplanting; staking; watering; removing diseased or undesirable trees; applying insecticides; shearing tops and limbs; and tending, pruning, or trimming trees.

#### **F11. What does “harvesting” mean in the context of trees?**

For the purposes of the MEP, “harvesting” refers to the act of gathering or taking of the trees.

#### **F12. What are examples of work that can be considered the harvesting of trees?**

The Department considers the harvesting of trees to include work such as topping, felling, and skidding.

#### **F13. What types of work are not considered part of the cultivation or harvesting of trees?**

The Department believes that the following activities are *not* part of the cultivation or harvesting of trees: clearing trees in preparation for construction; trimming trees around electric power lines; and cutting logs for firewood.

#### **F14. Does transporting trees from a harvesting site to a processor (sawmill) qualify as agricultural work?**

No. Transporting trees is not agricultural work for purposes of the MEP because it occurs after the cultivation and harvesting of trees.

#### **F15. Is initial processing of trees considered agricultural work?**

Yes. Because trees are a raw agricultural product, the initial processing of trees is considered agricultural work.

### Fishing Work

#### **F16. What is the definition of “fishing work” for purposes of the MEP?**

“Fishing work” is:

3. the catching or initial processing of fish or shellfish; as well as the raising or harvesting of fish or shellfish at fish farms, that is—
4. performed for wages or personal subsistence.

See 34 C.F.R. § 200.81(c).

**F17. What is a “fish farm”?**

For purposes of the MEP, the Department considers a fish farm to be a tract of water, such as a pond, a floating net pen, a tank, or a raceway reserved for the raising or harvesting of fish or shellfish. Large fish farms sometimes cultivate fish in the sea, relatively close to shore. The fish are artificially cultivated, rather than caught, as they would be in “fishing.” Fish species raised on fish farms include, but are not limited to, catfish, tilapia, salmon, cod, carp, eels, oysters, and clams.

**F18. What are examples of work on a fish farm that would qualify as fishing work?**

For the purposes of the MEP, examples of work on a fish farm that would qualify as “fishing work” include, but are not limited to, raising, feeding, grading, collecting, and sorting of fish, removing dead or dying fish from tanks or pens, and constructing nets and cages.

**F19. Is the act of catching fish or shellfish for recreational or sport purposes “fishing work”?**

No. These activities are not performed for wages or personal subsistence.

Initial Processing

**F20. What does “initial processing” mean?**

The Department considers “initial processing” to be work that (1) is beyond the production stage of agricultural work and (2) precedes the transformation of the raw product into something more refined. It means working with a raw agricultural or fishing product.

**F21. What are examples of “initial processing” work in the poultry and livestock industries?**

For the purposes of the MEP, examples of “initial processing” work in the poultry and livestock industries include but are not limited to: stunning; slaughtering; skinning; eviscerating; splitting carcasses; hanging; cutting; trimming; deboning; and enclosing the raw product in a container.

**F22. What are examples of “initial processing” work in the crop industry?**

For the purposes of the MEP, examples of “initial processing” work in the crop industry include but are not limited to: cleaning; weighing; cutting; grading; peeling; sorting; freezing, and enclosing the raw product in a container.

**F23. What are examples of “initial processing” work in the fishing industry?**

For the purposes of the MEP, examples of “initial processing” work in the fishing industry include but are not limited to: scaling; cutting; freezing; dressing; and enclosing the raw product in a container.

**F24. When does “initial processing” end?**

The Department considers a product no longer to be in the stage of “initial processing” once the transformation of the raw product into something more refined begins. The Department believes that work up to, but not including, the start of the transformation process is agricultural or fishing work for purposes of the MEP. However, work such as placing raw chicken breasts into the oven for cooking, adding starter cultures to milk to make cheese, or applying necessary ingredients to a raw pork belly to begin the curing process is the beginning of the transformation process and therefore is not agricultural or fishing work for purposes of the MEP.

**F25. What work is not considered production or initial processing?**

Work such as cooking; baking; curing; fermenting; dehydrating; breading; marinating; and mixing of ingredients involves transforming a raw product into a more refined product. Therefore, the Department does not consider this work to be production or initial processing. In addition, the Department does not consider the following work to be production or processing: placing labels on boxes of refined products; selling an agricultural or fishing product; landscaping; managing a farm or processing plant; providing accounting, bookkeeping, or clerical services; providing babysitting or childcare services for farmworkers; or working at a bakery or restaurant. With regard to work such as repairing or maintaining equipment used for production or processing, or cleaning or sterilizing farm machinery or processing equipment, the Department does not consider individuals whose *profession* is to do this work, or who were hired solely to perform this work, to be performing agricultural work.

**F26. Is hauling a product on a farm, ranch, or other facility considered agricultural work?**

Yes. The Department considers hauling a product on a farm, ranch, or other facility an integral part of production or initial processing and therefore, is agricultural work. However, it does not consider transporting a product to a market, wholesaler, or processing plant to be production or initial processing. “Shipping and trucking” is work that is often carried out by a third-party retailer, wholesaler, or contractor paid to transport various products. Therefore, the service these companies or contractors provide is “shipping” or “trucking” and not production or initial processing.

**F27. May a worker who performs both qualifying and non-qualifying work still be eligible for the MEP?**

Yes. A worker is only required to meet the definition of a migratory agricultural worker or migratory fisher as defined in section 1309(2) and (4) of the ESEA. Provided that the move was a qualifying move under section 1304(5) of the ESEA, the fact that the worker performs non-qualifying work in addition to qualifying work has no bearing on his or her eligibility for the MEP.

#### Wages and Personal Subsistence

##### **F28. What does “personal subsistence” mean?**

As used in the definitions of agricultural work and fishing work in 34 C.F.R. § 200.81(a) and (c), and as defined in 34 C.F.R. § 200.81(m), “personal subsistence” means that the worker and the worker’s family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch.

##### **F29. May a worker who is “self-employed” qualify as a migratory agricultural worker or migratory fisher?**

Generally, no. The Department believes that, in general, if a worker is self-employed in a business that operates, or is available, on a year-round basis (*e.g.*, workers who own their own farm, crop-dust planes, or combines), that worker would not move and engage in *new employment* that is seasonal or temporary as required by the definition of migratory agricultural worker or migratory fisher in sections 1309(2) and (5) of the ESEA. We note that the definitions of these two terms provide that the worker’s *employment* be seasonal or temporary, not that the agricultural work or fishing work that is performed be seasonal or temporary.

However, while some workers, such as those who glean leftover crops from fields or fish for their own consumption, might consider themselves “self-employed,” for purposes of MEP eligibility the Department considers qualifying work performed for personal subsistence to mean that to the extent that gleaners and fishers consume the food they gather as a substantial portion of their food intake, they are engaged in personal subsistence in agricultural work or fishing.

#### **G. Temporary and Seasonal Employment**

##### **G1. What is seasonal employment?**

According to 34 C.F.R. § 200.81(o) of the regulations, seasonal employment is employment that occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year.

##### **G2. How does the phrase “cycles of nature” pertain to seasonal employment?**



For purposes of the MEP, the phrase “cycles of nature” is used to describe the basis for why certain types of employment in agricultural or fishing work only occur during certain, limited periods in the year. The length of “seasonal” employment is based on the distinct period of time associated with the cultivation and harvesting cycles of the agricultural or fishing work and is not employment that is continuous or carried on throughout the year.

**G3. How long may seasonal employment last?**

The definition of seasonal employment in 34 C.F.R. § 200.81(o) states that it is employment that occurs only during a certain period of the year and may not be continuous or carried on throughout the year. Therefore, like temporary employment, seasonal employment may not last longer than 12 months.

**G4. How may an SEA determine that a worker’s job is “seasonal employment”?**

A worker’s employment is seasonal if:

1. it occurs during a certain period of the year because of the cycles of nature; and
2. it is not continuous or carried on throughout the year. 34 C.F.R. § 200.81(o).

**G5. What is temporary employment?**

According to 34 C.F.R. § 200.81(p), temporary employment means “employment that lasts for a limited period of time, usually a few months, but no longer than 12 months.”

**G6. How may an SEA determine that a worker’s job is “temporary employment”?**

34 C.F.R. § 200.81(p) identifies three ways in which an SEA may determine that employment is temporary:

- a. Employer Statement - The employer states that the worker was hired for a limited time frame, not to exceed 12 months;
- b. Worker Statement - The worker states that he or she does not intend to remain in that employment indefinitely (*i.e.*, the worker’s employment will not last longer than 12 months);
- c. State Determination - The SEA has determined on some other reasonable basis that the employment will not last longer than 12 months.

**G7. Is a worker who was hired to perform a series of different jobs, which together lead to the worker being employed by the same employer for more than 12 months, employed on a temporary or seasonal basis?**

No. Workers who are hired to work for more than 12 months by the same employer, regardless of how many different jobs they perform, are not “engaged in new temporary or seasonal employment” as provided in the definitions of migratory agricultural worker and migratory fisher in section 1309(2) and (4) of the ESEA. See also 34 C.F.R. § 200.81(o) and (p).

**G8. What is an example of a statement from an employer that indicates that the employment is temporary?**

An example of a statement from an employer who harvests ferns for the floral industry might be: “employer \_\_\_\_\_ (name) stated that she will hire the worker only for the months of February through May to accommodate the increase in floral gifting around Valentine’s Day, Easter, and Mother’s Day.” In this example, the employer stated that she is hiring the worker for a short period of time that will not exceed 12 months.

**G9. What is an example of a statement from a worker that indicates that the employment is temporary?**

An example of a worker’s statement might be: “the worker stated that he plans to leave the job after seven months in order to return to his home with his family.” Similar to the employer’s statement, the worker’s statement indicates that he will only remain in the job for a short period of time that will not exceed 12 months.

**G10. When would an SEA rely on its own determination that a worker’s employment is temporary?**

In general, the Department believes that a determination about the temporary nature of a worker’s employment is best obtained through a recruiter’s interview with the worker or employer. However, 34 C.F.R. § 200.81(p) authorizes an SEA to make its own determination that employment is temporary so long as the SEA has some other reasonable basis for determining that the employment will not last more than 12 months.

For employment that is constant and available year-round, 34 C.F.R. § 200.81(p) permits an SEA to conclude that the employment is “temporary” for purposes of the MEP only if it determines and documents that, given the nature of the work, of those agricultural and fishing workers whose children the SEA determined to be eligible using some other reasonable basis, virtually none remained employed by the same employer more than 12 months.

*For more information on reasonable bases that SEAs may use to determine that employment is temporary, including how SEAs may make and document such determinations for employment that is constant and available year-round, please see the forthcoming revision to Chapter III: Identification and Recruitment, of this guidance.*

**G11. Must the SEA stop serving children whose parent/guardian or spouse (or the children themselves, if they are the workers) remains employed by the same employer after 12 months even though the worker was originally employed on a temporary basis?**

In general, an SEA may continue serving these children as migratory children for the duration of their 36-month eligibility period. MEP eligibility is determined at the time the SEA-designated reviewer approves the COE and is based on the worker's (or employer's) statement of the temporary nature of the employment at the time of the interview, or on the SEA's evidence of an "other reasonable basis" for determining the work may be considered to be temporary.

The Department would expect a situation in which the worker continues to be employed after 12 months to be a rare occurrence and not the norm for workers who are recruited on this basis. However, if a significant number or percentage of workers recruited on this basis remains employed at a particular worksite beyond 12 months, either in the same job or in another job at the same worksite, the Department believes the SEA should examine the reasons why workers are remaining employed. In some cases, the reasons may be justifiable. For example, if the economy took a turn for the worse, employees who intended to leave their employment much earlier did not do so because other jobs were not available. On the other hand, the recruiter might have made an incorrect eligibility determination because he or she did not understand the MEP definition of temporary employment. There even could be reasons to suspect fraud. In both of these latter situations, children's eligibility should be terminated immediately if the SEA determines that the original eligibility determinations were erroneous.

Thus, the reasons workers remain employed for more than 12 months will determine whether and what action the SEA needs to take.

**G12. Should jobs that occur only at certain times of the year because of a holiday or event be considered as temporary employment or seasonal employment?**

Jobs that occur only at certain times of the year because of a holiday or event (e.g., Thanksgiving, Christmas, etc.) should be considered temporary employment because the time of year that the work is performed is not dependent on the cycles of nature, but rather the holiday or event.

**H. Documenting Eligibility**

**H1. What responsibility does an SEA have to document eligibility determinations?**

An SEA must document eligibility determinations in order to comply with section 76.731 of the Education Department General Administrative Regulations

(EDGAR) (34 C.F.R. § 76.731), which provides that “[a] State and a subgrantee shall keep records to show its compliance with program requirements.” As the MEP statute and regulations permit only eligible migrant children (*i.e.*, those who meet the definitions contained in section 1309 of the MEP statute and applicable provisions of 34 C.F.R. § 200.81) to be counted for and served by the MEP, each SEA must maintain documentation to confirm the eligibility of each child whom the SEA considers to be eligible for the program. In this regard, 34 C.F.R. § 200.89(c) requires an SEA and its local operating agencies to use the COE form established by the Secretary to document the State’s determination of the eligibility of migratory children. (For more information about identification and recruitment (ID&R) quality control requirements, see *Chapter III: Identification & Recruitment*.)

**H2. What does the COE established by the Secretary require?**

The COE established by the Secretary (the “national COE”) consists of required data elements and required data sections necessary for documenting a child’s eligibility for the MEP. A third part, for State-requested or required information, is optional. Each State’s COE may look different, but every State’s COE must include all of the required data elements and the required data sections contained in the national COE.

**H3. What are the required data *elements* of the national COE?**

The required data elements of the national COE are organized as Family Data and Child Data. The Family Data are as follows: Parent/Guardian 1 Last Name, Parent/Guardian 1 First Name, Parent/Guardian 2 Last Name, Parent/Guardian 2 First Name, Current Address, City, State, Zip Code, and Telephone. The Child Data are as follows: Last Name 1, Last Name 2, Suffix, First Name, Middle Name, Sex, Birth Date, Multiple Birth Flag (or MB), Birth Date Verification Code (or Code), and Residency Date.

**H4. What are the required data *sections* for the national COE?**

The required data sections mandated by the national COE are as follows: Qualifying Moves & Work Section, Comment Section, Interviewee Signature Section, and Eligibility Certification Section. The content of these sections must remain unaltered, with limited exceptions. Certain formatting changes are allowable.

**H5. May an SEA include its own State-requested or State-required information on the national COE?**

Yes. As mentioned in H2 of this chapter, an SEA may include State-requested or State-required information on the national COE, within certain parameters. For more information about exceptions for State-requested or State-required information, please see the national COE instructions at <http://www2.ed.gov/programs/mep/legislation.html>.

**H6. Where can an SEA find more information about the national COE requirements?**

Detailed information about the national COE, including how to complete a COE and specifics about how a State may design its COE to be in compliance with the program requirements, is available on the Department's website at <http://www2.ed.gov/programs/mep/legislation.html> or by calling the Department's Office of Migrant Education at (202) 260-1164.

**H7. Must each SEA maintain a COE on all children eligible for the MEP?**

Yes. Every child who the SEA determines is eligible for the MEP must have the basis for his or her eligibility recorded on the national COE. Children within the same family may be recorded on one COE so long as all of the children have the same eligibility information.

**H8. When should a recruiter complete a new COE for a child?**

In order to ensure that children remain eligible to be counted and served by the MEP as long as is appropriate, recruiters should complete a new COE every time they have determined that a child has made a new move that would re-qualify the child as a migratory child under the MEP.

**H9. Must the interviewee sign the national COE?**

Except for a few limited exceptions, yes. (See the instructions for completing the national COE at <http://www2.ed.gov/programs/mep/legislation.html> for more information about these exceptions.) By signing the national COE, the interviewee confirms that the information he or she provided is accurate and identifies who provided the information so that the SEA can verify information contained on the COE at a later date, if necessary.

**H10. Must the recruiter sign the national COE?**

Yes. The recruiter's signature on the national COE certifies that: (1) the children are eligible for the MEP, and (2) the information upon which the recruiter based the eligibility determination is correct to the best of his or her knowledge. Moreover, under 34 C.F.R. § 200.89(c) and (d), the Department requires this signature on the national COE as an element of a reasonable system of quality control.

**H11. Must someone else, other than the recruiter, review the information on the national COE?**

Yes. As part of a sound system of quality control, 34 C.F.R. § 200.89(d)(4) requires that the system of quality control that an SEA establishes must include "[a]n examination by qualified individuals at the SEA or local operating agency level of each COE to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services." Therefore,

the SEA may designate someone at the State, regional, or local level to assume this responsibility. This person must sign and date the national COE to indicate that this level of review has occurred. (For more information about ID&R quality control requirements, see 34 C.F.R. 200.89.)

**H12. May an SEA base its determination of a child’s eligibility on a qualifying move that occurred in another State within the past 36 months?**

Yes. It is possible that a child and his or her family will make a move, for example, to State A under which the child meets the MEP eligibility criteria, and then make a subsequent move to State B under which the child does not meet those criteria. So long as State B identifies the child as a migratory child on the basis of the move to State A within 36 months of that move, it may enroll the child in the MEP for the remainder of the 36 months. In doing so, State B makes its own independent determination that the child is eligible based on the earlier qualifying move, and completes its own State’s COE. We encourage SEAs to coordinate with the State to which or in which the qualifying move occurred in order to confirm the qualifying information that the State’s own recruiters had received.

**H13. May a recruiter accept automatically another State’s COE as evidence of a child’s eligibility for the MEP?**

No. Each State is responsible for making its own eligibility determination for the children it enrolls in the MEP. We encourage recruiters and States to utilize the Migrant Student Information Exchange (MSIX) as one source of information in making eligibility determinations— *e.g.*, to view the child’s record or communicate with colleagues in other States— thereby facilitating a child’s participation in the MEP.

**III. IDENTIFICATION AND RECRUITMENT**

Finding and enrolling eligible migratory children is a cornerstone of the MEP and its importance cannot be overemphasized. Identification and recruitment are critical activities because:

- The children who are most in need of program services are often those who are the most difficult to find.
- Many migratory children would not fully benefit from school, and in some cases would not attend school at all, if SEAs did not identify and recruit them into the MEP. This is particularly true of the most mobile migratory children who may be more difficult to identify than those who have settled in a community.
- Children cannot receive MEP services without a record of eligibility.

The SEA is responsible for the proper and timely identification and recruitment of all eligible migratory children in the State, including securing pertinent information to document the basis of a child's eligibility. Typically, SEAs or their local

operating agencies record eligibility data on a Certificate of Eligibility (COE). Recruiters obtain the data by interviewing the person responsible for the child, or the child him or herself, in cases where the child moves on his or her own. The SEA is responsible for implementing procedures to ensure the accuracy of eligibility information.

This chapter addresses the ways in which SEAs and local operating agencies may meet their responsibility to identify and recruit all eligible migrant children in the State. Related issues about how children are determined to be eligible for the MEP are addressed in Chapter II– “Child Eligibility.”

**STATUTORY REQUIREMENTS:**

Sections 1304(c)(7) and 1309(2) of Title I, Part C

**REGULATORY REQUIREMENTS:**

34 CFR 200.81

**A1. What do the terms "identification" and "recruitment" (ID&R) mean?**

*Identification* means determining the location and presence of migrant children. *Recruitment* means making contact with migratory families, explaining the MEP, securing the necessary information to make a determination that the child is eligible for the MEP, and recording the basis of the child's eligibility on a COE or like form. Upon successful recruitment of a migratory family, eligible children may be enrolled in the MEP. (See Questions M1 through M11 in Chapter II – “Child Eligibility” for more information on COEs.)

**A2. Why is ID&R a unique and important aspect of the MEP?**

The majority migratory children would not fully benefit from the educational services to which they are entitled and, in some cases, would not attend school at all if SEAs did not identify and recruit them into the MEP. This is particularly true of the most mobile migratory children, who are the most difficult to locate.

**A3. Who is responsible for ID&R?**

Under section 1304(c)(7) of the statute, the SEA is responsible for identifying and recruiting all eligible migratory children residing in the State.

**A4. What are the SEA's statewide responsibilities for ID&R?**

In implementing an active statewide ID&R process, the SEA should:

- Implement a formal process to map all of the areas within the State where migratory families are likely to reside.
- Develop procedures to effectively identify and recruit all eligible migratory children in the State, generally through a statewide recruitment plan.
- Train and guide recruiters on how to identify and recruit migratory children and how to make appropriate eligibility determinations.
- Deploy recruiters to carry out statewide identification and recruitment efforts and monitor their efforts.

- Implement quality control procedures designed to ensure the reasonable accuracy of recruiters' eligibility determinations and written eligibility documentation.
- Evaluate periodically the effectiveness of identification and recruitment efforts and revise procedures as needed.

**A5. What methods exist to identify all eligible migrant children in the State?**

The SEA should consider implementing the following strategies:

- Identify and map the locations of agricultural and fishing areas throughout the State. The U.S. Departments of Agriculture, Labor, and Commerce, and the appropriate State offices (e.g., State employment office, county agricultural office, etc.) may assist in this process.
- Obtain and maintain current information on the State's agricultural and fishing activities and determine: (1) areas of the State in which concentrations of migrant labor exist, and (2) peak employment periods. Growers, the State Office of Employment Security, and the U.S. Departments of Labor or Agriculture may assist in this effort.
- Locate and maintain current lists of migrant housing in each area of the State. State and Federal Departments of Health and Human Services and Labor may have lists of migrant camps.
- Develop and implement an identification and recruitment network by coordinating with organizations and agencies that provide services to migratory workers and their families. These include organizations such as farm worker unions, schools, legal aid agencies, social services offices, local businesses, local churches, Migrant Health offices, Workforce Investment Act (WIA) offices, Migrant Head Start offices, and Supplemental Federal Program for Women, Infants and Children (WIC) offices.
- Conduct community surveys or industrial surveys to confirm the location and presence of migratory workers and their families.

After the SEA implements these methods, it should update its information on the location of migrant children at least on an annual basis.

**A6. What procedures exist to recruit migratory children effectively?**

The SEA should consider developing the following procedures for effective recruitment:

- Personnel – The SEA should consider the number of recruiters that are necessary; the organizational structure for recruitment (e.g., Should it be done on a statewide or regional basis? Should the recruiters work in teams or individually?); and the different languages that are necessary to communicate with the migrant population.



- Eligibility Policy – The SEA should develop a written policy regarding who is eligible for the MEP, consistent with the statutory and regulatory definition of “migratory child.”
- Data collection and documentation – The SEA should have a system for documenting eligibility data on a COE or other written form.

**A7. Should the SEA make an effort to determine when a child leaves the State?**

Yes. To the extent feasible, the SEA should track the departure as well as the arrival of migrant families in their State. This practice is useful because: (1) it helps the SEA plan the program by determining an accurate number of eligible migratory children in the State; (2) it allows the SEA to initiate procedures for making pertinent records available for transfer; and (3) it allows the SEA to notify the receiving State in advance that the migratory child is in route.

**A8. What are the primary responsibilities of a recruiter?**

A recruiter's primary responsibilities are: (1) to obtain information provided by parents, guardians, and others regarding the child's eligibility for the MEP; (2) to make determinations of eligibility; and (3) to accurately and clearly record information that establishes that a child is eligible for the MEP on a COE or like form. In every case, the recruiter (not the individual interviewed) determines the child's eligibility on the basis of the statute, regulations, and policies that the SEA implements through formal procedures.

Because the SEA is responsible for all determinations of MEP eligibility, the information that the recruiter records should be specific enough to be understood by a knowledgeable independent reviewer. For more information on what is appropriate to include in the COE, please see Chapter II – “Child Eligibility.”

**A9. What qualities make a recruiter effective?**

The process of recruiting a migrant child by interviewing migrant parents or guardians requires careful training, planning, cultural sensitivity, knowledge of the MEP, and excellent communication skills. In order to be effective, recruiters should have adequate knowledge of:

- MEP eligibility requirements;
- languages spoken by migratory workers;
- local growers and fishing companies;
- local agricultural and fishing production and processing activities;
- cycles of seasonal employment and temporary employment;
- the local school system, the services available for migratory children and their families, and the most effective strategies for recruiting within each school;
- local roads and the locations of migrant labor camps and other migrant housing;
- MEP services offered by the local operating agency; and

- other agencies that may provide services to migratory workers and their families, such as Migrant Health, WIA, WIC, and Migrant Head start.

**A10. Is the SEA responsible for ensuring the accuracy of a recruiter's eligibility determinations?**

Yes. The SEA and its local operating agencies are responsible for ensuring the accuracy of the information used to determine each child's eligibility for the MEP.

**A11. Why is the accuracy of eligibility determinations important?**

The accuracy of a state's eligibility determinations is important both for programmatic decisions regarding which children are eligible to receive MEP services and for fiscal decisions about the size of the State's MEP allocation.

**A12. How does the SEA ensure the accuracy of the information used to determine a child's eligibility for the MEP?**

The SEA should have a system of "quality control" to ensure that the information used to determine eligibility is accurate. This system provides the SEA and its local operating agencies a reasonable basis for determining that the children who are recruited are, in fact, migratory children and allows the SEA to demonstrate that it is entitled to receive MEP funds.

**A13. What does the Department consider to be the components of an acceptable system of quality control at the SEA level?**

A quality control system should include at least the following components:

1. Training for recruiters on various aspects of the job;
2. A designated reviewer for each COE to verify that, based on the recorded data, the child is eligible for MEP services;
3. A formal process for resolving eligibility questions raised by recruiters and their supervisors and for transmitting responses to all local operating agencies in written form;
4. A process for the SEA to validate that eligibility determinations were properly made;
5. Apart from steps 2 and 4, a plan for qualified SEA staff to monitor, at least annually, the identification and recruitment practices of individual recruiters;
6. Documentation that supports the SEA's implementation of this quality control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so; and
7. A process for implementing corrective action in response to internal audit findings and recommendations.

**A14. Should the SEA train recruiters as part of its system of quality control?**

Yes. Training for recruiters should include, at a minimum:

1. Knowledge of all MEP eligibility definitions;
2. Understanding of the decision-making process that recruiters should use, consistent with Federal definitions and SEA-adopted procedures, to determine each child's eligibility for the MEP;
3. Knowledge of local agricultural and fishing production and processing activities;
4. Familiarity with local growers, processors, and fishing companies;
5. Skill in the use of studies of the State's agricultural and fishing industries, where available, as guides to determine whether particular employment activities are temporary;
6. Proficiency in accurately, completely, and clearly filling out all sections of the COE; and
7. Knowledge of the types of situations that need additional narrative or documentation beyond what is normally recorded on the COE to demonstrate that the children are eligible for the MEP.

**A15. Must the individual who reviews each completed COE (step 2 in Question A13) be a State official?**

No. So long as the individual who performs this task is qualified and understands the eligibility requirements, he or she need not be a State official. However, the SEA remains ultimately responsible for ensuring the accuracy of information on the COE. (See Question A10 of this chapter.)

**A16. What is an acceptable process for validating eligibility determinations?**

As a component of an acceptable quality control system, the SEA should review eligibility determinations at least once annually. This process should include:

1. An examination by qualified individuals at the SEA level of a representative sample of COEs for sufficiency of the written documentation;
2. A process for improvement, as needed, to eliminate the causes of common errors on COEs, such as not providing sufficient information to sustain an eligibility determination. This process should include a mechanism for communicating with reviewers and recruiters on a regular basis regarding these improvements; and
3. A process for corrective action if the SEA finds COEs that do not sufficiently document a child's eligibility for the MEP.

