Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Migrant Education Program

Identification & Recruitment and Data Collections HANDBOOK

2014-2015

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

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Georgia Migrant Education Program
Identification & Recruitment
and
Data Collections
HANDBOOK

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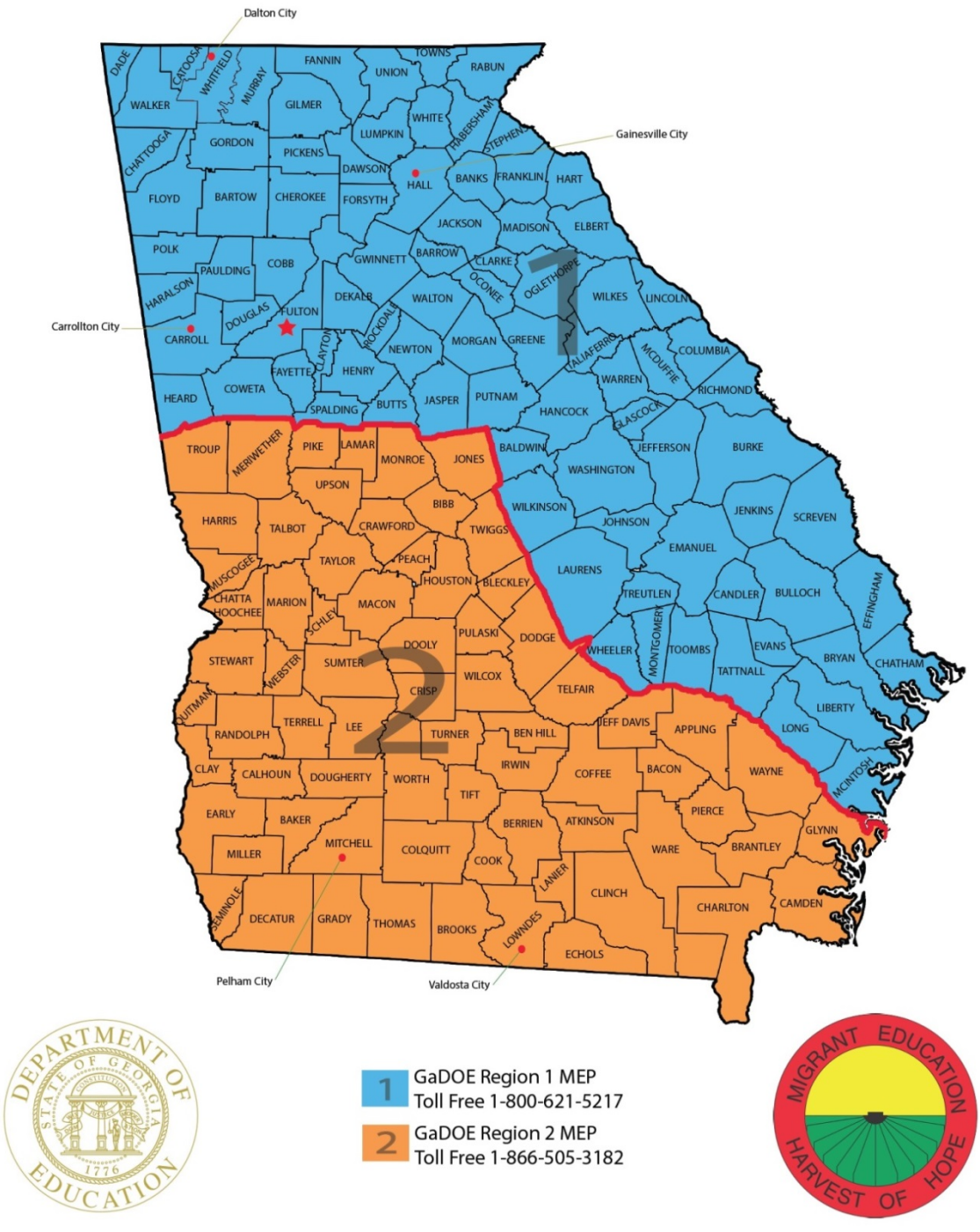
GaMEP 2014-2015 Service Areas Map



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MEP Acronyms

AOS	Adolescent Outreach Specialist
CAMP	College Assistance Migrant Program
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
COEstar	Name of MEP database created by TROMIK
COS	Continuation of Services
DO	Drop Out – students who terminated their education from a school in the U.S.
DOB	Date of Birth
EOE	End of Eligibility
ESEA	Elementary and Secondary Education Act
FERPA	Family Educational Rights and Privacy Act
GaDOE	Georgia Department of Education
HEP	High School Equivalency Program
ID&R	Identification and Recruitment
IP	Implementation Plan
LEA	Local Educational Agency
MEP	Migrant Education Program
MSIX	Migrant Student Information Exchange
NASDME	National Association of State Directors Migrant Education
NRG	Non-Regulatory Guidance
OME	Office of Migrant Education
OSY	Out of School Youth
PO-P5	Designation of a child's age before entering school grade levels
PAC	Parent Advisory Council
PFS	Priority for Service
QAD	Qualifying Arrival Date
RS	Resource Specialist
SEA	State Educational Agency (GaDOE)
SSP	Student Service Provider (Migrant Liaison at LEA level)

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Identification & Recruitment

CHAPTER 1
ID&R Introduction

ID&R Introduction

Welcome to the Identification and Recruitment (ID&R) component of the Georgia Department of Education Migrant Education Program (GaMEP).

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, migrant children present in the state, as it is required by Federal Regulations.

Federal Regulations require that before a child receives Migrant Education Program (MEP) services, his or her eligibility as a migrant child, according to the Migrant Child Federal Definition, must be established through a face to face interview. 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.

If for any reason or circumstance, you need immediate assistance with an ID&R issue, please do not hesitate to contact me or any other Georgia MEP staff.

Best Regards,

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Background Information

Georgia Migrant Education Program (MEP)

Since migrant 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. Congress established the National Migrant Education Program in 1966 in an effort to meet the special needs of these children.

COEstar

The Georgia MEP uses a specialized database named COEstar for collection and reporting of migrant student information. COEstar is a dedicated student data collection and information management system that can be implemented in multiple levels of an education enterprise. COEstar is designed to allow easy collection and storage of data collected on the Certificate of Eligibility (COE) designed for the Migrant Education Program and can be adapted to meet the individual needs of the education program. Data entered in COEstar are added to local databases and become available for immediate access. All data are stored in databases that are dynamically updated. COEstar runs on any computer, with a license, running Microsoft Windows XP or above. COEstar contains all necessary procedures to send and receive files using a modem or telephone lines, Internet E-mail, FTP, or LAN connections.

Identification and Recruitment

The Georgia Department of Education defines identification as "determining the presence and location of migratory children in the state", and defines recruitment as "to secure eligibility, enroll eligible children in the COEstar system, and consider relative needs in designing the statewide programs." It is ultimately the responsibility of the state education agency (SEA) to identify and recruit all eligible children. This responsibility is shared with the local education agencies (LEAs).

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CHAPTER 2
Eligibility Criteria

Non-Regulatory Guidance

II. Child Eligibility

A. Migratory Child
B. Guardians and Spouses
C. Migratory Workers
D. Qualifying Move
Change of Residence and Economic Necessity
"In order to obtain"
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E. Qualifying Arrival Date (QAD) and Move "to Join" Issues
F. Qualifying Work
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H. Temporary and Seasonal Employment
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Attrition Rate Study
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K. Documenting Eligibility

III. Identification and Recruitment

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II. Child Eligibility

Children are eligible to receive MEP services if (1) they meet the definition of "migratory child" and "eligible children" in the statute and regulations that apply to the MEP (or met them previously and qualify for continuation of services under section 1304(e)), and if (2) the basis for their being a "migratory child" is properly recorded on a certificate of eligibility (COE). The term "migratory child" is defined in section 1309(2) of the statute and § 200.81(e) of the MEP regulations. The term "eligible children" is defined in section 1115(b)(1)(A) of the statute and the term "children" is defined in § 200.103(a) of the Title I regulations. Determining whether a child meets these definitions requires careful consideration and depends on a recruiter's assessment of information presented by a parent, spouse, or guardian responsible for the child, or by the child if the child is the migratory worker who is eligible for MEP services in his or her own right.

This chapter discusses issues of child eligibility and how SEAs may make these important determinations.

STATUTORY REQUIREMENTS
Sections 1115(b)(1)(A) and 1309 of Title I, Part C

REGULATORY REQUIREMENTS
34 CFR 200.81, 200.103

A. Migratory Child

A1. What is the definition of "migratory child"?

According to sections 1115(b)(1)(A) (incorporated into the MEP program by virtue of sections 1304(c)(2)) and 1309(2) of the statute and §§ 200.81(e) and 200.103(a) of the regulations, a child is a "migratory child" and is eligible for MEP services if all of 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 is below the age of compulsory school attendance; *and*
3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; *and*
4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to seek or obtain qualifying work; *and*
5. With regard to the move identified in paragraph 4, above, the child has moved from one school district to another

Note that the terms "migratory agricultural worker," "migratory fisher," "move or moved," "in order to obtain," and "qualifying work" are defined in § 200.81 of the regulations and discussed in sections C through H of this chapter.

A2. Is there a difference between a child who is eligible to receive MEP services and one who is counted for State funding purposes?

Yes. Any child, birth through age 21, who meets the statutory definition of "migratory child" (or who is eligible for continuation of services under section 1304(e)) is eligible to receive MEP services. However, as provided in section 1303(a)(1)(A) of the statute, only migratory children ages 3 through 21 may be counted

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for State funding purposes.

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

Generally, no. Under section 1309(2), a migratory child is a "child" who meets the specific eligibility requirements for the MEP. While the MEP statute does not further define who is a "child," section 1304(c)(2) incorporates by reference the requirement to carry out MEP projects consistent with the basic objectives of section 1115(b), which defines eligible children to include:

(i) children not older than age 21 who are entitled to a free public education through grade 12, and
(ii) children who are not yet at a grade level at which the local educational agency provides a free public education.

See also 34 CFR § 200.103(a).

Given paragraph (i), once a migrant 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, it might be possible that a child who finished high school may be eligible for MEP services because, under State law, he or she may still be entitled to a free public education through grade 12. For example, a child who received a certificate of completion or attendance but failed the State high school exit exam *might* be allowed to re-enroll in high school under State law. If so, as long as the child 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.

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 "migratory child," the child is eligible for the MEP.

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

For the purposes of the MEP, the Department considers the term "out-of-school youth" to mean youth up through age 21 who are entitled to a free public education in the State and who meet the definition of "migratory child," but who are not currently enrolled in a K-12 school. This could include students who have dropped out of school, youth who are working on a general education development credential (GED) outside of a K-12 school, and youth who are "here-to-work" only. It would not include children in preschool. Out-of-school youth who meet the definition of a "migratory child" as well as all other MEP eligibility criteria are eligible for the MEP.

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

The Department considers emancipated youth to be children under the age of majority (in accordance with State law) who are no longer under the control of a parent or guardian and who are solely responsible for their own welfare. In order to be eligible for the MEP these youth may not be older than 21 years of age.

A7. Are emancipated youth eligible for MEP services?

Yes. Emancipated youth are eligible for the MEP so long as they meet the definition of a "migratory child" and all other MEP eligibility criteria. Out-of-school youth may or may not be "emancipated youth." See A5

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of this section.

B. Guardians and Spouses

B1. May MEP eligibility be based on a guardian's status as a migratory worker?
Yes. Section 200.81(e) of the regulations specifically includes a child's move to accompany or join a guardian who is a migratory agricultural worker or a migratory fisher as a basis for a child's eligibility.

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 a working 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"?
According to § 200.81(d) of the regulations, a "migratory agricultural worker" is a person who, in the preceding 36 months, has moved from one school district to another, or, in a State that is comprised of a single school district, from one administrative area to another, in order to obtain temporary employment or seasonal employment in agricultural work (including dairy work). Note, the regulations also define the terms "move," "in order to obtain," "temporary employment," "seasonal employment," and "agricultural work." These terms are discussed later in this chapter.

C2. Who is a "migratory fisher"?
According to § 200.81(f) of the regulations, a "migratory fisher" is a person who, in the preceding 36 months, has moved from one school district to another, or, in a State that is comprised of a single school district, from one administrative area to another, in order to obtain temporary employment or seasonal employment in fishing work. The definition also includes a person who, in the preceding 36 months, resided in a school district of more than 15,000 square miles and moved a distance of 20 miles or more to a temporary residence in order to obtain temporary employment or seasonal employment in fishing work. Note, the regulations also define the terms "move," "in order to obtain," "temporary employment," "seasonal employment," and "fishing work." These terms are discussed later in this chapter.

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C3. 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 § 200.81(d), (e), or (f) of the regulations.

D. Qualifying Move

D1. What is a "qualifying" move?

A "qualifying" move:

1. is across school district boundaries*; *and*
2. is a change from one residence to another residence; *and*
3. is made due to economic necessity; *and*
4. is made in order to obtain qualifying work; *and*
5. occurred in the preceding 36 months.

Note that the terms "move," "in order to obtain," and "qualifying work" are defined in § 200.81 of the regulations and discussed in sections D through H of this chapter.

*In a State that is comprised of a single school district, a move qualifies if it is from one administrative area to another within such a district. In addition, in a school district of more than 15,000 square miles, a move qualifies if it is over a distance of 20 miles or more to a temporary residence to engage in, or to accompany or join a parent, spouse, or guardian who engages in, a fishing activity.

D2. What is the definition of "move" or "moved"?

Under § 200.81(g) of the regulations, "move" or "moved" means "a change from one residence to another residence that occurs due to economic necessity."

Change of Residence and Economic Necessity

D3. What is the definition of a "residence"?

For the purposes of the MEP, the Department considers a "residence" to be a place where one lives and not just visits. In certain circumstances, boats, vehicles, tents, trailers, etc., may serve as a residence.

D4. What does it mean to "change from one residence to another residence"?

The Department considers this to mean leaving the place where one currently lives and going to a new place to live, and not just to visit. For example, the Department believes that,
generally, a person who goes to a new place to seek or obtain work, or because the person cannot afford to stay in his or her current location, is leaving the place where he or she currently lives and is going to a new place to live--and thus, has "changed from one residence to another residence" (or "changed residence"). Similarly, the Department believes that a person who goes to a new place to help sick or elderly family members on an extended basis is living with those family members, and thus might meet the MEP's change of residence requirement if the person makes a return move to obtain qualifying work.

Thus, a person who leaves, on a short-term basis, 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" because the

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person did not go to the new place to live, but rather to visit. Similarly, this person would not have "changed residence" upon returning home from one of these visits. Note that, in these examples, the person also has not "moved" within the meaning of § 200.81(g) of the regulations since the move was not made "due to economic necessity." See also D5 of this chapter.

The Department strongly recommends that the recruiter document on the COE his or her reason(s) for concluding that a person "changed residence" if it appears that an independent reviewer might question that a change of residence occurred.

D5. What does it mean to move "due to economic necessity"?

The Department considers this to mean that the worker moved either because he or she could not afford to stay in the current location, or went to a new location in order to earn a living. In general, the Department believes that if the worker's move is related to work, e.g., a move to seek or obtain work, a move because of the loss of work, or a move because of the unavailability of work, the worker moved "due to economic necessity." However, with respect to a move that is of such short duration (*e.g.*, less than a week) that an independent reviewer might question whether the move was really "due to economic necessity," the Department strongly recommends that each SEA establish a statewide written policy for determining and documenting whether and why these moves do and do not qualify for the MEP.

The Department also recommends that recruiters provide a comment on the COE if there appears to be any other reason that an independent reviewer would question whether a worker changed residence "due to economic necessity."

D6. 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?

In general, as noted in D4 of this chapter, vacations (*e.g.*, visits to family and friends, trips for entertainment purposes, etc.) do not constitute a change of residence, much less a change of residence 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 because it needs to go to a new location to make a living. Therefore, even if the worker engages in qualifying work, a move for vacation purposes is not a qualifying move. The Department recognizes that there might be cultural differences in how people describe the reason for their relocation and, therefore, recommends 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.

D7. Is determining whether a worker changed residence due to economic necessity sufficient for determining that the worker made a qualifying move?

No. In order for a move to qualify under the MEP, all of the conditions in D1 of this chapter must be met.

"In order to obtain"

D8. What is the definition of the phrase "in order to obtain"?

Under § 200.81(c) of the regulations, the phrase "in order to obtain," when used to describe why a worker moved, means that one of the purposes of the move is *to seek or obtain* qualifying work. This does not have to be the only purpose, or even the principal purpose of the move, but it must be one of the purposes of the move.

D9. May a worker who asserts more than one purpose for moving be considered to have moved "in order to obtain" qualifying work?

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Yes. A worker who asserts more than one purpose for moving, for example, to be closer to other family members or to find a better school for the children, may be considered to have moved "in order to obtain" qualifying work if the recruiter determines that one of the purposes of the move was also to seek or obtain qualifying work. As explained in D10 of this chapter, the phrase "in order to obtain" includes determining that the worker moved to find any kind of employment, provided that the worker obtained qualifying work soon after the move.

D10. May a worker, who states that he or she moved in order to obtain (or seek) any employment and who obtained qualifying work "soon after the move," be considered to have moved "in order to obtain" qualifying work?

Under certain circumstances, yes. The Department recognizes that workers may not always express a clear intent to move and obtain qualifying work. According to § 200.81(c)(1) of the regulations, in those situations where a worker's intent is not clearly expressed, an SEA may infer that individuals who express a general intent to have moved, for example, "for work," "to obtain work," "to obtain any type of employment," or to "take any job," may be deemed to have moved with a purpose of obtaining qualifying work if he or she obtained qualifying work soon after the move. See D22 of this chapter regarding "soon after the move."

D11. May a worker who asserts that he or she moved specifically to find only non- qualifying work be considered to have moved "in order to obtain" such work if the worker obtains qualifying work soon after the move?

No. Section 1309(2) of the statute requires migratory agricultural workers and fishers, to move "in order to obtain" temporary or seasonal employment in agricultural or fishing work, that is, "in order to obtain" qualifying work. The phrase "in order to obtain" in this provision brings in the worker's purpose or intent.

See, in this regard, the July 29, 2008 notice of final MEP regulations at 73 FR 44102, 44105.

The Department considers the phrase "in order to obtain" to include workers who (a) moved to obtain qualifying work and obtained that work, and (b) moved with no specific type of work in mind and obtained qualifying work soon after the move. (*Id.*, at 44106.) Therefore, if the worker who moved to obtain any work obtains qualifying work soon after the move, it is presumed that one of the purposes of the move was to seek or obtain qualifying work.

However, if the worker asserts that he or she moved with only non-qualifying work (*e.g.*, construction work) in mind, given the definition of a migratory child in section 1309(2) of the ESEA and § 200.81(c) of the Title I regulations, one may not presume that one of the purposes of the worker's move was to obtain qualifying work – even if the worker obtained qualifying work soon after the move.

D12. Must a recruiter ask a worker why he or she moved if the worker is engaged in qualifying work?

Yes. The fact that a worker moved and is engaged in qualifying work does not automatically establish that the worker moved "in order to obtain" that work. Consistent with the MEP regulations, the recruiter must determine whether one of the purposes of the worker's move was to obtain qualifying work or any employment, or conversely that the purpose was specifically to obtain non-qualifying work.

D13. How can a recruiter determine if one of the purposes of the worker's move was to obtain qualifying work if the recruiter finds the worker is engaged in qualifying work?

Even though a worker is engaged in qualifying work, the recruiter needs to ask the worker why he or she

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moved. In many cases, the response will clearly indicate that one purpose of the move was to obtain qualifying work or any employment. If this is not clear from the worker's response, the recruiter should ask whether the worker would have moved if he or she knew that no work was available. If the answer is "no," then the recruiter can presume that obtaining qualifying work was one purpose of the move.

If the worker indicates that he or she was looking for a specific type of work, which would be considered non-qualifying work, *e.g.*, construction, for purposes of the MEP, the recruiter may follow up by asking whether the worker would have moved to the area to take any kind of work, in other words qualifying or non-qualifying work, if construction work was not available. If the answer is "yes," and the worker obtained qualifying work, then the recruiter can presume that obtaining qualifying work was one purpose of the move. However, if the worker continues to express that his or her specific intent was to obtain only non-qualifying work, the recruiter cannot find this worker eligible for the MEP based on this move, regardless of whether the worker is engaged in qualifying work.

D14. May a worker who did <u>not</u> obtain qualifying work soon after the move, be considered to have moved "in order to obtain" qualifying work?