**A17. Is re-interviewing a random sample of parents or guardians who provided information to the recruiter an important part of an acceptable system of quality control?**

Yes. As a matter of good practice, re-interviewing parents or guardians from a representative sample of COEs on an annual basis should be a part of an SEA's quality control system. SEAs are encouraged to use an outside

contractor to perform this task at least once every three years. This helps validate that the data on the COEs are accurate and that eligibility determinations are correct.

**A18. Does the current statute allow a State to have a 5 percent margin of error in its child counts?**

No. The 5 percent margin of error was part of the ESEA, as amended by the Hawkins-Stafford Amendment of 1988. This provision was eliminated in 1994 through the reauthorization of the ESEA (Improving America's School Act). There is no allowable margin of error in a State's child counts. Therefore, SEAs must ensure that only eligible children are included in the child count.

**A19. Should recruiters ask migratory families for their immigration status in order to enroll them in the MEP?**

No. In fact, recruiters should not request this type of information because it may discourage undocumented individuals from seeking the services they need and for which they qualify. A social security number or other proof of residency/citizenship is *not* required for recruitment in the MEP.

**A20. Should the information that a recruiter records on eligible migratory children be entered into the State's migrant student records system?**

Yes. As each child is recruited into the program, information on the child is recorded on a COE. Some or all of this information should also be entered into the State's migrant student records system. Some States use electronic COEs, which allows States to download the data that recruiters enter into the State's database on a regular basis. Other States forward key information from the COE form to a records specialist employed by the State MEP, who sends the information to the State's migrant student records system. Regardless of how the State manages this process, it is good practice to maintain eligibility information electronically so it can easily be transferred to other States and districts to which migrant students may travel.

# CHAPTER 3: ID&R RESPONSIBILITIES IN GEORGIA

**Any entity or individual receiving MEP funds must comply with the following federal and state ID&R guidelines and standards:**

- Ample time to conduct ID&R activities must be assured for individuals funded through the MEP and responsible for ID&R.
  - ID&R less than 20% during low recruitment season and higher than 20% during peak recruitment season.
  - Eligibility interviews should be held in the dominant language of the interviewee. The school district/agency must clarify to the SEA how this is to be accomplished if the home visitor does not meet this language requirement.
  - Flexible work hours are essential including a work schedule to accommodate periods of high worker influx and the parent's daily workday/shift.
  - A local job description outlining ID&R requirements and activities must be adopted by LEAs. A sample job description is included in this section.
  - Training for any local staff members must be provided by the state prior to ID&R activities taking place.
  - All newly hired staff is required to complete the Title I, Part C ID&R Initial Certification Training - Module 1 course within the first 30 days of employment (this mandatory ID&R training is the first step in the Georgia ID&R certification process). This course is available at the GaDOE Portal. To access the module, please follow these steps:
    1. Access your GaDOE Portal account by visiting the Georgia Department of Education website at: <https://www.gadoe.org/>
    2. Scroll to the bottom of the page and click on MyGaDOE.
    3. At the GaDOE Portal landing page, enter your username and password. If you are a new user, click on "Sign up for an account".
    4. Once you have logged in, refer to the "Site Navigation" menu to the left of the page.
    5. Click on "Professional Learning Opportunities (PLO)"
    6. In the search bar, type "Title I, Part C".
    7. You will receive a message that lists the number of courses found, click on that message. The Title I, Part C ID&R Initial Certification Training - Module 1 course will then appear.
    8. You will need to register to take the course. Once you have done so, you can proceed to take the required course by following the instructions within the module.
- \*For any questions, please contact your regional office, the State ID&R Coordinator, or the State MEP recruiter assigned to your school district.
- All Georgia MEP personnel must be certified at the *Novice Level* or be in the certification process.

- LEAs will be required to demonstrate responsibility for active identification and recruitment of migrant students with a 100% COE/eligibility accuracy rate. Active ID&R consists of activities that lead to the location of all migrant families and youth residing within school district boundaries. This includes networking, advertising, searching for, and recruiting students outside of the school building and in the communities wherever migrant families may reside.
- A migrant recruiting log, a weekly activity form, or other documentation of ID&R activities is required.
- A Certificate of Eligibility (COE) must be completed accurately according to state and federal guidelines and must be kept on file according to record retention requirements.

**The Migrant Education Program is the only federal program that requires recruitment. The recruiter has a very special job. Some reasons why this job is so important are:**

- The children of migratory workers are often invisible. They quietly come and go, and do not attract very much attention. Sometimes they attend school on their own, and sometimes they do not. If the children were not recruited, many would not be in school at all.
- Because the eligibility requirements are complex and are often difficult to interpret, a trained recruiter is necessary to ensure that only eligible children are enrolled in the program.
- Migratory families tend to be very self-sufficient. They are not accustomed to looking outside of their own family for help. Unless they are recruited into the program, many will not seek out these services.
- Some migratory families do not speak English in their home, and frequently there are cultural differences between the home and school. For these and other reasons, it is important that someone provide an initial link between the school and home.

## **Recruiter – Sample Job Description**

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

### ***Minimum Qualifications***

- Must be able to read, write and speak fluently in English and the language spoken by migrant parents, spouse, and student at home.
- Must be a high school graduate and/or possess a GED.
- Must be able to work with people, be patient, and be willing to help parents and/or students with questions, and be able to provide resources, etc.
- Must be able to travel and possess a valid Georgia driver's license and automobile insurance.
- Must be able to attend regional and state in-service trainings.
- Must be flexible and available to work evening and weekends when needed.
- Must be able to complete accurate and timely reports.
- Must have the ability to develop and maintain a recruitment network.
- Must be able to be certified as a recruiter.

### ***Minimum Responsibilities***

- Complete, distribute, and maintain a Certificate of Eligibility (COE) according to state/federal guidelines for each eligible migratory family immediately upon their arrival in the school district (regardless of whether students are in school or not). The recruiter must be able to verify that the family has resided within their district boundaries for a minimum of 24 hours prior to processing a student registration system enrollment.
- Share information on eligibility of migratory families with preschool and educational programs as appropriate.
- Aid as a liaison between the home and school.
- Promote activities between students, parents, educators, and communities, and assist schools and parents in organizing an active Parent Advisory Committee (PAC). Share with migratory parents and students all school services/programs available to them. This includes, for example, the GED program and other alternative educational programs.
- Network with other agencies providing services to migratory students to ensure a coordinated service delivery system.
- Actively identify and recruit all eligible migratory children residing in the school district from 0 through 21 years of age. This includes, for example, surveying the area, establishing communication networks, and establishing work relations with other community agency personnel, employers, and social services.
- Refer migratory families to appropriate health, social or legal services in order to meet the needs of the migratory student's successful participation in school.

- Prepare documentation such as a weekly activity schedule which reflects recruiter's activities.
- Recruit out-of-school youth into educational programs.
- Participate in Quality Control measures as they relate to training, eligibility determinations, and documentation.
- Submit MEP documentation (COEs) to the GaDOE MEP regional office within the appropriate time limits.
- Communicate regularly with state recruiters and/or the state ID&R coordinator.
- Develop a recruitment network with migratory families, employers, school staff, communities, institutions, religious organizations, and social services agencies which serve the same population.
- Update recruitment maps twice a year. *Deadlines are December 18<sup>th</sup> and June 18<sup>th</sup>.*
- Update Employer's Contact Information Roster. *Deadlines are December 18<sup>th</sup> and June 18<sup>th</sup>.*
- Maintain recruitment supplies inventory.



## Active ID&R

### Finding Migratory Children

#### ***Definition***

The national interpretation of identification is to “ascertain (migratory) presence and location within the state.” A survey is a means of collecting data/information which may be used to identify migratory students. This section will provide guidelines on how to identify migratory families and Out of School Students (OSYs) by describing various types of surveys. There are three basic ways to identify migratory families and OSYs:

- Within the school
- In the field
- In the community

#### ***Within the School***

All school districts in Georgia (direct funded or consortium) must use the Occupational Survey during back-to-school registration for returning students and new student registration during the year. A sample of this document is at the end of this section. The directions on the bottom of this form require direct funded LEAs to ID&R eligible individuals, and consortium LEAs to fax the forms to the MEP regional offices. These directions must be followed to ensure all eligible participants are identified and recruited. Based on these forms, a recruiter can then schedule a visit with the student’s parent(s) or guardian(s) of potentially eligible individuals to determine eligibility.

A new enrollment list of students is also an important source of information for the recruiter. An arrangement should be made in each school district regarding access to this information. Migratory indicators to look for in new enrollments are:

- Places of employment.
- History of change of residence (has the family move into the LEA in the last three years); and
- Occupation of parents.

#### ***In the Field***

“in-the-field” surveys are most often conducted prior to and during the periods of high employment (peak seasons) in agricultural, horticultural or fishing activities and when there is an increase or decrease of migratory families in the area.

#### ***In the Community***

- A strong working knowledge of the area and community is an essential component of an effective ID&R program. In any community, it is important to know:
  - Identification of migratory activities
  - Agricultural/Horticulture Fishing
  - Knowledge of the industry
  - What kind of jobs make up the migratory activity?
  - Who are the migratory employers?
  - Knowledge of the migratory cycle

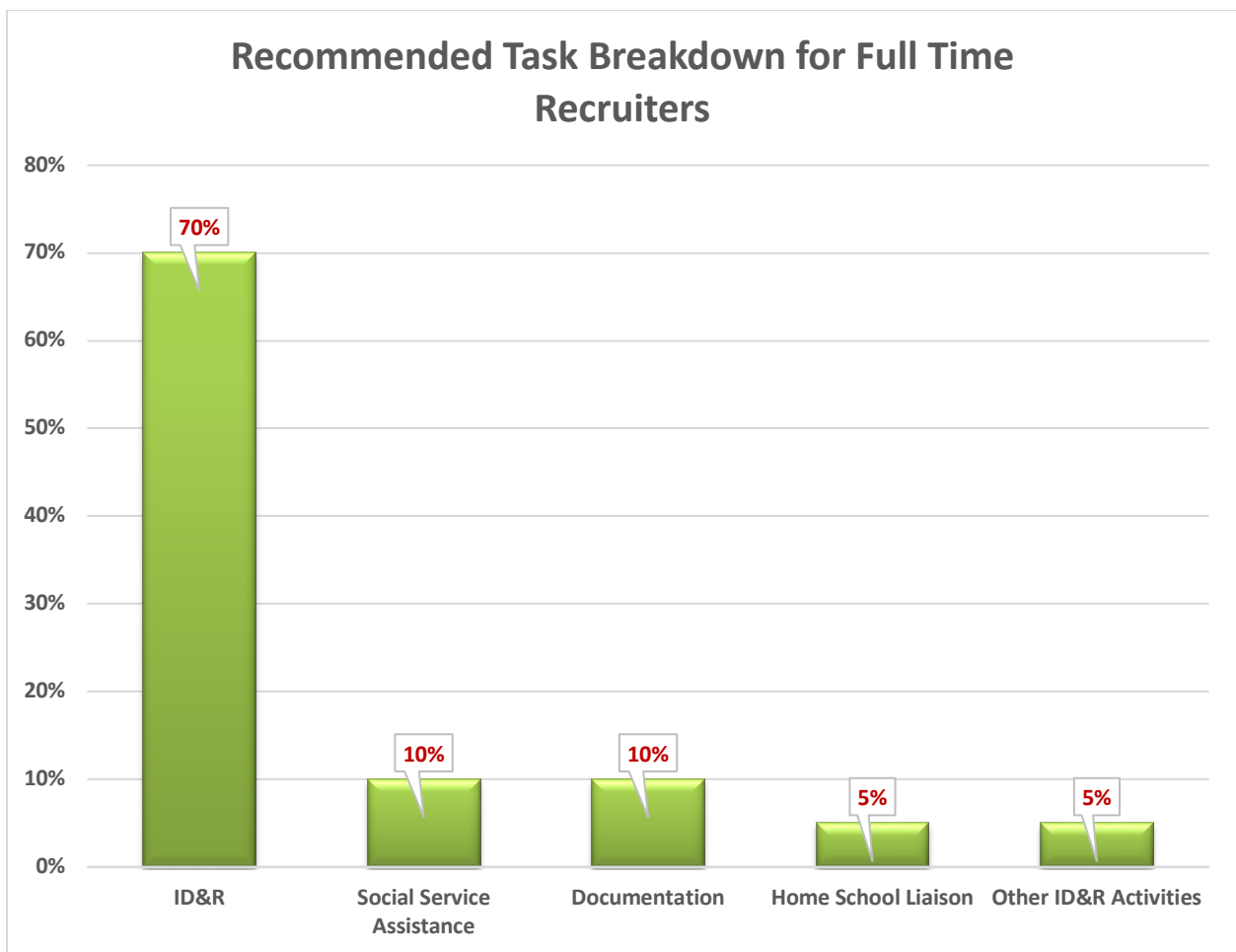
- When do migratory individuals arrive in the area?
- How long do they stay?
- Knowledge of housing for migratory workers
- Knowledge of agencies that provide services to migratory families and the establishment of working relationships with the staff

## Working with Employers

Farmers/growers, plant managers, field foremen and employment agencies provide a survey to find out where migratory workers are employed. These employers/resources can provide valuable information, may open their personnel lists (names and addresses) to the recruiter and/or may be able to help make contact with their employees. For this reason, it is very important to establish good working relations with these employers prior to impactation. A comprehensive explanation of the Migrant Education Program, its goals and services, and an explanation of the recruiter's role should be provided to these resource persons. Growers' associations and state agricultural and fishing groups are also valuable resources for identifying where migratory workers are employed or if they are self-employed (in the fishing industry, for example).

The recruiter should chart all pertinent information gathered from migratory labor employers. This information must be used to plan efficient ID&R.

## Recommended Task Breakdown for Full Time Recruiters



# LEA ID&R Activities Template

## Checklist of Activities to Support Efficient and Accurate Recruitment

School District: \_\_\_\_\_

School Year: \_\_\_\_\_

*Documentation of completion of these activities should be on the SSP/recruiter's calendar and filed with the MEP contact (sign in sheets, agendas and/or forms).*

✓		Local Staff Responsible	Timeline	Documentation	Date Completed
	<b>ID&amp;R Planning and Implementation</b>				
	Meet with ID&R staff to design a plan to complete the GaDOE MEP Re-sign process.	Local MEP Contact and Staff	48 hrs after GaDOE Re-sign meeting	Agenda, sign-in, completed re-signs	
	Disseminate and train on all forms, travel logs, phone logs, weekly schedules, etc. that will be used by the MEP staff in the district to conduct ID&R.	Local MEP Contact and Staff	By August 31st	Agenda and sign-in	
	Meet with ID&R staff to brainstorm about recruitment needs, cases, and plan recruitment strategies based on the ID&R plan.	Local MEP Contact and Staff	Three times during school year and summer	Agenda and sign-in	
	Meet with ID&R staff to design the plan for review and follow up of the Occupational Survey that is completed during back-to-school and new student registration.	Local MEP Contact and Staff	By the end of the first week of school	Agenda and sign-in	
	Assign recruiters to recruitment areas making sure to account for year-round, ongoing recruitment efforts in the school district, community, fields, state and federal service agencies, congregation places, and include out-of-school-youth and pre-school aged children.	Local MEP Contact and Staff	By end of first school month and revisit quarterly	Assignment List	
	Contact current MEP eligible children and youth to determine if new qualifying moves have been made and complete COEs if needed.	Local MEP staff and GaDOE regional recruiters	During re-signs and on-going	Recruitment and Enrollment Reports	
	Contact potential MEP families and youth (based on Occupational Survey or other referrals) to determine eligibility.	Local MEP staff and GaDOE regional recruiters	Immediately and on-going	Completed COE, schedules, travel documents, etc.	
	<b>Building the Local Recruitment Network</b>				
	Review and update school district agricultural map.	Local MEP Contact and Staff	September 1 <sup>st</sup> , January 1 <sup>st</sup> , and June 1 <sup>st</sup>	Completed and updated maps on file	
	Review and update the school district employer roster.	Local MEP Contact and Staff	September 1 <sup>st</sup> , January 1 <sup>st</sup> , and June 1 <sup>st</sup>	Completed roster on file	

## Checklist of Activities to Support Efficient and Accurate Recruitment

School District: \_\_\_\_\_

School Year: \_\_\_\_\_

	Review and update the school district residential map to include areas, neighborhoods, and labor camps where migrant families reside.	Local MEP Contact and Staff	September 1 <sup>st</sup> , January 1 <sup>st</sup> , and June 1 <sup>st</sup>	Completed map on file	
	Make assignments for contacting employers within the district regarding hiring practices, crops, and growing seasons.	Local MEP Contact and Staff	Review assignments on September 1 <sup>st</sup> , January 1 <sup>st</sup> , and June 1 <sup>st</sup>	Assignment roster on file	
	Make assignments for ongoing contact and coordination with agencies that serve migrant families/OSYs/DOs to identify potential migrant children and youth.	Local MEP Contact and Staff	Review assignments on September 1 <sup>st</sup> , January 1 <sup>st</sup> , and June 1 <sup>st</sup>	Assignment roster on file, calendars and schedules	
	<b>ID&amp;R Training</b>				
	Notify GaDOE MEP regional office about newly hired staff	MEP Contact	By end of first week of employment	E-mail	
	View MEP video: <i>Overview for New Employees and Contracted Personnel</i> found on the GaDOE MEP website.	New hires	By end of first day of employment	Certificate from video	
	Attend New Hire ID&R Training offered by the state ID&R Coordinator or authorized regional recruiter(s).	All new hired staff (SSPs, Recruiters, MEP Contacts in LEAs without MEP funded staff)	By end of week four after hire date	Training agenda and sign-in	
	Attend all required GaDOE MEP ID&R Training.	All Georgia MEP personnel (SSPs, Recruiters, MEP Contacts in LEAs without MEP funded staff)	Dates are set during the school year	Training agenda and sign-in	
	Participate in Recruitment Observations <ul style="list-style-type: none"> <li>• Full-time staff in school districts without a full-time district recruiter will recruit with GaDOE regional recruiter once a quarter during the school year (three times a year).</li> <li>• Full-time staff in school districts with a full time district recruiter will recruit with regional recruiter once a year.</li> </ul>	All Georgia MEP personnel	Quarterly or yearly	One or three recruitment observation forms per year	

## Checklist of Activities to Support Efficient and Accurate Recruitment

School District: \_\_\_\_\_

School Year: \_\_\_\_\_

	<ul style="list-style-type: none"> <li>Part-time staff will recruit with regional recruiter once a year.</li> </ul>				
	Novice level recruiter certification (completion of 10 COEs submitted and approved and other requirements).	All Georgia MEP personnel	No time limit to meet this requirement	Certificate of Completion	
	ID&R certification at the highest level offered by the state – Master level (completion of 200 COEs submitted and approved and other requirements).	All regional recruiters and full time district recruiters	No time limit to meet this requirement	Certificate of Completion	
<p>Georgia Agricultural Activities Map  <a href="https://www.google.com/maps/d/viewer?mid=1Q_s1-bXSvQ9Xy9Gq8ttXH2M0TMaAEN1L&amp;ll=33.204637937173196%2c-83.9616906405503&amp;z=8">https://www.google.com/maps/d/viewer?mid=1Q_s1-bXSvQ9Xy9Gq8ttXH2M0TMaAEN1L&amp;ll=33.204637937173196%2c-83.9616906405503&amp;z=8</a>                      Updated July 2021</p>					

## Other ID&R Activities

### ***Out-of-School Youth (Eligible Ages)***

The Title I, Part C – Education of Migratory Children Program federal regulations state that all children, ages 0 through 21, are eligible to qualify for the program. The federal regulations have further determined school age children to be between the ages of 3 through 21.

### ***Recruiting Preschool Age Children***

Whenever a child between the ages of 0 and 4 is enrolled into the program, the child will be identified by his/her age, preceded by the letter P for preschool, e.g., a child age 3 would be P3.

### ***Recruiting Out-of-School Youth***

Whenever a student between the ages of 6 through 21 does not enroll in school, during the regular school year, he/she becomes known as an out-of-school youth. The student should be identified and enrolled in the MIS2000 system annually using the appropriate identification code: *Refer to the Grades Code Table.*

### ***Where are they?***

For purposes of this section, we will address the middle or secondary aged out-of-school youth. To locate these youth, it is important to consider that they may be living alone or with others of similar age. Driving around the community may yield some leads when observing places where these youths may gather. Some places may be:

<ul style="list-style-type: none"><li>• Laundromats</li><li>• Wal-Mart</li><li>• Other general merchandise stores</li><li>• Ethnic Stores</li></ul>	<ul style="list-style-type: none"><li>• Thrift Stores</li><li>• Single Family Homes</li><li>• Adult Basic Education Classes</li><li>• Shopping Malls</li></ul>
---	--

Posters may be left at these locations with a name, address, and telephone number where the recruiter may be reached. When these youths are interviewed, they should be asked if they know of others who may be out-of- school and may qualify for the program.

### **Graduates and HSED Recipients**

The Federal Department of Education ruled that students who have received their HSED (GED) or graduated from high school are not eligible to participate in the program. Therefore, these youths are not to be identified on a Certificate of Eligibility and may not be served with Title I Part C-Education of Migratory Children funds.

*Note: Students are not eligible for the Georgia Migrant Education Program if they have received, in their native countries, an education equivalent to the completion of the twelfth grade in the United States.*

# Social Service Assistance Referrals

## **What Is It?**

The referral - directing needs to the appropriate resource(s) - is addressed in this handbook because much of the migratory child's educational success is dependent on the migratory family's ability to provide for the physical, emotional and health needs of their children.

## **Federal Register**

The Federal Register states: Under what conditions may support services be provided? *An SEA or an operating agency may provide health, nutritional, social or other support services with migrant education funds if:*

1. *These services are necessary to enable eligible migratory children to participate effectively in instructional services; and*
  - (i) *In the case of an operating agency, that agency has first Requested assistance from the LEA in locating and using other Federal/State programs to provide these services; and*
  - (ii) *Determined that funds or services from other programs are not available or are inadequate to meet the needs of the participating migratory children.*

## **Social Service Agencies**

As indicated in the daily work conducted throughout the Georgia Education of Migratory Children Program, migratory students and their families often need assistance from bilingual staff that will provide them information regarding health, welfare, life-management skills, and educational services. Migratory parents/guardians also need the support from staff to refer them to these existing agencies in securing service from these agencies.

To achieve the above, it is important that the recruiter establish a good working relationship with agency representatives and becomes very familiar with social service agencies. Helpful information to know about the social service agencies is:

- Name of Agency
- Location
- Contact Person and Phone Number
- Office Hours
- Service Provided
- Eligibility Criteria (if applicable)

## **Social Service Agencies Examples**

There are many agencies and organizations that provide services. The following is only a partial list:

<ul style="list-style-type: none"><li>• County Health Departments</li><li>• Women, Infants, &amp; Children (WIC) Program</li><li>• Local Hospitals</li></ul>	<ul style="list-style-type: none"><li>• United Way Programs</li><li>• Social &amp; Health Services</li><li>• Local Churches</li><li>• Private Non-Profit Organizations</li></ul>
--	--



<ul style="list-style-type: none"> <li>• Community Service Groups (e.g. Lions, Kiwanis)</li> <li>• Red Cross</li> </ul>	<ul style="list-style-type: none"> <li>• Other Related Community Organizations</li> </ul>
---	---

### ***Housing***

<ul style="list-style-type: none"> <li>• Community Service Groups</li> <li>• Local Housing Authority</li> <li>• Homeless Shelters</li> </ul>	<ul style="list-style-type: none"> <li>• Landlord/Tenant Associations</li> <li>• Housing and Urban Development (HUD)</li> <li>• Growers Associations</li> </ul>
--	---

### ***Legal (referrals when requested)***

<ul style="list-style-type: none"> <li>• Georgia Legal Services</li> <li>• Local Legal Aid Services</li> <li>• Commission of Hispanic Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• State and Regional Office of Civil Rights</li> <li>• Mexican American Legal Defense and Educational Fund (MALDEF)</li> </ul>
--	---

### ***Clothing***

<ul style="list-style-type: none"> <li>• Salvation Army</li> <li>• St. Vincent de Paul Society</li> <li>• Local Church Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Community Service Groups</li> <li>• Non-Profit Charitable Organizations</li> <li>• Thrift Shop</li> </ul>
--	--

### ***Food***

<ul style="list-style-type: none"> <li>• Local Church Groups</li> <li>• Salvation Army</li> <li>• Local Food Bank</li> </ul>	<ul style="list-style-type: none"> <li>• Community Service Groups</li> <li>• Non-Profit Charitable Organizations</li> </ul>
--	---

### ***Making Referrals***

1. Assess the needs of the family by gathering the information during an interview with the family, student, and other school staff.
2. Upon determination of the family needs, the LEA staff person should inform the family of the services that may best meet their needs.
3. The LEA staff person should review the eligibility requirements of the program to ensure that the client is being referred to the appropriate program.
4. The LEA staff person may refer a child only if parental consent is granted (when applicable).
5. Translation services may be provided only for educational matters, but not for medical or legal matters.
6. Confidentiality of information obtained in making referrals should be maintained.

### ***Following Up***

It is important to follow up on referrals made to ensure that initial needs have been addressed.

# Occupational Survey (Spanish)



*Educating Georgia's Future*

Distrito Escolar: \_\_\_\_\_

Fecha: \_\_\_\_\_

## Encuesta Ocupacional para Padres

**Favor de completar este formulario para ayudarnos a determinar si su(s) hijo(s) califica(n) para recibir servicios suplementarios de parte del Programa de Título I, Parte C**

Nombre del/los Estudiante(s)	Nombre de la Escuela	Grado
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. ¿Alguien en su casa se ha mudado para trabajar en otra ciudad, condado, o estado, en los últimos tres (3) años?  Sí  No
2. ¿Alguien en su casa trabaja o ha trabajado en una de las siguientes ocupaciones de forma permanente o temporaria en los últimos tres años?  Sí  No

**Si la respuesta es "sí", marque todo trabajo que aplique:**

- 1. Sembrando/Cosechando vegetales (tomates, calabazas, cebollas, etc.) o frutas (uvas, fresas, arándanos, etc.)
- 2. Sembrando, cortando, procesando árboles, o juntando paja de pino (*pine straw*)
- 3. Procesando/Empacando productos agrícolas
- 4. Trabajo en lechería, polleras o ganadería
- 5. Empacando/Procesando carnes (res, pollo, o mariscos)
- 6. Trabajos relacionados con la pesca (pesca comercial, o criadero de pescados)
- 7. Otra actividad. Por favor especifique en cuál: \_\_\_\_\_

Nombre de los padres o guardianes legales: \_\_\_\_\_

Dirección donde vive: \_\_\_\_\_

Ciudad: \_\_\_\_\_ Estado: \_\_\_\_\_ Código Postal: \_\_\_\_\_ Teléfono: \_\_\_\_\_

**¡Muchas Gracias! Por favor regrese éste formulario a la escuela**

Please maintain original copy in your files.

MEP funded school/district: Please give this form to the migrant liaison or migrant contact for your school/district.