Under certain circumstances, yes. A worker who did not obtain qualifying work "soon after a move" may *only* be considered to have moved "in order to obtain" qualifying work if (1) the worker states that one purpose of the move was specifically to obtain qualifying work, AND (2) the worker has a prior history of moving to obtain qualifying work; OR (3) there is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available.

See § 200.81(c)(2) and D22 of this chapter regarding the phrase, "soon after the move."

D15. If a worker states that he or she moved to obtain *any* employment and the worker has a prior history of moves to obtain qualifying work, may this worker be considered to have moved "in order to obtain qualifying work" if the worker did <u>not</u> obtain qualifying work soon after the move?

No. The worker must have moved *specifically* for qualifying work, and not *any* employment, regardless of whether the worker has a prior history of moves to obtain qualifying work, or there is other credible evidence that the worker sought qualifying work. See § 200.89(c)(1) of the regulations.

D16. How may a recruiter determine whether a worker has a prior history of moving to obtain qualifying work?

The Department believes that the recruiter should ask the worker whether he or she has ever moved for temporary or seasonal employment in agricultural or fishing work, *i.e.*, qualifying work. The recruiter may also search the State's MEP database or the Migrant Student Information Exchange (MSIX) system (a web-based system that allows States to share education and health information on migrant children who travel from State to State) to see if the worker's child, or the child, if the child is the worker, was identified as eligible for the MEP in another part of the State or in another State.

After considering the available information, if the recruiter is satisfied that (1) one of the purposes of the worker's move was specifically to obtain qualifying work and (2) the worker has a prior history of moves to obtain qualifying work, the recruiter may deem the worker's children eligible for MEP services. The recruiter should document the basis for the decision in the comment section of the COE and, if available, attach the evidence he or she relied on for the decision.

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D17. How far back may a recruiter look in considering "prior history of moves to obtain qualifying work"?

The Department does not believe that a worker's "prior history of moves to obtain qualifying work" had to have occurred within a certain time period before the most recent move, so long as the worker states that one of the purposes of his or her move was *specifically* to obtain qualifying work and not just any work, as explained in D14 and D15 of this chapter.

D18. What are examples of "other credible evidence" that a recruiter might rely on to determine that the worker actively sought qualifying work soon after a move but the work was unavailable for reasons beyond the worker's control?

Other credible evidence that a recruiter might consider includes:

- Information obtained from conversations with an employer, crew chief, employment agency, or credible third party that indicates that the worker sought the qualifying work;
- Written information from the employer, such as a copy of an employment application or a list of recent applicants;
- Information in the public domain (*e.g.*, newspaper) that confirms a flood or crop failure in the area.

After considering all of the available information, if the recruiter is satisfied that the worker *actively* sought qualifying work *soon after the move* and that the work was unavailable due to reasons beyond the worker's control, the recruiter may deem the worker eligible for MEP services. The recruiter should document the basis for the decision in the comment section of the COE, and if available, attach the evidence he or she relied on for the decision.

D19. As discussed in criteria (1) and (3) of D14, may a worker's or family member's statement about the purpose of the move serve as both (1) the statement that the worker moved specifically to obtain qualifying work and (2) the necessary "other credible evidence" that the worker actively sought the work soon after the move?

No. The Department considers the term "other credible evidence" to refer to additional information that supports the worker's or family member's statement that the worker moved in order to obtain qualifying work. Therefore, this information would need to be obtained in addition to the information about the purpose of the move provided by the worker or his or her family.

D20. What happens if a worker, who moved to obtain qualifying work or any kind of job, first takes a non-qualifying job and only afterwards obtains qualifying work?

A worker does not necessarily forfeit MEP eligibility by taking a non-qualifying job for a limited period of time, so long as the worker moved in order to obtain qualifying work or any kind of job, and then obtains qualifying work that is still "soon after the move". See D22 of this chapter.

D21. If a worker and his or her child move weeks before qualifying work is available (*e.g.*, three weeks prior to the tomato harvest) in order to secure housing, and at the time of the interview the worker does not yet have qualifying work, may the worker be considered to have moved "in order to obtain" qualifying work?

Yes. The regulatory definition of "in order to obtain" does not expressly address this situation. However, the Department believes that the recruiter may find this move to have been made "in order to obtain" the work so long as the recruiter determines that one purpose of the move was to seek or obtain qualifying work, and not just any employment – which presumably would be the case in this situation. In this situation, the recruiter

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should check box 4a of the COE (the section on Qualifying Move & Work), which states that "the worker moved due to economic necessity in order to obtain qualifying work and obtained qualifying work." The recruiter should document in the COE Comments section that (1) the worker moved in advance to secure housing, (2) one purpose of the move was to secure the qualifying employment, and (3) the date that the worker is or was expected to start work. The children would be considered eligible upon the SEA's approval of the COE.

In this type of situation, consistent with § 200.81(c)(1) of the regulations, the recruiter must follow up with the worker to verify that the worker obtained qualifying work "soon after the move (see D22 of this section)." If the recruiter discovers that the worker did not obtain qualifying work "soon after the move," the recruiter must then determine, consistent with § 200.81(c)(2) of the regulations, that the worker has either a prior history of moves to obtain qualifying work or some other credible evidence that the worker actively sought qualifying work. The COE must be updated accordingly. If the recruiter cannot document a prior history or other credible evidence, this worker's children are not eligible for the MEP and must be removed from the rolls of eligible children.

<u>"Soon After the Move"</u>

D22. How much time may separate the date of the worker's move and the date the worker obtains qualifying work to permit an SEA to reasonably conclude that the worker obtained qualifying work "soon after the move"?

Because one of the purposes of the worker's move must be to seek or obtain qualifying work, the Department established the "soon after the move" test in the belief that the time between when the worker moves and when he or she obtains qualifying work must be small enough to reasonably presume that one of the purposes of the move was to obtain qualifying work. We think that in these circumstances, a worker generally should obtain qualifying work within 30 days of the move. However, we recognize that this period of time may vary depending on local conditions in agricultural or fishing operations or personal circumstance, which may cause the worker to delay obtaining qualifying work for a limited period of time beyond 30 days. If the recruiter believes that such circumstances exist and that he or she can still reasonably conclude that the worker obtained qualifying work "soon after the move," the Department recommends that the recruiter document in the comment section of the COE the factors that led him or her to this conclusion.

<u>Duration and Distance</u>

D23. 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 must stay in a new place long enough to show that the worker "moved," *i.e.*, changed residence due to economic necessity, and that one of the purposes of the move was to seek or obtain qualifying work, or any kind of work so long as the worker obtained qualifying work soon after the move. Recruiters should carefully examine and evaluate relevant factors, such as whether the worker obtained, or could have obtained, a place to live that would allow the worker and the migratory child to remain in the new location long enough for the worker to engage in qualifying work or 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. If the worker sought but did not obtain qualifying work soon after the move (or at all), the recruiter should determine whether the worker meets the requirements for moving "in order to obtain" qualifying work, as described in D14- D21 of this chapter. With respect to moves of such short duration (*e.g.*, less than a week) that an independent reviewer might question whether the move was "due to economic necessity," the Department strongly recommends that the SEA

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establish a written policy for determining and documenting when and why these moves qualify for the MEP.

D24. Is there a minimum distance requirement for a qualifying move?
No. The only requirement is that the move be across school district boundaries. In a State that is comprised of a single school district (*e.g.*, Hawaii), the move must be across the established boundaries of intra-district administrative areas. In a State where school districts are more than 15,000 square miles (*e.g.*, Alaska), the move must be either across established school district boundaries or, a distance of 20 miles or more to a temporary residence to engage in temporary or seasonal fishing work. See § 200.81(d), (e), and (f) of the regulations.

D25. 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

D26. Are there special issues that affect only the moves of migratory fishers who travel by boat?
No. These workers' moves must be across school district boundaries (*i.e.*, from one school district to another), whether the moves are 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.

D27. Has a fisher who travels by boat and docks in a new school district made a qualifying move?
It depends. A fisher who travels by boat to a new school district, or travels 20 miles or more in Alaska, must stay in the new place long enough to show that the worker "moved," *i.e.*, changed residence due to economic necessity, and that one of the purposes of the move was to seek or obtain qualifying work (or any kind of work, so long as the worker obtained qualified work soon after the move). See D23 of this chapter regarding moves of short duration. The Department recommends that recruiters obtain sufficient information about this type of trip to document in the COE that the move meets these requirements.

Stopover Sites

D28. 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.

D29. May SEAs *serve* eligible migrant families who stay at a stopover site?
Yes.

D30. May SEAs *count* the eligible migrant children they serve at stopover sites for 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 D3 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 – the move was not made to obtain qualifying work at the stopover site. Moreover, simply stopping in the State for a rest period does not establish residency. In these cases, the SEA must wait for the migrant family to complete the qualifying move and establish residency in the State before it may count the children.

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International Moves

D31. May a worker's move to the United States from another country qualify for the MEP?
Yes. A worker's move from another country to the U.S. may qualify if one of the purposes for the move was to seek or obtain qualifying work. For example, orchard growers in the Northeast hire contract workers from Guatemala to pick crops for a short period of time. Assuming all other eligibility criteria are met, the children of these workers would qualify because one of the purposes of the move to the U.S. was to obtain qualifying work. The workers are not disqualified if they have other reasons for moving to the U.S., even permanent relocation, so long as one of the purposes of the move is to obtain qualifying work and the other conditions are met.

D32. 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 view the MEP statute as authorizing moves to another country to engage in temporary or seasonal employment in agricultural or fishing work to be considered qualifying moves. However, if a worker's move to another country is a "change of residence," the worker's move back to a school district in the U.S. might be a qualifying move.

D33. If a worker and his or her children make a non-qualifying move to the U.S. from another country, may the children be considered eligible for the MEP based on a subsequent qualifying move?
Yes.

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

E1. When does a child's eligibility for MEP services begin?
A child may be identified as a "migratory child" when the child and the worker complete the qualifying move. This is often referred to as the qualifying arrival date, or QAD, for purposes of the COE. However, a child is only eligible for MEP services once the SEA has determined that the child meets all eligibility criteria outlined in A1 of this chapter.

E2. Must a child move at the same time as the worker to be eligible for the MEP?
No; however, both the worker and child must make the move. Section 1309(2) of the ESEA provides that if the child is not the qualifying worker, the child must move to "accompany" the worker who moved in order to obtain or seek qualifying work. The regulations expand the term "accompany" to include a child who moves separately to "join" a parent, spouse, or guardian. That is, under the definition of "migratory child" in § 200.81(e) of the regulations, a child who is not a migratory agricultural worker or migratory fisher qualifies if the child accompanies or "joins" a parent, spouse, or guardian who is a migratory agricultural worker or migratory fisher who moves in order to obtain qualifying work. 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, spouse, or guardian do not move at the same time does not nullify the child's eligibility for the MEP.

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

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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 no more than 12 months of the worker's move to obtain qualifying work, and that after one year it is difficult to link the child's move to the worker's move to obtain qualifying work. Nonetheless, there may be unusual circumstances that prevent a child from moving within 12 months of the worker's move. In these cases, the Department recommends that an SEA document in the comment section of the COE the basis for determining that the child moved to "accompany" a worker after such a prolonged period of time between the two moves.

F. Qualifying Work

F1. What is "qualifying work"?
Under § 200.81(i) of the regulations, "qualifying work" means temporary employment or seasonal employment in agricultural work or fishing work.

G. Agricultural Work or Fishing Work

Agricultural Work

G1. What is the definition of "agricultural work" for purposes of the MEP?
"Agricultural work" is:

1. the production or initial processing of crops, dairy products, poultry, or livestock; as well as the cultivation or harvesting of trees, that is—
2. performed for wages or personal subsistence. See § 200.81(a).

G2. 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.

G3. What is a crop?
The Department considers a crop to be a plant that is harvested for use by people or by livestock.

G4. 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.

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G5. 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.

G6. 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 and dairy 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.

G7. 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; milking; caring for; branding; tagging, and assisting in the raising of livestock.

G8. 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.

<u>Cultivation or Harvesting of Trees</u>

G9. What does "cultivation" mean in the context of trees?
In the context of trees, "cultivation" refers to work that promotes the growth of trees.

G10. 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.

G11. 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.

G12. 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.

G13. 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.

G14. 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

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and harvesting of trees.

G15. Is processing trees considered agricultural work?

No. According to § 200.81(a) of the regulations, only the cultivation or harvesting of trees is considered agricultural work. Processing trees occurs after the cultivation and harvesting.

Fishing Work

G16. What is the definition of "fishing work" for purposes of the MEP?

"Fishing work" is:

1. 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—
2. performed for wages or personal subsistence. See § 200.81(b).

G17. 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, salmon, cod, carp, eels, oysters, and clams.

G18. 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, long-lines, and cages.

G19. 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

G20. 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.

G21. 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.

G22. 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.

G23. 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; dressing; and enclosing the raw product in a container.

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G24. 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.

G25. What work is <u>not</u> 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.

G26. Is hauling a product on a farm, ranch or other facility considered agricultural work?

Yes. The Department considers hauling a product <u>on</u> 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.

G27. 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 § 200.81(d) and (f) of the regulations. 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.

<u>Wages and Personal Subsistence</u>

G28. What does "personal subsistence" mean?

As used in the definitions of agricultural work and fishing work in § 200.81(a) and (b) of the regulations, and as defined in § 200.81(h) of the regulations, "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.

G29. May a worker who is "self-employed" qualify as a migratory agricultural worker or migratory fisher?

Yes, in some circumstances. In general, the Department considers migratory agricultural workers and fishers

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to be either employed for wages or performing work for personal subsistence. However, while some workers, such as those who glean leftover crops from fields or fishers who own their own boats, might consider themselves "self-employed," for purposes of MEP eligibility the Department considers the provisions regarding personal subsistence to mean that the money such workers earn from the sale of the product is equivalent to "wages" (and to the extent that gleaners consume the food they gather as a substantial portion of their food intake, "performed for personal subsistence").

H. Temporary and Seasonal Employment

H1. What is seasonal employment?

According to § 200.81(j) 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.

H2. 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.

H3. How long may seasonal employment last?

The definition of seasonal employment in § 200.81(j) of the regulations 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.

H4. 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; and
2. it is not continuous or carried on throughout the year

H5. What is temporary employment?

According to § 200.81(k) of the regulations, temporary employment means "employment that lasts for a limited period of time, usually a few months, but no longer than 12 months."

H6. How may an SEA determine that a worker's job is "temporary employment"?

Section 200.81(k) of the regulations 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

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will not last longer than 12 months.

H7. 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 employed on a temporary or seasonal basis as defined in 200.81(j) and (k) of the MEP regulations.

H8. 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.

H9. 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.

H10. 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, § 200.81(k) of the regulations 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 appears constant and available year round, § 200.81(k) of the regulations 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 about how to determine and document that virtually no workers remained employed by the same employer for more than 12 months, please see section I of this chapter.

H11. What are examples of "other reasonable bas[e]s" that an SEA might consider when determining that employment will not last longer than 12 months?

Examples of information that an SEA might consider include:

1. A recent survey of workers (e.g., an attrition rate study—see I8 through I19 of this chapter), by worksite, whom the SEA previously determined to be employed temporarily.
2. A recent survey of workers (e.g., an attrition rate study—see I8 through I19 of this chapter) from another State that documents the temporary nature of employment at a similar worksite.
3. A relevant and timely literature review that supports the temporary nature of employment at a similar

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worksite(s) and that can be considered for the worksite in question.

The SEA should maintain appropriate documentation to support the basis for its determination. In the case of examples 2 and 3 above, this documentation should include the basis for finding that the worksite in the State is similar to those discussed in another State's documentation or in the literature review.

As mentioned in H10, an SEA that relies on some other reasonable basis to determine the temporary nature of employment that appears constant and available year round must later confirm its conclusion by documenting that virtually none of the agricultural or fishing workers whose children were determined to be eligible, based on its determination of temporary employment, were still employed by the same employer for more than 12 months. See Section I of this chapter for more information.

H12. What are examples of information that would not be considered "reasonable" for purposes of determining that employment will not last more than 12 months?

The Department does not consider information such as the following to be reasonable for purposes of determining that employment will not last more than 12 months:

1. Anecdotal information about a worksite or industry, for example, the working conditions are such that a worker is unlikely to remain employed for more than 12 months.
2. Newspaper ads announcing a job opening on a farm or at a worksite. The fact that an employer plans to hire new workers by announcing job openings is not necessarily a signal that employment at a worksite is to be temporary. Specificity about the nature of the jobs to be filled, *e.g.,* whether the work is agricultural or fishing and the employment is temporary or seasonal, would be needed.
3. After February 28, 2010, "industrial surveys" as described in the Department's 2003 Non-Regulatory Guidance or other studies of turnover within job categories. See I7 of this chapter.

The Department does not believe that this type of information is sufficiently reliable for determining whether a worker's employment is likely to last less than 12 months.

H13. Must the SEA stop serving children whose parent or guardian 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 and keep them on its rolls for the duration of their 36-month eligibility period. MEP eligibility is determined at the time of the interview and is based on the worker's (or employer's) stated intention at the time of the move, 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

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the SEA needs to take.

H14. If a worker planned to work at an agricultural or fishing worksite permanently, can the worker be recruited for the MEP if the recruiter finds out later that the worker did not remain employed more than 12 months?

In general, no. A worker who moved to seek permanent employment did not move "in order to obtain temporary or seasonal employment in agricultural or fishing work" as required by the statute.

However, if the SEA has determined and documented that employment at the worksite, despite appearing to be constant and available year-round, is temporary in accordance with 200.81(k) of the regulations, the worker can be considered eligible for the MEP (assuming that all other eligibility criteria are met). See Section I of this chapter.

H15. 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.

I. Employment That Appears Constant and Available Year-Round

I1. Is an SEA always required to determine whether employment that appears constant and available year-round may be considered temporary?

No. An SEA is required to determine whether employment that is constant and available year-round may be considered temporary only if it intends to qualify the children of workers employed in these types of jobs.

I2. May SEAs consider employment that appears to be constant and available year-round to be temporary employment?

Yes. The Department recognizes that some agricultural and fishing jobs, for example certain jobs at processing plants or dairy farms, may appear to be constant and available year-round, but, perhaps because of the nature of the work, workers typically do not stay long at these jobs. In cases of employment that appears to be constant and available year- round, recruiters can base their determination that the employment is temporary on:

1. the worker's or the employer's statement that even though the work appears to be constant and available year- round, he or she intends to remain no longer than 12 months, or
2. the SEA's determination that even though the work appears to be constant and available year-round, the SEA has determined and documented, in accordance with § 200.81(k) of the regulations, that the employment is temporary.

I3. How does an SEA determine and document that certain employment that appears to be constant and available year-round is temporary employment for purposes of the MEP?

Consistent with § 200.81(k) of the regulations, an SEA determines the temporary nature of employment that appears to be constant and available year-round by:

Step 1: establishing its basis for reasonably concluding that particular employment that appears to be

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constant and available year-round can be considered temporary. (See H11 and H12 of this chapter regarding "reasonable bases" for determining temporary employment.)

AND

Step 2: later confirming the basis of this conclusion by documenting that virtually none of the migratory agricultural or fishing workers whose children were determined to be eligible, based on the SEA's determination of the temporary nature of such employment, remained employed by the same employer for more than 12 months. One way an SEA might confirm the basis of its subsequent conclusion is through an "attrition rate study." See I1 – I7, which apply to the requirements for documenting the temporary nature of work that appears to be constant and available year-round, and I8 – I21, which address attrition rate studies.

I4. May an SEA continue to rely on the documentation it used consistent with prior regulations and prior non-regulatory guidance to determine the temporary nature of employment that appears constant and available year round?

No. For a limited time, the July 29, 2008, regulations allowed the SEA to rely on documentation consistent with prior regulations and prior guidance (*e.g.*, "industrial surveys) when determining the temporary nature of employment that appears constant and available year round. However, this allowance ended on February 28, 2010 (*i.e.*, 18 months from the effective date of the July 2008 regulations). To continue to find whether agricultural and fishing workers employed in what appears to be constant and year-round employment are, in fact, engaged in temporary employment, § 200.81(k) requires that by February 28, 2010, the SEA establish and implement procedures for determining which *employers,* whose agricultural and fishing workers it previously determined were employed temporarily, meet the definition of temporary employment established in the July 29, 2008 regulations.

In other words, the SEA must have determined by February 28, 2010, which employers, who offer employment that the SEA previously considered to be temporary based on its prior documentation, met the "virtually no workers remained employed by the same employer for more than 12 months" threshold. For employers (or their worksites – see I10 of this chapter) for which the SEA has made this determination, the SEA may continue to qualify the children of workers employed in agricultural or fishing work at these worksites on the basis of its new documentation. But, for employers (or their worksites) that did not meet the "virtually no workers remained employed…" threshold, the SEA must stop recruiting the children of agricultural and fishing workers at these worksites on the basis of the SEA's prior documentation that work that appears constant and available year-round is temporary. The SEA also must terminate eligibility of any children who were determined to be eligible on or after February 28, 2010, on the basis of the SEA's prior determination that work that appears constant and available year-round is temporary. See also I20 of this chapter.

I5. What is the purpose of determining that "virtually no workers remained employed by the same employer more than 12 months"?

The purpose is to determine which employers, whose workers' employment appears to be constant and available year-round, may be considered to offer "temporary employment" for purposes of MEP eligibility. This determination only affects whether an SEA may continue, going forward, to consider employment for a particular employer to be temporary based on the *SEA's documentation* (*i.e.*, employment may still be determined temporary based on the worker's or employer's statement that the employment will not last longer

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than 12 months).
See reference to SEA documentation in § 200.81(k) of the regulations.

I6. How often must an SEA test the reasonableness of its temporary determinations for work that appears to be constant and available year-round?

Determinations made on the basis of criteria in the July 29, 2008, regulations must be made at least once every three years. See § 200.81(k). (By February 28, 2010, each SEA must have tested the reasonableness of determinations made according to the 2003 MEP Non-Regulatory Guidance or some other reasonable process that was used prior to the issuance of the July 29, 2008 regulations.)

I7. After February 28, 2010, may an SEA continue to rely on (1) "industrial surveys" as discussed in the 2003 MEP Non-Regulatory Guidance, or (2) some other process that measures employee turnover that SEAs adopted prior to the issuance of the July 2008 regulations, as reasonable documentation of the temporary nature of employment that appears to be constant and available year-round?

No. See § 200.81(k) of the regulations.

The 2003 MEP Non-Regulatory Guidance permitted an SEA to consider certain jobs temporary based on the turnover rate of workers within particular job categories. However, surveys that measure the turnover rate of workers in and out of a particular job do not account for situations in which workers continue to remain employed by the same employer in a succession of jobs. These types of surveys do not measure the temporary nature of a worker's employment, but rather only the turnover within a particular job category. Thus, these types of surveys are not valid measures of "temporary employment" as defined in § 200.81(k) of the regulations. Instead, the SEA should consider conducting an "attrition rate study" to document the temporary nature of employment that appears to be constant and available year-round.

Attrition Rate Study

I8. What is an attrition rate study?

An attrition rate study is one way that an SEA can confirm its basis for reasonably concluding, despite the appearance that employment at a worksite is constant and available year-round, that virtually no migratory agricultural or fishing workers remained employed by the same employer for more than 12 months. For those worksites where the results of the attrition rate study reveal that virtually no migratory agricultural or fishing workers remained employed for more than 12 months, the SEA can continue to conclude that workers who perform agricultural or fishing work at those worksites are employed temporarily. (See Step 2 of I3 of this section.)

In this kind of study, an "attrition rate" means the percent of all migratory agricultural or fishing workers at a particular worksite (1) who were previously identified as eligible for the MEP, and (2) whose employment appears to be constant and available year-round, but who do not remain employed at that worksite more than 12 months.

I9. What attrition rate would permit an SEA to conclude that "virtually no workers remained employed by that employer more than 12 months"?

The Department has adopted a presumption that an attrition rate of at least 90% for any given worksite satisfies the requirement that virtually none of the migratory agricultural or fishing workers hired remained

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employed at that worksite for more than 12 months – and, therefore, the employment may be considered temporary.

For worksites of five or fewer migratory workers who perform agricultural or fishing work that appears to be constant and available year-round (e.g., small dairy farms), calculating an attrition rate of 90% is impossible. Therefore, the Department considers the termination of employment for four out of five workers to be equivalent to "virtually no workers remained employed by the same employer more than 12 months." Similarly, the Department considers worksites with three out of four workers, and two out of three workers, leaving within 12 months or less to be equivalent to "virtually no workers remained employed by the same employer more than 12 months."

I10. If an SEA is documenting the temporary nature of employment that appears to be constant and available year-round, does it make its temporary determination by employer or by worksite?

An SEA that wants to document the temporary nature of employment that appears to be constant and available year-round is only required to make this determination by employer. Specifically, § 200.81(k) requires an SEA, for employment that appears to be constant and available year-round, to document that virtually no agricultural or fishing workers, whose children the SEA previously identified as eligible for the MEP, "remained employed by the same employer more than 12 months" (emphasis added).

However, in cases where the employer has several worksites, the Department recommends that the SEA consider going further, and conduct its study by each of the employer's worksites. Conducting an attrition rate study by worksite allows an SEA to continue qualifying the children of agricultural or fishing workers who are employed at worksites that have a 90% or higher attrition rate even though the attrition rate for the employer (which combines all of the worksites) might be less than 90%. In this situation, if the SEA only conducted its attrition rate by employer, it would no longer be able to qualify the children of agricultural or fishing workers employed by this employer, because the employer's overall attrition rate is not 90% or higher.

Note, given the possible benefit of conducting an attrition rate study by employer's worksite, the remainder of the discussion about attrition rate studies uses this perspective.

I11. How would an SEA conduct an attrition rate study?

The Department suggests following these steps:

1. Generate a list of migratory agricultural and fishing workers whose children are currently qualified as eligible under temporary employment.
2. Separate COEs for these workers into two categories: Category A – determinations of temporary employment based on the worker's or employer's statement that the job was temporary or the worker would not remain employed longer than 12 months; and Category B – determinations of temporary employment based on employment that appeared constant and available year-round, but which the SEA determined to be temporary. Note, COEs classified as Category A should not be factored into the attrition rate study or calculation since the purpose of the study is to confirm whether the SEA's determination is correct. COEs classified as Category B will represent the pool of workers whose employment appears constant and available year round but that the SEA has determined to be temporary.
3. Further separate the COEs for Category B by worksite if this has not been done already.
4. Contact each of these workers (or the workers' employer) to determine or verify:
    a. whether the worker is still employed at the same worksite listed on the COE;

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b. when the worker started working at that worksite;
c. when the worker stopped working at the worksite (if the worker has stopped working at the worksite); and
d. whether the worker's employment was terminated and resumed at any time during the 12 months.

5. Use the information from the results of the interviews to determine which of the Category B workers were employed at the same worksite for 12 months or less.
6. Calculate the percent of agricultural and fishing workers by worksite that the SEA can verify as being employed at that worksite for 12 months or less. See I12, immediately below, for information about calculating the attrition rate.

I12. How can an SEA calculate an attrition rate?

Attrition rates can be calculated as follows:

(1) Determine the total number of agricultural and fishing workers at each worksite whose children were qualified as eligible according to the SEA's determination of temporary employment for employment that appears to be constant and available year- round; *i.e.*, steps 1 through 3 in I11, immediately above. Consider this number to be "Y".

(2) Determine the number of agricultural and fishing workers by worksite identified in Step 1 who were employed for 12 months or less; *i.e.*, step 4 and 5 in I11, immediately above. Consider this number to be "X".

(3) Divide "X" by "Y" and multiply this number ("Z") by 100 to give you the attrition rate for each worksite in a percentage.

Attrition Rate formula:
X / Y = Z
Z x 100 = Attrition rate (%)

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The following example demonstrates how the formula works: Worksite USA

X = Total number of agricultural workers from worksite USA that were employed for 12 months or less

Divided by

Y = Total number of agricultural workers at worksite USA whose children are qualified as eligible according to the SEA's prior determination of temporary employment that appears to be constant and available year-round

=

Z x 100 = Attrition Rate (%)

Calculation:

X / Y = Z
32 / 120 = 0.266

Z x 100 = Attrition Rate (%)
0.266 x 100 = 26.6

The attrition rate is 27% ***(rounded to the nearest tenth).***

In this example, only 27% of agricultural workers at worksite USA were no longer employed after 12 months (i.e., 73% of workers were employed longer than 12 months). Despite the fact that workers at worksite USA were previously determined to be eligible for the MEP, agricultural or fishing work at worksite USA can no longer be considered temporary employment. This is because the SEA could not determine that "virtually no workers remained employed by [worksite USA] more than 12 months," as required by § 200.81(k) of the regulations. Therefore, the SEA must stop recruiting workers at worksite USA based on the SEA's own determination of temporary employment. Workers at the site may still be determined to be migratory workers if the determination of temporary employment is based on the worker's or employer's statement. See I21 of this chapter.

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I13. How would an SEA select the workers for its attrition rate study?

An SEA may use any approach that is reasonable to select workers for participation in its attrition rate study.[1] Below are two suggested approaches. In both examples, the SEA should only include in its sample migratory agricultural workers and fishers whose children (or the children themselves if they were the workers) were previously determined to be eligible based on the SEA's prior determination that the worker's constant and available year-round employment was actually temporary. In other words, these samples would not include the children of workers whose employment was determined to be temporary based on the worker's statement or the employer's statement.

1. This approach relies on workers whose children were identified as eligible for the MEP during a specified 12-month time period. Depending on the 12-month time period that the SEA selects, this option will allow the SEA to determine the temporary nature of employment at a particular worksite as quickly as the SEA can conduct the interviews with the workers and analyze the data. To select workers[2] using this approach, the SEA should generate a list of workers whose children were identified as eligible for the MEP during a specified 12-month time period (*e.g.*, between September 1, 2008, and August 31, 2009). The SEA should select a time period that is sufficiently recent to ensure the most accurate data. However, to complete the attrition rate study as quickly as possible, it might want to ensure that at least 12 months have passed from the date the last child in the study was determined eligible. For example, if the last child in a September 1, 2008 through August 31, 2009 12-month list was determined eligible on August 31, 2009, the worker has until August 31, 2010, to leave his or her job before the SEA can determine whether the worker was employed at the same worksite for longer than 12 months. Thus, the overall timeframe for the attrition rate study would end on August 31, 2010. (That is, the period of analysis for this sampling approach will be no longer than 24 months.)

2. This approach selects workers whose children were identified as eligible for the MEP at a specific date in time. Depending on the date that the SEA chooses, it might have to wait as long as 12 months to complete its attrition rate study. To select workers using this approach, the SEA should generate a list of all workers whose children were eligible for the MEP at a specific date in time, for example, September 1, 2009. (Note: given a child's 36-month period of eligibility, children with qualifying arrival dates as early as September 2, 2006, will be included on this list.) When using this approach, the SEA should select a specific date in time that is sufficiently recent to ensure the most accurate data, but it should keep in mind that, depending on the date chosen, the SEA may have to wait as many as 12 months for the results of its attrition rate study. For example, if the SEA generates a list of children who were eligible on September 1, 2009, the sample could include children whose qualifying arrival date was as recent as August 31, 2009, and whose parent began his or her employment on that same date. In this situation, the worker has until August 31, 2010, to leave his or her job before the SEA can determine whether the worker was employed at the same worksite for longer than 12 months.

[1] This guidance does not address requirements for statistically valid samples. SEAs should consult their own statistical experts if they choose to sample rather than interview the entire population.

[2] Again, as used in these two approaches, the term "workers" should include only migratory agricultural workers and fishers whose children (or the children themselves if they are the workers) were previously determined to be eligible based on the State's prior determination that the workers' employment was temporary.

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These are just two approaches an SEA can use to select its workers to test whether employment that appears constant and available year-round can reasonably be considered temporary employment. The approach an SEA uses will depend on the amount of time the SEA has to complete its attrition rate study and what data the SEA has about such employment: *e.g.*, the number of years the SEA has been collecting needed data, and the specific data the SEA has been collecting.

I14. Is an attrition rate study the only vehicle SEAs may use to determine and document the temporary nature of work that appears to be constant and available year-round?

No. An attrition rate study is one way an SEA might determine and document that of those agricultural and fishing workers whose children were previously determined to be eligible based on the SEA's prior determination of the temporary nature of such employment (or the children themselves if they are the workers), virtually no workers remained employed by the same employer more than 12 months. Any SEA that adopts an alternate process should ensure that its process adequately determines that "virtually no workers remained employed…more than 12 months" and should document its basis for reasonably making this conclusion.

I15. Should an SEA include in its attrition rate study workers whose temporary employment determination was based on the worker's statement or the employer's statement?

No. As we noted in step 2 of I11 of this chapter, the SEA should not include in its attrition rate study workers whose temporary employment determination was based on the worker's statement or the employer's statement. The purpose of the study is to determine whether employment that appears to be constant and year round is, in fact, temporary. In these cases, either the worker or the employer has already determined that the employment will not last longer than 12 months.

I16. Should an SEA include in its attrition rate study workers who sought, but did not obtain, temporary employment in agricultural or fishing work?

No. In this situation, the worker never obtained the employment; therefore, the SEA cannot determine the length of time the worker was employed.

However, if the SEA knows that a specific worker obtained qualifying work after his or her children were recruited in to the MEP, the SEA should include the worker in the study and subsequently determine the length of time he or she was employed.

I17. What should an SEA do if, when conducting its attrition rate study, it cannot locate a worker whom it previously determined was employed temporarily based on its own determination?

In situations where the SEA cannot locate a worker whom it previously determined was employed temporarily based on the SEA's determination, the SEA should contact the employer for information about the worker's length of employment. The SEA should only presume that the worker was not employed more than 12 months if the SEA can document that (1) the worker is no longer employed by the employer listed on the COE and (2) the worker was not employed by that employer for more than 12 months.

If the SEA is unable to verify a worker's length of employment by asking the employer, then the SEA may follow up with the children's school district to see if the worker's children are still enrolled and, if so, to obtain the worker's most up-to-date contact information. The SEA could also check its State database or MSIX to determine if either of these resources has current information on the worker. If the SEA obtains

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more current contact information, it should again try to speak with the worker to determine that (1) the worker is no longer employed by the employer listed on the COE, and (2) the worker was not employed by that employer for more than 12 months. The Department strongly recommends that the SEA establish a process for recruiters to follow when verifying whether a worker is no longer employed at a worksite.
If the SEA can document that (1) the worker is no longer employed by the employer listed on the COE and (2) the worker was not employed by that employer for more than 12 months, it should include the worker in both the X and Y variables described in question I12 of this section. If the SEA cannot confidently document both of these criteria, then it should not include the worker in either variable.

I18. When calculating attrition rates, how should an SEA take into account a migratory agricultural or fishing worker who changed jobs but is still employed at the same worksite?

The fact that a worker changed jobs is irrelevant. A worker who changes jobs at a worksite should be included, in an attrition rate study, in the same manner as all other workers—by considering whether he or she remained employed at the worksite for 12 months or less.

I19. What should an SEA do if it determines that employment at a particular worksite does not meet the "virtually no workers remained employed…more than 12 months" threshold? Must the SEA stop serving, and remove from its rolls, those children whom it recruited in good faith?

If the SEA determines that employment at a worksite does not meet this threshold, it must stop recruiting the children of workers at these worksites on the basis of the SEA's own documentation that the employment at the worksite is temporary, because it has found otherwise. However, the SEA may continue to qualify the children of workers at these worksites if the determination of temporary employment is based on the worker's or the employer's statement that the work is to be temporary and the worker will not remain employed longer than 12 months, the child would still be eligible for the MEP (assuming all other eligibility criteria are met).

Children who were recruited by the SEA (1) on a reasonable basis (i.e., in good faith) that the employment that appeared constant and year-round could be considered temporary (see H11 of this chapter and the corresponding references), and (2) before the SEA completed its attrition rate study, remain eligible for the duration of their 36-month eligibility period starting with their last qualifying move.

I20. Once the SEA has determined which worksites meet the "virtually no workers remained employed by the same employer more than 12 months" threshold, can it find all children of agricultural or fishing workers at those sites to be eligible for the MEP?

Yes, provided that the children meet all other MEP eligibility requirements. The purpose of determining which worksites meet the "virtually no workers remained employed…more than 12 months" threshold is to permit anyone who works in agricultural or fishing work at these worksites to be considered employed on a temporary basis, regardless of any employer or worker statement that the work is intended to be permanent, and thus to permit their children to be considered migrant so long as all other MEP eligibility criteria are met.

I21. If an SEA has determined that employment at a particular worksite is not "temporary employment" (based on the SEA's documentation), but the worker indicates that he or she intended to remain employed at that site less than 12 months, can the SEA qualify the child so long as all other eligibility criteria are met?

Yes. As we noted in I19 of this chapter, an SEA may rely on a worker's statement to determine that employment is temporary even if the SEA's documentation demonstrates that the constant and available year-round employment is not "temporary". In this case, it is the worker's statement about his or her intention that

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makes the employment temporary.

J. Other Changes to MEP Eligibility

J1. Does the migratory worker's temporary or seasonal agricultural or fishing employment have to be a "principal means of livelihood"?

No. The MEP regulations published on July 29, 2008, removed the prior requirement that one's agricultural or fishing work needs to be a principal means of livelihood.

J2. Does the fact that a worker and child moved to relocate permanently affect the child's eligibility for the MEP?

No. The July 29, 2008 regulations define "move" or "moved" as it pertains to the MEP as a change from one residence to another residence that occurs due to economic necessity. Under this definition, the fact that a worker moved to permanently relocate does not matter so long as (1) another purpose of the worker's move was to obtain either qualifying work or any employment (not to include a move specifically for non-qualifying work), (2) the worker obtained qualifying work soon after the move, and (3) all other conditions of a qualifying move were met.

J3. Must the SEA consider whether an "initial commercial sale" has occurred in order to determine if the agricultural or fishing work can be considered qualifying?

No. The new regulations also removed the phrase "initial commercial sale" from the definition of agricultural work and fishing work. SEAs are no longer required to determine whether an "initial commercial sale" has occurred in order to determine if the work can be considered agricultural work or fishing work for purposes of the MEP.

K. Documenting Eligibility

K1. What responsibility does an SEA have to document eligibility determinations?

An SEA must document eligibility determinations in order to comply with § 76.731 of EDGAR, which provides that "[a] State and a sub-grantee shall keep records to show its compliance with program requirements." As the MEP statute and regulations provide that only eligible migrant children (*i.e.*, those who meet the definitions contained in section 1309(2) of the MEP statute and § 200.81 of the MEP regulations) may 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, § 200.89(c) of the regulations requires an SEA and its local operating agencies to use the Certificate of Eligibility (COE) form established by the Secretary to document the State's determination of the eligibility of migratory children. (For more information about ID&R quality control requirements, see Chapter III titled Identification, Recruitment, and Quality Control.)

K2. 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.

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K3. 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: Male Parent/Guardian Last Name, Male Parent/Guardian First Name, Female Parent/Guardian Last Name, Female Parent/Guardian 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.

K4. What are the required data *sections* for the national COE?

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

K5. May an SEA include its own State-requested or State-required information on the national COE?

Yes. As mentioned in K2 of this chapter, an SEA may include State-requested or State- required information on the national COE, within certain parameters. An SEA may only include its own information to the extent space is available on the single page in which the required data elements and the required data sections are included. However, an SEA may include its own information on additional pages that are to be attached to the single eligibility page. And, in general, an SEA may not collect any State-required or State- requested information inside any of the required data sections on the national COE. The Department has made limited exceptions to this last standard. 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.

K6. 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 July 2008 regulatory 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.

K7. 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.

K8. When should a recruiter complete a new COE?

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 a child makes a new qualifying move.

K9. Must the parent or guardian sign the national COE?

Yes, except for a few limited exceptions. (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 parent or guardian 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.

K10. Must the recruiter sign the national COE?

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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 § 200.89(c) and (d), the Department requires this signature on the national COE as an element of a reasonable system of quality control.

K11. Must someone else review the information on the national COE?

Yes. As part of a sound system of quality control, § 200.89(d)(4) of the MEP regulations (as revised on July 29, 2008) 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 CFR 200.89.)

K12. 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 qualifying move, for example, to State A and then make a subsequent non-qualifying move to State B. So long as State B identifies the child within 36 months of the qualifying move, it may enroll the child in the MEP on the basis of the qualifying move to State A 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 as well as completes its own State's COE. SEAs are encouraged to coordinate with the State in which the qualifying move occurred to confirm the qualifying information.

K13. 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. However, the Department encourages States to share information and to utilize each other's information to assist in making eligibility determinations.

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III. Identification and Recruitment

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

a. The children who are most in need of program services are often those who are the most difficult to find.
b. Many migrant 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 migrant children who may be more difficult to identify than those who have settled in a community.
c. 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 migrant 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 migrant 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 migrant 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 of migrant 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 migrant 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 migrant children residing in the State.