Non-MEP funded (consortium) school/districts: When at least one "yes" and one or more of the boxes from 1 to 7 is/are checked, districts should email, always through the DOE's Portal, occupational surveys to the Regional Migrant Education Program Office serving your district. For additional questions regarding this form, please call the MEP office serving your district:

GaDOE Region 1 MEP, Rose McKeehan  
Phone: 470-763-1137  
[rmckeehan@doe.k12.ga.us](mailto:rmckeehan@doe.k12.ga.us)

GaDOE Region 2 MEP, Pearl Barker  
Phone: 470-763-1138  
[PBarker@doe.k12.ga.us](mailto:PBarker@doe.k12.ga.us)

Family Contacted/Attempt Date: \_\_\_\_\_

Sent to Regional Office on: \_\_\_\_\_

1562 Twin Towers East • 205 Jesse Hill Jr. Drive • Atlanta, GA 30334 • [www.gadoe.org](http://www.gadoe.org)

Richard Woods, *Georgia's School Superintendent*

An Equal Opportunity Employer



# Occupational Survey (English)



*Educating Georgia's Future*

School District: \_\_\_\_\_

Date: \_\_\_\_\_

## Parent Occupational Survey

Please complete this form to determine if your child(ren) qualify to receive supplemental services under Title I, Part C

Name of Student(s)	Name of School	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. Has anyone in your household moved in order to work in another city, county, or state, in the last three (3) years?  Yes  No
2. Has anyone in your household been involved in one of the following occupations, either full or part-time or temporarily during the last three (3) years?  Yes  No

If you answer "yes", check all that applies:

- 1) Planting/Picking vegetables (tomatoes, squash, onions, etc.) or fruits (grapes, strawberries, blueberries, etc.)
- 2) Planting, growing, cutting, processing trees (pulpwood), or raking pine straw
- 3) Processing/Packing agricultural products
- 4) Dairy/Poultry/Livestock
- 5) Packing/Processing meats (beef, poultry, or seafood)
- 6) Commercial fishing or fish farms
- 7) Other (Please specify occupation): \_\_\_\_\_

Names of Parent(s) or Legal Guardian(s) \_\_\_\_\_

Current Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ Phone: \_\_\_\_\_

Thank You! Please return this form to the school

Please maintain original copy in your files.

MEP funded school/district: Please give this form to the migrant liaison or migrant contact for your school/district.

Non-MEP funded (consortium) school/districts: When at least one "yes" and one or more of the boxes from 1 to 7 is/are checked, districts should email, always through the DOE's Portal, occupational surveys to the Regional Migrant Education Program Office serving your district. For additional questions regarding this form, please call the MEP office serving your district:

GaDOE Region 1 MEP, Rose McKeehan  
Phone: 470-763-1137  
[rmcKeehan@doe.k12.ga.us](mailto:rmcKeehan@doe.k12.ga.us)

GaDOE Region 2 MEP, Pearl Barker  
Phone: 470-763-1138  
[PBarker@doe.k12.ga.us](mailto:PBarker@doe.k12.ga.us)

Family Contacted/Attempt Date: \_\_\_\_\_

Sent to Regional Office on: \_\_\_\_\_

1562 Twin Towers East • 205 Jesse Hill Jr. Drive • Atlanta, GA 30334 • [www.gadoe.org](http://www.gadoe.org)

Richard Woods, Georgia's School Superintendent

An Equal Opportunity Employer



# ID&R Poster

**GEORGIA**  
*Migrant Education Program*

**ATTENTION !**

Your children and youth through the age of 21 may be eligible to receive extra educational help!

**¡ATENCIÓN !**

Sus hijos y jóvenes hasta la edad de 21 años pueden recibir ayuda educativa extra!

**Have you worked in...**

- Farming?
- Commercial Fishing?
- Planting or Growing trees (Nursery)?
- Cutting trees (Forestry)?
- Processing (meat, poultry, seafood, dairy)?

Do your children move with you and change schools?  
Do you currently work, have worked or have looked for these types of agricultural work during the last three years?  
If you answered YES to any of these questions, your children may qualify for supplemental services in or outside of school!

**¿Ha trabajado usted en...**

- En la labor, el campo, o trabajos agrícolas
- La pesca o pesca comercial
- Plantando o cultivando arboles (vivero)?
- Cortando arboles (Forestación)?
- Procesando (Carne, aves de corral, comida de mar, granjas lecheras)?

¿Sus hijos, viajan o se mueven con usted y cambian de escuela?  
¿Esta usted trabajando, ha trabajado, o buscado trabajo en estos tipos de trabajos agrícolas durante los últimos 3 años?  
Si ha contestado SI a alguna de estas preguntas, sus hijos podrían calificar para recibir servicios suplementario de educación dentro o fuera de la escuela!

*For more information call:*  
*Para más información llame al:*



Georgia Department of Education  
1562 Twin Towers East  
205 Jesse Hill Jr. Dr. SE  
Atlanta, GA 30334  
www.gadoe.org



# CHAPTER 4: CONDUCTING INTERVIEWS AND COMPLETING THE CERTIFICATE OF ELIGIBILITY (COE)

## Basic Interview Pattern

The Basic Interview Pattern (BIP) is a set of structured questions that must be asked during the eligibility interview. The BIP is designed to elicit all the facts regarding eligibility and does so in a logical and consistent manner. Recruiters must use the BIP when interviewing a parent or guardian new to their area. The structured format helps focus the interview and ensures that the elements associated with eligibility are covered in a uniform and systematized way. The BIP also ensures that recruiters throughout the state are conducting interviews using the same approach.

### Georgia Migrant Education Program Basic Interview Pattern

#### Introduction

- Good morning (afternoon, etc.)
- My name is ..... I work with the schools for the Migrant Education Program. We help with the education of people that qualify for our program.

#### Fact finding questions (Five eligibility variables: How, What, Who, When, Why?)

- Are you, your family, or any member of your family new to this area?
- How long have you been in this town?
- When was the last time that you or any member of your family arrived in this town?
- Where did you come from?
- What kind of work did you do there?
- What was your reason for coming to this area or town?
- What kind of work did you come for?
- How long are you planning to work in that?
- Why?  
*Note: If you are qualifying anybody under a temporary job, you must write in the comments section of the COE the statement that the worker or employer gave you. You need to ask as many questions as you need in order to make it clear in your mind.*
- And after you finish with that job, what are you going to do?
- Where are you going to move?
- How old are you?
- Is anybody younger than 22 living with you or your family?
- Did they finish high school?
- What is the highest grade they finished?
- Did they pass the last grade attended?

- Do you have any children?
- Did they move here with you?
- Were they already here?
- How long ago did they arrive (come)?
- Why did you and the child(ren) not move at the same time? (Enter statement)
- How old are the children?
- Are they already going to school in this town?
- Do you know if they were signed up for this program when you registered them for school?
- Has anyone else come to talk to you about this program?

### **Interview Closing (Finishing Identification phase of ID&R)**

- I think you may qualify for our program. Let me explain what we do and write down the eligibility information on this form. I will send the information to the office, and they will make the final decision if you qualify or not.
- I am sorry you don't qualify for our program, but there are some other programs that may be able to help you. One of those programs is "Telamon Corporation." You can find their number in the telephone book.
- I am sorry you don't qualify for our program, but there are some programs in school to help your child, if they have problems related to language barriers, etc.

**Note: You must ask these questions or similar ones, but you are not limited to only these questions. You need to ask as many questions as needed in order to find out all the information required to ensure the participant meets all five eligibility criteria variables completely.**

## RECRUITMENT CHECKLIST

A recruitment checklist must be used for the first ten (10) interviews a new recruiter is carrying out ID&R duties on his or her own. The following form describes the steps to be taken at the time of identification and recruitment.

### Georgia Migrant Education Program Interview Checklist

**Migrant Education Program Mission from the Federal Office of Migrant Education (OME):** The primary goal of the Migrant Education Program is to ensure that all migratory students learn according to academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

#### Special Reminder

#### “Important DON’Ts for Interviewing Parents”

- A. **DON’ T ask questions that will influence the parent’s answer.**
- B. **DON’T show surprise, approval, or displeasure to the answer.**
- C. **DON’T “probe” if it is not necessary.**
- D. **DON’T appear uninterested in what the parents have to say.**
- E. **DON’T assume all children are eligible for migrant services.**

#### Checklist

1. Introduce yourself and the program
2. Explain the reason for your visit
3. Explain the MEP (services are free, information confidential)
4. Explain that you will need to ask some questions to determine eligibility for the program.
5. Ask questions to determine eligibility.
6. If you determine that the family qualifies, introduce the COE. If the family does not qualify, refer the family to other programs in the school or community.
7. Complete the COE.
8. Explain to the family:
  - a. The final decision on eligibility will be made at the office
  - b. That with their signature, parents/guardians consent to services.
  - c. The length of eligibility for the program.
  - d. FERPA rights.
  - e. The COE is a legal document. Information must be accurate and complete.
9. Review COE with parents or Emancipated Youth. (Make sure permission for services box is marked.)
10. Ask the parents/guardian to sign and date COE.
11. Sign and date the COE yourself
12. Tell the family somebody may visit to review the information (Q.C.)
13. Leave COE’s pink copy and explain how participant may contact the program.
14. Ask for referrals. (Do they know anybody else who may qualify?)

# Certificate of Eligibility (COE)

## What is it?

In order for an entity or individual to provide Title I, Part C-Education of Migratory Children funded services to a student, it/he/she must determine that the student has met the program's qualifying criteria.

The Georgia Migrant Education Program must document the move details on a Georgia Migrant Education Program COE.

The COE is used to initiate a program eligibility determination.

After it is approved, the information is entered into the MIS2000 system that generates an electronic COE.

This COE shows and establishes eligibility into the program.

## Purpose

There are three specific purposes for the COE:

The purpose of the COE is to document the basis on which the children may be eligible for participation in Title I, Part C Migrant Education Program services and to obtain parental or guardian consent for children to participate in the Title I, Part C Migrant Education Program.

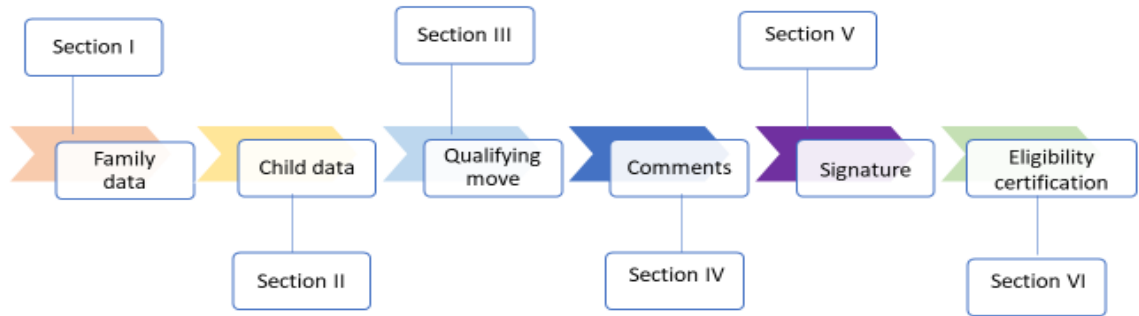
The COE serves as a document to obtain family and children information required for enrollment into the MIS2000 system.

The COE may be used for enrollment of students in MIS2000.

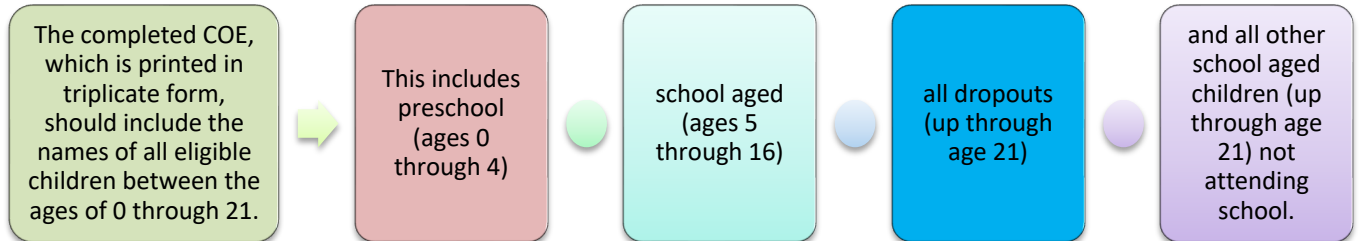
**Note: The COE does not certify eligibility for the Migrant Program. After the COE is approved by the regional coordinator, the COE is entered into the MIS2000 system. The MIS2000 system produces an electronic COE to document eligibility into the program.**



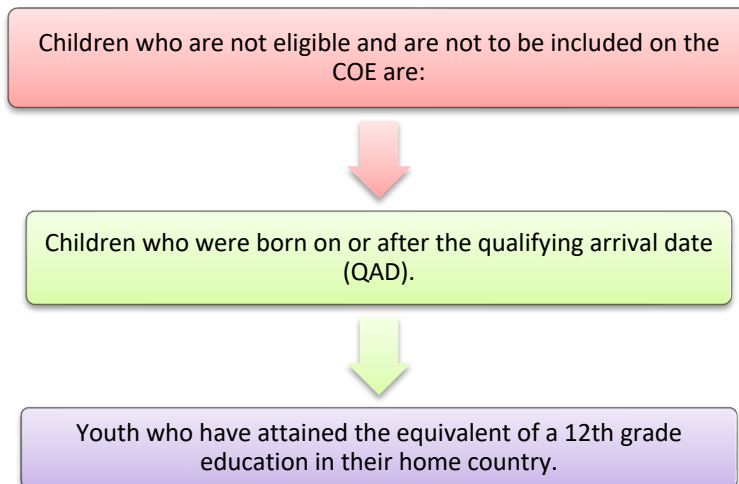
## The Essential Sections on the COE are:



## Information Included



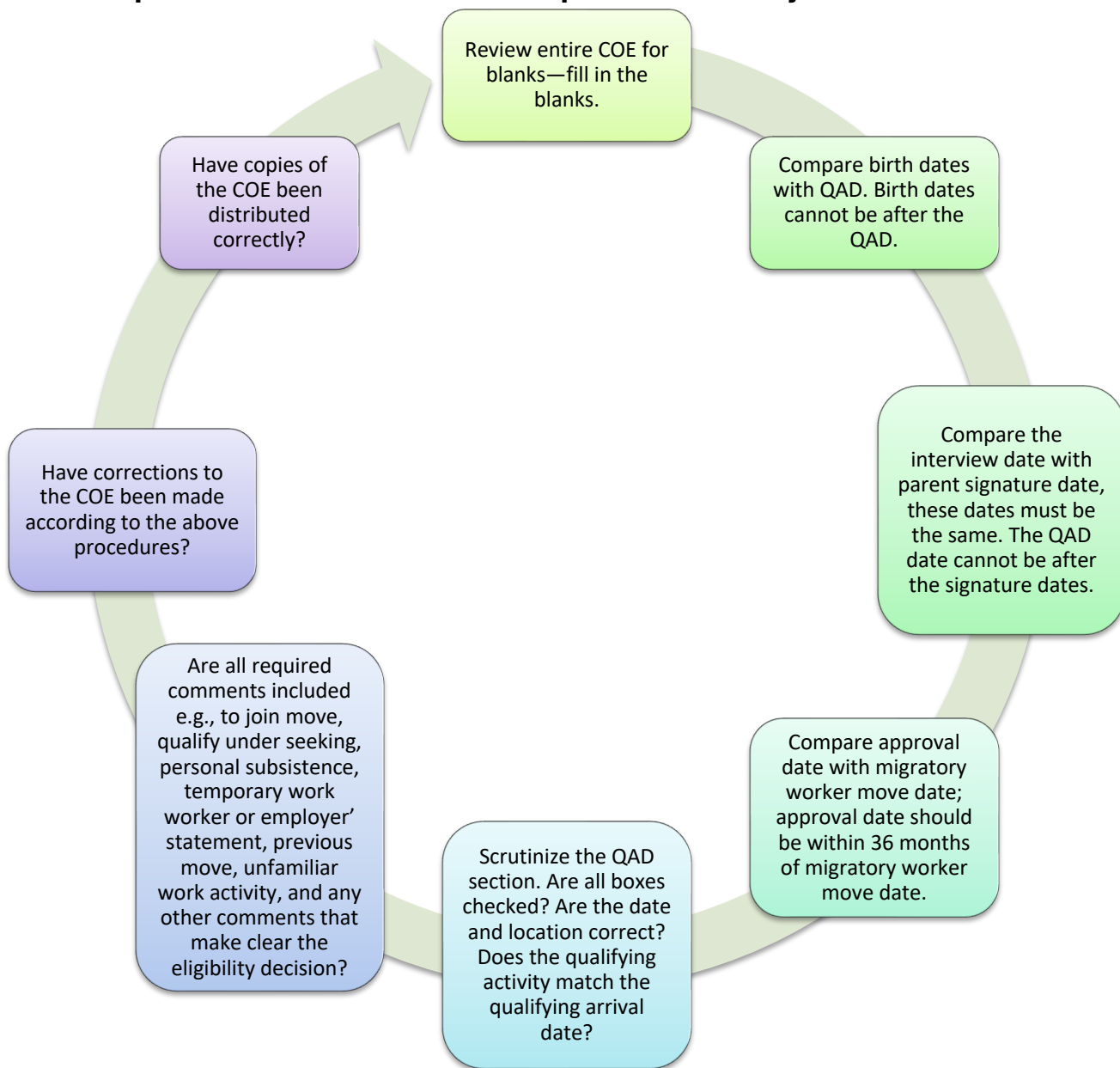
## Exceptions



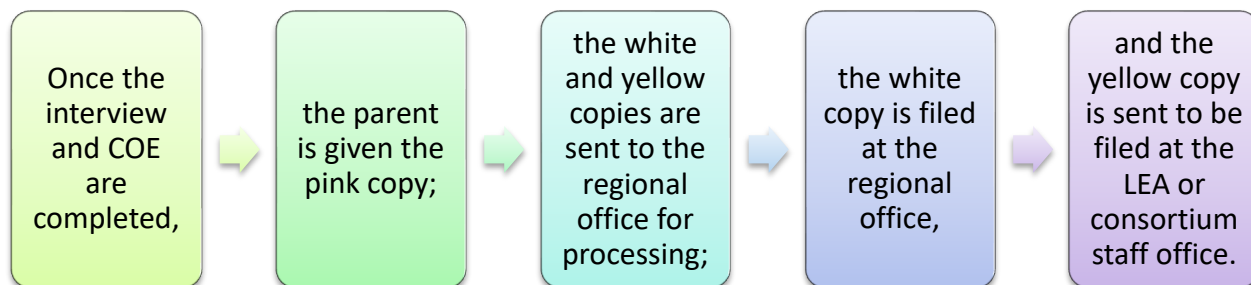
## General Reminders

Only a state-trained individual is authorized to complete COEs.
A personal interview is conducted to ascertain the eligibility and a COE is completed.
By completing Section III first, possible eligibility is learned before the entire COE is completed.
It is extremely important to tell the family that the information obtained is CONFIDENTIAL and will only be used by educational agencies.
Information about the MEP and services available need to be explained to the parent or guardian prior to obtaining his/her signature.
The COE must be completed, in ink, through a personal interview with the parent or guardian immediately upon identification. The COE should be neat and legible.
The interviewer and interviewee must sign the COE.
Review the completed COE with the interviewee before leaving the home to ensure that all sections have been completed and responses recorded in the proper section.

## Basic Steps to Ensure COEs are Completed Correctly



## Distribution and Verification



# Certificate of Eligibility (COE)

Georgia Department of Education - Migrant Education Program

Certificate of Eligibility (COE)

The Child(ren) moved into \_\_\_\_\_ on \_\_\_\_\_  
(School District) (Residency Date)

<b>I.FAMILY DATA</b>				<b>Parent/Guardian 1:</b> (Qualifying Worker 1)				<b>Parent/Guardian 2:</b> (Qualifying Worker 2)							
Last Name		First Name		MI		Last Name		First Name		MI					
Father:		Last Name		First Name		MI		Biological Mother:		Maiden Last Name		First Name		MI	
Current Address: Street:								Home Base City/Town:				State:		Country:	
City:		State:		Zip Code:		Telephone:		Family Language:				Student(s) intend(s) to graduate from:			
Mailing Address: Street/P.O. Box (if different from above):								School Name:				School District:		State:	
City:		State:		Zip Code:											

II.CHILD DATA												
Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	Birth Date (Verification Code)	MB	Race	Birth Place (City/State/Country)	School Name/School ID	Grade	Enrollment Date

<b>III.QUALIFYING MOVES &amp; WORK</b>								<b>IV.COMMENTS (Must include 2bi, 4a, 4b, 5, 6a and 6b of the Qualifying Moves &amp; Work Section, if applicable)</b>			
<p>1. The child(ren) listed on this form moved due to economic necessity from a residence in School district / City / State / Country / to a residence in School district / City / State / .</p> <p>2. The child(ren) moved (complete both a. and b.):</p> <p>a. <input type="checkbox"/> as the worker, OR <input type="checkbox"/> with the worker, OR <input type="checkbox"/> to join or precede the worker.</p> <p>b. The worker, <u>First Name and Last Name of Worker</u>, is <input type="checkbox"/> the child or the child's <input type="checkbox"/> parent/guardian <input type="checkbox"/> spouse.</p> <p>i. (Complete if "to join or precede" is checked in #2a.) The child(ren) moved on <u>MM/DD/YY</u>. The worker moved on <u>MM/DD/YY</u>. (provide comment)</p> <p>3. The Qualifying Arrival Date was <u>MM/DD/YY</u>.</p> <p>4. The worker moved due to economic necessity on <u>MM/DD/YY</u>, from a residence in School District / City / State / Country / to a residence in School District / City / State / , and:</p> <p>a. <input type="checkbox"/> engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move), OR</p> <p>b. <input type="checkbox"/> actively sought new qualifying work AND has a recent history of moves for qualifying work (provide comment)</p> <p>5. The qualifying work, * <u>Describe agricultural or fishing work</u> was (make a selection in both a. and b.):</p> <p>a. <input type="checkbox"/> seasonal OR <input type="checkbox"/> temporary employment</p> <p>b. <input type="checkbox"/> agricultural OR <input type="checkbox"/> fishing work</p> <p>*If applicable, check: <input type="checkbox"/> personal subsistence (provide comment)</p> <p>6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:</p> <p>a. <input type="checkbox"/> worker's statement (provide comment), OR</p> <p>b. <input type="checkbox"/> employer's statement (provide comment), OR</p> <p>c. <input type="checkbox"/> State documentation for <u>Employer</u>.</p>								<p>(YANE information and migrant history)</p> <p>(Migrant history)</p> <p>(Temporary employer and work location)</p>			
<b>V.INTERVIEWEE SIGNATURE</b>								<b>VI.ELIGIBILITY DATA CERTIFICATION</b>			
<p>I understand the purpose of this form is to help the State determine if the child(ren)/youth listed on this form 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.</p> <p><input type="checkbox"/> I have been informed about the Family Educational Rights and Privacy Act (FERPA). I provide consent to the Georgia Migrant Education Program (i.e., the Georgia Department of Education and its subgrantees) to disclose, as necessary, personally identifiable information from any of my child's education records to the following entities for the purposes of operating the Migrant Education Program (MEP), which includes, but is not limited to, ensuring that my child receives appropriate educational, supportive, and health-related services: State educational agencies; local educational agencies; MEP local operating agencies; public schools; private and non-public schools; charter schools; community based organizations that provide educational, social, and health services; health and social service providers; and representatives of the College Assistance Migrant Program, the High School Equivalency Program, the Migrant and Seasonal Head Start Program, and the Migrant and Seasonal Farmworker Program.</p>								<p>Signature of interviewee _____ Relationship to the child _____ Date _____</p>			
<p>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.</p>								<p>Signature of interviewer _____ Date _____</p> <p>Signature of designated SEA reviewer _____ Date _____</p>			

COE Distribution: White copy - GaDOE MEP Regional Office Yellow copy - LEA Pink copy - Parent/Guardian  
Form Last Updated: 06/09/2017

## **GEORGIA CERTIFICATE OF ELIGIBILITY INSTRUCTIONS**

### **General instructions**

- A COE must be completed every time a child makes a new qualifying move that would renew the child’s eligibility for the MEP.
- 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.
- 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), Residency Date, 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 as the worker. The QAD is the date that both the child and worker completed moves to the same school district (listed in #1 of the Qualifying Moves and Work section.) There are special cases that are described in the instructions for the section titled “Qualifying Moves and Work Section.” If more than one COE is necessary, the recruiter must complete all sections on each form.
- The recruiter must not include any child who:
  - Was born after the qualifying move described on the COE in #1 of the Qualifying Moves and Work section;
  - Is not eligible to receive a free public education through grade 12 under State law; or
  - Did not make the qualifying move described on the COE in #1 of the Qualifying Moves and Work section.

### **COE’s Top Right Area**

1. The child(ren) moved into: **School District**. Record the actual School district were child(ren) are residing.
2. On **Residency Date**. Record the date when child(ren) arrived to the actual school district. Use the two-digit number that refers to the month and day, and the last two digits of the year. For example, July 1, 2018, would be written as 07/01/18.

**Note: Although it is possible to record a residency date that precedes the QAD, a COE cannot be filled out and a child cannot be enrolled in the MEP until after the child and worker make the qualifying move.**

## Section I. Family Data.

- **Parent/Guardian 1 [Last Name(s), First Name].** Record the name of the individual (if any) currently responsible for the child(ren). Record this individual's legal last name (or names) and legal first name. If the parent/guardian has two last names or a hyphenated last name, record the individual's last name(s) as it legally exists. The term "parent/guardian" 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 (*in loco parentis*), such as a grandparent, or stepparent with whom the child lives. If the child(ren)'s legal parent/guardian is different from the current parent/guardian, we recommend providing the name of the child(ren)'s legal parent/guardian in the Comments section. If there is no parent/guardian information disclosed, or if the child is responsible for his or her own welfare (e.g., emancipated youth), write a dash (-) or "N/A."
- **Parent/Guardian 2 [Last Name(s), First Name].** Record the name of the second individual (if any) currently responsible for the child(ren). Record this individual's legal last name (or names) and legal first name. If the parent/guardian has two last names or a hyphenated last name, record the individual's last name(s) as it legally exists. The term "parent/guardian" 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 (*in loco parentis*), such as a grandparent or stepparent with whom the child lives. If the child(ren)'s legal parent/guardian is different from the current parent/guardian, we recommend providing the name of the child(ren)'s legal parent/guardian in the Comments section. If there is no parent/guardian information disclosed, or if the child is responsible for his or her own welfare (e.g., emancipated youth), write a dash (-) or "N/A."
- **Father.** Provide the name of the child's legal male parent, or current father figure. If there is no legal male parent information disclosed, write "*father name withhold.*" \* *If the child's legal parent is different from the current parent figure, provide the name of the child's legal male parent in the Comments section*
  - **Last name(s).** Record the name of the father or current father figure at home. If he has two last names or a hyphenated last name, record his last name(s) as it legally exists.
  - **First name.** Record this male's legal first name.
  - **Middle initial.** Record this male's middle initial
- **Biological mother Maiden last name, first name, middle name.** Record this information even if the biological mother is deceased. The information is needed to ensure the right person is receiving services, and to prevent double or triple counting a migrant student.
  - **Maiden Last name.** Record the biological mother's maiden last name.

- **First name.** Record the biological mother’s first name
- **Middle initial.** Record the biological mother’s middle initial
- **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 current address is different from the mailing address, provide the mailing address in the section below.
  - **Street number and Street name or P.O. Box number.** Record the street number and name or their P.O. Box number. Also, record the mailing address if different.
  - **City.** Record the name of the city or town where the family/OSY currently receives their mail.
  - **State.** Record the postal abbreviation for the State where the family/OSY currently receives their mail.
  - **Zip Code.** Record the five or nine-digit zip code where the family/OSY currently receives their mail.
- **Home Base.** City or town the migrant family/OSY considers their permanent home (e.g., city or town where family returns after their migratory moves, or where they live most of the year).
  - **Home base City/Town.** Record the name of the city the family considers home.
  - **State.** Record the name of the state where the family home Base is located.
  - **Country.** Record the name of the country where the family home Base is located.
  - **Family language.** Record the predominant language used at home.
- **Student(s) intend(s) to graduate from.** This field only applies to students currently in high school. Omit this information for out-of-school youth or children in elementary or middle school.
  - **School Name.** Only if information is available.
  - **School District.** Only if information is available.
  - **State.** We need at least the State where they intend to graduate.
  - **Note: We need the graduation information for each one of the high school students in the family.**
- **Mailing address.** Complete only if it is different from their physical, current address.  
(If current and mailing addresses are the same address; write “Same”)
  - **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. There is an online service to look up US Postal codes if unknown – Look Up a ZIP Code™ at <http://zip4.usps.com/zip4/welcome.jsp>.
- **Telephone.** Record the telephone number, including area code, of the family. If no telephone number is available, write a dash (-) or “N/A.”