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

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

a. Implement a formal process to map all of the areas within the State where migrant families are likely to reside.
b. Develop procedures to effectively identify and recruit all eligible migrant children in the State, generally through a statewide recruitment plan.
c. Train and guide recruiters on how to identify and recruit migrant children and how to make appropriate eligibility determinations.
d. Deploy recruiters to carry out statewide identification and recruitment efforts and monitor their efforts.
e. Implement quality control procedures designed to ensure the reasonable accuracy of recruiters' eligibility determinations and written eligibility documentation.
f. 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:

a. 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.
b. 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.
c. Locate and maintain current lists of migrant housing in each area of the State.
d. State and Federal Departments of Health and Human Services and Labor may have lists of migrant camps.
e. Develop and implement an identification and recruitment network by coordinating with organizations and agencies that provide services to migrant 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.
f. Conduct community surveys or industrial surveys to confirm the location and presence of migrant 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 migrant 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

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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 migrant 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 migrant child is en 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.

The SEA is responsible for all determinations of MEP eligibility so 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 migrant 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 migrant 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 migrant 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.

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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, migrant 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

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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 migrant 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 migrant 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.

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CHAPTER 3

Identification and Recruitment Responsibilities

Identification and Recruitment Responsibilities

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.
- 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 work day/shift.
- A local job description outlining ID&R requirements and activities must be adopted by LEAs. The job description is detailed on the next page in this handbook.
- 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 attend three-day (3) ID&R training within the first 30 days of employment (this mandatory ID&R training is the first step in the Georgia ID&R certification process).
- 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.

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Role of the Recruiter

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.
- Migrant 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 migrant 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 – 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 to the state and local recruiter.

- Full time LEAs' staff will be observed three times annually.
- Part time LEAs' staff will be observed once annually.

Recommended Task Breakdown for Full Time Recruiters

ID&R	70%
Social Service Assistance	10%
Documentation	10%
Home School Liaison	5%
Other ID&R Activities	5%

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Recruiter – 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 COEstar 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 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 migrant 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 COEstar enrollment.
- Share information on eligibility of migrant families with preschool and educational programs as appropriate.
- Provide assistance 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 migrant 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 migrant students to ensure a coordinated service delivery system.
- Actively identify and recruit all eligible migrant 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 migrant families to appropriate health, social or legal services in order to meet the needs of the migrant 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 region office within the appropriate time limits.
- Communicate regularly with regional recruiters and/or the state ID&R coordinator.
- Develop a recruitment network with migrant 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 18th and June 18th.*
- Update Employer's Contact Information Roster. *Deadlines are December 18th and June 18th.*
- Maintain recruitment supplies inventory.

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Active ID&R

Finding Migrant Children

Definition

The national interpretation of identification is to "ascertain (migrant) presence and location within the state." A survey is a means of collecting data/information which may be used to identify migrant students. This section will provide guidelines on how to identify migrant families by describing various types of surveys.

There are three basic ways to identify migrant families:

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

Within the School

School "occupational surveys" are conducted on an ongoing basis throughout the year as new students enroll in school. A new enrollment list of students is an important source of information for the recruiter. An arrangement should be made in each school district regarding access to this information. Migrant indicators to look for in new enrollments are:

- Places of employment;
- History of change of residence (has the family been in the district before); and
- Occupation of parents.

In the Field

An "in-the-field" survey is 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 migrant 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 migrant activities
    - Agricultural/Horticulture Fishing
    - Knowledge of the industry
    - What kind of jobs make up the migrant activity?
    - Who are the migrant employers?
    - Knowledge of the migrant cycle
    - When do migrants arrive in the area?
    - How long do they stay?
- Knowledge of housing for migrant workers
- Knowledge of agencies that provide services to migrant families and the establishment of working relationships with the staff

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Working with Schools
Arrange with the school principal or with the superintendent to incorporate the Occupational Survey on *page 66,* or add the following questions to the school registration papers:

1. Have you or your family moved within the past three (3) years?
   Yes No
2. Did your family cross school district boundaries?
   Yes No
3. Was the move made for the purpose of seeking or obtaining agricultural, poultry or fishing related employment?
   Yes No

If yes was answered to all three (3) questions, the school or agency registrar would list those students' names and provide them to the local ID&R staff or the GaDOE MEP Regional Office. Based on these referrals, a recruiter can then schedule a visit with the student's parent(s) or guardian(s) to determine eligibility.

Working with Employers
Employer Survey – Farmers/growers, plant managers, field foremen and employment agencies provide a survey to find out where migrant people 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 people prior to impaction. 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 migrants are employed or if they are self-employed (in the fishing industry, for example).

The recruiter should chart all pertinent information gathered from migrant labor employers. This information may be logged using the Farm Contact / Employee Survey form.

Georgia MEP Policy on Short Duration Moves

The Georgia MEP requires recruiters to verify the economic necessity and intention 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 with the intention to seek or obtain qualifying work, or any work, and obtain qualifying work soon after the move (30 days).

The GA 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 and intention 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 one of the intentions of the move was too seek or obtain qualifying work, or any work, and obtain qualifying work soon after the move (30 days).

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ID&R Plan

An ID&R plan helps the state and the LEA recruitment staff to prioritize recruitment activities, establish who is responsible for the adherence to the timelines, and documentation requirements. An LEA's action plan should be detailed and specific and translate into a schedule or "to do" list for the recruiters within a specific timeframe.

State ID&R Plan
The Title I, Part C Migrant Education Program (MEP), 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.

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

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 migrant 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 remain 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 migrant child roster will be of paramount importance to the Georgia MEP. Integrity will be measured through a strict quality control process with an annual misidentification rate under 4%.
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.

STRATEGIES
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 state recruiters, employed by the GaDOE and assigned to one of two regions in the state, will be under the direct supervision of the state. District recruiters, hired by the school districts, will be monitored by both their district supervisors and the State staff. All recruiters will follow the Georgia MEP recruitment guidelines.

2. ID&R Training
Personnel working for the Georgia MEP, in any capacity, will attend three formal and other "as needed" informal trainings conducted throughout the year. 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: Office of Migrant Education (OME) Non-Regulatory Guidance, GA ID&R Handbook, and GA ID&R Certification Manual. The trainings 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

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identified based on an on-going analysis of the certificate of eligibility (COE) error reports maintained by the State. They may also be identified during regular quality control monitoring procedures conducted by the State.

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 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 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 the state MEP office. 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 requests for child eligibility re-interviews.
5. Conducting prospective child eligibility re-interviewing.

6. ID&R 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:

1. 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.
2. Evaluation of Identification and recruitment effort at all the GAMEP levels: The Georgia MEP will evaluate the ID&R effort at the state, regions, and district levels. The state will evaluate the implementation and adherence to the State, Regional and District ID&R Plans.

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7. 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 *migrant*. These resources will also be used to ensure and protect the integrity and legitimacy of all child rosters and child counts. State staff will be responsible for ensuring that all resources 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 and Data Collections Handbook:** The ID&R component of the 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 migrant 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 this 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 to indicate where migrant families in Georgia live and work. The maps will be housed in and updated three times a year (September 1st, January 1st, and June 1st) at the state and LEA offices.
- **Regional Calendars with Seasonal Crops Activities:** Monthly calendars recording seasonal crop activities will be housed in and updated three times a year (September 1st, January 1st, and June 1st) at the state and LEA offices. The activities recorded will contain the following minimum 3 data elements:
    1. Crop Name
    2. Production and Cultivation Timeline (Field Preparation, Planting, Harvesting, Packing)
    3. Geographical Locations to Support Recruitment Maps
- **Regional Profiles of Major Employers:** Profiles documenting employers of migrant agricultural workers will be housed in and updated three times a year (September 1st, January 1st, and June 1st) at the state and LEA offices. 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. Number of Migrant Positions Typically Employed per Season
- **State MEP Ethics Policy:** As employees of the Georgia Department of Education, the staff of the MEP adheres to and abides by the Department'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 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 migrant children in the state. The policies will place emphasis on the awareness and the prevention of risks to the safety of Georgia MEP recruitment personnel.

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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
	ID&R Planning and Implementation				
	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.	
	Building the Local Recruitment Network				
	Review and update school district agricultural map.	Local MEP Contact and Staff	September 1st, January 1st, and June 1st	Completed and updated maps on file	
	Review and update the school district employer roster.	Local MEP Contact and Staff	September 1st, January 1st, and June 1st	Completed roster on file	

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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 1st, January 1st, and June 1st	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 1st, January 1st, and June 1st	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 1st, January 1st, and June 1st	Assignment roster on file, calendars and schedules	
	ID&R Training				
	Notify GaDOE MEP regional office about newly hired staff	MEP Contact	By end of first week of employment	E-mail	
	View MEP video: *Overview for New Employees and Contracted Personnel* 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 • 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). • Full-time staff in school districts with a full time district recruiter will recruit with regional recruiter once a year.	All Georgia MEP personnel	Quarterly or yearly	One or three recruitment observation forms per year	

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Checklist of Activities to Support Efficient and Accurate Recruitment

School District: _____ School Year: _____

	• Part-time staff will recruit with regional recruiter once a year.				
	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	
	Georgia Agricultural Activities Map: http://batchgeo.com/map/6b7994570dec29184726c945215bef85 Updated 05/24/13				

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Local Identification & Recruitment Plan

Georgia Department of Education (GaDOE)
Title I, Part C – Migrant Education Program (MEP)
Local Identification and Recruitment (ID&R) Plan

School District:*Enter School District here*
School Year:*Enter current school year (i.e. 2014-2015)*

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 local ID&R staff (recruiters and supplemental service providers or SSPs) to monitor the implementation of this ID&R plan (minimum of once a semester and summer)?
   Enter date here
2. How will the district account for year-round (regular school year and summer) ongoing recruitment efforts for enrolled and out-of-school youth (OSY) including pre-school aged children? Please describe and include staff schedules and peak periods of agricultural activity.
   Enter your answer here
3. How will the district manage and coordinate MEP staff for identifying and contacting potentially eligible migrant families, targeting enrollees and non-enrollees (ages 0 to 21), and ensure COEs are completed as needed?
   Enter your answer here
4. How will the district contact currently eligible migrant children and youth in order to determine if new qualifying moves have occurred and ensure COEs are completed as needed?
   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 migrant children and youth?
   Enter your answer here
6. How will the district coordinate with other agencies, organizations, and resources to build a recruitment network and identify potential migrant participants?
   Enter your answer here

II. School District/Local Agricultural Information

1. How will the district create and or maintain a current local agricultural map containing profiles of employers, agricultural activities, crops and/or growing seasons in your area? Please 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 agricultural map that includes the areas/neighborhoods and labor camps where migrant families may reside? Please 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 potentially new eligible migrant 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

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requested and/or needed. Where will this information be stored in the district? (Please ensure to keep all this information current and on file).
Enter your answer here

DISCLAIMER:
The Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook is the primary source of information for all aspects of ID&R.

Reminders
All quality control procedures must follow the *Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook* quality control descriptors. Please visit: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/publications.aspx and click on the *Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook* link.

You may use the Georgia MEP State Agricultural Activities map as a starting point when creating your local agricultural map: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Identification-and-Recruitment.asps

Remember that your local agricultural map must include information unique to your area and compliment the Georgia MEP State agricultural map with information not currently identified/found in it.

Agreement
☐ I agree that all the information provided in this ID&R Plan is true and up-to-date to the best of my knowledge and will be readily available for the Georgia MEP staff for use, research, resources, and or monitoring purposes throughout the current school year.

Created by:*Enter name here*
Submitted by:*Enter name here*
Date created:*Enter date here*

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Other ID&R Activities

Out-of-School Youth (Eligible Ages)
The Title I, Part C Migrant Education 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, he/she becomes known as an out-of-school youth. The student should be identified and enrolled in the COEstar 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 youth may gather. Some places may be:

- Laundromats
- Wal-Mart
- Ethnic Stores
- Video Arcades
- Shopping Malls
- Thrift Stores
- Single Family Homes
- Adult Basic Education Classes

Posters may be left at these locations with a name, address and telephone number where the recruiter may be reached. When these youth 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 GED Recipients
The Federal Department of Education ruled that students who have received their GED or graduated from high school are not eligible to participate in the program. Therefore, these youth are not to be identified on a Certificate of Eligibility and may not be served with Title I Part C Migrant Education Program 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.

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Social Services Assistance Referrals

What Is It?
The referral - directing needs to the appropriate resource(s) - is addressed in this handbook because much of the migrant child's educational success is dependent on the 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 Migrant Education Program, migrant students and their families often need assistance from bilingual staff that will provide them information regarding health, welfare, life-management skills, and educational services. Migrant parents 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:

- Health Clinics
- County Health Departments
- Women, Infants, & Children (WIC) Program
- Local Hospitals
- Community Service Groups (e.g. Lions, Kiwanis)
- Red Cross
- United Way Programs
- Hospitals
- Dept. of Social & Health Services
- Local Churches
- Private Non-Profit Organizations
- Other Related Community Organizations

Housing

- Local Churches
- Community Service Groups

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- Local Housing Authority
- Homeless Shelters
- Landlord/Tenant Associations
- Housing and Urban Development (HUD)
- Growers Associations

Legal
- Georgia Legal Services
- Local Legal Aid Services
- Commission of Hispanic Affairs
- State and Regional Office of Civil Rights
- Mexican American Legal Defense and Educational Fund (MALDEF)

Clothing
- Salvation Army
- St. Vincent de Paul Society
- Local Church Groups
- Community Service Groups
- Non-Profit Charitable Organizations
- Thrift Shop

Food
- Local Church Groups
- Salvation Army
- Community Service Groups
- Non-Profit Charitable Organizations
- Local Food Bank

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 recruiter or LEA staff person should inform the family of the services that may best meet their needs.
3. The recruiter or LEA staff person must review the eligibility requirements of the program to ensure that the client is being referred to the appropriate program.
4. The recruiter or LEA staff person may refer a child only if parental consent is granted (when applicable).
5. Translation services may be provided, if other translation support is not available.
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.
1. The recruiter or LEA staff person must follow up by contacting the family by phone or letter, within two weeks (if agency is statewide) or within two or three days (if agency is local) to inquire as to the results.
2. The recruiter or LEA staff person must serve as an advocate for the family/client. If additional items are necessary to formalize or complete the referral or to obtain the services, recruiters may take appropriate action at this time.
3. The recruiter or LEA staff person must establish a cooperative, mutually helpful relationship with the representatives and social service delivery staff or local agencies, both in follow up activities and in the initial contact.
4. The recruiter or LEA staff person must ensure that all contacts and follow ups are appropriately documented.

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Farm Contact / Employee Survey

This survey form will assist in searching for and recruiting families outside of the school building and in the community. It is very important to establish good working relations with these employers prior to impaction each year.

Company / Farm: _____

Grower's Name: _____

Contact Person: _____ **Foreman:** _____

Telephone: ( ) _____ **County:** _____

Address: _____ **City:** _____

State: _____ **Zip:** _____

Directions: _____

_____

_____

Other (Please Specify occupation): _____

_____

Do you hire year round employees? ☐**No** ☐**Yes – How Many?** _____
Is the work: ☐**Seasonal?** ☐**Temporary?**
Is housing provided? ☐**Yes** ☐**No**

Crop	Activity	Dates		
		mm/dd/yy	To	mm/dd/yy
			To	
			To	
			To	
			To	

COMMENTS:

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Occupational Survey (Spanish)

Dr. John D. Barge, State School Superintendent

School District: _____ **Date Completed:** _____

Encuesta Ocupacional para Padres
Por favor llene este formulario para determinar si sus hijos califican para recibir servicios a través del Programa de Titulo I, Parte C

¿Ustedes se han movido para trabajar en otra ciudad, condado, o estado, en los últimos tres (3) años? ☐ Si ☐No

Si su respuesta es "Si", ¿en qué fecha llegaron a la ciudad/pueblo donde viven actualmente? _____

¿Alguien de su familia trabaja, ha trabajado, o tiene la intención de trabajar, en una de las siguientes actividades en forma permanente o temporal o ha hecho este tipo de trabajo en los últimos tres años? (Marque todos los que apliquen)

☐ 1) Agricultura; plantando/cosechando vegetales o frutas como tomates, calabazas, uvas, cebollas, fresas, arandanos, etc.
☐ 2) Plantando o cortando árboles/juntando agujas de pino *(pine straw)*
☐ 3) Procesando /empacando productos agricolas
☐ 4) Lecheria o ganaderia
☐ 5) Empacadoras o procesadoras de carne/pollo o mariscos
☐ 6) Pescando o criando pescado
☐ 7) Otra actividad. Por Favor especifique en cual: _____

Nombre de los Estudiantes	Nombre de la Escuela	Grado
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Nombre de los padres o guardianes legales: _____

Dirección donde vive: _____

Ciudad: _____ Estado: _____ Codigo Postal: _____ Teléfono: _____

¡Muchas Gracias!
Por favor regrese este formulario a la escuela

Las respuestas a este formulario van a ayudar a determinar si sus hijos califican para recibir servicios a través del programa de Título I, Parte C.

Note for the school/district: When both (Yes) "Si" and one or more of the boxes from 1 to 7 is/are checked, please give this form to the migrant liaison or migrant contact for your school/district. Please file original in student's records. Non-funded (consortium) systems should fax occupational parent surveys to the regional MEP office serving their district. For additional questions regarding this form, please call the MEP office serving your district:

GaDOE Region 1 MEP, P.O. Box 780, 201 West Lee Street Brooklet, GA 30415
Toll Free (800) 621-5217 Fax (912) 842-5440
GaDOE Region 2 MEP, 221 N. Robinson Street, Lenox, GA 31637
Toll Free (866) 505-3182 Fax (229) 546-3251

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Occupational Survey (English)

Dr. John D. Barge, State School Superintendent

School District: _____ **Date Completed:** _____

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

Has your family moved in order to work in another city, county, or state, in the last three (3) years? ☐ Yes ☐ No

If so, what is the date your family arrived in the city/town you reside? _____

Has anyone in your immediate family been involved in one of the following occupations, either full or part-time or temporarily during the last three (3) years? (Check all that apply)

☐ 1) Agriculture; planting/picking vegetables or fruits such as tomatoes, squash, grapes, onions, strawberries, blueberries, etc.
☐ 2) Planting, growing, or cutting trees (pulpwood)/raking pine straw
☐ 3) Processing/packing agricultural products
☐ 4) Dairy/Poultry/Livestock
☐ 5) Meatpacking/Meat processing/Seafood
☐ 6) Fishing or fish farms
☐ 7) Other (Please specify occupation): _____

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

Names of Parent(s) or Legal Guardian(s) _____

Current Address: _____

City: _____ State: _____ Zip Code: _____ Phone: _____

Thank You!
Please return this form to the school
The answers to this survey will help determine if your child(ren) are eligible to receive supplemental services from the Title I, Part C Program.

Note for the school/district: When both "yes" and one or more of the boxes from 1 to 7 is/are checked, please give this form to the migrant liaison or migrant contact for your school/district. Please file original in student's records. Non-funded (consortium) systems should fax occupational parent surveys to the regional MEP office serving their district. For additional questions regarding this form, please call the MEP office serving your district:

GaDOE Region 1 MEP, P.O. Box 780, 201 West Lee Street Brooklet, GA 30415
Toll Free (800) 621-5217 Fax (912) 842-5440
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ID&R Poster Sample (English)

If you or your family members are traveling farm workers, you or your children may qualify for the following services in your school district:

- ☐ PRESCHOOL
- ☐ DAYCARE
- ☐ NIGHT SCHOOL
- ☐ GENERAL EDUCATION DEVELOPMENT (GED) CERTIFICATE
- ☐ ALTERNATIVE HIGH SCHOOL
- ☐ HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)
- ☐ ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM
- ☐ COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)
- ☐ TRANSFER OF EDUCATIONAL AND HEALTH DATA

Contact your district's migrant recruiter to find out about the educational opportunities offered in your area!

NAME _____

SCHOOL _____

PHONE _____

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ID&R Poster Sample (Spanish)

Si usted o sus miembros de familia viajan como trabajadores agrícolas, usted o sus niños podrían calificar por los siguientes servicios en su distrito escolar:

- ☐ ESCUELA PRE-ESCOLAR
- ☐ CUIDADO DE NINOS
- ☐ ESCUELA NOCTURNA
- ☐ DIPLOMA GENERAL DE EDUCACION (GED)
- ☐ ESCUELA ALTERNATIVA PARA LA PREPARATORIA
- ☐ PROGRAMA EQUIVALENTE PARA EL CERTIFICADO DE PREPARATORIA (HEP)
- ☐ PROGRAMA BILINGUE (ESL)
- ☐ ASISTENCIA UNIVERSITARIA DE EDUCACION MIGRANTE (CAMP)
- ☐ TRANSFERENCIA DE ARCHIVOS ACADEMICOS Y DE SALUD

Entérese de las oportunidades educacionales en su área! Comuníquese con el reclutador migrante en su distrito escolar.

NAME _____

SCHOOL _____

PHONE _____

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COEstar and ID&R Records Retention Requirements

Document	Purpose	Retention Requirements
Certificate of Eligibility	Proof of eligibility in the program.	All records of Migrant Education Program activities must be kept for five years after end of eligibility.
COEstar Enrollment and Updates	Enrollment and updates of student data into the computer system.	Keep all information sent to COEstar until an updated COEstar document or report is provided.
Travel Expense Report	Record of expenses and miles driven by staff to conduct identification and recruitment or other MEP activities.	All records of Migrant Education Program activities must be kept for five years.
Referral Records	Child/family names, type of referral, requested by, date, and referred to whom.	All records of Migrant Education Program activities must be kept for five years after end of eligibility.
Community Resource Booklet	Record of all community resources available. Use of program funds must come after all local and community resources are exhausted.	Update the list as needed. No retention necessary.

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CHAPTER 4

Statewide Identification and Recruitment Activities

Statewide Identification and Recruitment Procedures

As outlined in the Georgia MEP Service Delivery Plan (SDP), ID&R efforts statewide will be focused on these 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 migrant 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 remain 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 migrant child roster will be of paramount importance to the Georgia MEP. Integrity will be measured through a strict quality control process with an annual misidentification rate under 4%.

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.

Determining Eligibility

GaDOE MEP recruiters and coordinators provide ID&R training to all Georgia MEP local and state staff. This high standard of quality control is maintained by having one office (SEA) provide uniform statewide information on eligibility criteria.

100% Eligibility Accuracy Rate

MEP staff at the regional offices and MEP SEA program administrators, when necessary, determine eligibility in questionable cases. Staff is available to answer questions Monday - Friday, 8:00 a.m. - 4:45 p.m., except state holidays, and may be reached at:

Region 1 1-800-621-5217
Region 2 1-866-505-3182
State Education Agency (SEA) 404-557-4363

It is extremely important to request and receive proper directions when addressing eligibility issues.

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Recruitment Aids

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 to come 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 have to write on 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 have to 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.

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Recruitment Checklist

A recruitment checklist must be used 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 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 migrant students learn according to rigorous 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 asks 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 Migrant Education Program (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 are consenting 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 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)?

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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 COEstar 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 COEstar.
- 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.

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Eligibility Rulings

Federal and state definitions of migrant student eligibility are clear. However, some cases have so many variables that eligibility may not seem so obvious. The following section compiles questions with situations that the GaDOE MEP staff has already encountered and ruled on. The answers have been gathered from the United States Department of Education Office of Migrant Education or the State Education Agency. Some rulings are similar in nature. This repetition is purposeful to ease the reader in directing attention to one specific topic.
Note:

- *As defined in the Federal Register, reference to a "qualifying worker" includes: parents, spouse, guardian(s), the child or a member of the immediate family as the "qualifying worker."*
- *A guardian is a "person standing in place of a parent." A member of the immediate family includes: mother, father, child's brother, sister, aunt, uncle, cousin or grandparent.*

Examples

Qualifying Worker

1. A family moved to Vidalia, Georgia from Yuma City, California. The mother is a single parent and has an18 year-old son. The family moved in order for the son to find work picking onions. However, the son had an accident and is unable to work. Do they qualify?
   Ruling: *It depends. If the worker has good migrant history (two or more qualifying moves in the past) or there is other credible evidence that the worker actively sought qualifying work soon after the move, the worker/child will be eligible because the move was specifically to seek or obtain qualifying work.*
2. An aunt moved with her niece to allow the niece to work in agriculture. The niece is 17 years old; the aunt has two children. Who is the qualifying worker; do two COEs need to be completed?
   Ruling: *Two COEs need to be completed because the qualifying children are from different mothers. One COE will list the niece as an emancipated youth with all of her pertinent information, including the mother's name. The other COE will list the aunt's two children's information with the niece as the qualifying worker. The niece would sign the first COE and the aunt signs the second one.*
   Note: The aunt's children qualify if the niece's wages are used to sustain the family.
3. A grandmother, young mother, and child made a qualifying move. How is the COE completed? Are two COEs necessary?
   Ruling: *Two COEs are necessary: One which lists the young mother and the other which lists the child. The qualifying worker would sign both COEs.*

Guardianship

1. Is a migratory youth traveling with and under the complete supervision of a sibling, who is serving as the youth's guardian, eligible for Title I Part C Migrant Education Program services?
   Ruling: *According to the interpretation of OME Non-Regulatory Guidance, chapter II, B4, a person, such as a sibling having temporary custody of a youth, can be considered a guardian, if the sibling is willing to assume such responsibility.*
2. Three children, in the preceding 36 months, made a qualifying move with their parent(s). Since that move, the children have moved for non-qualifying reasons to live with two uncles (separate households). If they live in one district, can the children be listed on one COE with one uncle's signature?
   Ruling: *In this circumstance, yes. The children made the qualifying move with their parent(s). This information is placed on a COE. The guardian signing the COE could certify for all three students that the move was made. Comments are to be made on the COE referencing guardianship of all children.*

Emancipated Youth

1. A 14-year old student made a qualifying move on his/her own. Is the student eligible?

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Ruling: *Yes. The student is considered as emancipated and is eligible. The student may sign his/her COE.*
Note: *If a qualifying child is currently traveling without a parent or guardian, he/she is considered to be eligible for migrant program services. This "emancipated youth" may certify himself/herself.*

2. If a student living by himself/herself moves in search of qualifying agricultural/fishing work, is this student eligible to receive Title I, Part C Migrant Education Programs services?
Ruling: *Yes. This student can serve as the qualifying worker on his/her own, and is eligible to receive Title I, Part C Migrant Education Program services. No previous move history or moves with a parent/guardian and/or qualifying worker are necessary. The student can sign his/her COE.*

Economic Necessity

1. A family moves across school district lines to pick berries for personal consumption and to sell. The family does this for two or three days twice a year. This is the only agricultural or fishing activity the family has done within the past 36 months. Does this activity qualify them for Title I, Part C Migrant Education Program services?
Ruling: *No. This activity does not meet the definition of economic necessity.*
2. An 18 year old travels to Vidalia from Texas to work in the Vidalia onion harvest. His reason for taking this job is to be able to customize his truck. Does he qualify?
Ruling: *No. This job does not meet the definition of economic necessity.*
3. Two sisters move into your area to do qualifying work. They are working to help their younger sister pay for her Quinceañera party. Do they qualify?
Ruling: *No. This job does not meet the definition of economic necessity.*

Temporary Employment

The temporary nature of an activity usually does not provide for worker benefits, has an approximate ending date, and/or reflects hiring of extra people at peak periods. The interviewer is asked to document this proof of temporary employment, based on worker's statement, employer's statement, or state documentation, with a comment in the comment section of the COE. The question of whether an activity qualifies as "temporary" is one that must ultimately be answered by the State Education Agency (SEA). The SEA is responsible for the eligibility determination in the state. All temporary employment COEs need a comment with the worker or employer statement establishing the job as temporary.
Note: *Annual migrations to work on a temporary or seasonal basis for the same farmer or grower are qualifying moves. Moves could qualify even if the farmer guarantees the worker employment and reserves the same temporary residence for the worker each year.*

Home Base

1. If a family goes north for an undetermined amount of time to work and then returns to the district to seek or obtain qualifying work, would this be considered a qualifying move? The family returns to the same house and, for the most part, to the same seasonal or temporary employer.
Ruling: *Yes. Any move across school district boundaries for the purpose of seeking qualifying work is a qualifying move. This COE would require a mandatory comment, such as family [returned] for economic necessity to seek or obtain qualifying work.*

Permanent Relocation

1. A family has moved to the state of Georgia from another country with no intention to return to their country of origin. Upon arriving, they begin working in agricultural employment. Do they qualify?
Ruling: *Yes. Permanent relocation does not preclude eligibility.*
2. A family moved to Columbus with the intention to live permanently in that city working during seasonal agricultural activities in the area. Do they qualify?
Ruling: *Yes, as long as one of the reasons of the move was to obtain qualifying work.*
3. A family moved from El Salvador to the USA in order to seek employment in fieldwork or a cannery. Do they qualify?

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Ruling: *It depends. If the primary intent was to seek work in a seasonal or temporary agricultural activity, this can be documented on the COE comments. The interviewer must note in the comments section information to justify the move, e.g., family was told by relatives that jobs were available in agricultural or fishing employment.*

School District Boundaries

1. A family moves from a Gainesville address in Gainesville City School District to a Gainesville residence located in the Hall County School District. How would Section II of the COE read?
   Ruling: *The COE should read, From: Gainesville City School District, Gainesville, Georgia, To: Hall County School District, Gainesville, Georgia. If a family moves across school district boundaries, but the town in which they reside is the same, also list the name of that school district. Write a note in the comments section explaining the difference between the home address and QAD location.*
2. A family made a qualifying move in the summer from Fresno, California to Lyons, Georgia on June 8, 2013 (residing in the Toombs County School District). The students were served through the Toombs County Summer School. Which regional office receives the original COE?
   Ruling: *The original COE would be filed at GaDOE Region 1 MEP Office upon the signing of the family.*

Outside of Georgia (U.S. moves from and to a non-Georgia school)

1. A family made a qualifying move from California to Texas. Later, the family moved to Georgia to join their ill father. Do they qualify to receive services in Georgia? If so, what is the QAD?
   Ruling: *The family is not making a new qualifying move into Georgia, but the family might receive services in Georgia if Georgia guidelines interpretation consider that the family made a qualifying move from California to Texas. The family might receive services for the remainder of the three year period based on their Texas QAD. The family qualifies if the second move was made within three years of the qualifying move.*
   The QAD would be the move from California to Texas. The location of the move is not required to be into or within the state of Georgia. (Pick-up from previous move) Chapter II K-12, "Will a SEA base a child's eligibility on a qualifying move that occurred in another state within the past 36 months?" Yes. The recruiter must record the date on which the qualifying move occurred and all other information that establishes the child's eligibility. All "join moves" require a comment to establish the reason why worker and child did not moved at the same time.

Previous Move

1. A family moves into a new school district for non-qualifying reasons. During the interview, the head of the household states that he qualified in the previous district, what is the process for completing a COE on a previous move?
   Ruling: *A COE is completed through an interview to ascertain the previous move (QAD). The local interview must satisfy the recruiter that the previous move was eligible. To facilitate this process, a copy of the COE from the previous district may be obtained for information purposes.*

Multiple-Intent

1. What if a family has more than one reason for moving into a district? For example, a family moved into your district to return to their home or find a home and to obtain work in agriculture. Is this a Title I, Part C Migrant Education Program qualifying move?
   Ruling: *Yes, if the worker obtained qualifying work in the first 30 days.*

Late Identification and Termination

1. A student is identified on September 1, fifteen days prior to his/her end of eligibility. He/She originally moved into the area to do seasonal work. Is he/she eligible?

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Ruling: *Yes. Process a COEstar enrollment for September 1. Once eligibility expires, COEstar will flag the COE as ineligible. A student who ceases to be a migratory child during a school term shall be eligible for services until the end of the current term.*

Note: *For the purposes of Georgia Migrant Education, the calendar year is divided into three terms as follows:*

- First term: From September 1 to December 31.
- Second term: From January 1 to the end of the school year.
- Third term: From the end of the school year to August 31.

2. A high school student is identified on September 1, six months prior to his/her end of eligibility. He/She originally moved into the area to work at the poultry plant and he/she is still working there, doing the same kind of work. Is he/she eligible?

Ruling: *Not if the worker has been doing the same job longer than twelve months, this job is considered a permanent job, according to OME Non-Regulatory Guidance - therefore this is considered non qualifying work.*

To Join Move

1. A student moved from Americus, Georgia into the Marion County School District on September 29, 2010 prior to the qualifying worker's move of January 6, 2011. The student's move has been made to enable her to begin school. Does the student qualify for Title I, Part C Migrant Education Program services based on her move prior to the qualifying worker's move?

Ruling: *Yes. The student qualifies based on the parent's intent to obtain seasonal or temporary agricultural or fishing work. A COE would be completed upon the arrival of the qualifying worker. The QAD would be the date the student and qualifying worker reunited, January 6, 2011. A comment establishing the reason why the child made the early move must be entered on Section IV of the COE. Migrant Education Program services can be initiated upon arrival of the qualifying worker.*

2. A child who has been living with a parent for three years moves to join an aunt who has moved within the preceding 12 months. Does this move qualify?

Ruling: *Yes. The child is eligible because the child is joining the aunt within 12 (twelve) months of her qualifying move.*

3. An aunt and uncle moved from Athens (home base) to Gainesville on April 20, 2011 for qualifying reasons. On June 10, 2011 (within one year of aunt's/uncle's move) the child moved from Pasco to Gainesville to live with the aunt/uncle. What is the child's QAD?

Ruling: *The child's QAD is June 10, 2011. A note would be made on the comment section of the COE reflecting the aunt and uncle's move.*

4. On August 3, 2010, a family made a qualifying move with three of their four children. The fourth child moved on August 28, 2010 to join his/her parents. Is this child eligible?

Ruling: *Yes. The QAD for the child's COE is August 28, 2010. The interviewer must mark "To join or precede the worker" and log the date the worker moved and the date the child moved in the appropriate section of the COE. This COE will also require a comment establishing the reason why the worker and child did not move together.*

Note: Check "to join" if the child(ren) moved on a date either before or after the date the parent or guardian made a move that enabled the parent/spouse, guardian or a member of the child's immediate family to obtain/seek qualifying work.

When a child's move is not made at the time of the qualifying worker's move, it must be made 12 months before or after the qualifying worker's move.

The following information is required:

- the qualifying worker's name;
- the date of the qualifying worker's move;
- the move from and to information; and
- Comment explaining why child and worker did not move at the same time.

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The QAD of a "to join move" is the date the worker and child are reunited at the school district where they completed the qualifying move.

Vacation

1. A family lives in Tifton and runs a restaurant. During harvests, the father drives his own truck into the fields and picks up bins of apples, potatoes, etc. He transports this produce to Texas and delivers it to a broker. The children travel to Texas with their father during summer and Christmas vacations. Are these moves to or from Texas eligible moves?
   Ruling: *No. The trips are not moves made with the intent to obtain seasonal or temporary agricultural work. Transportation of a crop to the wholesaler is not a qualifying activity.*
2. A family travels to Texas during Christmas vacation in order to visit relatives. Upon returning to their home base, they obtain agricultural work. Is the move to the home base a qualifying move?
   Ruling: *No. No student is to be identified as migrant due to a change of residence for purposes of taking a vacation. Great care must be taken in interviewing the parents in order to determine the reason for a temporary change in residence.*

Brief Duration

1. A family moves from Lenox, Georgia to Wenatchee, Washington for the purpose of picking cherries. Three days later they return home because the crop was ruined by rain. Can a move for such a brief duration be considered a qualifying move?
   Ruling: *Yes. Such a move can be considered a qualifying move given the family's intent. A comment would be made in the comment section of the COE explaining why the move was for such a brief duration. However, care should be taken when certifying the eligibility of families in relation to moves of such brief duration. If the family has no significant dependence on this type of move and the family does not depend on this activity for their livelihood, then moves of such brief duration would be ineligible.*
2. A family moves to Warner Robins to seek work picking peaches. Upon arriving, they discover no work is available, and they return to their home base on the same day. Is this a qualifying move? Is there a minimum duration for a qualifying move?
   Ruling: *No. They don't qualify. There is a minimum duration for the qualifying move. The move must be sufficiently long enough to establish that the qualifying work is performed for economic necessity and to establish residence. The state policy is 24 hours.*

Fertilizers

1. Does a tractor driver spreading fertilizer on a farm qualify?
   Ruling: *Yes. Farm crews hired seasonally by the farmer to help fertilize crops and who are a part of the work force are eligible. However, individuals who work in a fertilizer processing plant are not eligible.*

Compost Processing Plant

1. Is compost processing plant work an eligible activity under the Title I, Part C Migrant Education Program?
   Ruling: *Yes. Employment in a compost-processing plant may be either seasonal or temporary. If temporary, documentation verifying such temporary employment must be maintained.*

Brush Picking/Processing

1. Is brush picking or processing (which is used in dry flower arrangements) considered agricultural?
   Ruling: *Yes. The U.S. Department of Education considers brush picking part of a wild nursery. It does not have to be cultivated and formally picked to qualify as agricultural. However, the work does need to be conducted on a temporary or seasonal basis.*
2. Do the processing plant activities for brush picking used in dry flower arrangements qualify for Title I, Part C Migrant Education Program eligibility?

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Ruling: *Yes. Since the U.S. Department of Education ruled that picking brush as a part of a wild nursery is a qualifying agricultural activity, then the processing plant activities for raw brush are considered seasonal and therefore qualify for Title I, Part C Migrant Education Program eligibility.*

Pine straw Raking/Baling

1. A family has moved to rake and bale pine straw for selling to buyers. Does this qualify?
   Ruling: *Yes. Raking and baling pine straw is a seasonal activity and is considered part of our forestry industry.*

Beekeeping

1. Is beekeeping for the purpose of pollination and production of honey an eligible activity?
   Ruling: *Yes, as long as the beekeeping is not being done as a hobby. This type of employment would be conducted on a seasonal basis, e.g., cherry, apple blossom season.*

Horse Farms

1. Is horse farm work an eligible activity under the Title I, Part C Migrant Education Program qualifying criteria?
   Ruling: *There are three situations as follow:*
   - *No. Cleaning of race (or pleasure) horse stables is not a qualifying activity because horse racing is not an eligible agricultural activity.*
   - *Yes. Seasonal cutting of alfalfa is a qualifying activity because the cutting of the alfalfa is considered an agricultural activity.*
   - *Yes. Seasonal cleaning of draft horse stables is a qualifying activity, if the draft horses are used for agricultural purposes on an agriculture or tree farm.*

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Georgia MEP Quality Control Policy

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 mandatory training throughout the year. They will attend in-services on:

- The Migrant Education Program
- The Role of Recruitment
- How to Apply the Eligibility Section of the Non-regulatory Guidance
- How to Resolve Difficult Recruitment Cases
- How to Conduct Interviews
- How to Properly Complete a COE
- The Identification and Recruitment Certification Manual
- Effective Recruitment Techniques
- Records Maintenance/Documentation

All program personnel involved in recruitment, including LEA funded staff, will be required to attend three (3) 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 hired staff, at any level, will participate in a three-day recruitment training session, in the initial 30 days of employment, prior to beginning any recruitment effort for the state.

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 quarterly. 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
Any time a request for re-interview is made, a form called "Request 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. The Request for Re-interview form can be found on page 87.

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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 of a pressing matter, the State Identification and Recruitment Coordinator will consult immediately with the state's contact person at the Office of Migrant Education in Washington.
- If at any time the Identification and Recruitment Committee is unable to answer the question, it will be referred to the Migrant Education Office within the United States Department of Education in Washington, DC.

Monitoring Process

- The regional offices will determine the accuracy of recruitment by re-interviewing a random sample of 150 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 migrant 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.

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Prospective Re-interview Guidelines

I. Paperwork Preparation and Staff Assignment Process

The Data Collections Office will generate the Enrolled and Non-Enrolled Student Sample based on the procedures designed by JBS International.

1. The data specialists will make photocopies of the original paper COE corresponding to each COE selected. The paper COE copies will be given to the regional coordinator for dissemination to reviewers in a sealed envelope, along with the verification forms for reference only. The outside of the envelope will be marked with any information deemed necessary for the re-interviewer to see prior to conducting the interview (e.g., re-interviewee names, addresses, phone numbers, whether to check for prior moves etc.). See below for rules on using the paper COE copies.
2. For the enrolled student spring quarter sample drawn in July, the data specialist will mark summer school students for priority interviewing. These students' families should be contacted within two weeks of the interview start.
3. The data specialist will complete the top section of the verification form. Sections I and II will be populated with information from COEstar.
4. The regional coordinator will choose the most appropriate reviewer for the verification of eligibility interview. It is expected that the verification will be done by a trained reviewer different than the original interviewer.
5. The data specialist will maintain a log of who is in charge of completing the verification of each COE for the regional office and will distribute the paperwork for completion.