## Section II. Child Data.

- **Child School Data.** Include 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.
  - **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).
  - **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.”
  - **Suffix.** Where applicable, record the child’s generation in the family (e.g., Jr., Sr., III, 3<sup>rd</sup>). Otherwise, write a dash (-) or “N/A.”
  - **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: “Male” or “Female”. States may abbreviate these responses as “M” or “F”, respectively.
  - **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, 2022, would be written as 09/20/22.
  - **Birth Date Verification Code (Code).** Record the four numbers that correspond to the evidence used to confirm each child’s birth date (see the codes and corresponding evidence listed below). States may choose to abbreviate the codes listed below by recording only the last two digits.
    - \* 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.



<ul style="list-style-type: none"> <li>* 1003 – baptismal or church certificate</li> <li>* 1004 – birth certificate</li> <li>* 1005 – entry in family Bible</li> <li>* 1006 – hospital certificate</li> <li>* 1007 – parent’s affidavit</li> <li>* 1008 – passport</li> </ul>	<ul style="list-style-type: none"> <li>* 1009 – physician’s certificate</li> <li>* 1010 – previously verified school records</li> <li>* 1011 – State-issued ID</li> <li>* 1012 – driver’s license</li> <li>* 1013 – immigration document</li> <li>* 2382 – life insurance policy</li> <li>* 9999 – other</li> </ul>
---	---

- \* If written evidence is not available, the interviewer may rely on the interviewee’s verbal statement. In such cases, the interviewer should record “1007” – the number that corresponds to “parent’s affidavit.”
- **Multiple Birth Flag (MB).** Record “Yes” if the child is a twin, triplet, etc. Write “No” if the child is not a twin, triplet, etc. States may abbreviate these responses as “Y” or “N” respectively.
- **Race.** Record child(ren)/OSY race. Insert one of the following codes – The migrant database accepts only these codes:
  - \* **CODE DESCRIPTION**
  - \* 1 – American Indian or Alaska Native (Persons having origins in any of the original people of North, Central, or South America)
  - \* 2 – Asian
  - \* 3 – Native Hawaiian or other Pacific Islander
  - \* 6 – Black or African American
  - \* 7 – White (persons having origins in any of the original peoples of Europe, North Africa, or the Middle East)
- **Birthplace (City/State/Country).** Record the city, state and country in which the child was born. Must be designated by an abbreviation, e.g., Patzcuaro, MC, MEX. Use two-letter abbreviations for state and three-letter abbreviations for country. A listing of Mexico cities/villages, and states is available in the appendix section of the handbook – Chapter 8.
- **School Code.** Record the school name or the Georgia school code.
- **Grade.** Record grade the student is actually in. Out of School Youth should be coded to the high school of their area of residence – Use grade table.
- **Enrollment Date.** Record first day child attended school.

Section III. Qualifying Moves & Work Section.

- In this section, record the qualifying move and qualifying work information which the State believes documents the child’s eligibility for the program.
- Throughout this section, the term “worker” refers to the child(ren)’s parent/guardian or spouse who is a migratory agricultural worker or migratory fisher. The term “qualifying work” as used in this section refers to new temporary or seasonal employment (or personal subsistence) in agriculture or fishing. The “qualifying moves” documented in this section are the qualifying moves that meet the MEP-eligibility criteria [i.e., #4 documents the move soon after which the worker engaged in qualifying work (or after which he or she actively sought qualifying work), and #1 documents the child(ren)’s move as, or with or to join, the worker].

1. *The child(ren) listed on this form moved due to economic necessity from a residence in \_\_\_\_\_ (School District/City/State/Country) to a residence in \_\_\_\_\_ (School District/City/State).*

- **from a residence in \_\_\_\_\_ (School District/City/State/Country).** This location is the child(ren)’s last place of residency immediately prior to the qualifying move. Note that the child(ren) might have made subsequent non-qualifying moves.
- **to a residence in \_\_\_\_\_ (School District/City/State).** This location is where the child(ren) resided immediately following the qualifying move as the worker, or with or to join, the worker. 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.

\* If the child and the worker moved from different previous residences, record the child’s prior residence in response to numbered item 1 and record the worker’s prior residence in the Comments section.

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

- **a.  as the worker, OR  with the worker, OR  to join or precede the worker [Mark only one box].**
  - Mark the box “as a worker” if the child moved as the worker.
  - Mark the box “with the worker” if the child(ren) moved with the worker.
  - Mark the box “to join or precede the worker” if the child(ren) moved either before or after the date the worker moved. If this box is marked, also complete “i” under 2b.
- **b. The worker, \_\_\_\_\_ (First and Last Name of Worker).**

- Record the first and last name of the individual who is a migratory agricultural worker or migratory fisher (i.e., the child(ren)’s parent/guardian or spouse, or the child – if the child is the worker).
  - is the child or the child(ren)’s  parent/guardian  spouse **[Mark only one box]**.
  - Mark the box that indicates whether the worker is the child or the child(ren)’s relationship to the worker (i.e., parent/guardian or spouse).
  - **Complete i.** Record if “to join or precede” is checked in 2a.
  - i. The child(ren) moved on \_\_\_\_\_ (MM/DD/YY). The worker moved on \_\_\_\_\_ (MM/DD/YY) **[Provide comment]**.
  - If the worker moved separately from the child(ren), record the date that the child(ren) moved to the school district listed in #1, and record the date the worker moved to the school district listed in #1.
  - Also record the reason for the different move dates, and whether the worker moved from a different location than the child(ren), in the Comments section.
- 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, 2017, would be written as 05/20/17.
- The QAD is the date that both the child and worker completed the move to the school district listed in #1. The child must have moved as a worker, or with or to join a parent/guardian or spouse who is a migratory agricultural worker or migratory fisher.
  - 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 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 The child...	Qualifying Arrival Date (QAD)--Eligibility Begins The QAD is...
...moved <u>with</u> the worker.	...the date the <u>child and worker both arrived</u> in the district.

Type of Qualifying Move The child...	Qualifying Arrival Date (QAD)--Eligibility Begins The QAD is...
...moved <u>before</u> the worker moved.	...the date the <u>worker arrived</u> in the district where the child was residing.
...moved to join the worker <u>after</u> the worker moved.	...the date the <u>child arrived</u> to join the worker.

4. *The worker moved due to economic necessity on \_\_\_\_\_ (MM/DD/YY), from a residence in \_\_\_\_\_ (School District/City/State/Country) to a residence in \_\_\_\_\_ (School District/City/State), and: [Mark only one of the following boxes: either a OR b].*

- **a.**  *engaged in new qualifying work soon after the move (Provide comment if worker engaged in qualifying work more than 60 days after the move) OR*
  - Mark this box if the individual listed as the worker in #2b moved due to economic necessity from a residence in one school district to another, and, soon after doing so, engaged in new temporary or seasonal employment (or personal subsistence) in agriculture or fishing.
  - Explain in the Comments section if the worker is determined to be a migratory agricultural worker or migratory fisher based on his or her engagement in new qualifying work more than 60 days after the qualifying move described in #4.
  
- **b.**  *actively sought new qualifying work AND has a recent history of moves for qualifying work (Provide comment).*
  - Mark this box if the individual listed as the worker in #2b moved due to economic necessity from a residence in one school district to another and actively sought new qualifying work before or after the qualifying move described in #4, and has a recent history of moves for qualifying work.
  - Explain in the Comments section how and when the worker actively sought new qualifying work. For example, the individual stated that he or she (or someone on his or her behalf) applied for qualifying work at a particular agricultural or fishing job site, or applied at a center that coordinates available qualifying work.
  - Explain in the Comments section the worker's recent history. For example, the recruiter could write, "worker moved from Brownsville, Texas to Decatur, Michigan, and planted tomatoes in May 2017, and

moved from Decatur, Michigan to Presque Isle, ME and picked potatoes in October 2017.”

5. *The qualifying work\**, \_\_\_\_\_ **(Describe agricultural or fishing work)**  
was

- *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; grape pruning; detasseling corn; catching chickens; planting oysters; walking (weeding) soybeans; and crab harvesting.
  - **a.**  *seasonal* OR  *temporary employment* **(Make a selection in both a AND b).**
    - 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. (34 C.F.R. § 200.81(o)).
    - 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. (34 C.F.R. § 200.81(p)).
  - **b.**  *agricultural* OR  *fishing work* **[Mark only one box here].**
    - Mark the box for “agricultural work” if the work involves the production or initial processing of raw agricultural products such as crops, poultry, or livestock, dairy work, as well as the cultivation or harvesting of trees. (Section 1309(2) and 34 C.F.R. § 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. (34 C.F.R. § 200.81(c)). 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” (34 C.F.R. § 200.81(m)).
  - Provide a comment in the Comments section.
6. **Only complete if “temporary” is checked in 5a.** *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., 3 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.
  - *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.
    - **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 engaged in qualifying work.

#### Section IV. Comments Section

**(Must include 2bi, 4a, 4b, 5, 6a and 6b of the Qualifying Moves & 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, 4a, 4b, 5, 6a and 6b of the Qualifying Moves & Work Section, if applicable. The Comments section must be self-contained and include at a minimum, the required comments, but States may choose to divide required comments into subsections. As mentioned previously, these items include the following scenarios documented in the Qualifying Moves and Work Section:

- **2bi.** The child(ren) and worker moved separately. If the child(ren) joined or preceded the worker, record the reason for the child's later move or the worker's later move. If the worker moved from a different school district than the child(ren), record the name of the school district in which the worker resided immediately prior to the move.
- **4a.** The worker engaged in new qualifying work more than 60 days after the qualifying move.
- **4b.** The worker did not engage in new qualifying work soon after the qualifying move. In this case, the recruiter must document that:
  - The worker actively sought new qualifying work; AND
  - The worker has a recent history of moves for qualifying work
- **5.** The worker is a migratory agricultural worker or migratory fisher 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." (34 C.F.R. § 200.81(m)).
- **6a OR 6b.** 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.
  - ED 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 that one could question whether it was a move from one residence to another residence, due to economic necessity.
- An interviewee uses a symbol such as an "X" or other valid mark as a signature.
- The person who provided the information on the COE form (interviewee) is not the worker.
- The mailing address is different from the child(ren)'s physical residence.
- The child(ren)'s legal parent/guardian(s) differ from the current parent/guardian(s) listed.

#### Section V. Interviewee Signature Section.

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

*I understand the purpose of this form is to help the State determine if the child(ren)/youth listed on this form 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.*

*(1)  I have been informed about the Family Educational Rights and Privacy Act (FERPA). I provide consent to the Georgia Migrant Education Program (i.e., the Georgia Department of Education and its subgrantees) to disclose, as necessary, personally identifiable information from any of my child's education records to the following entities for the purposes of operating the Migrant Education Program (MEP), which includes, but is not limited to, ensuring that my child receives appropriate educational, supportive, and health-related services: State educational agencies; local educational agencies; MEP local operating agencies; public schools; private and non-public schools; charter schools; community based organizations that provide educational, social, and health services; health and social service providers; and representatives of the College Assistance Migrant Program, the High School Equivalency Program, the Migrant and Seasonal Head Start Program, and the Migrant and Seasonal Farmworker Program.*



(2) Signature \_\_\_\_\_ (3) Relationship to the child(ren) \_\_\_\_\_ (4) Date \_\_\_\_\_

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 interviewee is unable to sign his or her name, he or she must mark an "X" in the signature section and the recruiter must print the interviewee's name and relationship to the child in the Comments section. If the interviewee refuses to sign his or her name, the recruiter must document the interviewee's refusal in the Comments section and print the interviewee's name and relationship to the child.

#### Section VI. Eligibility Certification Section.

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 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, Georgia MEP Regional Coordinator, or State ID&R Coordinator 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.

## Certificate of Eligibility Processing (COE)

Recruiters enroll qualified families on a COE.

Pink copy is distributed to the family or out of school youth.

Original COE (white copy) and yellow copy goes to the regional office.

COE is date stamped upon arrival at the regional office.

The data specialist reviews COE for completion to ensure that all boxes are marked and the COE is filled out according to the COE completion instructions contained in this handbook. The data specialist will review the qualifying activity, qualifying arrival date (QAD), and all other information contained on the form.

If the COE meets all the necessary criteria, the data specialist will sign or initial the top right corner of the COE and submit the form to the regional coordinator for approval or denial.

If an item needs additional clarification, the data specialist will contact the original recruiter who conducted the interview. The recruiter will correct and provide additional comments that clarify the issue.

The recruiter is required to contact the family for any additional information or if changes are made on the form.

All COE corrections must have corrector's initials, dated, and include the name of person who provided the information.

If critical information is missing, or if information conflicts with previous information on file, the COE will be referred back to the original recruiter.

The data specialist will maintain a file of COEs with errors. This will assist the state in monitoring errors as they arise. The regional office will be responsible for (1) resolving outstanding issues/discrepancies and (2) providing feedback and training to individual recruiters as the need arises.

As errors and discrepancies are resolved, the information in the COE will be entered into the MIS2000 system.

Copies of the COE will be maintained at the regional office in a locked cabinet by district.

Two (2) friendly COE forms will be mailed to the LEA, together with the yellow copy, after the COE has been approved and entered into MIS2000.

In systems without staff, the yellow copy will be filed by the Georgia Migrant Consortium office.

The regional coordinator will meet with the data specialist on a monthly basis to review the status of data flow, assess workloads, prioritize tasks, and resolve outstanding issues.

# CHAPTER 5: RECRUITER OBSERVATIONS AND EVALUATIONS

The Georgia MEP will conduct periodic observations of all state and local staff with ID&R responsibilities.

These observations will provide opportunities for immediate feedback from the state and local recruiter.

- Full-time LEA staff will be observed three (3) times annually.
- Part-time LEA staff will be observed once annually.

Results of observations are used to plan professional development workshops.

## GEORGIA MIGRANT EDUCATION PROGRAM ID&R AND RE-INTERVIEW OBSERVATION FORM

Recruiter Name: \_\_\_\_\_ Observer Name: \_\_\_\_\_

District: \_\_\_\_\_ Date: \_\_\_\_\_ Observation # \_\_\_\_\_ of School year: 20 \_\_\_\_ - 20 \_\_\_\_

**Recruitment observation as required in the practical component of the recruiter’s initial ID&R training**

**Re-interview observation to ensure re-interview protocol is applied correctly and consistently**

OBJECTIVE: Identification, BIP Section I	OK	COMMENTS
1. Presents him/herself to parent/guardian/spouse/worker with professionalism and confidence. (Demeanor, tone of voice, attire, etc.)		
2. Introduces him/herself		
3. Explains the interview objective		
4. Explains the purpose of the Migrant Education Program		
OBJECTIVE: Identification, BIP Section II		
5. Asks initial basic questions to identify eligibility: <input type="checkbox"/> Age <input type="checkbox"/> Educational level <input type="checkbox"/> Move across school district lines for Economic Necessity <input type="checkbox"/> Time of move <input type="checkbox"/> Purpose of move		
6. Asks in-depth questions to determine if child(ren)/youth meet(s) eligibility requirements: <input type="checkbox"/> 24-hour rule <input type="checkbox"/> Move for economic necessity <input type="checkbox"/> Intention of the move: <input type="checkbox"/> seek or <input type="checkbox"/> obtain qualifying work <input type="checkbox"/> Any work, and obtain qualifying work soon after the move <input type="checkbox"/> <input type="checkbox"/> permanent or <input type="checkbox"/> temporary <b>move</b> <input type="checkbox"/> <input type="checkbox"/> seasonal or <input type="checkbox"/> temporary <b>job</b> <input type="checkbox"/> temporary comment <input type="checkbox"/> To join move: <input type="checkbox"/> arrival date <input type="checkbox"/> join QAD <input type="checkbox"/> join comment <input type="checkbox"/> seek or obtain qualifying work <input type="checkbox"/> Migrant history: <input type="checkbox"/> checks for previous qualifying moves <input type="checkbox"/> ID&R all eligible, and <input type="checkbox"/> ID&R only eligible migrants		

<b>OBJECTIVE: Identification, BIP Section III</b>		
<input type="checkbox"/> Offers alternatives to non-qualifying family or youth <input type="checkbox"/> Explains mechanics of program enrollment process		
<b>Objective: Recruitment</b>		
7. Completes the COE: <input type="checkbox"/> legibly <input type="checkbox"/> no major mistakes <input type="checkbox"/> no empty spaces <input type="checkbox"/> appropriate comments		
8. Explains to the parent: <input type="checkbox"/> The length of program eligibility <input type="checkbox"/> Confidentiality and access to child(ren)/youth records (FERPA) (MSIX) <input type="checkbox"/> Parent involvement (PAC) requirements and opportunities <input type="checkbox"/> State's eligibility Quality Control process		
9. Reviews the COE for accuracy and completeness with the parent/guardian/spouse/worker and explains/completes signature section.		
10. Recruiter signs and dates COE		
11. Leaves COE pink copy and recruitment aides <input type="checkbox"/> Gives MEP contact information <input type="checkbox"/> Asks for referrals, leads, tips, etc.		

Signature of Recruiter: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Copies to: State ID&R Coordinator, Regional Coordinator, Recruiter

Distribution: White – MEA

Yellow – Observer

Pink – Recruiter

# CHAPTER 6: ELIGIBILITY RULINGS

## Georgia MEP Policy on Short Duration Moves

The Georgia MEP requires recruiters to verify the economic necessity of all moves. Short time moves, seven days or less, are considered eligible by the Georgia MEP if the recruiter establishes that the move was performed for economic necessity and the move was not for personal reasons or vacation.

The Georgia MEP requires a comment clearly establishing the move Economic Necessity in the following cases:

1. **Short duration moves.** These are moves of less than seven (7) working days duration. The recruiter must enter a comment that establishes the economic necessity of the move.
2. **Moves during school breaks.** Moves during school breaks, including Christmas, must be analyzed very carefully. The family may qualify if they moved for economic necessity and meets all other eligibility requirements

## Georgia MEP Exceptions to Moves: Soon After the Move

For legal refugee migrants, the soon after the move 60-day period is extended to 105 days.

Reason: Refugee parents/guardians are advised by refugee agencies no to work before receiving their work permit (up to 45 days) or they will put their legal status in jeopardy.

- 45 days (for work permit) + 60 days (regular period) = 105 days
- The comment section will have a comment such as: "The worker obtained work as soon as he was legally able to do so; 54 days." COE reviewers and approvers should initial such comment.

## "To-join move" for Unaccompanied Children Placed in Immigration Proceedings

The 12-month period, between the move of the worker and the move of the child and vice versa, is extended to 15 months.

Reason: Unaccompanied children placed in immigration proceedings are held for an average of three months. The comment section will have a comment such as:

"Unaccompanied child placed in immigration proceedings" followed by the to-join comment (e.g., Carlos was living with his grandmother). COE reviewers and approvers should initial the "unaccompanied child" comment.

# CHAPTER 7: QUALITY CONTROL POLICY AND APPEALS

## Federal Quality Control Policy

It is the policy of the Office of Migrant Education, within the United States Department of Education, and the Georgia Migrant Education Program to achieve and maintain a 0% defect rate in the recruitment process.

## Ongoing Recruiter Training

Recruiters will be provided with mandatory training throughout the year. They will attend in-services on:



All program personnel involved in recruitment, including LEA funded staff, will be required to attend two (2) annual training sessions as part of the requirements of their jobs. Staff will be required to pass a series of assessments to certify their understanding of the state's recruiting policies and guidelines. Passing scores will be mandatory in order to receive a satisfactory annual evaluation from program administrators.

All full-time GaDOE recruiters will be required to meet at least once every quarter with the state ID&R coordinator to review any change in guidelines, discuss policies,

procedures, and to resolve difficult or ambiguous recruitment cases.

All newly full-time or part-time MEP funded staff must participate in a half-day “in the field” recruitment training session, in the initial 30 days of employment, prior to beginning any recruitment effort for the state. MEP funded staff hired on a limited contract or staff hired to strictly provide academic support to eligible migrant children and youth, may receive modified recruitment training.

All new recruiters will have paperwork fully screened by an experienced recruiter until they successfully complete ten enrollments with no errors requiring following up with the families.

### **Prospective Re-Interview (Random Sample Re-Interviewing)**

As the primary component of its program eligibility monitoring, the state will conduct prospective quality control throughout the year. Enrolled students will be re-interviewed each semester and non-enrolled students will be re-interviewed during the two peak seasons in the state.

### **Family Eligibility Reviews (FERs)**

The SEA conducts local family eligibility reviews (FERs). These FERs are conducted for the purpose of verifying the accuracy of interviews. This procedure involves a quarterly random review of Certificates of Eligibility (COEs) throughout the state. The selected families are then interviewed by a trained interviewer to verify the information as documented on the COE is accurate. LEA staff or school personnel may also request FERs if there is a question on the validity of an existing COE.

### **Request for Family Eligibility Reviews (FERS)**

Any time a request for re-interview is made, a form called “Requested for Re-interview” will be filled out by the regional data specialist. The original form will be kept at the regional office and this file will be updated for completion within a week. A copy will be distributed to a recruiter to follow up.

### **Resolution of Identification and Recruitment Issues**

The data specialists and recruiters will work as a team. They will consult with each other to resolve issues and answer questions that may arise.

- If there are issues that the data specialists and recruiters are unable to resolve independently, they will consult with the regional coordinator immediately to resolve the issue. Any issues which the region is unable to resolve independently will be referred to the state ID&R coordinator for the GaDOE MEP.
- If the state coordinator is unable to provide an answer, he will refer the question to the State Identification and Recruitment Committee for resolution.
- If the issue is a pressing matter, the State Identification and Recruitment Coordinator will consult immediately with the state’s program director who will contact the state’s contact person at the Office of Migrant Education in

Washington, DC.

## Monitoring Process

- The regional offices will determine the accuracy of recruitment by re-interviewing a random sample of 100 COEs of both enrolled and non-enrolled students. A Request for Re-Interview form will be completed for each contact made (see Georgia Prospective Re-interview Guidelines in the following page).
- The state data coordinator will withdraw those students determined to be ineligible. Regional staff will be asked to maintain ongoing communication with migratory families and to notify families of students deemed ineligible for the program.
- Regional and LEA staff responsible for COE and COE documentation will be monitored on an on-going basis to determine areas of concern and deficiencies. Additional training will be provided as needed.
- Every three years, GaDOE will conduct an independent third-party review of current-year child eligibility determinations through a re-interview of a randomly selected sample of children previously identified as migratory.

## Appeal Process Guidelines

Anyone with a legitimate interest in a child's education may appeal an eligibility determination, according to the Appeal Process Guidelines.

### ***Procedure:***

1. The Georgia MEP will assemble an appeals board comprised of MEP staff members who are experts in the area of identification and recruitment and eligibility. These Appeals Board Members must not:
  - be involved in the eligibility determinations in question, or
  - the prospective re-interview process determination in question.
2. A list will be sent to the LEAs with any students determined to be ineligible or unable to determine eligibility by the regional coordinators.
3. A letter will be sent to all families with any child(ren) determined to be ineligible or unable to determine eligibility by the regional coordinators.
4. LEAs will have 15 calendar days from the postmark on the envelope containing the COEs in question to research and provide, if available, any additional documentation supporting the initial eligibility determination of the student(s) and file an appeal to the Appeals Board.
5. Appeals must be filed with the GaDOE Regional MEP Office, the office of the state ID& R Coordinator, or the state program director's office.
6. The Georgia MEP Appeals Board will review all documentation submitted by the LEA(s) and make a final determination of eligibility.
7. The appeals Board will have ten calendar days from the day appeal is filed to reach a decision.
8. Families and LEAs will be notified of the Appeals Board's decisions by letter.
9. The regional office will be responsible for notifying the appropriate families and to



- disqualify them from receiving Migrant Program services.
10. A list of any student(s) found to have been identified incorrectly after the appeals process will be sent to the State Data Office to be removed from the system. This will be done prior to the query of the system for the eligibility count used to complete the CSPR.



## Appeal Process Documentation for Georgia MEP Eligibility Determinations

Name of Child: \_\_\_\_\_

COE#: \_\_\_\_\_

School District at Time of Re-Interview: \_\_\_\_\_

Preliminary Reason for Ineligibility Determination:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Challenge Response:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator Panel Member: \_\_\_\_\_

Evaluator Panel Member: \_\_\_\_\_

Evaluator Panel Member: \_\_\_\_\_

Moderator: \_\_\_\_\_

Documentation Attached: \_\_\_\_\_

After the evaluators have reviewed all additional documentation on this child, their conclusion is that the child has been determined to be: (Please check the appropriate box.)

- Eligible
- Ineligible
- Unable to Determine Eligibility or Ineligibility

## CHAPTER 8: APPENDICES

### MEXICO STATE ABBREVIATIONS

STATE	COE USE	MEXICAN ABBREVIATION
1. Aguascalientes	AG	AGS.
2. Baja California	BC	B.C.
3. Baja California Sur	BS	B.C.S.
4. Campeche	CM	CAMP.
5. Coahuila	CU	COAH.
6. Colima	CL	COL.
7. Chiapas	CS	CHIS.
8. Chihuahua	CH	CHIH.
9. Distrito Federal	DF	D.F.
10. Durango	DG	DGO.
11. Estado de México (state)	MX	EDO.MEX.
12. Guanajuato	GT	GTO.
13. Guerrero	GR	GRO.
14. Hidalgo	HG	HGO.
15. Jalisco	JA	JAL.
16. Michoacán	MC	MICH.
17. Morelos	MR	MOR.
18. Nayarit	NA	NAY.
19. Nuevo León	NL	N.L.
20. Oaxaca	OA	OAX.
21. Puebla	PU	PUE.
22. Queretaro	QE	QRO.
23. Quintana Roo	QI	QROO.
24. San Luis Potosí	SL	S.L.P.
25. Sinaloa	SI	SIN.
26. Sonora	SO	SON.
27. Tabasco	TB	TAB.
28. Tamaulipas	TM	TAMPS.
29. Tlaxcala	TL	TLAX.
30. Veracruz	VE	VER.
31. Yucatán	YU	YUC.
32. Zacatecas	ZA	ZAC.