II. Conducting the Verification Process in the Field

All eligible re-interviewing MUST be done in a face-to-face interview with the original interviewee, wherever possible. Interviewers will give priority to scheduling summer school students during the summer quarter.

Telephone call re-interviews are only allowed in the following two cases:

a. *Migrant worker/student moved out of state and the reviewer has a current telephone number.*
b. *Migrant worker/student is/are still in the area but the reviewer, after three attempts to meet with the individual, is still unable to complete the re-interview.*

1. On the day of the verification, the reviewer in charge can be accompanied by another recruiter or LEA staff member, but not by the same person who originally signed the family.
2. The reviewer doing the verification will explain, in a positive manner, the reason why this quality control measure is taking place.
3. Each field of the verification form in sections IV and V must be completed by the reviewer.
4. If one of the fields does not apply, a N/A notation will be used.
5. The reviewer is free to paraphrase any of the questions in order to clarify the meaning of a question to the family, but must not use any leading questions.
6. COE will be in a sealed envelope, with relevant info on the outside. The photocopy of the paper COE is available only for verification purposes, to be used following completion of the interview. The reviewer must not refer to previously recorded facts or show the photocopy of the paper COE to the family during the interview. The re-interviewer should open the COE only after the interview is complete to cross check it with the re-interview data, and ask any needed follow-up questions.
7. At the end of the visit, the reviewer will verbally review the data entered on the verification form with the interviewee and will date the verification form.
8. If the interviewee is unable to write or sign, a witnessed mark can take the place of the signature.
9. If the interviewee refuses to sign, the reviewer will make a notation of it and the reason, if any reason is given. The lack of a signature will have no impact on eligibility or ineligibility and the verification will still be considered valid.
10. If it is determined that a family has departed, the reviewer will document who provided the information

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using a comment such as: “Departed per aunt, neighbor, etc. The interviewer will sign and date the certification form and move to the next COE from the random sample.

11. If the reviewer finds an interviewee not at home, he or she will make at least three attempts to locate or meet with the individual before moving to the next COE from the random sample. Each try will take place at different dates and hours of the day and each one will be documented in the top section of the verification form. After the third try, the reviewer will circle the last visit documentation notation. The reviewer will then enter a comment such as: “3 attempts-unable to locate,” on the space provided for the parent’s signature. The reviewer will sign and date the verification form.
12. The reviewer in charge of the eligibility verification will have until 14 days after the start of the re-interview period to deliver the completed forms to the respective regional coordinator.
13. The regional coordinator will review each of the eligibility verifications to ensure that it is complete and accurate. The regional coordinator will discuss any questions or incomplete information with the interviewer completing the verification.

III. Completing Final Paperwork

1. The data specialist will use the electronic spreadsheet for the region contained in the “Quarterly Quality Control” Excel document to enter the results of the re-interviews.
2. Information will be entered for each randomly selected COE used during the Quarterly Quality Control process, whether the verification attempt was successful or not.
3. This Excel document will be sent as an electronic attachment to the state ID&R coordinator and the state data collections coordinator by the first Friday of the month after the QQC took place.
4. The data specialist will compile a folder that contains the following completed documents:
    a. A hard copy of the “Quarterly Quality Control” Excel document, acting as a cover page.
    b. Photocopies of each of the verified paper COEs attached to the back of its respective “Verification of Migrant Child/Youth Program Eligibility” forms.
5. Copies of the paper COEs and the verification forms will be mailed to the state ID&R coordinator no later than seven working days after the end of the QQC.
6. The original folder will be filed and available for audit at the regional office.
7. The data specialist will take immediate appropriate action facilitating data correction of any misidentified children or families.
8. The regional coordinator will prepare the letters to notify any misidentified families by mail by the beginning of the second week of the month after the QQC took place. To allow for an appeals process, if there is concern about the eligibility re-determination, any party with a legitimate interest, including school district personnel, state staff or the families themselves may ask for a “requested re-interview” to determine whether the information from the re-interview is correct.
9. The regional coordinator will notify the appropriate school districts in writing of the misidentified families with a request to remove migrant coding and cease services immediately.
10. The state data collections coordinator will remove the misidentified children from the COEstar database using information from the Excel document and the regional offices will receive the corrected database through the weekly transfer of information.

IV. Checking Discrepancy Rates and Identifying/Correcting ID&R Problems

At the conclusion of each quarter’s prospective re-interview work, the state ID&R coordinator will review the verification data collected to determine:

1. Reasons for ineligibility.
2. Reasons for discrepancies between the original COE and the verification re-interview data.
3. Sources of incomplete/inaccurate data on the original COE.

A plan will be establish by the state to address, through corrective actions and improvements, any issues that led

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to any incorrect eligibility determinations uncovered during the re-interviews. Such plans will be document in the state's Re-Interview Quality Control Summary Report.

All recruiters at fault will be contacted individually by the state ID&R coordinator shortly after the information is confirmed and specific retraining will be delivered on the problematic areas identified. Additionally, training covering the problematic points discover during the re-interviews will be integrated into the mandatory ID&R training that all staff responsible for recruiting receives during the year.

Note: Requested Re-interviews are not part of the Quarterly Quality Control. All requested re-interviews for eligibility verifications will be counted separate from the quarterly random sample, and results from these interviews will be entered on the spreadsheet, named "Requested Re-interviews."

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Request for Re-Interview Form

Georgia Department of Education - Migrant Education Program
Verification of Migrant Child/Youth Program Eligibility

Reason for re-interview: _____

Date requested: _____ Requested by: _____

I. Child Information (Review Child Information)

Last Name/First Name/MI	Sex	Race	Birth Date	Birth Place (City/State/Country)	School Name/School ID	Grade	Enrollment Date
1.							
2.							
3.							
4.							
5.							

II. Family Information (Review Family Information)

Male Parent/Guardian: _____ (Last) _____ (First) Female Parent/Guardian: _____ (Last) _____ (First)

Current address: _____ City: _____ State: _____ Zip Code: _____ Telephone: (____) _____ - _____

III. Eligibility- These questions are to be read/translated as written, with clarification provided as needed, and the individual's responses documented in writing.

a. Where did you live before moving to (insert name of present place of residence or previous location where eligibility took place)? _____ (From:) _____ (To:)

b. Who made the move? _____ ☐ on own, ☐ with, ☐ to join or precede the worker? (If to join, enter worker and child(ren)'s move dates) _____ (Worker Moved) _____ (Child(ren) Moved)

c. On what date did you arrive to this/that town/city (insert name of present place of residence or previous location where eligibility took place)? _____ (QAD) _____ (Location where eligibility took/take place)

d. If you moved, was one of the intentions of the move to work or to seek work for economic necessity? ☐ Yes ☐ No

e. What kind of work? ☐ Qualifying work and obtain. ☐ Any work and obtain qualifying work soon after, or ☐ Sought qualifying work specifically but did not obtain the work. (Interviewer must ask additional questions to determine whether the intention was temporary or seasonal work in agriculture or fishing. If sought unable to obtain is checked, enter migrant history or other credible evidence.)

_____

f. If move intention was temporary work, who provided comment? ☐ Worker. ☐ Employer. Notes: _____ (Enter any comments you consider helpful to establish if participant/s is/are eligible or not eligible.)

IV. Signatures and Eligibility Verification - I certify that the above information is correct to the best of my knowledge.

Signature of Parent/Guardian _____ Date_____ Signature of Interviewer _____ Date_____ (Interviewer's opinion) ☐ eligible ☐ ineligible

Final Decision: This child ☐ is ☐ is not eligible for Georgia MEP services based on the information given. Signature of Regional Coordinator _____ Date _____

Last Updated: 09/06/2013 ☐ COE Information Corrected

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Eligibility Determination

Appeal Process Guidelines

Anybody with a legitimate interest in a child's education may appeal an eligibility determination according to these 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. 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 to notify 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.

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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

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CHAPTER 5

Certificate of Eligibility (COE) Instructions

Certificate of Eligibility (COE)

What is it?

In order for an entity or individual to provide Title I, Part C Migrant Education Program 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 COEstar system that generates an electronic COE. This COE shows and establishes eligibility into the program.

Purpose

There are three specific purposes for the COE:

1. 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.
2. The COE serves as a document to obtain family and children information required for enrollment into the COEstar system.
3. The COE may be used for enrollment of students in COEstar.
   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 COEstar system. The COEstar system produces an electronic COE to document eligibility into the program.

Sections

The essential sections on the COE are:

Section I: Family Data.
Section II: Child Data
Section III: Qualifying Move and Work
Section IV: Comments
Section V: Parent/Guardian/Spouse/Worker Signature
Section VI: Eligibility Data Certification

Information Included

The completed COE, which is printed in triplicate form, should include the names of all eligible children between the ages of 0 through 21. This includes preschool (ages 0 through 4), school aged (ages 5 through 16), all dropouts (up through age 21), and all other school aged children (up through age 21) not attending school.

Exceptions

Children who are not eligible and are not to be included on the COE are:

- Children who were born on or after the qualifying arrival date (QAD).
- Youth who have attained the equivalent of a 12th grade education in their home country.

General Reminders

1. Only a state-trained individual is authorized to complete COEs.
2. A personal interview is conducted to ascertain the eligibility and a COE is completed.
3. By completing Section III first, possible eligibility is learned before the entire COE is completed.
4. It is extremely important to tell the family that the information obtained is CONFIDENTIAL and will only be used by educational agencies.
5. Information about the MEP and services available need to be explained to the parent or guardian prior to obtaining his/her signature.
6. 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.
7. The interviewer and interviewee must sign the COE.
8. 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.

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Basic Steps to Ensure COEs are Completed Correctly

1. Review entire COE for blanks—fill in the blanks.
2. Compare birth dates with QAD. Birth dates cannot be after the QAD.
3. Compare the interview date with parent signature date, these dates must be the same. The QAD date cannot be after the signature dates.
4. Scrutinize the QAD section. Are all boxes checked? Are the date and location correct? Does the qualifying activity match the qualifying arrival date?
5. Are all required comments included e.g., to join move, qualify under seeking, personal subsistence, temporary work worker or employer' statement, previous move, unfamiliar work activity, and any other comments that make clear the eligibility decision?
6. Have corrections to the COE been made according to the above procedures?
7. Have copies of the COE been distributed correctly?

Distribution and Verification

Once the interview and COE are completed, the parent is given the pink copy; the white and yellow copies are sent to the regional office for processing; the white copy is filed at the regional office, and the yellow copy is sent to be filed at the LEA or consortium staff office.

Requesting Additional COE Forms:

Mr. Bernardo Sanchez-Vesga
State ID&R Coordinator
Georgia Department of Education
Title I, Part C- Migrant Education Program
P.O. Box 780
Brooklet, GA 30415
912-842-5400
800-621-5217
912-842-5440 (fax)

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Confidentiality

Confidentiality (English)

It is crucial that confidentiality be maintained in dealing with all matters related to identification and recruitment efforts. No outside agency, firm or private citizen should be able to receive personal identifiable information on an individual migrant family through the school, unless authorized by the parent. This, however, does not preclude education agencies from exchanging records or information about the child. This is in compliance with the *Family Education Rights and Privacy Act (FERPA) of 1974.*

FERPA 74 Sec. 438(b)(1)(A) - (D)

(b)(1) No funds shall be made available under any applicable program to any State or local educational agency, an institution of higher education, any community college, any school agency offering a preschool program or any other educational institution which has a policy of permitting the release of personal identifiable records or files (or personal information contained therein) of students without the written consent of their parents to any individual, agency, or organization, other than the following:

(A) Other school officials, including teachers within the educational institution or local educational agency who have legitimate educational interests;

(B) Officials of other schools or school systems in which the student intends to enroll, upon condition that the student's parents be notified of the transfer; receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record;

(C) Authorized representative of (i) the comptroller General of the United States, (ii) the Secretary, (iii) an administrative head of an education agency (as defined in section 409 of this Act), or (iv) State educational authorities, under the conditions set forth in paragraph (3) of this subsection; and

(D) In connection with a student's application for, or receipt of, financial aid.

Confidencialidad

Confidencialidad (Spanish)

Es crítico que la confidencialidad de la información sea mantenida al tratar todos los asuntos relacionados con los esfuerzos de identificación y reclutamiento. Ninguna agencia otra agencia, o ciudadano privado podrá recibir información de identificación personal de un individuo o de una familia migrante a través de la escuela, a menos que sea autorizada por los padres. Sin embargo, esto no impide a las agencias educacionales compartir información y datos de los niños. Esto es en cumplimiento con el Acta de los Derechos Educacionales Familiares y Privacidad (FERPA) de 1974.

FERPA 74 Sec. 438(b) (1) (A) - (D)

(b)(1) No habrán fondos disponibles para ninguna solicitud de programa de ninguna agencia educacional estatal o local, o institución de educación superior, o colegio comunitario, escuela, o agencia que ofrezca programas preescolares, o cualquier otra institución educacional que tenga una política que permita la entrega de registros o archivos de identificación personal (o con información personal contenida en ellos) de estudiantes, sin el consentimiento escrito de sus padres, a algún individuo, agencia, o organización, que no sean las siguientes:

(A) otros funcionarios escolares, incluyendo maestros dentro de instituciones educacionales o agencias educacionales locales que tengan intereses educacionales legítimos;

(B) funcionarios de otras escuelas o sistemas escolares en los cuales el estudiante trate de matricularse, con la condición que los padres del estudiante sean notificados de la transferencia, que reciban, si lo desean, una copia de los datos que van a ser entregados, y que tengan la oportunidad de una reunión para cuestionar el contenido de dichos datos;

(C) representantes autorizados de (i) el controlador General de los Estados Unidos, (ii) el Secretario, (iii) y el jefe administrativo de una agencia educacional (como se define en la sección 409 de esta Acta), o (iv) autoridades estatales educacionales, con las condiciones fijadas en el párrafo (3) de esta subsección; y

(D) en relación con la solicitud o el recibo de ayuda financiera estudiantil.

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Numbered COE for Instructions

Georgia Department of Education - Migrant Education Program **Certificate of Eligibility** The child(ren) moved into _1_ (School district) on _2_ (Residency date)

I. FAMILY DATA

Male Parent/Guardian: (Male Qualifying Worker) Last Name 1 First Name 2 MI 3

Female Parent/Guardian: (Female Qualifying Worker) Last Name 4 First Name 5 MI 6

Father: Last Name 7 First Name 8 MI 9

Biological Mother: Maiden last Name 10 First Name 11 MI 12

Current Address: Street: 13

City: 14 State: 15 Zip Code: 16 Telephone: 17

Home Base City/Town: 22 State: 23 Country: 24

Family Language: 25

Mailing Address: Street/P.O. Box: (if different from above) 18

City: 19 State: 20 Zip Code: 21

Student(s) intend(s) to graduate from:

School Name: 26 School District: 27 State: 28

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
1	2	3	4	5	6	7	8	9	10	11	12	13	14

III. QUALIFYING MOVE & WORK

1. The child(ren) listed above moved from a residence in School district A / City B / State C / Country D to a residence in School district E / City F / State G

2. The child(ren) moved (complete both a. and b.):
   a. ☐ on own as worker, OR ☐ with the worker, OR ☐ to join or precede the worker.
   b. The worker, A First Name and Last Name of Worker, is the child or the child's ☐ parent ☐ spouse ☐ guardian.
      i. (Complete if "to join or precede" is checked in 2a.) The worker moved on MM/DD/YY B. The child(ren) moved on MM/DD/YY C. (provide comment)

3. The Qualifying Arrival Date was MM/DD/YY A.

4. The worker moved due to economic necessity in order to obtain:
   a. ☐ qualifying work, and obtained qualifying work, OR
   b. ☐ any work, and obtained qualifying work soon after the move, OR
   c. ☐ qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:
      i. ☐ The worker has a prior history of moves to obtain qualifying work (provide comment), OR
      ii. ☐ There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).

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

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

Distribution: White – GaMEP Regional Office Yellow – LEA Pink – Parent/Guardian

Last updated: 07/29/2013

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

(YANE information and Migrant History)

(Migrant History)

(Temporary employer and work location)

V. PARENT/GUARDIAN/SPOUSE/WORKER SIGNATURE

I understand the purpose of this form is to help the State determine if the child(ren)/youth listed on this form is/are eligible for the Title I, PartC, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.
☐ 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-publicschools; 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 Farm Worker Program. 1

2 Signature | 3 Relationship to the child | 4 Date

VI. ELIGIBILITY DATA CERTIFICATION

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

1 Signature of Interviewer | 2 Date

3 Signature of Designated SEA Reviewer | 4 Date

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Georgia COE Instructions

General Information

- A COE must be completed every time a child makes a new qualifying move.
- In cases where a response may not be required or does not apply, the recruiter must write a dash (-) or "N/A" in the appropriate blank.
- A separate COE must be completed for any child who has a different qualifying arrival date (QAD) or for any child who has different eligibility criteria than the rest of the children in the family.
- The recruiter must not include any child who:
  - was born after the qualifying move;
  - is not eligible to receive a free public school education [e.g., has graduated from a high school or obtained a General Educational Development (GED) certificate]; or
  - did not make the qualifying move described on the COE.
- If more than one COE is necessary, the recruiter must complete all sections on each form.

COE's top right area

1. The child(ren) moved into: (School District) Record the actual school district where 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, August 20, 2012 would be written as 08/20/12.

Section I - Family Data

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

Record the name of the male qualifying worker (if any) currently responsible for the child(ren) (e.g., a grandparent, spouse, brother, or stepparent with whom the child lives who is responsible for the welfare of the child). If the "child" is the worker and a male, write the child's name for this data element.

1. Last name(s): Record this male qualifying worker's legal last name (or names). If he has two last names or a hyphenated last name, record his last name(s) as it legally exists.
2. First name: Record this male's legal first name.
3. Middle initial: Record this male's middle initial.

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

Record the name of the female qualifying worker (if any) currently responsible for the child(ren) (e.g., a grandmother, spouse, sister, stepmother, or aunt with whom the child lives who is responsible for the welfare of the child). If the "child" is the worker and a female, write the child's name for this data element.

4. Last name(s): Record this female's legal last name (or names, if hyphenated) as it legally exists.
5. First Name: Record this female's legal first name.
6. Middle Initial: Record this female's legal middle initial. If the child's legal father is different from the current male qualifying worker, 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 withheld." If the child's legal father is the current male qualifying worker, write "same."
7. Last name(s): Record the name of 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.
8. First name: Record this male's legal first name.
9. Middle initial: Record this male's middle initial.

Biological Mother Maiden Last Name, First Name, Middle Name:

Record this information even if biological mother is deceased. The information is needed to ensure the right

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person is receiving services, and to prevent double or triple counting a migrant student.
10. Maiden Last name: Record the biological mother's maiden last name.
11. First name: Record the biological mother's first name.
12. Middle initial: Record the biological mother's middle initial.

Current Address
13. Record the physical address, including the complete name of the street or road where the child(ren) currently reside. 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, or landmark).
14. City: Record the name of the city or town where the child(ren) currently resides.
15. State: Record the postal abbreviation used by the U.S. Postal Service for the state where the child(ren) currently reside.
16. Zip: Record the five or nine-digit zip code where the child(ren) currently reside.
17. Telephone: Record the telephone number, including area code, of the family.
Note: *If the physical current address is different from the mailing address, provide the mailing address in the section below.*

Mailing Address
(Only if it is different from their physical, current address)
18. Record the street number and street name or their P.O. Box number. Record mailing address
19. City: Record the name of the city or town where the family/OSY currently receives their mail.
20. State: Record the postal abbreviation for the State where the family/OSY currently receives their mail.
21. 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).
22. Home base City/Town: Record the name of the city the family considers home.
23. State: Record the name of the state where the family home base is located.
24. Country: Record the name of the country where the family home base is located.
25. Family language: Predominant language used at home.

Student(s) Intend(s) to Graduate From
This field only applies for students currently in high school. Out-of-school youth (OSY) or children in elementary or middle school don't need this information.
26. School Name. Only if information is available.
27. School District. Only if information is available.
28. 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.*

Section II - Child Data

Child school data includes the name, sex, birth date, etc. of each child. A recruiter should include all children with the same family and eligibility data on the same COE. Any child who has different (1) current family [see "Family Data" above for additional definition] or (2) eligibility data—including a different QAD—must be documented on a separate COE.

1. 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).