# UNITED STATES ABBREVIATIONS

STATE	MSRS/COE Use	STATE	MSRS/COE Use
1. Alaska	<b>AK</b>	27. Montana	<b>MT</b>
2. Alabama	<b>AL</b>	28. North Carolina	<b>NC</b>
3. Arkansas	<b>AR</b>	29. North Dakota	<b>ND</b>
4. Arizona	<b>AZ</b>	30. Nebraska	<b>NE</b>
5. California	<b>CA</b>	31. New Hampshire	<b>NH</b>
6. Colorado	<b>CO</b>	32. New Jersey	<b>NJ</b>
7. Connecticut	<b>CT</b>	33. New Mexico	<b>NM</b>
8. District of Columbia	<b>DC</b>	34. Nevada	<b>NV</b>
9. Delaware	<b>DE</b>	35. New York	<b>NY</b>
10. Florida	<b>FL</b>	36. Ohio	<b>OH</b>
11. Georgia	<b>GA</b>	37. Oklahoma	<b>OK</b>
12. Hawaii	<b>HI</b>	38. Oregon	<b>OR</b>
13. Iowa	<b>IA</b>	39. Pennsylvania	<b>PA</b>
14. Idaho	<b>ID</b>	40. Puerto Rico	<b>PR</b>
15. Illinois	<b>IL</b>	41. Rhode Island	<b>RI</b>
16. Indiana	<b>IN</b>	42. South Carolina	<b>SC</b>
17. Kansas	<b>KS</b>	43. South Dakota	<b>SD</b>
18. Kentucky	<b>KY</b>	44. Tennessee	<b>TN</b>
19. Louisiana	<b>LA</b>	45. Texas	<b>TX</b>
20. Massachusetts	<b>MA</b>	46. Utah	<b>UT</b>
21. Maryland	<b>MD</b>	47. Virginia	<b>VA</b>
22. Maine	<b>ME</b>	48. Vermont	<b>VT</b>
23. Michigan	<b>MI</b>	49. Washington	<b>WA</b>
24. Minnesota	<b>MN</b>	50. Wisconsin	<b>WI</b>
25. Missouri	<b>MO</b>	51. West Virginia	<b>WV</b>
26. Mississippi	<b>MS</b>	52. Wyoming	<b>WY</b>

# FOREIGN LANGUAGE ABBREVIATIONS

STATE	MSRS/ COE USE	STATE	MSRS/ COE USE	STATE	MSRS/ COE USE
1. Arabic	<b>AB</b>	51. Huasteco (Mexico)	<b>HS</b>	101. Polish	<b>PO</b>
2. Afrikaans	<b>AF</b>	52. Hungarian	<b>HU</b>	102. Portuguese	<b>PR</b>
3. Aguacateco	<b>AG</b>	53. Huave (Mexico)	<b>HV</b>	103. Pushtu (Afghanistan, Pakistan)	<b>PS</b>
4. AM Sign Language	<b>AI</b>	54. Ilocano (Phillippines)	<b>IL</b>	104. Punjabi (India, Pakistan)	<b>PU</b>
5. Albanian	<b>AL</b>	55. Irish	<b>IR</b>	105. Quechua (S. America)	<b>QU</b>
6. Amharicz (Ethiopia)	<b>AM</b>	56. Italian	<b>IT</b>	106. Rajasthani (India, Pakistan)	<b>RA</b>
7. Armenian	<b>AR</b>	57. Japanese	<b>JA</b>	107. Romany	<b>RM</b>
8. Assamese	<b>AS</b>	58. Kanarese (India)	<b>KA</b>	108. Romanian	<b>RO</b>
9. Amuzgo (Mexico)	<b>AU</b>	59. Khmer	<b>KH</b>	109. Russian	<b>RU</b>
10. Azerbalzani	<b>AZ</b>	60. Kickapoo	<b>KI</b>	110. Supai	<b>SA</b>
11. Basque	<b>BA</b>	61. Kanjobal (Guatemala)	<b>KJ</b>	111. Serbo Croatian	<b>SC</b>
12. Bengali	<b>BE</b>	62. Kanjobal (Mexico)	<b>KN</b>	112. Swedish	<b>SD</b>
13. Bulgarian	<b>BL</b>	63. Korean	<b>KO</b>	113. Serbian (Bosnia)	<b>SE</b>
14. Croatian	<b>BO</b>	64. Kashmiri (India)	<b>KS</b>	114. Sindhi (India)	<b>SI</b>
15. Belorussian	<b>BR</b>	65. Kurdish	<b>KU</b>	115. Slovak	<b>SL</b>
16. Breton	<b>BT</b>	66. Kycme	<b>KY</b>	116. Samoan	<b>SM</b>
17. Burmese	<b>BU</b>	67. Lalaos	<b>LA</b>	117. Sinhalese (Ceylon)	<b>SN</b>
18. Catalan	<b>CA</b>	68. Lettish	<b>LE</b>	118. Somali	<b>SO</b>
19. Chatino (Mexico)	<b>CB</b>	69. Lao	<b>LO</b>	119. Spanish	<b>SP</b>
20. Chocho (Mexico)	<b>CC</b>	70. Lapp	<b>LP</b>	120. Sundanese (Indonesia)	<b>SU</b>
21. Chinese	<b>CH</b>	71. Laos	<b>LS</b>	121. Slovene	<b>SV</b>
22. Chinanteco (Mexico)	<b>CI</b>	72. Laotian	<b>LT</b>	122. Swahili (E. Africa)	<b>SW</b>
23. Chuukese	<b>CK</b>	73. Lithuanian	<b>LU</b>	123. Tagalog	<b>TA</b>
24. Columbia River	<b>CL</b>	74. Madurese (Indonesia)	<b>MA</b>	124. Tarahumara (Mexico)	<b>TB</b>
25. Cambodian	<b>CM</b>	75. Maya (Mexico)	<b>MB</b>	125. Tepehuan (Mexico)	<b>TC</b>
26. Chontal (Mexico)	<b>CN</b>	76. Mayo (Mexico)	<b>MC</b>	126. Telugu (India)	<b>TE</b>
27. Choi (Mexico)	<b>CO</b>	77. Mame (Mexico)	<b>MD</b>	127. Thai	<b>TH</b>
28. Cora (Mexico)	<b>CP</b>	78. Mixe (Mexico)	<b>ME</b>	128. Tibetan	<b>TI</b>
29. Crioulo	<b>CR</b>	79. Mazahua (Mexico)	<b>MH</b>	129. Tojolabal (Mexico)	<b>TJ</b>
30. Chontal De Tabasco (Mexico)	<b>CT</b>	80. Mien	<b>MI</b>	130. Tlapaneco (Mexico)	<b>TL</b>

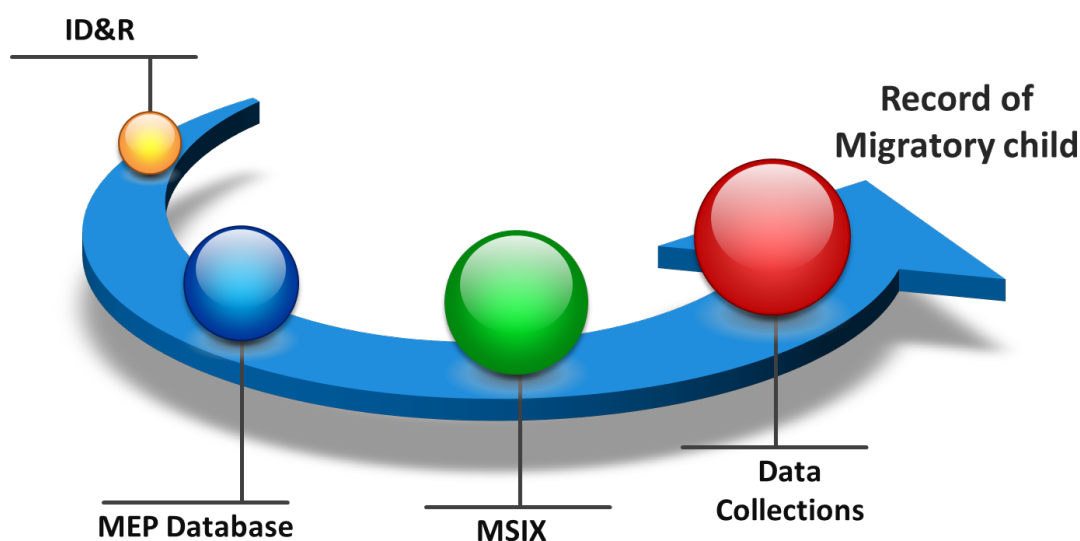
31. Cuicateco (Mexico)	<b>CU</b>	81. Malagasy (Madagascar)	<b>ML</b>	131. Tamil (India, Pakistan)	TM
32. Czech	<b>CZ</b>	82. Malayalam (India)	<b>MM</b>	132. Tanagerese	TN
33. Danish	<b>DA</b>	83. Mayan	<b>MN</b>	133. Tzotzil (Mexico)	TO
34. Dinka	<b>DI</b>	84. Mordvin	<b>MO</b>	134. Tepehua (Mexico)	TP
35. Dutch	<b>DU</b>	85. Marathi (India)	<b>MR</b>	135. Triqui (Mexico)	TR
36. English	<b>EN</b>	86. Mossi (W. Africa)	<b>NS</b>	136. Totonaca (Mexico)	TT
37. Estonian	<b>ES</b>	87. Mixteco (Mexico)	<b>MX</b>	137. Turkish	TU
38. Favanese	<b>FA</b>	88. Malay (Bahasa Indonesia)	<b>MY</b>	138. Tzeltal (Mexico)	TZ
39. Finnish	<b>FI</b>	89. Mazateco (Mexico)	<b>MZ</b>	139. Ukrainian	UK
40. Flemish (Belgium)	<b>FL</b>	90. Navaho	<b>NA</b>	140. Unreported	UN
41. French	<b>FR</b>	91. Nahuati (Mexico)	<b>NH</b>	141. Uzbek (USSR)	UZ
42. German	<b>GE</b>	92. Norwegian	<b>NO</b>	142. Visayan (Phillippines)	VS
43. Greek (Modern)	<b>GR</b>	93. Nez Pierze	<b>NP</b>	143. Vietnamese	VT
44. Gujarati (India, Pakistan)	<b>GU</b>	94. Ojibwe	<b>OJ</b>	144. Welch	WE
45. Hawaiian	<b>HA</b>	95. Orome	<b>OM</b>	145. Yakima (Sahapton)	YA
46. Huichol (Mexico)	<b>HC</b>	96. Oriya (India)	<b>OR</b>	146. Yiddish	YI
47. Hebrew (Modern)	<b>HE</b>	97. Otomi (Mexico)	<b>OT</b>	147. Yaqui (Mexico)	YQ
48. Hindustani (Hindi-Urdu)	<b>HI</b>	98. Papago	<b>PA</b>	148. Zapoteco (Mexico)	ZA
49. Hmong	<b>HM</b>	99. Persian	<b>PE</b>	149. Zapoteco Bureno (Mexico)	ZB
50. Housa (Central Africa)	<b>HO</b>	100. Popoluca (Mexico)	<b>PL</b>	150. Zoque (Mexico)	ZO

# Data Collections

## Introduction

Welcome to the Data Collections component of the Georgia Department of Education Migrant Education Program (Georgia MEP).

The Georgia Department of Education (GaDOE) Migrant Education Program (MEP) Data Collections component of the handbook is designed with you in mind. This resource guide will assist local educational agencies' MEP Contacts and Migrant Student Services Providers (MSSP) in maintaining detailed documentation as required by the GaDOE MEP. This component of the handbook will answer many of your Data Collections questions. However, GaDOE MEP staff is also available for assistance.



### State Data Collections Coordinator

Yesica Ordonez

[Yordonez@doe.k12.ga.us](mailto:Yordonez@doe.k12.ga.us)

(404) 416-2909

### Region 1 Data Specialist

Rose McKeehan

[rmckeehan@doe.k12.ga.us](mailto:rmckeehan@doe.k12.ga.us)

470-763-1137

### State Data Specialist

Iliana Garcia-Acevedo

[igarcia@doe.k12.ga.us](mailto:igarcia@doe.k12.ga.us)

470-607-0437

### Region 2 Data Specialist

Pearl Barker

[pbarker@doe.k12.ga.us](mailto:pbarker@doe.k12.ga.us)

470-763-1138

# ***Confidentiality***

The Georgia Department of Education (GaDOE) Migrant Education Program (MEP) is required to ensure that student information is secure and FERPA requirements are followed.

## **What is FERPA?**

The Family Education Rights and Privacy Act of 1974 (FERPA) is a federal law which ensures the privacy of students' educational records and requires that institutions follow strict guidelines regarding the release of these records.

FERPA grants students the right to access their educational records as kept by the school, the right to amend these records as necessary, the right to demand that their records only be disclosed with their permission, and the right to file complaints against a school if records are disclosed in violation of FERPA.

Educational records are those records directly relating to a student that are maintained by an educational agency or institution or by a party acting on behalf of the agency or institution. These records include not only written documents (including student advising folders), but also computer media, microfilm and microfiches, videotapes, audiotapes, CDs, film, and photographs. In short, any record containing personally identifiable information directly related to the student is considered an educational record under FERPA. This information may also include records in the form of student files, student system databases kept in storage devices such as servers, and recordings or broadcasts which may include student projects.

Campus police records, medical records, the private notes of individual staff or faculty (excepting student advising folders), and statistical data compilations containing no personally identifiable information are not considered educational records under FERPA. However, these records may be protected by other state or federal laws such as doctor/patient privilege.

FERPA recognizes two categories of educational records: directory and non-directory information. These categories receive different disclosure protections under FERPA.

Directory information may be disclosed without the student's written consent; however, the student may limit the release of directory information by submitting a formal request to the school. Directory information includes the student's name, address, phone number and email address, dates of attendance, degrees awarded, enrollment status, and major field of study.

Any educational records not considered to be directory information are considered non-directory information. Faculty and staff may only access non-directory information if they have a legitimate academic need to do so. Non-directory information may not be



released to anyone – not even the student’s parents – without prior written consent from the student. Non-directory information may include the student’s social security number, student identification number, race, ethnicity, and/or nationality, gender, transcripts, and grade reports.

Congress enacted the Family Education and Privacy Act to protect the privacy of student educational records. Normally, institutions require the student’s written permission in order to release any information from the student’s educational record. Institutions may disclose directory information without a student’s consent. However, it is considered good policy to notify the student about such disclosure, to request the student’s written permission before disclosing any educational records, including directory information, and to give the student ample opportunity to submit a written request that the school refrain from disclosing directory information. Institutions cannot disclose non-directory information without the student’s written consent except in very limited circumstances. If there is any doubt, it is always safest to err on the side of caution and to notify students before disclosing any student educational records; the school should always seek the student’s written consent before disclosing educational records to third parties. Additionally, students should be notified of their rights under FERPA through annual publications.

For the migrant program, the use of the GaDOE portal is the secure way participant information is shared with school districts. MEP reports will not be emailed to school districts at any time. Districts must not email any MEP reports or other documents with student information.

If you have any questions about FERPA requirements, please contact the state program manager, data collections coordinator, or your regional coordinator.

### **References:**

Federal Register, (Thursday, July 26, 2001). 34 CFR Part 99, Part V, Family Education Rights and Privacy, Final Rule.

Office of Family Policy Compliance, Family Education Rights and Privacy Act (FERPA). Retrieved October 17, 2004 from

<http://www.ed.gov/print/policy/gen/guid/fpco/ferpa/index.html>.

Ramirez, Clifford A. (2004). FERPA: What You Can and Can’t Disclose, An LRP Publications

Audio Conference.

University of Connecticut, Office of the Registrar, Guidelines for Faculty Relating to Educational Records. Retrieved October 16, 2004 from

<http://www.registrar.uconn.edu/ferpguid.html>.

University of Illinois at Urbana-Champaign, Office of Admissions and Records (OAR),

FERPA Tutorial. Retrieved October 15, 2004 from  
[http://registrar.illinois.edu/staff/ferpa\\_tutorial/index.html](http://registrar.illinois.edu/staff/ferpa_tutorial/index.html).

# ***MEP District Data Access on the GaDOE Portal***

The Georgia MEP shares reports with districts through the GaDOE portal. The Migrant Data Transfer Site (MDTS) on the portal is where reports are delivered. The district is responsible for ensure MEP staff have access to the portal for report delivery. A limited number of district personnel are approved for access to the MDTS. This is due to the sensitive nature of the information shared. Typically, each LEA requests access for the MEP Contact, one SSP/Recruiter, and one school nutrition staff person.

## **Process for requesting a new portal user account:**

- New district user requests access to the application through the Security Officer (Technology) at the local district.
- Security Officer approves or denies the request. If approved, the Security Officer submits a request for the new portal user account.
- If approved, the request is then sent to Margarita Munoz, MEP Program Manager or Yesica Ordonez, MEP Data Collections Coordinator, for the Georgia Migrant Education Program.
- Margarita Munoz or Yesica Ordonez approves or denies the request.

## **INSTRUCTIONS FOR LOGIN:**

At the login screen, use your full email address as the username and then the password. First, you will get a change password screen. You **MUST** change your password. Your password will need to be at least 8 characters long and contain a special character (i.e.! @ \$). It cannot contain the word password in any form. When you click on the I accept button you should be directed to a profile screen. You can change any information you would like to change. If you do not need to change information, look on the left side of the screen. At the top of the column on the left-hand side, click on HOME – Click on the MEP District Data Access – you should go straight to your district’s reports. The reports appear as attachments. Save each report to your computer. After you have saved all the reports that you need, go back to your computer to open and print the reports. If you have any questions or concerns, please feel free to contact Yesica Ordonez at 404-416-2909.

# ***Migrant Students Information Exchange (MSIX)***

The Office of Migrant Education in the U.S. Department of Education is committed to ensuring school districts and states work together to meet the needs of migrant participants making qualifying moves during the year. Sharing of student educational records between districts and states can be time consuming if clear procedures are not in place. Recognizing that migrant students move often, a tool needed to be created to facilitate this exchange of educational information in a timely manner. The Migrant Student Information Exchange (MSIX) was created to meet this need.

## **What is MSIX?**

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

MSIX is not intended to replace the states' existing migrant student record systems. Instead, MSIX links these databases to make it easier for states to collect, consolidate, and make available critical education data. MSIX thus eases the burden of data collection on the states by using information provided by states to the U.S. Education Department's Education Data Exchange Network (EDEN). School districts in Georgia are expected to use MSIX to obtain educational information for migrant students enrolling in their district.

## **User Accounts**

Information for school personnel to request access to MSIX as a secondary user is on the GaDOE MEP website:

<https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/GaMEP-MSIX.aspx>

How do I get an MSIX Secondary User account?

There are two parts of this process:

- [MSIX Cybersecurity and Account Management Webinar](#)
- Complete the User Access Application available in [Word](#) and [PDF](#) format.

Print the MSIX Secondary User application and follow the steps below:

## **STEP 1: Applicant Information**

- The Applicant completes the Applicant Information and signs the form.

- The Applicant forwards the form to a Verifying Authority. This should be the Applicant's direct supervisor or an individual that is above the direct supervisor in an official reporting structure.

### **STEP 2: Identification Verification and Attestation**

- The Verifying Authority completes his/her own information, reviews the entire application for completeness and accuracy, confirms the Applicant's identification, FERPA has been reviewed by Applicant and attests to the Applicant's need of an MSIX account.
- Upon completion, the Verifying Authority returns the form to the Applicant.

### **STEP 3: Forward Form to Approving Authority**

- The applicant emails the completed application via GaDOE portal to Yesica Ordonez, State Data Collections Coordinator, at the Georgia Department of Education.

### **STEP 4: State Authority Approval**

- The State reviews the Applicant and Verifying Authority portions of the application for completeness, completes his/her own information, signs the form, and files it in his/her local records.
- The State creates an MSIX account for the Applicant.
- The Applicant receives two emails from the State: one with his/her MSIX Username and the other with his/her initial Password.

Your account information will be created by GaDOE. You will receive two separate emails from the MSIX system indicating your respective username and password. MSIX MFA Authenticator Setup must be installed:

1. Accept the MSIX Privacy Warning, log into MSIX using your username and password.
2. **Download:** You will be prompted to configure your MSIX account to use a Time-Based One-Time Password (OTP) from an Authenticator Application.
3. **Configuration:** Next, you will register MSIX and the Authenticator Application. This may involve scanning an image using your phone or entering a code. If the Authenticator Application displays a six-digit code, it has been configured.
4. **Verification:** Verify configuration by entering the six-digit code that appears on your application. You can then log into MSIX and use a verification code from the application to access the MSIX homepage.

MSIX Users will have the option to choose a preferred Authenticator Application. MSIX will provide a list of verified Authenticator Applications. MSIX Users are not limited to utilizing a verified authenticator application, but they are recommended for the best experience with MSIX.

Supported devices for MSIX MFA include **PCs (Windows and MacOS), Mobile (Android and iOS), and web browsers such as Firefox and Google Chrome.**

#### Use of MSIX

- All local MEP staff should have an MSIX account. Registrars, counselors, and other local staff working with student placement may also request an account.
- Within 48 hours of a newly identified migrant student being identified in the district, the migrant staff will access MSIX to find any relevant information that will help the school personnel place the child in grade level, course, and/or program.
- As students move out of the district, MEP staff will submit a move notification within MSIX to allow the potential receiving district or state to find the migrant family and continue support and services.
- As students move into the district, MEP staff will submit a move notification within MSIX to notify the sending district or state that the child has arrived and that records are needed.

# MEP Data Collections Cycle



# MEP Reports & Forms

## Migrant Participant Report

- *Migrant Participant Report (MPR) Displays a list of participants with enrollment information for a single school year. The participant(s) is/are listed in each school he/she has been enrolled in during the year. The report will be uploaded twice per semester (September, November, February, April) to the GaDOE portal for your district.*

## New Participant Report

- *New Participant Report (NPR) is a list of participants who have been entered into MIS2000, the migrant Database, for the previous month and are eligible for free lunch. The report will be uploaded monthly to the GaDOE portal for your district.*

## End Of Eligibility Report

- *End of Eligibility report (EOE) displays a list of participants who are nearing the end of is/her eligibility. The participant (s)is/are only listed by the last district he/she is a participant. The report will be uploaded monthly to the GaDOE portal for your district.*

## Three-Year-old Report

- *Three-Year-old report displays a list of children who will reached his/her third birthday during the current month and have not reached the end of his/her eligibility. LEAs should be using this report to contact these families to complete a needs assessment. The report will be uploaded monthly to the GaDOE portal for your district.*



# Migrant Participant Report

Migrant Participant Report											
County											County Primary School
Student ID	Last Name	Last Name 2	First Name	Middle Name	Birth Date	QAD	Current Address	Phone	Enroll	Grade	
GTID					Age	Sex	Legal Parents	Departure	Withdraw	Continuation of Services	IMM
GA0-11111	SANCHEZ	CERRO	SANDRA	SOFIA	5/13/2019 2	F	106 CASTLE RD SANCHEZ, GERARDO CERRO CARMEN	123-456-7890			P2
GA0-22222	GONZALES	INFANTE	DAVID		3/18/2017 4	M	327 GEORGIA RD GONZALES GERE INFANTE MARIA	896-986-1234			P4
MS33333-1 7168888859	SMITH	RIVAS	RAFAEL		7/28/2014 7	M	125 SAINT DR. RIVAS RAFAEL RIVAS, CELIA	770-327-2708	8/26/2022		01 ✓
MS44444-1 7161111159	CARRILLO	MILLS	EDUARDO		3/2/2014 7	M	101 BLUEBERRY DR CARRILLO, RAFAEL MILLS SONIA	404-896-5555	8/26/2022		01 ✓
M55555-1 3430000023	BELL		DANIELA		7/5/2016 5	F	101 BRITELBLUE DRIVE, ALMA BELL, NERY	678-859-8870	8/10/2022 5/21/2023		PK ✓

County Primary School Summary		
County Summary	School Count: 1	Participant Count: 5

\* Eligibility has ended or will do so within 90 days  
 \*\* Continuation of Services  
 Parameters: Start Date: End Date: School Year: 20/22  
 Filter: District\_DISPLAYCODE = 803

The Migrant Participant Report contains all pertinent information for each participant in the MEP in a given school year. The New Participant Report, End of Eligibility Report, and the Three-Year old Report contain specific pieces of information from the Migrant Participant Report and are provided at various times during the year.

The Migrant Participant Report will be provided to the district during the first (September and November) and second semester (February and April). When the report is uploaded to the GaDOE portal, the MEP contact is responsible for distributing this report to the SSPs. MPR is uploaded to the GaDOE portal in PDF format. The MPR in excel format will be uploaded upon request.

The district will review the report and provide updates to GaDOE.

Local staff will follow these steps:

- Review all information carefully. Use **red** ink for any changes that need to be reported. Draw one line through the incorrect information, write the correct information above the line.
- SSPs/MEP contacts should verify that the student is still enrolled in the districts at the time that the MPR is being reviewed.
- School student database must match MEP records/information to ensure accuracy on the school student records.
- Complete the cover letter with the appropriate check mark:

The information contained on this Georgia Migrant Education Program Migrant Participant Report (MPR) has been received and reviewed for accuracy. Based on the information contained on the MPR, the following action(s) has/have been taken:	
<input type="checkbox"/>	All needed corrections and/or program eligibility updates to the school system's SIS have been made
<input type="checkbox"/>	This document was mailed to the regional office with corrections in red ink.
<input type="checkbox"/>	No corrections are needed, and the regional data specialist was contacted by email.
Report reviewed by: _____	Date: _____
This signed MPR should be maintained for program audit purposes with the recipient's Georgia Migrant Education Program documents.	

- If changes are required, please email the form back via GaDOE portal to the regional data specialist within **two weeks**.
- If no changes are required, check the appropriate part of the verification portion (cover letter), retain the report at the LEA, and simply **email** via GaDOE portal to the regional data specialist so we may record the actions taken by the district.
- **The signature date will be used as residency verification date.**

The Migrant Participant Report should be used to ensure the local student information System (SIS) is updated to correctly code children as migrant.

The Georgia MEP is required to track each LEAs completion of this report. You must keep a copy, with signatures, on file for auditing and Title I Cross-Functional monitoring purposes.

# New Participant Report (NPR)

MEP Contacts and SSPs should use this report to ensure new students are being served by the program. The New Participant Report should be used to ensure the local student information system (SIS) is updated to correctly code children as migrant.

Upon receipt of the New Participant Report, the LEA must notify the MEP regional office that immunization and other health records are on file for the students listed.

Wednesday, October 19, 2022 12:44 PM									
New Participant Report									
Georgia County									
COE ID	Student ID	Last Name	Last Name 2	First Name	DOB	School	Grade	Approved	Imm
GA0-12345	GA0-11111	CAPETA	SALAS	FRANO	03/23/2015	Georgia County Elementary School	02	10/22/2022	
GA0-67890	GA0-22222	PEREZ	DE LA OLLA	BERTO	4/26/2012	Georgia County Elementary School	05	10/23/2022	
GA0-67891	GA0-33333	ENRIQUEZ		DANIEL	6/8/2001	Georgia County High School	OS	10/30/2022	

# New Participant Report (NPR) Memorandum



*Educating Georgia's Future*

To: District Migrant Contact Personnel and Migrant Student Services Providers

From: Elaine Acevedo, State Data Specialist

Date: XXXXXXXX

Subject: New Migrant Participant(s) Report

Enclosed you will find a report of the new eligible migrant participant(s) in your school district.

Please share this information with the District FTE Coordinator to ensure that the new participant(s) is/are appropriately coded as migrant in your system's student information system. The **Approved Date** column lists the date in which the Migrant Education Program Coordinator for your district approved and signed the Certificate of Eligibility (COE).

Please note that along with the grade classifications of your enrolled student(s), you may see the grade classifications of "OS", "DO", "NE", "GP" or "P0-P5." These classifications are assigned by the Migrant Education Program and the participant(s) will not have an enrollment date. The participant(s) has/have also been assigned a school code for a school in your district that is age and grade appropriate.

Additionally, your district must notify the MEP regional office that immunization or other health records are on file for the new K-12 participants listed on this report. Information on this notification process is included in the *Identification, Recruitment and Data Collections Manual*.

You will receive a new report by the end of each month. If there is/are no new eligible migrant participant(s) in your district for the preceding month, you will be notified by email. If you have any questions, please contact XXXXXX, Region X Data Specialist at XXXXXXXX ext. XXX

1562 Twin Towers East • 205 Jesse Hill Jr. Drive • Atlanta, GA 30334 • [www.gadoe.org](http://www.gadoe.org)

Richard Woods, *Georgia's School Superintendent*

An Equal Opportunity Employer



# New Participant Report (NPR) Verification Form



*Educating Georgia's Future*

## NEW PARTICIPANT REPORT

The information contained on this Georgia Migrant Education Program (MEP) New Participant Report (NPR) has been received and reviewed for accuracy. Based on the information contained on the NPR, the following action(s) has/have been taken:

\_\_\_\_ All program student eligibility updates to the school system's SIS database have been made.

\_\_\_\_ The MEP regional office providing the NPR was contacted to correct an error with the data.

Report reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

The signed NPR should be maintained for program monitoring purposes with the recipient's Migrant Education Program documents.

1562 Twin Towers East • 205 Jesse Hill Jr. Drive • Atlanta, GA 30334 • [www.gadoe.org](http://www.gadoe.org)

Richard Woods, *Georgia's School Superintendent*

An Equal Opportunity Employer



# End of Eligibility (EOE) Report

## End of Eligibility Report

District Name: Georgia County

Date Range: 10/2/2022 to 10/31/2022

COEID	Facility	Name/Address/Parents/Phone	Student ID	GTID	EOE Date	GR	Date of Hm. Visit	Date of Ph. Call	Comments	Initials
GA0-1111	Georgia County Middle School	COLAN, LUIS ENRIQUE 4522 ROAR RD & COLAN, MARIA (452)325-31081	M126111-1	999999999	11/05/22	06				
GA0-2222	Georgia County Elementary School	PEREZ , JOSE 228 PATE LANE & MALDONADO, RAQUEL (912)278-9710	M250100-1	888888888	11/13/22	03				
GA0-3333	Georgia County Elementary School	SANCHEZ, ELISBETH 999 BEN ROAD LOT 7 & SANCHEZ , SORALISIS (404)896-0195	MS11111-1	777777777	11/08/22	03				

This report is only posted to the GaDOE portal if the LEA has students reaching EOE in the upcoming month.

Upon receipt of the report, the LEA should:

- Review the report and contact the family. Record contacts on the report.
- Complete letter, in English and Spanish, and print it on LEA letterhead. (The letter templates are loaded to the portal with the report.)
- Mail the letter to the parent or participant.
- File a copy of the letter and the report in the LEA's MEP files. These will be reviewed during Title I cross functional monitoring.
- **The EOE report does not need to be returned to the GaDOE MEP Regional data specialist.**

# End of Eligibility (EOE) Memorandum



*Educating Georgia's Future*

October 8, 2022

## MEMORANDUM

**TO:** District Migrant Program Contacts, Student Services Providers and Consortium Outreach Specialists'

**FROM:** Iliana Acevedo, Migrant Education Program State Data Specialist

**SUBJECT:** End of Eligibility (EOE) List and Letters

District Contacts, Student Services Providers and Consortium Outreach Specialists:

Your EOE list and parent letter templates in English and Spanish have been uploaded for the upcoming month.

Please download, review this list and process the letters for mailing. Enter the information indicated by the brackets, [ ], to correspond with the participant(s) information. Once the changes have been made to the English and Spanish versions, print the letters on YOUR district's letterhead and mail. Remember to print a copy of the letter for your records. Please remember to keep the EOE List in your files.

Participants that have a withdrawal date, departure date, and/or a termination flag have been excluded from the EOE list.

If you have any questions concerning this process, please contact me at 470-607-0437

Sincerely,  
Iliana Acevedo, State Data Specialist

1562 Twin Towers East • 205 Jesse Hill Jr. Drive • Atlanta, GA 30334 • [www.gadoe.org](http://www.gadoe.org)

Richard Woods, *Georgia's School Superintendent*

An Equal Opportunity Employer



The End of Eligibility is the date that the student stops receiving MEP services. EOE date = QAD + 3years  
EOE participants will be listed on the MPR for the rest of the school year with an "\*" next to the EOE date.  
This is the letter that is sent to LEAs notifying them that EOE information is loaded on the portal. Sample EOE letter for parents. This must be printed on district letterhead.

# End of Eligibility Parent Letter

[Parents]  
[Street]  
[City]

Dear Parents,

This letter is to inform you that your child/children [Children's Name] is/are no longer eligible for direct Migrant Education Program funded support services in your school or home. Your last qualifying move as a migrant family was on [QAD], and your eligibility to be included in the program ended on [EOE].

The Migrant Education Program can only serve the children of families who change school districts within a three-year period to seek or obtain work in agriculture or fishing. Our records indicate that you and your child/children have not made a qualifying move for this type of work within the past three years.

While any services for your child/children provided through the Migrant Education Program will stop at the end of the current semester, your child/children remain enrolled as student(s) in the school. The eligibility to receive free and reduced lunch will continue for remainder of the current regular school year, as well.

Sincerely,

XXXXXXXXX XXXXX



# Three-Year Old List

The Three-Year-Old List is only uploaded to the GaDOE portal if the LEA had students who turned three years of age in the current month.

Upon receipt of the list, the LEA should:

- Verify that the 3-year-old child/ren continue residing in your school district (after his or her third birthday)
- Record contacts on the report and indicate “YES” if the participant is still in your school district or “NO” if they have left.
- Add a date of home visit or date of phone call.
- If they moved from school district, add a date of departure, and send the online MSIX move notification.

Date Range: 11/1/2022 to 11/23/2022

### Three-Year-Old Report

District Name	Facility	Student ID	Name/Address/Parents/Phone	GTID	COEID	Third Birthday	GR	Date of Hm. Visit	Date of Ph. Call	Comments	Initials
Georgia County	Park Elementary School	GA0-5555	Za, Isabella 1402 Mternon Road Sandy Plains, GA 31225  Grims, Maria  678-848-0017		GA0-70000	11/16/2022	P2	_____	_____	_____	_____
Georgia County	Park Elementary School	GA0-4444	RAMIREZ, MARTHA 1258 Mternon Road Moultrie, GA 31788  RAMIREZ SERGIO  404-500-2172		GA0-80000	11/22/2022	P2	_____	_____	_____	_____

**The Three-Year-Old List needs to be verified after the participant turns three years old and it must be returned to the GaDOE MEP Regional Data Specialist**

# Three-Year Old Report Memorandum



*Educating Georgia's Future*

TO: District Migrant Program (MEP) Contacts and SSPs

FROM: XXXXXXX, Coordinator, GaDOE MEP Region X Office

SUBJECT: Three-Year-Old List

DATE: October 8, 2022

This is your copy of the Three-Year-Old List for your school district. We request that the LEA migrant staff and/or other school system personnel verify that these Three-Year-Old continue to reside in your school district. Verification must be completed **after the participant turns Three-Years-old**. It may be accomplished by making a phone call to the family using the information provided. If verification cannot be accomplished via telephone, it may be necessary for a migrant staff member to make a home visit. For systems that do not have migrant staff and cannot make telephone contact to verify residency, please contact our office and we will assist in making family contacts.

Please indicate on the list if the participant is a resident or has moved. Make all marks in **RED** so they can be easily seen and recorded. Please make a copy of this list and return the original verified list to our office no later than **DATE XXXXXX**

If you have any questions, please contact XXXXXXXXXXX, Data Specialist at XXXXXXXXXXX

This is the letter that will be uploaded to the portal for district migrant personnel along with the Three-Year-Old List.

1562 Twin Towers East • 205 Jesse Hill Jr. Drive • Atlanta, GA 30334 • www.gadoe.org

Richard Woods, *Georgia's School Superintendent*

An Equal Opportunity Employer



# MEP Reports Description

The following list is the MEP Reports-forms and a brief description of each.

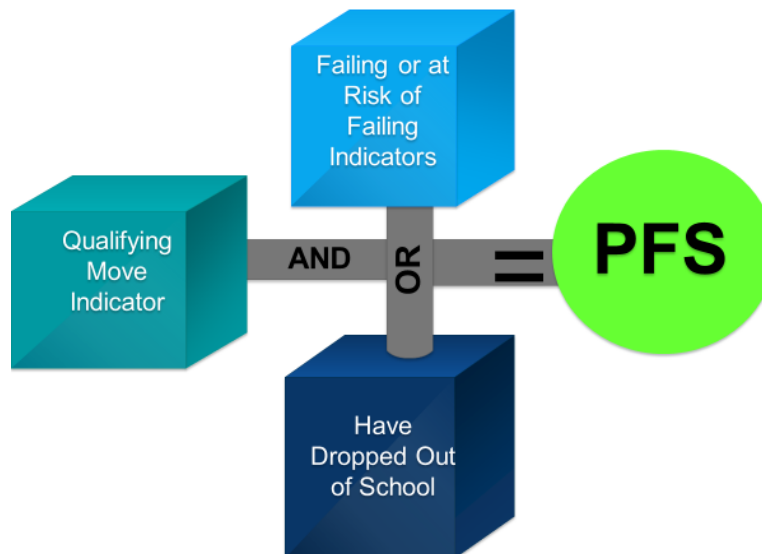
---

<b>Priority For Services</b>	<b>Priority For Services Form:</b> This form is used by LEAs to identify children who meet the academic risk indicators for PFS. This form is completed for new MEP eligible participants in grades k-12, DO and OS.
	<b>Priority For Services Report:</b> This is a list of enrolled K-12, DO and OS students for the current year and the at-risk factors. This report should be updated throughout the semester and returned to the regional MEP office for updating our database. This report will be available for first and second semester or upon request.
<b>Supplemental Services</b>	<b>Regular SY Supplemental Services Report:</b> Districts use the SS tracking form to record services provided to migratory students during the school year. The SS tracking form is submitted to the regional office by the end of each semester. This report shows academic and support services provided to eligible migratory children.
	<b>Summer Supplemental Services Report:</b> Districts use this report to record services provided to migrant students during the summer. It is mailed or email via GaDOE portal to the regional office.

---

# Priority for Services (PFS) Process

Priority for Services is given to migratory children who have made a qualifying move within the previous one (1) year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; OR have dropped out of school. MEP-eligible children must exhibit both factors below in order to be considered PFS:



## The PFS Process in GA

The GAMEP established the PFS determination for all eligible migrant student and youth on a yearly basis. The PFS identification process is ongoing during the regular school year. The process starts with once the re-sign forms are completed.

- Local MEP staff will receive a PFS Identification Form for each K-12 and DO/OSY participant after the re-sign forms are completed. A PFS form for new students is mailed or emailed via the GaDOE portal along with the COE.
- This form must be completed immediately (within two weeks of receipt) and returned to the regional office so that PFS status can be established.
- The PFS report will be sent to districts at the beginning of each semester and/or during the school year (an updated report can be requested to the data specialist at any time). This report is a summary of who is PFS and who is not PFS. LEAs must review the PFS report and provide additional updates based on information at the local school.

In Georgia, the **Qualifying Move Indicator** refers to migratory children or youth who have made a qualifying move within the previous 1-year period.

In order to determine the **Qualifying Move Indicator**:

- Identify the first day of school in the school district. From that date, count back 12 months.
- Identify the last QAD (qualifying arrival date).
- If the child's QAD falls within that previous 12-month range, then the child will get the "X" in qualifying move indicator.

*The qualifying move within the 12-month period can be in another state(s) – check MSIX.*

# Priority for Services Form

Priority for Services Identification Form		School Year: <u>2023-2024</u>																
Title I, Part C - MIGRANT EDUCATION PROGRAM		School System: _____																
<p><b>ATTENTION:</b> The following migrant student does not have a "priority for services" determination for the current school year as required by Title I, Part C - Migrant Education Program (MEP) statute (ESSA, Section 1304(d)). Please complete this form to establish current year "priority for services" identification. <u>MEP funded services cannot be determined or established for this student until the school system has completed this important program requirement.</u></p>																		
<b>I. Student Information</b>																		
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Name: _____</td> <td style="width: 15%;">DOB: _____</td> <td style="width: 15%;">Age: _____</td> <td style="width: 15%;">COE ID: _____</td> <td style="width: 22%;">GTID: _____</td> </tr> <tr> <td>QAD: _____</td> <td>Enrollment Date: _____</td> <td>School: _____</td> <td>Grade: _____</td> <td>School ID: _____</td> </tr> </table>			Name: _____	DOB: _____	Age: _____	COE ID: _____	GTID: _____	QAD: _____	Enrollment Date: _____	School: _____	Grade: _____	School ID: _____						
Name: _____	DOB: _____	Age: _____	COE ID: _____	GTID: _____														
QAD: _____	Enrollment Date: _____	School: _____	Grade: _____	School ID: _____														
<p><b>II. Academic Performance Evaluation</b> - It has been determined that this student is currently <i>eligible</i> for Migrant Education Program (MEP) services. The MEP offers supplemental instructional and/or support services to <i>eligible</i> students, with the program statute requiring that services first go to students identified as having "priority for services". "Priority for services" is granted to migrant students who have made a qualifying move within the previous 1-year period, are either <i>failing or at risk of failing</i> the state's challenging academic content and achievement standards or Drop Out of School (DO).</p>																		
<p><b>Please check all "priority for services" indicators that apply</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">✓</td> <td style="text-align: center;"><i>Qualifying Move Indicator</i></td> </tr> <tr> <td></td> <td>Participant made a qualifying move within the previous 1-year period.</td> </tr> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;"><i>Failing or at Risk of Failing Indicators</i></td> </tr> <tr> <td></td> <td>Scored below established proficiency level on <b>one or more</b> of the Georgia Testing Program assessments: GKIDS ____, MILESTONES: ELA ____, Math ____, or MILESTONES EOC (list name) _____ or other state's required statewide assessments during the past consecutive 12 months (documentation of score(s) must be in student's school records)</td> </tr> <tr> <td></td> <td>During most recent and/or current semester has failing grades in <b>one or more</b> core academic content areas (K - 8) or course(s) required for graduation (9-12), Check all that apply: <input type="checkbox"/> English/Reading <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Other - (Identify): _____</td> </tr> <tr> <td></td> <td>Has insufficient credits for promotion or graduation</td> </tr> <tr> <td></td> <td>Working at grade level below grade placement <b>AND/OR</b> Is over age for grade placement by <b>one or more years</b> (has been retained, started school late, under-schooled, etc.)</td> </tr> <tr> <td></td> <td>Is identified as an English Learner (EL) Test Date: _____ Score: _____ Test Name: _____ <small>*State Board of Education Rule 160-4-5-.02 defines English Learner (EL) as a student whose native, home, or first language is not English, scoring below the established proficiency level on the state-adopted proficiency measure and, if indicated, additional assessments as specified in the Rule</small></td> </tr> </table>			✓	<i>Qualifying Move Indicator</i>		Participant made a qualifying move within the previous 1-year period.	✓	<i>Failing or at Risk of Failing Indicators</i>		Scored below established proficiency level on <b>one or more</b> of the Georgia Testing Program assessments: GKIDS ____, MILESTONES: ELA ____, Math ____, or MILESTONES EOC (list name) _____ or other state's required statewide assessments during the past consecutive 12 months (documentation of score(s) must be in student's school records)		During most recent and/or current semester has failing grades in <b>one or more</b> core academic content areas (K - 8) or course(s) required for graduation (9-12), Check all that apply: <input type="checkbox"/> English/Reading <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Other - (Identify): _____		Has insufficient credits for promotion or graduation		Working at grade level below grade placement <b>AND/OR</b> Is over age for grade placement by <b>one or more years</b> (has been retained, started school late, under-schooled, etc.)		Is identified as an English Learner (EL) Test Date: _____ Score: _____ Test Name: _____ <small>*State Board of Education Rule 160-4-5-.02 defines English Learner (EL) as a student whose native, home, or first language is not English, scoring below the established proficiency level on the state-adopted proficiency measure and, if indicated, additional assessments as specified in the Rule</small>
✓	<i>Qualifying Move Indicator</i>																	
	Participant made a qualifying move within the previous 1-year period.																	
✓	<i>Failing or at Risk of Failing Indicators</i>																	
	Scored below established proficiency level on <b>one or more</b> of the Georgia Testing Program assessments: GKIDS ____, MILESTONES: ELA ____, Math ____, or MILESTONES EOC (list name) _____ or other state's required statewide assessments during the past consecutive 12 months (documentation of score(s) must be in student's school records)																	
	During most recent and/or current semester has failing grades in <b>one or more</b> core academic content areas (K - 8) or course(s) required for graduation (9-12), Check all that apply: <input type="checkbox"/> English/Reading <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Other - (Identify): _____																	
	Has insufficient credits for promotion or graduation																	
	Working at grade level below grade placement <b>AND/OR</b> Is over age for grade placement by <b>one or more years</b> (has been retained, started school late, under-schooled, etc.)																	
	Is identified as an English Learner (EL) Test Date: _____ Score: _____ Test Name: _____ <small>*State Board of Education Rule 160-4-5-.02 defines English Learner (EL) as a student whose native, home, or first language is not English, scoring below the established proficiency level on the state-adopted proficiency measure and, if indicated, additional assessments as specified in the Rule</small>																	
Signature: _____ Title: _____ Date: _____																		
<i>GADOE Staff Use Only</i>																		
<table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Priority for Services</td> <td><input type="checkbox"/> Made a qualifying move within the previous 1-year period, (required), AND Has not made a qualifying move, OR</td> <td><input type="checkbox"/> Failed/currently failing a core subject/state assessment or</td> <td><input type="checkbox"/> at risk of failing on over-age for grade placement, credit deficient, or</td> <td><input type="checkbox"/> Drop out/OSY</td> </tr> <tr> <td><input type="checkbox"/> Not Priority for Services:</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/> on grade level and passed/currently passing all core/required subjects and state assessments.</td> <td colspan="2"></td> </tr> </table>			<input type="checkbox"/> Priority for Services	<input type="checkbox"/> Made a qualifying move within the previous 1-year period, (required), AND Has not made a qualifying move, OR	<input type="checkbox"/> Failed/currently failing a core subject/state assessment or	<input type="checkbox"/> at risk of failing on over-age for grade placement, credit deficient, or	<input type="checkbox"/> Drop out/OSY	<input type="checkbox"/> Not Priority for Services:	<input type="checkbox"/>	<input type="checkbox"/> on grade level and passed/currently passing all core/required subjects and state assessments.								
<input type="checkbox"/> Priority for Services	<input type="checkbox"/> Made a qualifying move within the previous 1-year period, (required), AND Has not made a qualifying move, OR	<input type="checkbox"/> Failed/currently failing a core subject/state assessment or	<input type="checkbox"/> at risk of failing on over-age for grade placement, credit deficient, or	<input type="checkbox"/> Drop out/OSY														
<input type="checkbox"/> Not Priority for Services:	<input type="checkbox"/>	<input type="checkbox"/> on grade level and passed/currently passing all core/required subjects and state assessments.																
Name and Title of Designee: _____ Date: _____																		

## Section I:

Draw one line through the incorrect information, write the correct information above the line, and initial the change. The information collected and reported on this form will be prepopulated on the PFS report that your district will receive.

## Section II: Must be completed carefully.

Place a check mark all at-risk factors that applies to the migrant student or youth or **NA** where no check is needed.

- For 9-12th students, list the GA Milestone EOC test name and three-digit score (or similar from another state).
- For EL: Provide test date, EL score and name of the test.
- Please circle either "working at a grade level below grade placement" or "over age for grade".

- MSIX may be a resource to obtain assessment scores for participants arriving from some states.
- Form **MUST** be completed, signed, and returned to the regional MEP office within **two weeks**. (If you choose to return this form via the MyGaDOE portal).
- A copy of this form will be returned to the district with the bottom portion completed. The district should place the form in the student's file, add the name to the bottom of the most recent PFS report, and send the memo (if student is PFS) to appropriate recipients.
- For more information on the Georgia Milestones scores for EOG or EOC follow the links below:
  - [Georgia Milestones EOG Score Interpretation Guide](#)
  - [Georgia Milestones EOC Score Interpretation Guide](#)

# Priority for Services (PFS) Identification Forms Memo



*Educating Georgia's Future*

**TO:** Migrant Education Program (MEP) LEA Contacts/Student Support Personnel

**FROM:** XXXXXXXXX, MEP Region X Coordinator

**SUBJECT:** Migrant Education Program Priority for Services Identification

**DATE:** Month, day, year

I want to thank you for your assistance in helping us complete the enclosed Priority for Services (PFS) Identification Form(s) for the migrant students in your district. Without your input, we would not be able to maintain accurate information on migrant students in your district. Establishing PFS for eligible migrant students is an important program requirement for your district and our state.

Our records indicate that the migrant student(s), for whom I have enclosed a PFS Identification Form, is/are/has/have been enrolled or is a DO and Out-of-School Youth migrant participant in your district.

All you need to do is:

1. Complete the “check-off” grid on of the form by researching the last qualifying arrival date, current test scores, and academic grades and credits where applicable. It is important that test scores, grades, etc. be current and on file in the student’s school records as we at the Georgia Department of Education require concrete documentation in order to determine a student’s “Priority for Services” status. The only test score that you must write on the form is the student’s EL eligibility test score and Milestones. All others need only be available as documentation in the student’s school records. Complete an OSY profile for Out-of-School Youth participants and add date of completion.
2. Sign, position title, date the form, and return it to Regional Data Specialist within two weeks (10 business days).

We will take the information that you provide and determine for your district whether the student(s) has/have a PFS designation this year.

For specific directions, please refer to the most current version of the ID&R and Data Collections Handbook found here:

<https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Georgia-MEP-Program-Information.aspx>

Thank you again for all you do on behalf of migrant students in your system. Please let us know if we can be of service or if you have any questions concerning migrant students or the Migrant Education Program.

This is the letter that the Lead SSP or the District Coordinator will receive for distribution to the MEP Contact regarding completion of Priority for Service forms. Please follow all directions as indicated and return to the regional office within two weeks. Adherence to this timeline is required and will be monitored regularly by state MEP staff as well as during Title I Cross Functional Monitoring.



# Priority For Services (PFS) Student Report Summary

MIS County		MIS Middle School																	
Gr	Student Name	MIS2000 ID	GTID	Age	DOB	Enroll	QAD	QMI	GKIDS	ELA	Math	EOC	EIP/REP	FG	CD	GL BGP/ OFG	EL	N/A	Priority for Services
08	Ruiz , Frank	M1111111-1	2130841111	14	9/7/2006	8/2/2022	9/15/2020	Y								Y	Y		Y
08	Gonzales, Celia	M122222-1	7630492222	14	4/7/2007	8/2/2022	9/15/2020	Y								Y	Y		Y
08	Flores, Jessica	M235876-1	6226523333	13	2/20/2008	8/2/2022	10/15/2020	Y									Y		Y
09	Tasaico, Jaime	GA0-51116	5421901253	14	12/1/2006	8/2/2022	9/1/2021	Y									Y		Y
07	Polo, Erika	M182000-1	7613708888	12	12/17/2008	8/2/2022	7/20/2020										Y		
09	Perez, Juan	M123045-1	6332825896	14	12/23/2006	8/2/2022	8/5/2021	Y											
08	Alejo, Maria	M178910-2	3724400000	12	7/11/2008	8/2/2022	8/5/2021	Y					Y						Y
09	Rivera, Jose	M202275-1	0000062361	13	7/6/2007	8/2/2022	6/17/2020										Y		
07	Contreras, Mario	GA0-50085	4596783125	12	11/25/2008	8/2/2022	1/20/2021	Y									Y		Y
09	Ruiz,Morgan	GA0-27211	0101016784	14	9/22/2006	8/4/2022	1/20/2021	Y											
07	Diaz , Erika	GA0-57125	8569936699	12	11/25/2008	8/4/2022	1/20/2021	Y											

The data on this report is based on the data collected from the PFS form. An X in the column “Priority for Service” means the individual has been approved for PFS designation by the MEP regional office. You will receive a copy of this report on the via the GADOE portal at the beginning of each semester and/or during the school year (September-October, January-February, and April) and returned via mail or through the GaDOE Portal, please review carefully. Districts are required and therefore expected to serve PFS identified students with defined academic needs prior to serving other MEP students.

Examples of updates or changes that could be needed:

- Failing Grades
- EL score and date of test must be listed along with the name of the test.
- Assessment Scores
- EIP/REP (Information is added by GaMEP data collection)

If an X is missing in the ELA, or Math, please list the assessment scores:

- Grades 3-8, list the Milestone EOG score (three digits or similar from another state) in ELA (Language Arts) as follows:
  - Example: ELA Score 374
- Grades 3-8, list the Milestone EOG score (or similar from another state) in Math (Mathematics)
- For 9-12th, list the Milestone EOC score (or similar from another state).
- If an X is placed in “Not Applicable”, this means that all data was reviewed for all columns and none of the indicators apply. The child is not PFS.

- If there are no X's in any column (including "Not Applicable"), this means that the district has not reported the PFS determination data or no information is available for this child and the LEA must complete and return the PFS ID form.
- Report must be signed and dated from a trained staff

**REMEMBER - a standardized assessment score from another state may be available. Check the assessment record in MSIX.**

As new migrant students are identified as PFS, the district should record their names on the most recent PFS Report or request an updated report from the regional office.

For more information on the Georgia Milestones scores for EOG or EOC follow the links below:

- [Georgia Milestones EOG Score Interpretation Guide](#)
- [Georgia Milestones EOC Score Interpretation Guide](#)

# PFS ID Form and Report Acronyms

<b>K-12 PFS Report Acronyms</b>	<b>Terminology</b>	<b>Helpful Notes</b>
<b>GR</b>	Grade	
<b>COEID#</b>	Certificate of Eligibility ID #	
<b>GTID#</b>	Georgia Testing ID#	Accuracy is important. Provide this number or notify the MEP office if this number is incorrect.
<b>DOB</b>	Date of Birth	
<b>Enroll Date</b>	School entry date	When child is present on their first day of school
<b>QMI</b>	Qualifying Move Indicator	Indicator in PFS
<b>GKIDS</b>	Georgia Kindergarten Inventory of Developing Skills	Scored below of proficiency on GKIDS (applies to K) or similar assessment from another state
<b>ELA</b>	English Language Arts	Scored below proficiency on Milestones Reading or Language Arts (applies to grades 1-8) or similar assessment from another state.
<b>Math</b>	Mathematics	Scored below proficiency on Milestones Math (applies to grades 1-8) or similar assessment from another state.
<b>NPT</b>	Not Passed Test	Scored below proficiency on one or more Milestones EOC assessments in grades 9-12 or similar assessment from another state
<b>EIP/REP</b>	Early Intervention Program/Remedial Education Program	EIP – K-5 program only / REP – 6-12 program only
<b>FG</b>	Failing Grades	Failing grades in one or more core academic content areas (applies to K-12); failing local assessments.
<b>CD</b>	Credit Deficient	Has insufficient credits for promotion or graduation (applies to grades 9-12)
<b>GLBGP</b>	Grade Level Below Grade Placement	Working at grade level below grade level placement (applies to grades K-8). Example: Foundations of Algebra course, reading levels below grade level, etc.
<b>OFG</b>	Over age for Grade	Applies to K-12. Use over age for grade chart.
<b>EL</b>	English Learners	Must meet State Board of Education Rule 160-45.02 (applies to K-12) ACCESS: Score of 5 or less; W-APT: Reading score less than 11 or Writing score less than 12
<b>N/A</b>	Not Applicable	All data elements related to PFS were reviewed and none of the indicators apply. Child is not PFS.