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2. 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."
3. Suffix: Where applicable, record the child's generation in the family (e.g., Jr., Sr., III, 3rd). Otherwise, write a dash (-) or "N/A."
4. 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).
5. 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."
6. Sex: Record the child's sex - "M" for male or "F" for female.
7. 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 17, 2005, would be written as 09/17/05.
8. Birth Date Verification Code (Code): Record the last two numbers that correspond to the evidence used to confirm each child's birth date (see the codes and corresponding evidence listed in the following page).

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

1003 – baptismal or church certificate; 1004 – birth certificate;
1005 – entry in family Bible; 1006 – hospital certificate;
1007 – parent/guardian or emancipate youth's affidavit; 1008 – passport;
1009 – physician's certificate;
1010 – previously verified school records;
1011 – state-issued ID;
1012 – driver's license;
1013 – immigration document;
2382 – life insurance policy; or
9999 – other

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

9. Multiple Birth Flag (MB): Record "Y" for "yes" if the child is a twin, triplet, etc. Write a dash (-) or "N/A" for not applicable (i.e., the child is not a twin, triplet, etc.).
10. Race: Record child(ren)/OSY race. Insert one of the following codes:

Code Description (*The COEstar database accepts only these codes.)*

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)

11. Birth Place: (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-

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letter abbreviations for country. A listing of Mexico cities/villages, and states is available in the appendices section of the ID&R component of the handbook.

12. School Code: Record the school name or the Georgia school code.

13. 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)

14. Enrollment Date: Record enrollment date into school.

Section III - Qualifying Move & Work Section

In this section, record the qualifying move and qualifying work information which the state interviewer believes documents the child's eligibility for the program. Remember, the move from one school district to another must be done for economic necessity.

1. The child(ren) listed on this form moved from a residence in...***This location is the last place of residency before the child(ren) and the parent, spouse or guardian moved*** due to economic necessity in order to obtain qualifying work. Note that the child(ren) might have made subsequent non-qualifying moves.

A. School District: If the move was from one school district to another school district within the same city or county boundaries, enter the name of school district, name of the city, state and country. Otherwise record:

B. City

C. State

D. Country

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

E. School District

F. City

G. State

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

a. on own as a worker, **OR** with the worker, **OR** to join or precede the worker. [Mark only one box]

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

b. The worker,__A_____*(First and Last Name of Worker)*. Record the first and last name of the individual who sought or obtained the qualifying work (e.g., parent, spouse, guardian, or child – if on own as a worker) is the child or the child's parent, spouse, or guardian.[Mark only one box.]

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

  i. (Complete if "to join or precede" is checked in 2a.)
  I. The worker moved on____B_____(MM/DD/YY).
  J. The child(ren) moved on C_____(MM/DD/YY). (provide comment)

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

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3. The Qualifying Arrival Date was *A*_____(MM/DD/YY). Record the QAD, using the two-digit numbers that refer to the month and day, and the last two digits of the year. For example, May 20, 2008, would be written as 05/20/08.

- In general, the QAD is the date that both the child and the worker completed the move. The QAD of a "to join move" is the day the worker and child reunite in the school district where they complete a qualifying move. Remember, the move of the worker and child must be within a year from each other.

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

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

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

c. qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work: [NOTE: Also complete box "i," box "ii" or both.]
   - Mark this box if the child, parent, spouse or guardian moved due to economic necessity to obtain temporary or seasonal employment in agricultural or fishing work, but did not obtain that work. If this box is marked, also mark, box i, box ii, or both.

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

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

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

- Describe agricultural or fishing work. When describing the specific agricultural or fishing work, the recruiter should use an action verb (e.g., "picking") and a noun (e.g., "strawberries"). In other words, the recruiter should describe the worker's action (e.g., "picking") and the crop, livestock, or seafood (e.g., "strawberries"). For example: picking strawberries; thinning sugar beets; pruning grapes; de-tasseling corn; catching chickens; planting oysters; walking (weeding) soybeans; and harvesting crabs.

(Continued from above)…was (make a selection in both a. and b.):

a. seasonal **OR** temporary employment, (Continued below)
   - Mark the box for "seasonal employment" if the employment occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on through- out the year (Section 200.81(j)).

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- Mark the box for "temporary employment" if the employment lasts for a limited period of time, usually a few months, but not longer than 12 months. It typically includes employment where the worker states that the worker does not intend to remain in that employment indefinitely, the employer states that the worker was hired for a limited time frame, or the SEA has determined on some other reasonable basis that the employment is temporary (Section 200.81(k)).
  *[**NOTE:** The definition of temporary employment includes employment that is constant and available year-round only if, consistent with the requirements of Section 200.81(k) of the regulations, the SEA documents that, given the nature of the work, of those workers whose children were previously deter- mined to be eligible based on the State's prior determination of the temporary nature of such employment (or the children themselves if they are the workers), virtually no workers remained employed by the same employer more than 12 months.]*

b. (Continued from above)… agricultural **OR** fishing work.
- Mark the box for "agricultural work" if the work involves the production or initial processing of crops, dairy products, poultry, or livestock, as well as the cultivation or harvesting of trees (Section 200.81(a)). The work may be performed either for wages or personal subsistence.
- Mark the box for "fishing work" if the work involves the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms (Section 200.81(b)). The work may be performed either for wages or personal subsistence.
- Mark the box for "personal subsistence" if "…the worker and the worker's family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch" (Section 200.81(h)). Also provide a comment in the comments section.

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

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

b. employer's statement (provide comment), **OR**
- Mark this box if the work was determined to be temporary employment based on a statement by the employer or documentation obtained from the employer. For example, the employer states that he or she hired the worker for a specific time period (e.g., 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. Attach supporting documentation if available.

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

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Section IV - Comments Section
(Must include 2bi, 4c, 5, 6a and 6b of the Qualifying Move & 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 the migrant's history (First move for agricultural reasons), OSY information, and comments that clearly explain items 2bi, 4c, 5, 6a and 6b of the Qualifying Move & Work Section, if applicable. As mentioned previously, these items include the following scenarios:

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

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

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

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qualifying work. In this case, the recruiter should explain why the move away was for economic necessity and not for personal reasons.

- The child(ren) and parent moved from different previous residences. Record the parent's previous School District / City/ State/ Country of residence.

Section V - Parent/Guardian/Spouse/Worker Signature Section

The interviewee checks the 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 parent is unable to sign his or her name, the parent must mark an "X" in the signature section and the recruiter must print the parent's name and relationship to the child in the comments section. If a parent refuses to sign his or her name, the recruiter must document the parent's refusal in the comments section and print the parent's name and relationship to the child.

Section VI - Eligibility Data Certification

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

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

(1) Signature of Interviewer, (2) Date, (3) Signature of Designated SEA Reviewer, (4) Date

At least one SEA-designated reviewer, primarily the regional 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.

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CHAPTER 6
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.

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UNITED STATES ABBREVIATIONS

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

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FOREIGN LANGUAGE ABBREVIATIONS

STATE	MSRS/ COE USE	STATE	MSRS/ COE USE	STATE	MSRS/ COE USE
1. Arabic	AB	51. Huasteco (Mexico)	HS	101. Polish	PO
2. Afrikaans	AF	52. Hungarian	HU	102. Portuguese	PR
3. Aguacateco	AG	53. Huave (Mexico)	HV	103. Pushtu (Afghanistan, Pakistan)	PS
4. AM Sign Language	AI	54. Ilocano (Phillippines)	IL	104. Punjabi (India, Pakistan)	PU
5. Albanian	AL	55. Irish	IR	105. Quechua (S. America)	QU
6. Amharicz (Ethiopia)	AM	56. Italian	IT	106. Rajasthani (India, Pakistan)	RA
7. Armenian	AR	57. Japanese	JA	107. Romany	RM
8. Assamese	AS	58. Kanarese (India)	KA	108. Romanian	RO
9. Amuzgo (Mexico)	AU	59. Khmer	KH	109. Russian	RU
10. Azerbalzani	AZ	60. Kickapoo	KI	110. Supai	SA
11. Basque	BA	61. Kanjobal (Guatemala)	KJ	111. Serbo Croatian	SC
12. Bengali	BE	62. Kanjobal (Mexico)	KN	112. Swedish	SD
13. Bulgarian	BL	63. Korean	KO	113. Serbian (Bosnia)	SE
14. Croatian	BO	64. Kashmiri (India)	KS	114. Sindhi (India)	SI
15. Belorussian	BR	65. Kurdish	KU	115. Slovak	SL
16. Breton	BT	66. Kycme	KY	116. Samoan	SM
17. Burmese	BU	67. Lalaos	LA	117. Sinhalese (Ceylon)	SN
18. Catalan	CA	68. Lettish	LE	118. Somali	SO
19. Chatino (Mexico)	CB	69. Lao	LO	119. Spanish	SP
20. Chocho (Mexico)	CC	70. Lapp	LP	120. Sundanese (Indonesia)	SU
21. Chinese	CH	71. Laos	LS	121. Slovene	SV
22. Chinanteco (Mexico)	CI	72. Laotian	LT	122. Swahili (E. Africa)	SW
23. Chuukese	CK	73. Lithuanian	LU	123. Tagalog	TA
24. Columbia River	CL	74. Madurese (Indonesia)	MA	124. Tarahumara (Mexico)	TB
25. Cambodian	CM	75. Maya (Mexico)	MB	125. Tepehuan (Mexico)	TC
26. Chontal (Mexico)	CN	76. Mayo (Mexico)	MC	126. Telugu (India)	TE
27. Choi (Mexico)	CO	77. Mame (Mexico)	MD	127. Thai	TH
28. Cora (Mexico)	CP	78. Mixe (Mexico)	ME	128. Tibetan	TI
29. Crioulo	CR	79. Mazahua (Mexico)	MH	129. Tojolabal (Mexico)	TJ
30. Chontal De Tabasco (Mexico)	CT	80. Mien	MI	130. Tlapaneco (Mexico)	TL
31. Cuicateco (Mexico)	CU	81. Malagasy (Madagascar)	ML	131. Tamil (India, Pakistan)	TM
32. Czech	CZ	82. Malayalam (India)	MM	132. Tanganese	TN
33. Danish	DA	83. Mayan	MN	133. Tzotzil (Mexico)	TO
34. Dinka	DI	84. Mordvin	MO	134. Tepehua (Mexico)	TP
35. Dutch	DU	85. Marathi (India)	MR	135. Triqui (Mexico)	TR
36. English	EN	86. Mossi (W. Africa)	NS	136. Totonaca (Mexico)	TT
37. Estonian	ES	87. Mixteco (Mexico)	MX	137. Turkish	TU
38. Favanese	FA	88. Malay (Bahasa Indonesia)	MY	138. Tzeltal (Mexico)	TZ
39. Finnish	FI	89. Mazateco (Mexico)	MZ	139. Ukrainian	UK
40. Flemish (Belgium)	FL	90. Navaho	NA	140. Unreported	UN
41. French	FR	91. Nahuati (Mexico)	NH	141. Uzbek (USSR)	UZ
42. German	GE	92. Norwegian	NO	142. Visayan (Phillippines)	VS
43. Greek (Modern)	GR	93. Nez Pierze	NP	143. Vietnamese	VT
44. Gujarati (India, Pakistan)	GU	94. Ojibwe	OJ	144. Welch	WE
45. Hawaiian	HA	95. Orome	OM	145. Yakima (Sahapton)	YA
46. Huichol (Mexico)	HC	96. Oriya (India)	OR	146. Yiddish	YI
47. Hebrew (Modern)	HE	97. Otomi (Mexico)	OT	147. Yaqui (Mexico)	YQ
48. Hindustani (Hindi-Urdu)	HI	98. Papago	PA	148. Zapoteco (Mexico)	ZA
49. Hmong	HM	99. Persian	PE	149. Zapoteco Bureno (Mexico)	ZB
50. Housa (Central Africa)	HO	100. Popoluca (Mexico)	PL	150. Zoque (Mexico)	ZO

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Data Collections

Data Collections Introduction

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

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. Please feel free to contact a GaDOE staff member as needed.

The layout of this resource guide represents the sequence that the GaDOE MEP reports and forms are prepared through the year.

Best Regards,

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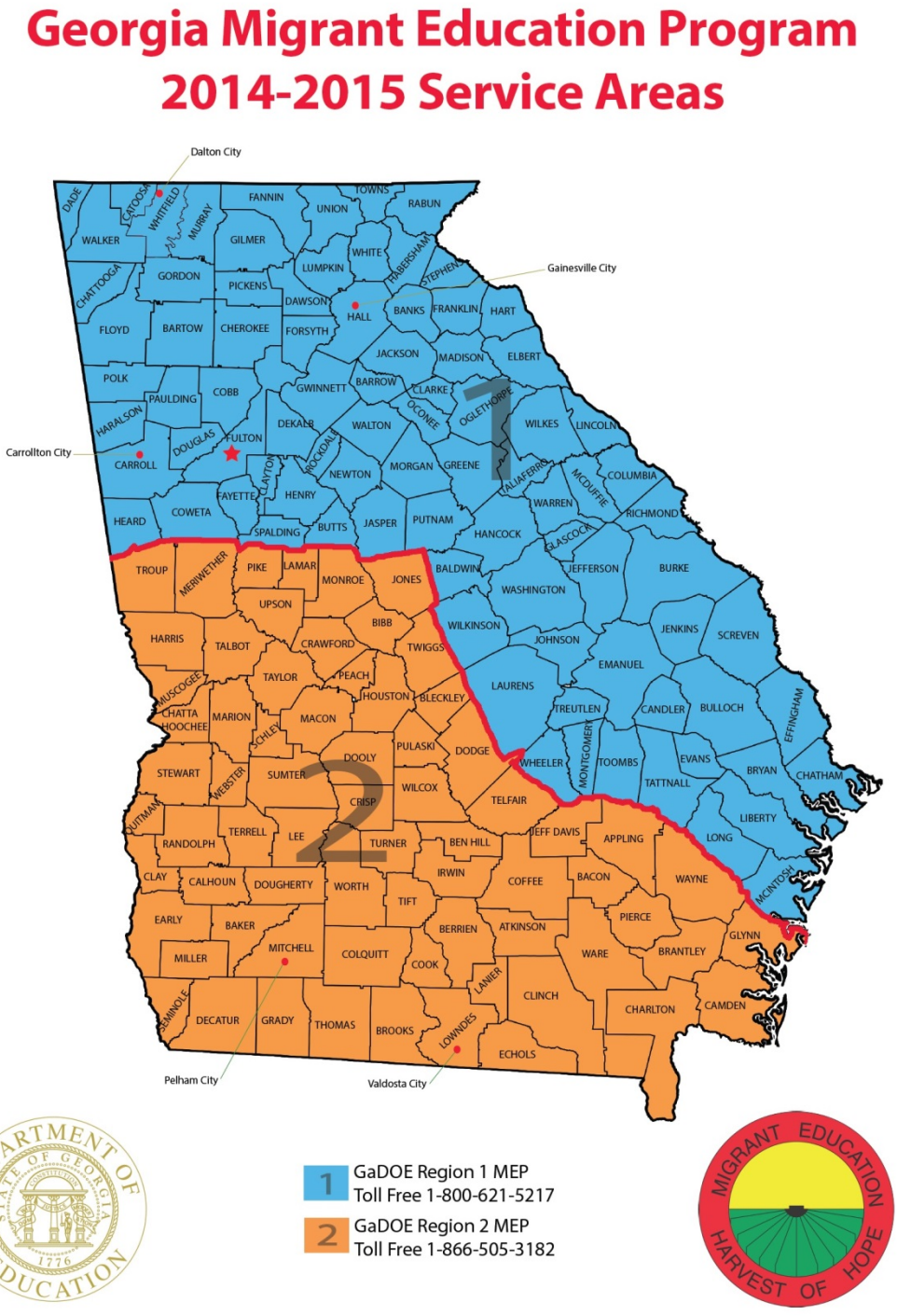
Coordination of Services

This map will support schools with in-state notification of migrant students moving across district lines. Please contact your regional office for assistance.



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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

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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.

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

References:

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MEP District Data Access

Process for requesting a new portal user account:

1. New district user requests access to the application through the Security Officer (Technology) at the local district.
2. Security Officer approves or denies the request. If approved, the Security Officer submits a request for the new portal user account.
3. If approved, the request is then sent to John Wight, MEP Program Manager for the Georgia Migrant Education Program.
4. John Wight approves or denies the request.
5. Once approved, John sends the following email to the new district user:

Congratulations!

You have been approved to access Migrant Education Program reports via the Georgia Department of Education Portal. The provisioning of the Migrant Data Transfer Service (MDTS) for your new account should only take 24 – 48 hours. Once the provisioning is completed, you will have a new application "MEP District Data Access" on the Portal home page available to you when you login using your existing information (user name and password). You can now electronically download the Migrant Education Program reports. Once a report(s) has/have been uploaded and released, you will receive an email notice from Upendra Narra stating that the files have been released by Wight John or Garcia-Acevedo Iliana. This notice will also list the report(s) that has/have been released. Nutrition Directors only need to access the reports with "Nutrition" in the file name. If you have any questions or concerns, please feel free to contact me.

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. My advice when you click on the report name (you will get a pop up window that reads open – save – cancel) is to click on save. Save each report to your computer. After you have saved all of the reports that you need, go back to your computer to open and print the reports. I would also add the above link to the login in your *favorites*. If you have any questions or concerns, please feel free to contact John Wight at 404-463-1851.

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Coordination of Services – Interstate and Intrastate

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: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Migrant-Education-Program.aspx

There are two parts of this process:

- Online Training
- Application

Online Training

MSIX secondary user online training is a self-paced course divided into multiple lessons with training simulations and step-by-step instructions regarding specific tasks. This course simulates the experience of using MSIX by using realistic examples resembling what you may find in your work. The training course can be found online at https://msix.ed.gov/msix /training.html.

After completing the course, you will access a ten-question quiz that will score your performance, reveal which questions you answered correctly and incorrectly, provide you with the correct answer to any question answered incorrectly, and produce a certificate displaying your quiz results. Please print this certificate to include with your application.

Application

Print the MSIX Secondary User application from the GaDOE MEP website and follow the steps below: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Migrant-Education-Program.aspx

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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 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 faxes the completed application, along with the training certificate, to John Wight at the Georgia Department of Education. Fax #: 770-408-4202.

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 MSIX: one with his/her MSIX User Name and the other with his/her initial Password.

Your account information will be created by GaDOE and sent to you via email.

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MEP Reports Description

The following list is the MEP Reports and a brief description of each:

Priority for Services (PFS) Report – This is a list of enrolled K – 12th grade students for the current year and all of the "at risk factors" that he/she has met the criteria. This report should be updated throughout the semester and returned to the regional MEP office for updating in the database. This report will be available for first semester and second semester.

New Participant(s) Report – This is a list of participants who have been entered into COEstar, the migrant database, for the previous month and are eligible for free lunch. This report will be available by the 10th of each month.

New Student(s) Report – This is a list of PK – 12th grade migrant students who have been entered into COEstar, the migrant database, for the previous month and are eligible for free lunch. This report will be available by the 10th of each month.

Current Participant(s) Roster – This report displays a list of participants with enrollment information for a single school year. The participant(s) is/are listed in the current school and district that he/she is a participant. The report will be available for first semester and second semester or as requested.

Current Enrollment Report (CER) – This report 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 available for first semester and second semester or as requested.

End of Eligibility List – This report displays a list of participants who are nearing the end of his/her eligibility. The participant(s) is/are only listed by the last district he/she is a participant. The report will be available at the end of every month.

Three Year Old List – This report displays a list of children who have reached his/her third birthday during the school year and have not reached the end of his/her eligibility. This report will be available at the end of every month and LEAs should use this report to contact these families to complete a needs assessment.

Summer Supplemental Services Report – This report is provided to districts after the summer CER is completed. Districts use this report to record services provided to migrant students during the summer.

Regular School Year Supplemental Services Report - This report is provided to districts after the corrected CER is completed. Districts use this report to record services provided to migrant students during the regular school year. The report will be completed for first semester and second semester.

Priority for Service (PFS) Identification Form – 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 and OSY.

Departure Form – This form is completed when a participant moves across district lines. All participants that make the move should be included on the form. The completed form should be returned to the regional MEP office.

Information Change Form – This form is completed when a participant moves within district lines or a change in phone number or grade level occurs. All participants that are affected by this change should be included on the form. The completed form should be returned to the regional MEP office.

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MEP Color Coded Reports

Migrant Education Program Reports should be printed on colored paper as indicated in the grid below. MEP funds can be used to purchase colored paper. The purpose of this color designation is to help districts accurately and efficiently complete required program reports.