# 2023-2024 School Year-Age/Grade Chart

Use this Age/Grade Chart to complete over age for grade (OFG) on the PFS ID Form

FY2324		
YEAR	AGE	GRADE
9/19-8/20		
9/18-8/19	4/5	Pre-K
9/17-8/18	5/6	K
9/16-8/17	6/7	1
9/15-8/16	7/8	2
9/14-8/15	8/9	3
9/13-8/14	9/10	4
9/12-8/13	10/11	5
9/11-8/12	11/12	6
9/10-8/11	12/13	7
9/09-8/10	13/14	8
9/08-8/09	14/15	9
9/07-8/08	15/16	10
9/06-8/07	16/17	11
9/05-8/06	17/18	12
9/04-8/05	18/19	

# Supplemental Services (SS)

The collection of supplemental services is an important activity in the MEP. This information is loaded in to our MEP database, MIS2000 and is reported to the U.S. Department of Education annually. The school district must keep supporting documentation on file for each supplemental service code provided to migrant children and youth. Additionally, the school district must maintain documentation explaining why services have not been provided for any migrant participant not served by the MEP.

Supplemental Services are collected twice a year during the regular school year (December and May) and once during the summer. The supplemental services codes are the same.

LEA staff reports Supplemental Services by the end of the semester online via MIS2000 MEP system for data entry.

It is important to know that some codes are assigned by GaDOE based on the school districts information in student record.



The Supplemental Services Report is provided to LEAs after Supplemental services codes are entered in MEP Database, MIS2000.

Monday, May 22, 2023 9:23 AM									
Supplemental Services Report									
Georgia County									Georgia High School
Student Name	DOB	MIS2000 ID	GTID	Enroll Date	Grade	Service Start	Code	Name	
DACERES, JACQUELINE	9/16/2006	GA0-111111		NULL	NE				
No Services									
ZAPATA, SORALISIS	5/18/2006	GA0-222222		5/1/2023	09				
No Services									
FLORES, FRANCISCO	8/15/2005	GA0-333333		4/19/2023	09				
No Services									
TORRES PATRICIA K	5/24/2008	M262102-4	1401208111	8/9/2022	08				
						8/9/2022	122	Social Work/Advocacy/Outreach (122)	
						8/9/2022	602	Reading (NC) -602	
						8/9/2022	603	Language Arts (NC)-603	
						8/9/2022	604	Math (NC) -604	
						8/9/2022	605	Science (NC) -605	
						8/9/2022	606	Social Studies (NC)-606	

# Supplemental Services Codes and Descriptions

SS Codes	Description	Example
<b>(102) Reading</b>  <b>Migrant funds must be spent.</b>	Reading instruction <u>delivered by a certified educator</u> for individuals or groups of students. Applies to grades K-12. Instruction may occur in-person or through the use of technology.	Examples: A Title I C-Migrant paid teacher or system contracted certified tutor conducting reading instruction; students learning to read using the Math, Science, and English/Language Arts Curriculum
<b>(103) Language Arts</b>  <b>Migrant funds must be spent</b>	Writing, speaking, and listening instruction <u>delivered by a certified educator</u> for individuals or groups of students. Applies to grades K-12. Instruction may occur in-person or through the use of technology.	Examples: A Title I C-Migrant paid teacher or system contracted certified tutor conducting reading instruction; students learning language arts using the Math, Science and English/Language Arts Curriculum.
<b>(104) Math</b>  <b>Migrant funds must be spent.</b>	Math instruction <u>delivered by a certified educator</u> for individuals or groups of students. Applies to grades K-12. Instruction may occur in-person or through the use of technology.	Examples: A Title I C-Migrant paid teacher or system certified tutor conducting math instruction; students learning math using the Math, Science, and English/Language Arts Curriculum.
<b>(105) Science</b>  <b>Migrant funds must be spent.</b>	Science instruction <u>delivered by a certified educator</u> for individuals or groups of students. Applies to grades K-12. Instruction may occur in-person or through the use of technology.	Examples: A Title I C-Migrant paid teacher or system contracted certified tutor conducting science instruction; students learning science using the Math, Science, and English/Language Arts Curriculum.
<b>(106) Social Studies</b>  <b>Migrant funds must be spent</b>	Social studies, government, and/or civics instruction <u>delivered by a certified educator</u> for individuals or groups of students. Applies to grades K-12. Instruction may occur in-person or through the use of technology.	Examples: A Title I C-Migrant paid teacher or system contracted certified tutor conducting social studies instruction.
<b>(107) General Tutorial (Outside Core Subject)</b>  <b>Migrant funds must be spent</b>	Supplemental <u>instructional</u> assistance not otherwise covered by codes 102, 103, 104, 105, or 106 <u>delivered by a certified educator</u> . Applies to grades K-12.	Example: Supplemental tutoring in non-core content areas such as increasing computer skills, helping a student prepare a speech for class, teaching organizational skills and note-taking, etc.



SS Codes	Description	Example
	Instruction may occur in-person or through the use of technology.	
<b>(110) Career Education/Exploration</b>  <b>(NO Migrant funds need be expended other than staff time)</b>	Career Education/Exploration services that provide an awareness of career options, work values, work- seeking, and work-getting skills. Applies to grades 6-12.	Examples: An MEP-funded person conducting career awareness workshops for middle and secondary students; high school students receiving instruction in how to complete a job application.
<b>(111) HSED/High School Equivalency Diploma</b>  <b>(NO Migrant funds need be expended other than staff time)</b>	Tutoring or support services to assist students in the preparation for the equivalent of a high school diploma. Applies to participants 16 years of age and older.	Examples: An MEP-funded person delivering instruction to prepare a participant to take the HSED exam.
<b>(115) Writing</b>  <b>Migrant funds must be spent.</b>	Writing instruction delivered by a certified educator for individuals or groups of students. Code may be used when the district <b>DOES NOT</b> have an approved Writing Implementation Plan. Applies to grades K-12.	Examples: A Title I C -Migrant paid teacher or system-contracted certified tutor conducting writing instruction; students learning and using writing within Math, Social Studies, Science, and ELA.
<b>(116) Writing</b>  <b>Migrant funds must be spent.</b>	Writing instruction delivered by a certified educator for individuals or groups of students. Code is used when the district <b>has an</b> approved Writing Implementation Plan. Applies to grades K-12.	Examples: A Title I C -Migrant paid teacher or system-contracted certified tutor conducting writing instruction; students learning and using writing within Math, Social Studies, Science, and ELA.
<b>(121) Guidance/Counseling</b>  <b>(NO Migrant funds need be expended other than staff time)</b>	Activities that provide advisement to students and/or parents on high school graduation requirements and post-secondary educational or personal development. Using goal-setting workshop materials with participants. Applies to grades 6-12 and OSY.	Examples: An MEP-funded person providing advisement in areas related to scholarships, post-secondary options, applying to colleges, completing the FAFSA, College Day Events, etc. to individuals or groups of students. Delivering a goal-setting workshop with students or OSY.
<b>(122) Social Work/Advocacy Outreach</b>  <b>(NO Migrant funds need be expended other than staff time)</b>	Successful coordination, referral, and/or linkage with other agencies or services to ensure that children receive available support. Applies to all participants.	Examples: Securing emergency food/groceries/clothing/shoes for students; facilitating translation or interpretation for migrant parent-teacher conferences; conducting school-home linkage activities; referring students to other

SS Codes	Description	Example
		educational programs or services such as Bright From the Start, PreK, Boys & Girls Clubs, and HSED programs; arranging for any health or dental visits.
<b>(123) HSED (GED)/HEP/CAMP</b>  <b>(NO Migrant funds need be expended other than staff time)</b>	Informational Code: Coordination, referral, <u>and</u> successful placement in any of these programs such as the HSED(GED)/HEP or CAMP program. Applies to participants 16 years of age and older.	Examples: Working with participants and service providers such as a local GED program, HEP or CAMP to facilitate participants' enrollment in these programs.
<b>(124) Health (limited medical)</b>  <b>Migrant funds must be spent</b>	Limited medical emergencies immunizations, screenings, medical appointments paid fully or partially by MEP. Applies to all participants.	Examples: Exams, eyeglasses, hearing aids, or vaccinations.
<b>(125) Dental</b>  <b>Migrant funds must be spent.</b>	Emergency dental services paid fully or partially by MEP that contributes to the dental health of the participant, including screening and treatment. (Other options should be explored first.) Applies to all participants.	Example: Emergency dental work.
<b>(126) Nutrition</b>  <b>Migrant funds must be spent.</b>	Food paid fully or partially by the MEP such as meals, lunches, or snacks in connection with MEP activities/events/meetings.  Applies to all participants.	This code is not for free lunch.  Food costs associated with migrant parental involvement meetings/events; or MEP-related events (e.g. reasonable expenditures associated with PAC, incidental meals purchased for students attending college experience day, especially when events extend through mealtime)
<b>(127) Pupil Transportation</b>  <b>Migrant funds must be spent.</b>	Costs associated with transporting <u>students</u> to and from school activities, between school and home, on field trips related to school activities, or for support services.  Applies to all participants.	Examples: Transportation costs associated with college experience events, CAMP, or paying for taxi for a <u>student</u> to attend an event.
<b>(134) School Enrollment</b>  <b>(NO Migrant funds need be expended other than staff time)</b>	Assistance with school enrollment.  Applies to all participants.	Examples: MEP staff assisting with completing forms for school registration or HEP, Head Start or Pre-K enrollment.

SS Codes	Description	Example
<p><b>(154) Reading</b> <b>Preschool <u>Home-Based</u></b></p> <p><b>Migrant funds must be spent</b></p>	<p>Reading developmental instruction provided to preschool children (<u>3 to 5 years of age</u>) and/or their parents in their home by a certified teacher.</p> <p>Instruction may occur in-person or through the use of technology.</p>	<p>Example: Tutoring in reading provided in the home setting.</p>
<p><b>(155) Math</b> <b>Preschool <u>Home-Based</u></b></p> <p><b>Migrant funds must be spent</b></p>	<p>Math developmental instruction provided to preschool children (<u>3 to 5 years of age</u>) and/or their parents in their home by certified teacher.</p> <p>Instruction may occur in-person or through the use of technology.</p>	<p>Example: Tutoring in math provided in the home setting.</p>
<p><b>(156) Reading</b> <b>Preschool <u>Facility-Based</u></b></p> <p><b>Migrant funds must be spent.</b></p>	<p>Reading services for preschool children (<u>3 to 5 years of age</u>) on the child’s interest, abilities, needs, and background, usually provided in a preschool facility or in other programs by a certified teacher.</p>	<p>Example: Tutoring in reading provided in a facility such PreK or Head Start.</p>
<p><b>(157) Math</b> <b>Preschool <u>Facility-Based</u></b></p> <p><b>Migrant funds must be spent</b></p>	<p>Math services for pre-kindergarten children (<u>3 to 5 years of age</u>) on the child’s interest, abilities, needs, and background, usually provided in a preschool facility or in other programs by a certified teacher.</p>	<p>Example: Tutoring in math provided in a facility such as PreK or Head Start.</p>
<p><b>(200) Academic Monitoring</b></p> <p><b>(NO Migrant funds need be expended other than staff time)</b></p>	<p>Designated for students for whom academic supplemental services are not needed at the time of reporting.</p> <p>Components of monitoring: Communications with participant, academic professionals, <u>and</u> review of student grades or performance.</p> <p>Applies to all participants.</p>	<p>This code does not refer to ESOL monitoring.</p> <p>Example: SSP tracking the grades/progress of a participant not currently receiving academic assistance through the MEP, an SSP speaking with Head Start staff to determine placement, or an SSP communicating with OSY about their needs related to changing needs/goals.</p>
<p><b>(602) Reading</b></p> <p><b>Migrant funds must be spent</b></p>	<p>Reading supplemental instructional assistance for individuals or groups of students <u>delivered by a non-certified educator</u>.</p> <p>Applies to grades K-12.</p> <p>Instruction may occur in-person or</p>	<p>Example: A Title I C -Migrant paid paraprofessional working with students in reading during the instructional day or in a home-based model during summer school.</p>

SS Codes	Description	Example
	through the use of technology.	
<b>(603) Language Arts Applies to grades K-12.</b>  <b>Migrant funds must be spent</b>	Writing, speaking, and listening supplemental instructional assistance for individuals or groups of students <u>delivered by a non-certified educator</u> . Applies to grades K-12. Instruction may occur in-person or through the use of technology.	Example: A Title I C -Migrant paid paraprofessional working with students in language arts during the instructional day or in a home-based model during summer school.
<b>(604) Math</b>  <b>Migrant funds must be spent</b>	Math supplemental instructional assistance for individuals or groups of students <u>delivered by a non-certified educator</u> . Applies to grades K-12. Instruction may occur in-person or through the use of technology.	Example: A Title I C -Migrant paid paraprofessional working with students in math during the instructional day or in a home-based model during summer school.
<b>(605) Science</b>  <b>Migrant funds must be spent</b>	Science supplemental instructional assistance for individuals or groups of students <u>delivered by a non-certified educator</u> .  Applies to grades K-12. No IP is required. Instruction may occur in-person or through the use of technology.	Example: A Title I C-Migrant paid paraprofessional working with students in science during the instructional day or in a home-based model during summer school.
<b>(606) Social Studies</b>  <b>Migrant funds must be spent</b>	Social studies supplemental instructional assistance for individuals or groups of students <u>delivered by a non-certified educator</u> . Applies to grades K-12. No IP is required. Instruction may occur in-person or through the use of technology.	Example: a Title I C -Migrant paid paraprofessional working with students in social studies during the instructional day or in a home based model during summer school.
<b>(607) General Tutorial (Outside Core Subject)</b>  <b>Migrant funds must be spent</b>	Supplemental <u>instructional</u> assistance not otherwise covered by codes 602, 603, 604, 605, or 606. Applies to grades K-12. Instruction may occur in-person or through the use of technology.	Example: Supplemental tutoring in non-core content areas such as increasing computer skills, helping a student prepare a speech for class, or teaching organizational skills and note-taking.

SS Codes	Description	Example
<p><b>(615) Writing</b></p> <p><b>Migrant funds must be spent</b></p>	<p>Writing supplemental instructional assistance for individuals or groups of students. Instruction may occur in-person or through the use of technology. Code may be used when the district <b>DOES NOT</b> have an approved Writing Implementation Plan. Applies to grades K-12.</p>	<p>Examples: a Title I C -Migrant paid paraprofessional or system-contracted tutor conducting writing instruction; students learning and using writing within Math, Social Studies, Science, and ELA.</p>
<p><b>(616) Writing</b></p> <p><b>Migrant funds must be spent</b></p>	<p>Writing supplemental instructional assistance for individuals or groups of students. Instruction may occur in-person or through the use of technology. Code is used when the district <b>has an</b> approved Writing Implementation Plan. Applies to grades K-12.</p>	<p>Examples: a Title I C -Migrant paid paraprofessional or system-contracted tutor conducting writing instruction; students learning and using writing within Math, Social Studies, Science, and ELA.</p>
<p><b>(654) Reading</b></p> <p><b>Preschool <u>Home-Based</u></b></p> <p><b>Migrant funds must be spent</b></p>	<p>Reading developmental instruction provided to preschool children (<u>3 to 5 years of age</u>) and their parents in their home by a Title I C -Migrant paid paraprofessional. Instruction may occur in-person or through the use of technology.</p>	<p>Example: Tutoring in reading provided in the home setting.</p>
<p><b>(655) Math</b></p> <p><b>Preschool <u>Home-Based</u></b></p> <p><b>Migrant funds must be spent</b></p>	<p>Math developmental instruction provided to preschool children (<u>3 to 5 years of age</u>) and their parents in their home by a Title I C -Migrant paid paraprofessional. Instruction may occur in-person or through the use of technology.</p>	<p>Example: Tutoring in math provided in the home setting.</p>
<p><b>(656) Reading</b></p> <p><b>Preschool <u>Facility-Based</u></b></p> <p><b>Migrant funds must be spent</b></p>	<p>Reading services for preschool children (<u>3 to 5 years of age</u>) on the child's interest, abilities, needs, and background, usually provided in a preschool facility or in other programs by a Title I C -Migrant paid paraprofessional.</p>	<p>Example: Tutoring in reading provided in a facility such as Pre-K</p>
<p><b>(657) Math</b></p> <p><b>Preschool <u>Facility-Based</u></b></p> <p><b>Migrant funds must be spent</b></p>	<p>Math services for preschool children (<u>3 to 5 years of age</u>) on the child's interest, abilities, needs, and background, usually provided in a preschool facility or in other programs by a Title I C -Migrant paid paraprofessional.</p>	<p>Example: Tutoring in math provided in a facility such as Pre-K</p>

SS Codes	Description	Example
<p><b>(704) Family Engagement – School Readiness</b></p> <p><b>(NO Migrant funds are expended other than staff time)</b></p>	<p>Instructional activities for use with P3-P5 if not enrolled in an academic program. Designed to assist and encourage families and/or guardians to work on basic skills to help preschool participants be prepared for school.</p>	<p>Example: Lessons taught to actively engage families in their child’s acquisition of the basic skills needed to enter school.</p>
<p><b>(705) Family Engagement– Preschool (site-based, academic program), PK-12, OSY (NO Migrant funds are expended other than staff time)</b></p>	<p>Instructional activities designed to empower, assist and encourage families and/or guardians to work on basic skills to help participants achieve academic success and encourage continuation of education.</p>	<p>Example: An SSP speaking to parents about their child’s progress towards graduation, an SSP speaking to the family member of an OSY about the importance of pursuing education programs in the area.</p> <p>Note: Passing out pamphlets or lists of educational resources is not included in the scope of this code—a conversation/discussion needs to occur in order to use this code.</p>
<p><b>(706) OSY English Lessons</b></p> <p><b>(NO Migrant funds are expended other than staff time)</b></p>	<p>Supplemental instructional lessons in learning English for individuals or groups of participants; provided by MEP-funded paraprofessional/tutor/certified teacher in person or through digital media/platform.</p>	<p>Example: A district using digital media/platform to teach math GOSOSY or locally created English lesson to OSY.</p>
<p><b>(707) OSY Health Lessons</b></p> <p><b>(NO Migrant funds are expended other than staff time)</b></p>	<p>Supplemental instructional lessons in health education targeting OSY; taught by MEP funded paraprofessional/tutor/certified teacher in person or through digital media/platform.</p>	<p>Example: A district using digital media/platform to teach OSY about preventing heat stroke.</p>
<p><b>(708) OSY Profile</b></p>	<p>Informational Code. OSY profile completed for determining Priority for Services.</p>	
<p><b>(709) OSY Math Lessons</b></p> <p><b>(NO Migrant funds are expended other than staff time)</b></p>	<p>Supplemental instructional lessons in math for OSY provided by MEP-funded paraprofessional/tutor/certified teacher in person or through digital media/platform.</p>	<p>Example: A district using digital media/platform to teach a math GOSOSY or locally created math lesson to OSY.</p>

SS Codes	Description	Example
<p><b>(710) OSY Goal Setting</b></p> <p><b>(NO Migrant funds are expended other than staff time)</b></p>	<p>Supplemental instructional lessons in goal setting targeting OSY; taught by MEP funded paraprofessional/tutor/certified teacher in person or through digital media/platform.</p>	<p>Example: A district using the GOSOSY goal-setting materials to teach OSY about setting goals and working toward achieving them.</p>
<p><b>(711) OSY General Lessons (other than English, math, health, or goal setting)</b></p> <p><b>(NO Migrant funds are expended other than staff time)</b></p>	<p>Supplemental instructional lessons in topics other than English, health or goal setting targeting OSY; taught by MEP funded paraprofessional/tutor/certified teacher in person or through digital media/platform.</p>	<p>Example: A district using digital media/platform to teach OSY a GOSOSY or locally created lesson about careers.</p>

# Supplemental Service Codes- Certified and Non-Certified Educator

As noted in the descriptions on the previous pages, some SS codes are connected to the teacher certification status of the service provider.

This chart shows a breakdown of codes to ensure accurate reporting.

Certified Staff	Non-Certified Staff	Both Certified and Non-Certified Staff
102	602	110
103	603	111
104	604	121
105	605	122
106	606	123
107	607	124
115	615	125
116	616	126
154	654	127
155	655	134
156	656	200
157	657	704
		705
		706
		707
		708
		709
		710
		711




# MEP Grade Grid

The grade grid should be used to interpret and complete the reports.

GRADE LEVEL	DESCRIPTION
P0	Participant who has not reached 1 year of age
P1	Participant who has not reached 2 years of age
P2	Participant who has not reached 3 years of age
P3	Participant who has not reached 4 years of age
P4	Participant who has not reached 5 years of age
P5	Participant who has not reached 6 years of age
PS	Participant who is enrolled in a <b>Pre School</b> program that is paid for using Migrant funds
PK	Participant who is enrolled in a <b>PK</b> program
K	Participant who is in <b>Kindergarten</b> – either in public, private, or home school setting
01 – 12	Participant who is in <b>First</b> grade – <b>Twelfth</b> grade either in public, private, or home school setting
UG	<b>Ungraded</b> – Participant attending classes that are not separated by grade level (i.e. Special Ed)
NE	<b>Not Enrolled</b> – Participant of school age but not currently enrolled in school
GP	<b>Graduation Pending</b> – Participant who has not satisfied all parts of the discontinued graduation test (prior to 2015) and is not enrolled in school
DO	<b>Drop Out</b> – Participant who has <b>attended</b> a school in the United States and has dropped out of school
OS	<b>Out of School Youth</b> – Participant who has <b>never attended</b> a school in the United States and has dropped out of school

# Continuation of Services (COS)



Georgia Department of Education Educating Georgia's Future

## Request for Approval for Continuation of Current Education Services (COS)

*This form must be submitted to the Regional Office prior to the end of eligibility*

STUDENT			
District: _____			
Student's Name: _____			
Last	First	M.I.	
DOB _____	COE ID#: _____		
School _____	Grade _____	EOE _____	
<b>DEFINE</b> MEP education service(s) received at time of EOE to be continued (i.e. math tutoring – three hours per week):			
<b>EXPLAIN</b> why this/these education service(s) should be continued (i.e. achievement remains borderline or failing, etc. Please attach proper documentation):			
<b>EXPLAIN</b> the process and resulting outcomes used to determine that the MEP is the only resource available to meet this student's need for the continuation of the defined education service(s):			
COS Requested <input type="checkbox"/>	Additional year/ no comparable services <input type="checkbox"/>	Serving secondary students through credit accrual program(s) until graduation <input type="checkbox"/>	
Start Date: _____			
End Date: _____			
LEA			
Name of person completing this form: _____ Title: _____			
School: _____	Email: _____	Phone #: _____	Date: _____
GaDOE MEP Regional Office			
ACCEPTED <input type="checkbox"/>	DECLINED <input type="checkbox"/>	Reason for declination:	
Reviewed Signature _____	Date _____	GaDOE MEP Regional Coordinator _____	Date _____

**NOTE:** Here are three instances where COS is possible:

1. A child's eligibility ends during the school term and the district provides services for the **duration of the term** [fall, spring, summer, intersession].
2. A child's eligibility ends, and the district provides services for an **additional school year** because comparable services are not available through other programs.
3. A district continues to serve secondary school students who were eligible for services in secondary school through **credit accrual programs until they graduate**.


- \* COS begins the day after the semester ends. Example: EOE is 4/4-child is served until last day 5/30- COS start 5/31-runs 1 year.
- \* COS students must be coded as "C" in the local SIS.
- \* Request for approval of continuation of current services must be used only for COS2 and COS3.

# ***Providing Updates to the MEP Database***

As already mentioned in this handbook, keeping the state database up to date is very important. The following pages will explain how to provide on-going updates on important information for migratory children and youth.

- Information Change Form/ Departure Form
- Name and Birth Date Changes
- MSIX Move Notifications

# Information Change Form and Departure form



Georgia Department of Education  
Title I, Part C – Migrant Education Program  
Information Change/Departure Form

Date: MM/DD/YYYY     Information Change     Departure

School System			
Staff Name			
Family Name	Father	Mother	

Please complete the appropriate sections and boxes for the children listed on this form.

Date of Departure	MM/DD/YYYY	Relocated to: County	City	State
A. Change of Schools	MM/DD/YYYY			
B. Change of Address				
Old Address:				New Phone #
New Address:				

Please list ALL children in family for whom this information applies.

Child's Name	Date of Birth	MIS200ID#	Former School Name/Code	New School Name/Code	Enrollment Date	Grade Level	*Graduation Code and Date

\*G = Graduation  
\*H = High School Equivalency/Diploma

<input type="checkbox"/>	Online MSIX Notification submitted ( <a href="https://msix.ed.gov">https://msix.ed.gov</a> )	Date: MM/DD/YYYY
--------------------------	--	------------------

COMMENTS:

Please email this form via GaDOE Portal  
Richard Woods, Georgia's School Superintendent  
Revised May 2022  
All Rights Reserved

- Information Change:  
This option is used to update information for **changes within the school district.**
- Departure:  
This option is used to update information for **moves across school district lines**

Complete the form and email it via GaDOE portal to the regional data  
Keep a copy on file for Title I Cross-Functional Monitoring purposes.  
This form is used after the MPR is updated, finalized, and submitted by the district.

It should be used during periods between the MPR report deliveries.

This form can be found on the GaDOE MEP website here:

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Gamep-Forms-and-Documents.aspx>.

**IMPORTANT!**

**Provide the date when the online MSIX move notification was submitted. Provide the date when you notified the regional data specialist via email when a high school student moves out of the district.**

## ***Name or Birth Date Changes***

1. For enrolled students in grades K-12:

- K-12 students are required to provide a birth certificate at the time of school enrollment. The school then follows the procedures outlined by the Georgia Department of Education Data Collections for name processing rules: <http://www.gadoe.org/Technology-Services/Data-Collections/Pages/Data-Collection-Documentation.aspx>
- If the district MEP staff or GaDOE MEP staff identifies a discrepancy in the name of a participant, the district will send to the regional office a query report from their Student Information System (SIS) highlighting the name of participants that need to be corrected. This SIS report must be attached to the info change form or MEP current enrollment report and sent to the regional office.
- Since the school has verified the birth certificate, the GaDOE MEP does not require a copy of the birth certificate to update our MEP database. In rare situations, there may be a name or birth date discrepancy that is unable to be resolved by reviewing the SIS report and MEP report. In these very rare situations, a copy of the birth certificate may be requested.

2. Preschool, OSY, Drop-Outs, and NE Participants:

- A birth certificate is required to update or change a name or date of birth of a P0, P1, P2, P3, P4, P5, DO, OS, and NE.
- The birth certificate must be attached to the info change form or MEP migrant participant report and sent to the data specialist.

***Our MEP database must match the school database to ensure accuracy of the student record.***

# Records Transfer: High School Transcripts

## Out of State Transcripts in the District

Receiving out-of-state transcripts for a secondary school student is an important aspect of ensuring there are no delays in course placement. When your district receives records/transcripts from another state or country for a secondary age student, please send the following email to Yesica Ordonez ([yordonez@doe.k12.ga.us](mailto:yordonez@doe.k12.ga.us)):

### **Use this sample email message:**

*Out of state or country records were received in our district for this secondary student: MEP ID # (no names needed).*

The GaMEP will update this information in the MEP Database and then upload to MSIX. This will ensure any schools in Georgia or elsewhere, is aware of where the most current school records are located.

## Course History-Students Attending a Semester-only or Summer-only Credit Courses

- When a student completes a course (on the block, semester, or summer), and grades/credits are granted, the local migrant staff must report the grades/credits earned to the GAMEP.
- Local staff will mail to the regional office or email via GaDOE portal a copy of the student transcript showing the most recent (block, semester, or summer) courses grades/credits earned.
- GaMEP staff will enter these courses and grades/credits earned in MEP Database and to MSIX.

## Course History-Students Attending a Partial School Year

- Local migrant staff submits an online MSIX move notification and send a departure form to the regional data specialist by GaDOE portal email.
- Local migrant staff contact the State Data Collections Coordinator ([yordonez@doe.k12.ga.us](mailto:yordonez@doe.k12.ga.us)) to provide the Student ID number.
- LEA staff collects and provide to State Data Collections Coordinator the following information from the school (Local SIS, teachers, counselors, etc.)
  - a. Course name, grade to date (numerical) provided by the teacher, and clock hours. This is the number of hours the student has been enrolled in the class.OR
- Course name, final grade, and credits granted.
- Once the information is provided, it is transferred to the MEP database, MIS2000. Since MEP database loads to MSIX daily, this course/grade information begins to appear in MSIX within 24 hours.

# MSIX Move Notifications

Local MEP staff must send the online MSIX move notification to a state or district about students moving in or out of the district or state.

- Sending the online MSIX move notification is an important part of the records transfer and ID&R process in the MEP.
- Local staff must send these notices as soon as they are aware of a move.

**Move Notice** ✕

This student is moving from our area to your area ▼

Comments

0 / 250

**Recipient**

Select the State, District and School to ensure the move notification is sent to the appropriate Data Administrator.

State  
Georgia ▼

District ▼

[Cancel](#) SUBMIT

# MSIX Information Change Request Form



*Educating Georgia's Future*

## MSIX INFORMATION CHANGE REQUEST FORM

MSIX ID number: _____	Date reported: _____
Name of requestor: _____	
Relationship: _____	
Contact number: _____	
Description of request: _____	
_____	
_____	
Actual information in MSIX: _____	
_____	
Change requested: _____	
_____	
_____	
Documentation Required for Changes to Name(s): Date of Birth, Grades, and Assessment Scores	
<input type="checkbox"/> Birth Certificate <input type="checkbox"/> Marriage Certificate <input type="checkbox"/> Report Card <input type="checkbox"/> Assessment Score <input type="checkbox"/> Other _____	
<b>State Use Only</b>	
Request reviewed by: _____	Date: _____
Request approved: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Comments: _____	
COEstar Updated: <input type="checkbox"/> Yes <input type="checkbox"/> No	Other State Notification: <input type="checkbox"/> Yes <input type="checkbox"/> No
Date Sent: _____	
Comments: _____	

This is the information change form request for a parent who is requesting a change on MSIX.



# Memorandums Used During the Year

# Acceptance Letter Memorandum



*Educating Georgia's Future*

## MEP Acceptance Letter Memorandum

**DATE:** October 8, 2022

### MEMORANDUM

**TO:** District Migrant Program Contacts and Student Services Providers

**FROM:** Iliana Garcia-Acevedo, Migrant Education Program State Data Specialist

**SUBJECT:** Migrant Education Program Acceptance Letter(s)

District Contacts and Student Services Providers:

Your acceptance letter templates in English and Spanish have been uploaded to the Georgia Department of Education (GaDOE) portal. Please download and save the letter for processing with each friendly copy of the approved COE. Enter the information indicated by the brackets, [ ], to correspond with the participant(s) information. Once the changes have been made to the English and Spanish versions, print the letters on YOUR district's letterhead and mail. Remember to print a copy of the letter for your records. Please remember to keep a copy of the letter(s) in your files. It does not have to be returned to your regional office.

If you have any questions concerning this process, please contact me.

Sincerely,

Iliana Garcia-Acevedo, State Data Specialist

1562 Twin Towers East • 205 Jesse Hill Jr. Drive • Atlanta, GA 30334 • [www.gadoe.org](http://www.gadoe.org)

Richard Woods, *Georgia's School Superintendent*

An Equal Opportunity Employer



# Ineligible Student Report Memorandum



Educating Georgia's Future

## MEMORANDUM

**DATE:** XXXXXXXX

**FROM:** XXXXXXXX, Coordinator  
GaDOE MEP Region XX Office

**SUBJECT:** Migrant Education Program Eligibility

Accompanying this memo, you will find an important document which requires your immediate action and attention. The document is:

*An Ineligible Student Report of students in your district who were misidentified as eligible to receive MEP supplemental services. These students are not to be served with MEP funded supplemental services, even if such services may have already begun for the 2023-2024 school year. Parents and guardians are being notified of Program eligibility changes directly by Department of Education Title I, Part C Program staff.*

### REQUIRED ACTION:

- Each of these students must immediately have the Migrant status coding removed from the district's Student Information System for the current year.

We must always work to ensure that only eligible students are served in the Migrant Education Program. Throughout the course of the year, the GaDOE MEP Regional Office coordinator serving your district and his or her staff will be working closely with you and your MEP funded staff to meet the needs of your eligible Migrant students.

1562 Twin Towers East • 205 Jesse Hill Jr. Drive • Atlanta, GA 30334 • [www.gadoe.org](http://www.gadoe.org)

Richard Woods, *Georgia's School Superintendent*

An Equal Opportunity Employer



# Georgia MEP Acceptance Letters

MEP Acceptance Letter to K-12 Parents

[Date]

Dear Parent,

This letter is to inform you that, based on information that the Georgia Department of Education recently received, your child/children has/have been approved for the \_\_\_\_\_ [District Name] Migrant Education Program (MEP). Your child's/children's eligibility for the MEP will last for a period of three years beginning on \_\_\_\_\_ (QAD).

As a participant in the MEP, your child/children is/are now eligible to receive supplemental academic services; such as tutoring and/or access to academic summer programs, as well as to receive free lunch until \_\_\_\_\_ [EOE Date]. The MEP is a free program designed to help migrant children overcome the challenges they may encounter due to recent moves and to be successful in school. If you have any questions or require assistance for your child/children in school, please do not hesitate to contact \_\_\_\_\_ [Name of SSP/Migrant Contact] at \_\_\_\_\_ [Phone Number].

We look forward to working with you and your child/children!

Sincerely,

\_\_\_\_\_  
Migrant Contact/SSP

## MEP Acceptance Letter to OSY Participants

(Date)

Dear Participant,

This letter is to inform you that based on information that the Georgia Department of Education recently received, you have been approved for the \_\_\_\_\_ (District Name) Migrant Education Program (MEP). Your eligibility for the MEP will last for a period of three years beginning on \_\_\_\_\_ (QAD). As a participant in the MEP, you are eligible to receive supplemental academic services, such as access to educational materials and/or to programs to help you obtain your High-School Equivalency Diploma (GED) until \_\_\_\_\_ (EOE Date). The MEP is a free program designed to help you overcome the challenges you may encounter due to your recent move(s) and be successful. If you have any questions, or require assistance, please do not hesitate to contact \_\_\_\_\_ (Name of SSP/Migrant Contact) at \_\_\_\_\_ (Phone Number).

We look forward to working with you!

Sincerely,

\_\_\_\_\_  
Migrant Contact/SSP

# Eligible Students School Nutrition Memorandums



Educating Georgia's Future

## MEMORANDUM

**TO:** Local School Nutrition Directors and Manager Supervisors  
**CC:** Local School Migrant Education Program (MEP) Contacts  
**FROM:** XXXXXXX, Coordinator, GaDOE MEP Region X Office  
**SUBJECT:** Migrant Eligible Students

Federal regulations require a carryover of eligibility for free and reduced-price lunches of up to 30 operating days into the new school year (2022-2023). Therefore, at the beginning of school, you are able to continue to use last year's (2021-2022) eligibility information for migrants to provide services. Enclosed is an updated roster of students that contains the names of all students who are eligible for the Migrant Education Program (MEP) for SY 2022-2023.

It is important to review this roster carefully for two reasons:

1. The roster may contain the names of students identified and recruited as migrant during home visits by our staff over the summer vacation. Their migrant status is new to you, and you will want to be certain that they receive free and reduced lunch services. You will want to approve them for free benefits immediately.
2. Students who were eligible for the MEP at the conclusion of the last school year (2021-2022) or during summer programs are not necessarily eligible for the MEP now. Program eligibility ends after 36 consecutive months in the same school district, and students may have reached end of eligibility (EOE) during summer vacation. These students must be removed from your free rosters prior to the 1<sup>st</sup> operating day of SY 2022-2023.

Migrant staff members in our office and in your district are going to spend time at the beginning of this school year verifying if the students on the roster have returned and are enrolled. Therefore, please keep in mind that the roster may contain the names of students who have departed. When the roster for your district has been cleaned up - departed students have been removed from the list, and any additional newly identified students have been added – we will send you an updated copy. Depending on the size of your migrant enrollment, this process could take anywhere from a few days to a few weeks. In the meantime, you can rely on this roster to identify the currently eligible students for your free and reduced lunch program.

We will continue to upload lists of newly identified migrant students to the portal by the 10<sup>th</sup> of each month throughout the year. We realize the importance of providing these children with a healthy and nutritious meals, so please do not hesitate to contact us at the GaDOE Region X MEP office if you ever have doubts or questions.

Enclosure: Migrant Eligible Student Roster

1854 Twin Towers East • 205 Jesse Hill Jr. Drive • Atlanta, GA 30334 • [www.gadoe.org](http://www.gadoe.org)

Richard Woods, *Georgia's School Superintendent*

An Equal Opportunity Employer



# Ineligible Letter

  
Georgia Department of Education

*Educating Georgia's Future*

---

Date

Parent/Child Name  
Address  
City State

Dear Parent/Child Name,

A representative from the Georgia Department of Education (GaDOE) Migrant Education Program (MEP) recently visited you and/or your family to update and confirm the Migrant Education Program (MEP) eligibility information currently on file for you and/or your children in the GaDOE MEP Region X office.

Based on answers to the questions about you/your family's work and travel, it was determined that you and/or your children (Child or Youth Name) are ineligible for services in the Migrant Education Program. You/your children are ineligible because the most recent documented move or travel was not for the primary purpose of seeking/obtaining seasonal/temporary work in agriculture/fishing.

Thank you for allowing the representative the opportunity to visit you and/or your family and to review your Migrant Education Program (MEP) eligibility information. If you have questions or concerns, please contact the GaDOE MEP Region X office at *phone number*.

Sincerely,

*MEP Regional Coordinator*  
Coordinator, GaDOE MEP Region X Coordinator

Enclosure  
cc: Local system school

1854 Twin Towers East • 205 Jesse Hill Jr. Drive • Atlanta, GA 30334 • [www.gadoe.org](http://www.gadoe.org)

Richard Woods, Georgia's School Superintendent  
An Equal Opportunity Employer



This is a sample of the ineligible letter sent by the Georgia Department of Education to families as a part of the MEP Quality Control process. A copy should be filed in the regional office and the district.

# Annual Re-Sign Process

The Georgia Migrant Education Program (MEP) cannot serve participants who are not properly identified as eligible for the program. Our MEP database contains student information and is updated annually through the re-sign process. During the re-sign process, we verify, update, and check the information in the MEP Database.

- School district migrant staff is responsible for attending the online training and completing this re-sign process.
- School districts should not start the re-sign process prior to the district's first day of school for the students.
- The re-sign forms (in one single file) are loaded to the GaDOE portal on the first day of school for each district.

It is important to remember that **services do not stop** during the re-sign period and services do not wait for an updated MPR before starting. LEAs should be prepared to serve eligible migrant children and youth on the first day of school. (The eligibility for the MEP spans three years – it does not stop and start based on the re-sign process.)

For each re-sign document, the following questions must be addressed for each participant:

1. Are the participants listed still here in the school district?
2. Are the participants listed residing at a new address?
3. Have the participants changed grades and schools since last year?
4. If participants left the school district, when did they leave? Did they come back?

While answering these questions, local staff will update, correct, and revise all the information on each family's re-sign form. Write any changes or corrections on the form with a **red pen**. For the most part, there are only four situations you will find while completing the re-signs forms. The following pages will explain those situations.

- Local MEP staff is required to make contact with the families (by phone or in person at the home) for each form.
- Record all attempts to contact the family on the bottom of the form. Three attempts are required.
- All re-signs should be sent to regional data specialist by GaDOE portal email within 2 weeks after you receive them.
- Local MEP staff in districts receiving MEP funds will complete this process for the LEA.
- ABAC MEP Consortium staff and GaDOE Regional MEP Office staff will complete this process for all other districts in the state.



## Re-sign Situation 1:

Incorrect school district or family has departed the school district.

- If the district name is incorrect, please circle the district name and return the form to the MEP regional data specialist. If district is correct, proceed with departure instructions.
- If they departed, check the box:  ***This family has moved from my district.***
- Make sure that the family has departed and not just moved within the school district and write how the departure is verified.
- Write where they moved to and the date when they left.
- Provide the MSIX move notification date.
- Finally, sign and date the form.

Tuesday , August 02 2022 Page 1

**RE-SIGN REPORT**  
MEP (Situation #1)

**Make all corrections in RED.**

Current Responsible Person: GARCIA, RAMON LEA / District: GEORGIA SCHOOL DISTRICT

Mother: GARCIA MARIA Qualifying Activity: FEEDING CHICKENS

Address: 123 LITTLE CITY, BIGTOWN GA 31766

Student Name / GTID	MIS2000 ID	DOB	Grade	Residency	Enrollment	School	Phone	QAD
GARCIA, EDWARD	M418873-2	3/13/2015	01	12/28/2021	1/15/2022	GEORGIA CO SCHOOLS	678-596-6925	12/28/2021
GARCIA, GLORIA	M413173-1	8/16/2012	03	12/28/2021	1/15/2022	GEORGIA CO SCHOOLS	678-596-6925	12/28/2021

This family has made another qualifying move. A new COE is required.

COE attached  Send Recruiter

Moved From City: SEBRING, FL USA

Contact made by:  Phone  In Person

This family has moved from my district, destination 7/30/2022

Online MSIX Notification submitted (<https://msix.ed.gov>) Date: 7/30/2022

This family has NOT made another qualifying move.

Family not home, visit at: 2pm a.m./p.m. Date: 8/4/2022 Initials: Y.O

Return to MEP because \_\_\_\_\_

Migrant Staff: Jessica Ordonez Title: MEP staff Date: 8/7/2021

8/4/2022: Departed to North Carolina. Information verified by Mr. Salas (Neighbor)

## Re-sign Situation 2:

Family is still here and has not left the school district since their last QAD

- Make sure that the family has not made any qualifying moves since their last QAD.
- If they have not moved, check the box  ***This family has NOT made another qualifying move.***
- Update **ALL** the family information: **address, grades, enrollment dates, and schools.**
- If a child left while the rest of the family stayed, simply **cross off that child's line** and make the necessary changes to the other children listed on the form.
- Finally, sign and date the form.

Wednesday, August 3, 2022 Page 1

**RE-SIGN REPORT**  
MEP (Situation #2)

**Make all corrections in RED.**

Current Responsible Person: GARCIA, RAMON LEA / District: Georgia County

Mother: GARCIA, MARIA Qualifying Activity: PICKING BLUEBERRIES

Address: ~~3360~~ 123 GA HWY 45, MORGAN, GA 39866

Student Name / GTID	MIS2000 ID	DOB	Grade	Residency	Enrollment	School	Phone	QAD
GARCIA, SANDIBEL 8696434706	M250073-2	11/2/2007	<del>08</del> <b>9</b>	1/27/2020	<del>8/3/2020</del> <b>8/8/2022</b>	<del>Georgia County Elementary School</del> <b>MIS High School</b>	<del>(44)506-2704</del>	1/27/2020
GARCIA, DAVID	M250073-1	03/30/2015	<del>K</del> <b>1</b>	1/27/2020	<del>8/3/2020</del> <b>8/8/2022</b>	Georgia County Elementary School	<del>(44)506-2704</del>	1/27/2020
GARCIA, GLORIA 2129981004	M250073-3	6/20/2013	<del>03</del> <b>04</b>	1/27/2020	<del>8/3/2020</del> <b>8/8/2022</b>	Georgia County Elementary School	<del>(44)506-2704</del>	1/27/2020
GARCIA JHON 44424931593	M250073-4	3/11/2015	<del>K</del> <b>1</b>	1/27/2020	<del>8/3/2020</del> <b>8/8/2022</b>	Georgia County Elementary School	<del>(44)506-2704</del> <b>770-895-5834</b>	1/27/2020

This family has made another qualifying move. A new COE is required.

COE attached  Send Recruiter

Moved From City: NEWTON, GA USA

This family has moved from my district, destination \_\_\_\_\_

Contact made by:  Phone  In Person

Online MSIX Notification submitted (<https://msix.ed.gov>) Date: \_\_\_\_\_

This family has NOT made another qualifying move.

Family not home, visit at: 4pm a.m./p.m. Date: 8/9/2022 Initials: Y.O

Return to MEP because \_\_\_\_\_

Migrant Staff: Jessica Ordonez Title: MEP Staff Date: 8/10/2022

8/10/2022 - 2nd visit at 4pm- family was contacted

### Re-sign Situation 3:

Family left the school district and came back, making a new qualifying move.

- Check the box:  **This family has made another qualifying move AND**  
 COE attached.
- Complete a new Certificate of Eligibility (COE) just as you always should anytime you find new arrivals.
- Record your attempts to contact the family on the bottom of the form.
- Sign and date the form.
- Staple the new COE to the re-sign form.
- If a state recruiter uses an online COE for this re-sign, they will write on the bottom of the re-sign form “Online COE Created”.

Wednesday, August 03 2022 Page 1

**RE-SIGN REPORT**  
MEP (Situation #3)

**Make all corrections in RED.**

Current Responsible Person: GARCIA, RAMON LEA / District: GEORGIA SCHOOL DISTRICT  
 Mother: GARCIA MARIA Qualifying Activity: FEEDING CHICKENS  
 Address: 123 LITTLE CITY, BIGTOWN GA 31766

Student Name / GTID	MIS2000 ID	DOB	Grade	Residency	Enrollment	School	Phone	QAD
GARCIA, EDWARD	M418873-2	3/13/2015	01	08/02/2021	1/15/2022	GEORGIA CO SCHOOLS	678-596-6925	08/02/2021
GARCIA, GLORIA	M413173-1	8/16/2013	03	08/02/2021	1/15/2022	GEORGIA CO SCHOOLS	678-596-6925	08/02/2021

This family has made another qualifying move. A new COE is required.  
 COE attached  Send Recruiter  
 Moved From City: SEBRING, FL USA  
 This family has moved from my district, destination \_\_\_\_\_  
 Contact made by:  Phone  In Person  
 Online MSIX Notification submitted (<https://msix.ed.gov>) Date: \_\_\_\_\_  
 This family has NOT made another qualifying move.  
 Family not home, visit at \_\_\_\_\_ a.m./p.m. Date: \_\_\_\_\_ Initials: \_\_\_\_\_  
 Return to MEP because \_\_\_\_\_  
 Migrant Staff: Jesica Ordonez Title: MEP staff Date: 8/8/2022

## Re-sign Situation 4:

Family reached end of eligibility and has not made a new qualifying move.

- For this situation, just write EOE above the QAD
- Mark the appropriate  check box this family has NOT made another qualifying move.
- How was the information verified?  check box in person or by phone call.
- Sign and date the form.

Monday , August 01 2022 Page 1

**RE-SIGN REPORT**  
MEP (Situation #4)

**Make all corrections in RED.**

Current Responsible Person: GARCIA, RAMON LEA / District: GEORGIA SCHOOL DISTRICT

Mother: GARCIA MARIA Qualifying Activity: FEEDING CHICKENS

Address: 123 LITTLE CITY, BIGTOWN GA 31766

**EOE**

Student Name / GTID	MIS2000 ID	DOB	Grade	Residency	Enrollment	School	Phone	QAD
GARCIA, EDWARD	M418873-2	5/13/2015	K	07/10/2019	8/15/2021	GEORGIA CO SCHOOLS	678-596-6925	07/10/2019
GARCIA, GLORIA	M413173-1	8/16/2012	02	07/10/2019	8/15/2021	GEORGIA CO SCHOOLS	678-596-6925	07/10/2019

This family has made another qualifying move. A new COE is required.

COE attached  Send Recruiter

Contact made by:  Phone  In Person

Moved From City: MIAMI, FL USA

This family has moved from my district, destination \_\_\_\_\_

Online MSIX Notification submitted (<https://msix.ed.gov>) Date: \_\_\_\_\_

This family has NOT made another qualifying move.

Family not home, visit at: \_\_\_\_\_ a.m./p.m. Date: \_\_\_\_\_ Initials: \_\_\_\_\_

Return to MEP because \_\_\_\_\_

Migrant Staff: Yesica Ordonez Title: MEP staff Date: 8/7/2022

## Re-sign Situation 5:

Family has not made a new move, children have reached EOE, and only one student was approved for continuation of services (COS).

- For this situation, only re-sign the participant that has a COS and write EOE for the other participants.
- Update all applicable information for student being re-signed under the COS.
- Sign and date the form.

Monday , August 01 2022 Page 1

**RE-SIGN REPORT**  
MEP (Situation #5)

**Make all corrections in RED.**

Current Responsible Person: GARCIA, RAMON LEA / District: GEORGIA SCHOOL DISTRICT

Mother: GARCIA MARIA Qualifying Activity: PICKING BLUEBERRIES

Address: 123 LITTLE CITY, BIGTOWN GA 31766

Student Name / GTID	MIS2000 ID	DOB	Grade	Residency	Enrollment	School	Phone	QAD
3ARCIA, EDWARD 1111111111 <span style="color: red;">EOE</span>	M418883-2	5/13/2015	1	6/2/2019	8/3/2021	GEORGIA CO SCHOOLS	678-596-1111	<del>6/2/2019</del> <span style="color: red;">EOE</span>
3ARCIA, GLORIA 2222222222 <span style="color: red;">COS</span>	M418883-1	8/16/2012	03 <span style="color: red;">R</span>	6/2/2019	<del>8/3/2021</del> <span style="color: red;">8/5/2022</span>	GEORGIA CO SCHOOLS	678-596-1111	<del>6/2/2019</del> <span style="color: red;">COS</span>

This family has made another qualifying move. A new COE is required.

Moved From City: SALINAS ,CA USA

COE attached  Send Recruiter  This family has moved from my district, destination \_\_\_\_\_

Contact made by:  Phone  In Person  Online MSIX Notification submitted (<https://msix.ed.gov>) Date: \_\_\_\_\_

This family has NOT made another qualifying move.

Family not home, visit at: \_\_\_\_\_ a.m./p.m. Date: \_\_\_\_\_ Initials: \_\_\_\_\_

Return to MEP because \_\_\_\_\_

Migrant Staff: *Jessica Ordonez* Title: MEP staff Date: 8/8/2022

# FY24 MEP Data Collections Reports and Checklists

	JUL	AUG	SEPT
<b>2023</b>	<ul style="list-style-type: none"> <li>❑ Three-Year Old report to LEAs (July 14)</li> <li>❑ Upload weekly NPR</li> <li>❑ Re-sign training (July 28)</li> <li>❑ Upload Re-Signs</li> </ul>	<ul style="list-style-type: none"> <li>❑ Re-sign training (August 4)</li> <li>❑ Upload Re-Signs</li> <li>❑ Upload Three-Year-Old report and Nutrition Report</li> </ul>	<ul style="list-style-type: none"> <li>❑ <b>First MPR and PFS forms to LEAs</b></li> <li>❑ Pre-populated SS Tracking form to LEAs (September 29)</li> <li>❑ Three-Year-Old report and Nutrition Report to LEAs</li> </ul>
	OCT	NOV	DEC
	<ul style="list-style-type: none"> <li>❑ Pre-populated SS Tracking form to LEAs (October 2- 6)</li> <li>❑ <b>SS online reporting system open for LEAs data entry (October 26)</b></li> <li>❑ NPR, EOE and Three-Year Old report to LEAs</li> </ul>	<ul style="list-style-type: none"> <li>❑ <b>Second MPR to LEAs</b></li> <li>❑ NPR</li> <li>❑ <b>PFS Report to LEAs (Nov 5 to 12)</b></li> <li>❑ NPR, EOE, three-Year old report to LEAs</li> </ul>	<ul style="list-style-type: none"> <li>❑ <b>SS online reporting system close for LEAs data entry – December 1</b></li> <li>❑ NPR, EOE, three-Year old report to LEAs</li> </ul>
<b>2024</b>	JAN	FEB	MAR
	<ul style="list-style-type: none"> <li>❑ <b>Email via portal PFS Report to regional office</b></li> <li>❑ NPR, EOE, three-Year old report to LEAs</li> </ul>	<ul style="list-style-type: none"> <li>❑ <b>Third MPR to LEAs (Feb 2)</b></li> <li>❑ <b>SS Report to LEAs</b></li> <li>❑ NPR, EOE, three-Year old report to LEAs</li> </ul>	<ul style="list-style-type: none"> <li>❑ <b>PFS report to LEAs (March 4)</b></li> <li>❑ NPR, EOE, three-Year old report to LEAs</li> </ul>
	APR	MAY	JUN
	<ul style="list-style-type: none"> <li>❑ <b>Fourth MPR to LEAs</b></li> <li>❑ NPR, EOE, three-Year old report to LEAs</li> <li>❑ Three-Year Old list</li> </ul>	<ul style="list-style-type: none"> <li>❑ <b>SS online reporting system open for LEAs data entry from May 1<sup>st</sup> to May 26</b></li> <li>❑ NPR, EOE, three-Year old report to LEAs</li> <li>❑ <b>SS Report to LEAs</b></li> </ul>	<ul style="list-style-type: none"> <li>❑ Summer SS tracking form pre-populated provided to LEAs- June 10</li> <li>❑ Upload Three-Year Old list and weekly NPR.</li> <li>❑ <b>Email via portal summer SS tracking form to regional office – by the end of summer services</b></li> </ul>

--	--	--	--

# FY24 MEP Data Collections Reports and Checklist

	Status	July	August	September	October	November	December	January	February	March	April	May	June
Re-signs	Received												
	Updated												
	Mailed or email via GaDOE portal												
MPR	Received												
	Updated												
	Mailed or email via GaDOE portal												
NPR	Received												
	Updated (IMM flag)												
	Mailed or email via GaDOE portal												
Three-Years Old Report	Received												
	Updated												
	Mailed or email via GaDOE portal												
EOE Report	Received												
	Updated												
	Filed												
PFS Report	Received												
	Updated												
	Mailed or email via GaDOE portal												
SS Tracking Form	Received												
	Updated												
	Mailed or email via GaDOE portal												
RSY-SS Report	Received												
	Reviewed												
Summer Tracking Form	Received												
	Updated												
	Mailed or email via GaDOE portal												



# GaDOE MEP Staff Contact List

NAME	POSITION	PHONE NUMBER
Margarita Munoz	Senior Program Manager	404-272-8762
Harriet Neal	Administrative Assistant	404-656-0644
Omar Lopez-Nunez	R&D Coordinator	404-719-7801
Bernardo Sánchez-Vesga	ID&R Coordinator	404-557-4363
Yesica Ordonez	Data Collections Coordinator	404-416-2909
Iliana Garcia-Acevedo	Data Specialist	470-607-0437
Cindell Mathis	Regional Coordinator	404-491-4725
Rose McKeehan	Data Specialist	470-763-1137
Chasity Rhoden	Resource Specialist	404-227-4022
April Roberts	Resource Specialist	470-316-8726
Jesus Mercado	Recruiter	404-617-6836
Sandra Morales	Recruiter	404-617-4995
Jorge Araque	Recruiter	404-823-1654
Marisela Trejo	Regional Coordinator	404-561-7819
Pearl Barker	Data Specialist	470-763-1138
Miriam Ndaayezwi	Resource Specialist	404-693-3256
Fidela Sanchez	Recruiter	470-218-5361
Grisdelia Dominguez	Recruiter	404-617-5083
Jorge Garcia	Recruiter	404-430-8600
Sylvia Camargo	Recruiter	678-492-0650