COLOR	REPORT
Ivory	Grade Grid
Salmon	Information Change Form
Goldenrod	Departure Form
Yellow	PFS Report
Red	Age/Grade Chart
Bright Green	PFS ID Form
Orange	YANE PFS ID Form
Light Blue	Regular Year Supplemental Services
Light Green	Summer Supplemental Services
Gray	Monthly Quality Control

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MEP Grade Grid

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 **Pre School** program that is paid for using Migrant funds
PK	Participant who is enrolled in a **PK** program
K	Participant who is in **Kindergarten** – either in public, private, or home school setting
01 – 12	Participant who is in **First** grade – **Twelfth** grade either in public, private, or home school setting
UG	**Ungraded** – Participant attending classes that are not separated by grade level (i.e. Special Ed)
NE	**Not Enrolled** – Participant of school age but not currently enrolled in school
GP	**Graduation Pending** – Participant who has not satisfied all parts of the graduation test and is not enrolled in school
DO	**Drop Out** – Participant who has **attended** a school in the United States and has dropped out of school
OS	**Out of School Youth** – Participant who has **never attended** a school in the United States and has dropped out of school

This grid should be used to interpret and complete Migrant Education Program reports.

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For each new school year, districts are required to complete the Re-Sign process.

- 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.

Annual Re-Sign Procedures

The Georgia Migrant Education Program (MEP) cannot serve participants who are not properly identified as eligible for the program. Our database, COEstar, contains student information and is updated annually through our re-sign process. During the re-sign process, we verify, update, and check the information in COEstar. School district migrant staff is responsible for completing this re-sign process. School districts should not start this re-sign process prior to the district's first day of school for the students. REMEMBER – If you do a complete and careful job with your re-sign paperwork, it will make the rest of the school year much easier for you and us!

During the required data training that is conducted each August, school district contacts will receive an envelope containing a re-sign document for each participant in the district based on COEstar enrollment reports. You are required to make contact with the families (by phone or in person at the home) for each form. Record your attempts to contact the family on the bottom of the form. Three attempts are required.

For each document, the following questions must be addressed:

- ✯ **Are the participants listed still here in the school district?**
- ✯ **Are the participants listed residing at a new address?**
- ✯ **Have the participants changed grades and schools since last year?**
- ✯ **If participants left the school district, when did they leave? Did they come back?**

While answering these questions, you will be expected to update, correct, and revise all of the information on each family's re-enrollment form. **Write any changes or corrections on the form with a RED PEN**. **DO NOT USE WHITE OUT.** For the most part, there are only four situations you will find while doing re-signs:

Situation #1: FAMILY HAS LEFT THE SCHOOL DISTRICT.

Situation #2: FAMILY IS STILL HERE AND HAS NOT LEFT THE SCHOOL DISTRICT SINCE THEIR LAST QAD.

Situation #3: FAMILY LEFT THE SCHOOL DISTRICT AND CAME BACK, MAKING A QUALIFYING MOVE.

Situation #4: FAMILY IS NEW TO AREA AND DOES NOT HAVE A RE-ENROLLMENT FORM.

- Please review the next four pages with samples of each situation. If you have any questions, please call your regional office.
- Completed re-sign documentation should be sent to the Regional MEP Office by the date below. Documents should be organized in sequential order. A current enrollment report will be sent to the LEA after documentation submission.

All re-signs are due to your Regional Migrant Office by: _____.

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Re-sign Example #1:

FAMILY HAS LEFT THE SCHOOL DISTRICT.

- ✯ Make sure that the family has actually departed and not just moved within the school district. On the bottom of the document, write how the departure is verified.
- ✯ If the district is incorrect, please circle with a **red** pen and return to the MEP regional office.
- ✯ If they departed, use a **red** pen to check the box ☐ ***This family has moved from my LEA.***
- ✯ *Write where they moved to and especially* **the date they left** in the blank provided.
- ✯ Record your attempts to contact the family on the bottom of the form.
- ✯ Finally, initial and date the form.

Monday, July 15, 2014 — **MEP (Situation # 1)** — Page 1

2014-2015 RE-SIGN REPORT

Make all corrections in RED.

Current Responsible Person: GARCIA, RAMON

Mother: GARCIA, MARIA

Address: 123 W LITTLE CITY AVE. BIGTOWN, GA 45738

LEA/District: A GEORGIA SCHOOL DISTRICT
Qualifying
Activity: RAKING PINESTRAW

Student Name / GTID	COESTAR ID No.	DOB	Grade	Residency	Enrollment	School	Phone	QAD
GARCIA, EDWARD 4444444444	XX00005-1	06/22/97	11	3/1/2013	08/02/13	BIGTOWN HIGH SCHOOL (GAGAGA)	(111)222-3333	03/01/13
GARCIA, GLORIA 5555555555	XX00004-1	12/07/02	5	3/1/2013	08/02/13	BIGTOWN ELEMTARY SCHOOL (GAAGAG)	(111)222-3333	03/01/13
GARCIA, MARIA 7777777777	XX00003-1	04/16/05	2	3/1/2013	08/02/13	BIGTOWN PRIMARY SCHOOL (GA0001)	(111)222-3333	03/01/13

☐ This family has not made another qualifying move. A new COE is required.
☐ COE attached ☐ Send Recruiter

Moved From City: SALINAS, CA USA
☒ This family has moved from my district, destination Boone KY 7-15-14
☐ This family has NOT made another qualifying move.

Contacte made by: ☐ Phone ☐ In Person

☐ Family not home, visit at: _____ a.m./p.m Date: _____ Initials: _____

☐ Return to MEP because _____

Migrant Staff Mr Smith Title: SSP Date: 8/3/14

8/3/14 Verified by Mr. Santos - Neighbor

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Re-sign Example #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. (**Note: An asterisk next to a name means that the individual has reached end of eligibility if they have not made a new move.)**
- ✯ If they have not moved, use a **red** pen to check the box ☐ ***This family has NOT made another qualifying move.***
- ✯ Update **ALL** the family information with a **red** pen (see sample):
  - **address**
  - **grades**
  - **enrollment dates**
  - **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.
- ✯ Record your attempts to contact the family on the bottom of the form.
- ✯ Finally, initial and date the form.

Monday, July 15, 2014 — **MEP (Situation # 2)** — Page 1

2014-2015 RE-SIGN REPORT

Make all corrections in RED.

Current Responsible Person: GARCIA, RAMON

Mother: GARCIA, MARIA

LEA/District: A GEORGIA SCHOOL DISTRICT
Qualifying
Activity: RAKING PINESTRAW

Address: ~~123 W LITTLE CITY AVE~~. BIGTOWN, GA 45738
496 City St.

Student Name / GTID	COESTAR ID No.	DOB	Grade	Residency	Enrollment	School	Phone	QAD
GARCIA, EDWARD 4444444444	XX00005-1	06/22/97	~~11~~ 12	3/1/2013	~~08/02/13~~ 08/01/14	BIGTOWN HIGH SCHOOL (GAGAGA)	(111)222-3333	03/01/13
GARCIA, GLORIA 5555555555	XX00004-1	12/07/02	5 R	3/1/2013	~~08/02/13~~ 08/01/14	BIGTOWN ELEMTARY SCHOOL (GAAGAG)	(111)222-3333	03/01/13
GARCIA, MARIA 7777777777	XX00003-1	04/16/05	~~2~~ 03	3/1/2013	~~08/02/13~~ 08/01/14	~~BIGTOWN PRIMARY SCHOOL~~ (GA0001) Bigtown Elementary (GAGA46)	(111)222-3333	03/01/13

☐ This family has not made another qualifying move. A new COE is required.
☐ COE attached ☐ Send Recruiter

Moved From City: SALINAS, CA USA
☐ This family has moved from my district, destination _____
☐ This family has NOT made another qualifying move.

Contacte made by: ☐ Phone ☒ In Person

☒ Family not home, visit at: 10:00 (a.m./p.m) Date: 8/3/14 Initials: MS

☐ Return to MEP because _____

Migrant Staff Mary Smith Title: SSP Date: 8/4/14

2nd visit: 4:00 p.m. Family not at home 8/3

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Re-sign Example #3:

FAMILY LEFT THE SCHOOL DISTRICT AND CAME BACK, MAKING A QUALIFYING MOVE.

- ✯ Use a **red** pen to check the boxes
  - This family has made another qualifying move and
  - COE attached.
- ✯ Initial and date the form.
- ✯ Then 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.
- ✯ Staple the new COE to the re-enrollment form.

Monday, July 15, 2014 — **MEP (Situation # 3)** — Page 1

2014-2015 RE-SIGN REPORT

Make all corrections in RED.

Current Responsible Person: GARCIA, RAMON

Mother: GARCIA, MARIA

Address: 123 W LITTLE CITY AVE. BIGTOWN, GA 45738

LEA/District: A GEORGIA SCHOOL DISTRICT
Qualifying
Activity: RAKING PINESTRAW

Student Name / GTID	COESTAR ID No.	DOB	Grade	Residency	Enrollment	School	Phone	QAD
GARCIA, EDWARD 4444444444	XX00005-1	06/22/97	11	3/1/2013	08/02/13	BIGTOWN HIGH SCHOOL (GAGAGA)	(111)222-3333	03/01/13
GARCIA, GLORIA 5555555555	XX00004-1	12/07/02	5	3/1/2013	08/02/13	BIGTOWN ELEMTARY SCHOOL (GAAGAG)	(111)222-3333	03/01/13
GARCIA, MARIA 7777777777	XX00003-1	04/16/05	2	3/1/2013	08/02/13	BIGTOWN PRIMARY SCHOOL (GA0001)	(111)222-3333	03/01/13

☒ This family has made another qualifying move. A new COE is required.

☒ COE attached ☐ Send Recruiter

Moved From City: SALINAS, CA USA

☐ This family has moved from my district, destination _____

☐ This family has NOT made another qualifying move.

Contacte made by: ☐ Phone ☐ In Person

☐ Family not home, visit at: _____ a.m./p.m Date: _____ Initials: _____

☐ Return to MEP because _____

Migrant Staff Mary Smith Title: SSP Date: 8/3/14

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Re-sign Example #4:

FAMILY IS NEW TO AREA AND DOES NOT HAVE A RE-ENROLLMENT FORM.

- ✯ Complete a new Certificate of Eligibility (COE) just as you always should anytime you find new arrivals.

Georgia Department of Education - Migrant Education Program — **Certificate of Eligibility** — The child(ren) moved into Coffee (School district) on 04-14-14 (Residency date)

I. FAMILY DATA

Male Parent/Guardian: —
Female Parent/Guardian: Davis Carol
Father: Davis Thomas
Biological Mother: Moore Carol
Current Address: Street: 248 OAK ST.
Home Base City/Town: Homestead State: FL Country: USA
City: Douglas State: GA Zip Code: 31735 Telephone: 305-417-1892
Family Language: EN
Mailing Address: Street/P.O. Box: (if different from above) Same
Student(s) intend(s) to graduate from: —
City: State: Zip Code: School Name: School District: State:

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
Davis	—	—	Bailey	—	F	03-01-05	04	–	7	Homestead-FL-USA	GABHIS	3	04-18-14
Davis	—		Jason	—	M	09-27-11	07	–	7	Homestead-FL-USA	—	PK	—

III. QUALIFYING MOVE & WORK

1. The child(ren) listed on this form moved from a residence in Homestead / FL / USA to a residence in Douglas / GA
2. The child(ren) moved (complete both a. and b.):
   a. ☐ on own as worker, OR ☑ with the worker, OR ☐ to join or precede the worker.
   b. The worker, Carol Davis, is the child or the child's ☑ parent ☐ spouse ☐ guardian.
      i. (Complete if "to join or precede" is checked in 2a.) The worker moved on —. The child(ren) moved on —. (provide comment)
3. The Qualifying Arrival Date was 04-14-14
4. The worker moved due to economic necessity in order to obtain:
   a. ☑ qualifying work, and obtained qualifying work, OR
   b. ☐ any work, and obtained qualifying work soon after the move, OR
   c. ☐ qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:
      i. ☐ The worker has a prior history of moves to obtain qualifying work (provide comment), OR
      ii. ☐ There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).
5. The qualifying work,* Picking Blueberries, was (make a selection in both a. and b.):
   a. ☑ seasonal OR ☐ temporary employment
   b. ☑ agricultural OR ☐ fishing work
   *If applicable, check: ☐ personal subsistence (provide comment)
6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:
   a. ☐ worker's statement (provide comment), OR
   b. ☐ employer's statement (provide comment), OR
   c. ☐ State documentation for ✓.

Distribution: *White – GaDOE MEP Regional Office* *Yellow – LEA* *Pink – Parent/Guardian*

Last Updated: 07/29/2013

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

FL blueberries → GA blueberries → NJ blueberries → FL → GA

V. PARENT/GUARDIAN/SPOUSE/WORKER SIGNATURE

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

Carol Davis (Signature) — Mother (Relationship to the child) — 4-18-14 (Date)

VI. ELIGIBILITY DATA CERTIFICATION

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

John Doe — Signature of Interviewer — 04-18-14 — Date

— Signature of Designated SEA Reviewer — — Date

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MEP Acceptance Letter Memorandum

This memorandum will be sent to the district MEP Contact, through the portal explaining the acceptance letter templates used in the Migrant Education Program. Letters should be copied on district letter head and mailed along with a copy of the friendly COE.

John D. Barge, State School Superintendent

DATE

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

"Making Education Work for All Georgians"

221 N. Robinson St • Lenox, GA 31637 • (229) 546-3248 OR (866) 505-3182 • Fax (229) 546-3251

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MEP Acceptance Letter to K-12 Parents

[Date]

This is the MEP Program Acceptance Letter for K-12 that is copied on district letterhead.

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

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MEP Acceptance Letter to Out-of-School Youth and Preschool Participants

[Date]

This is the MEP Acceptance Letter for Out of School Youth and Preschool. This should be printed on district letterhead.

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

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Current Enrollment Report Sample

Monday, August 29, 2013 — CURRENT ENROLLMENT REPORT — Page 1

TROMIK SCHOOL DISTRICT

CENTRAL ELEMENTARY SCHOOL (GA0002)
3 school child/ren listed.

COESTAR ID	NAME	Eth	DOB	Age	Sex	QAD	EOE	Current Address/Parents	Phone	Enroll	Withdraw	Depart	GR	TYPE
M615701-1	GOMEZ, PALLE GTID: 2429193021	700	03/25/04	9	M	08/01/11	08/01/14	1526 TON-GA RD, BIG TOWN, GA 31551 FULGENCIO GOMEZ, LAURA GUTIERREZ	(781)781-7810	08/08/13			3	R
M603749-1	SMITH, DAISY MAE GTID: 4826002810	600	06/16/06	7	F	07/28/12	07/28/15	227 CHURCH ROAD, LITTLE CITY, GA 31313 CHARLES SMITH, YOLANDA JACKSON	(227)722-2277	08/08/13			K	R
M600782-3	THRAN, HTOO GTID:	200	02/05/05	8	M	07/28/11	07/28/14	456 NO NAME STREET, NO NAME CITY, GA 35791 THRAN HWOO, OLANDRA FERRINO	(753)357-7553	08/08/13			2	R

Monday, August 29, 2013 — CENTRAL ELEMENTARY SCHOOL (GA0002)

The information contained on this Georgia Migrant Education Current Enrollment Report (CER) has been received and reviewed for accuracy. Based on the information contained on the CER, the following action(s) has/have been taken:

___All program eligibility updates to the school system's database have been made
___The Migrant Education Agency providing the CER was contacted to correct an error with their data
___Both the CER and the school system's database match and no action was required

Report reviewed by:_____ Date:_____

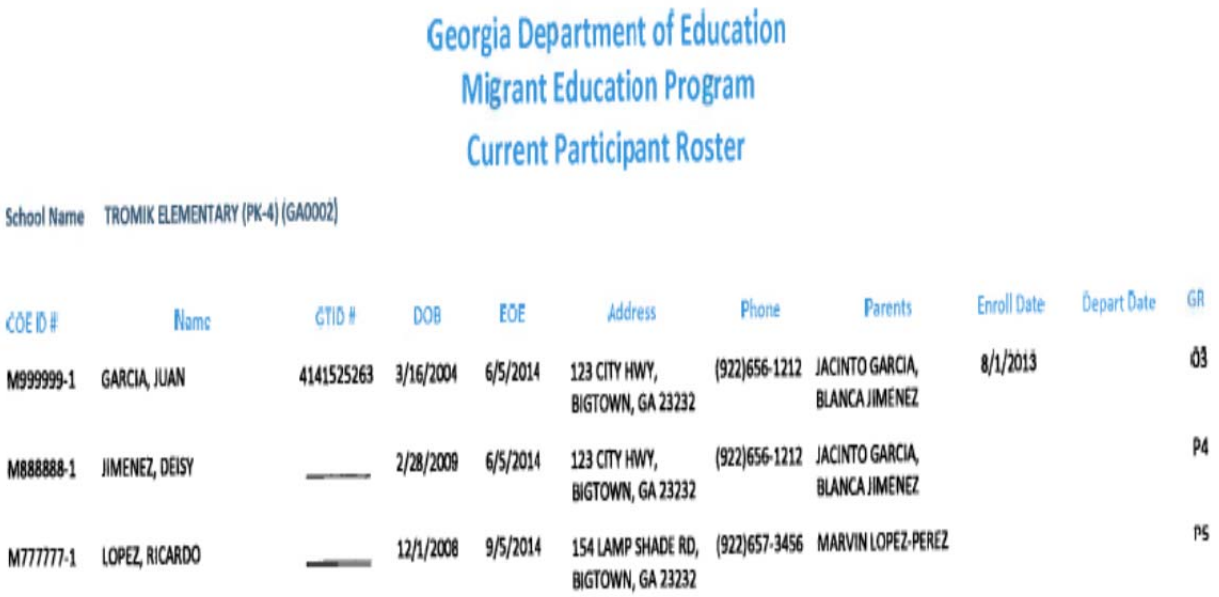
The signed CER should be maintained for program audit purposes with the recipient's Migrant Education Program documents.

This is the Current Enrollment Report. This will be mailed to the district twice a year. When the report is mailed to the MEP contact, the MEP contact is responsible for distributing this report to the SSPs.

- 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, and initial the change. (After this form is updated, finalized, and submitted, any changes to name and birth date will require a birth certificate. So, please ensure all information is accurate at this point.)
- Complete the bottom of the form with the appropriate check mark. If changes are required, please mail the form back to the regional Migrant office within two weeks.
- If no changes are required, check the appropriate part of the verification portion, retain the report at the LEA, and simply email the regional data specialist so we may record the actions taken by the district. 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.
- The Current Enrollment Report should be used to ensure the local student information (SIS) is updated to correctly code children as migrant.

All Rights Reserved

Current Participant Roster Sample



Georgia Department of Education
Migrant Education Program
Current Participant Roster

School Name TROMIK ELEMENTARY (PK-4) (GA0002)

COE ID #	Name	GTID #	DOB	EOE	Address	Phone	Parents	Enroll Date	Depart Date	GR
M999999-1	GARCIA, JUAN	4141525263	3/16/2004	6/5/2014	123 CITY HWY, BIGTOWN, GA 23232	(922)656-1212	JACINTO GARCIA, BLANCA JIMENEZ	8/1/2013		03
M888888-1	JIMENEZ, DEISY	_____	2/28/2009	6/5/2014	123 CITY HWY, BIGTOWN, GA 23232	(922)656-1212	JACINTO GARCIA, BLANCA JIMENEZ			P4
M777777-1	LOPEZ, RICARDO	_____	12/1/2008	9/5/2014	154 LAMP SHADE RD, BIGTOWN, GA 23232	(922)657-3456	MARVIN LOPEZ-PEREZ			P5

This is the Current Participant Roster. This report is uploaded to the portal once the corrections to the CER have been made in the database. Please review this information carefully.

- Use **red** ink for any changes. Draw one line through the incorrect information, write the correct information above the line, and initial the change.
- Mail the CPR with changes to the regional Migrant office.
- Complete the CPR verification form on the next page.

All Rights Reserved

Current Participant Roster Verification Form Sample

GEORGIA DEPARTMENT OF EDUCATION
TITLE I, PART C – MIGRANT EDUCATION PROGRAM
CURRENT PARTICIPANT REPORT

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

— All program eligibility updates to the school system's database have been made

— The Migrant Education Agency providing the CPR was contacted to correct an error with their data

Report reviewed by: _____ Date: _____

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

Dr. John D. Barge, State School Superintendent
07/1/2013

This is the Current Participant Roster Verification Form. Please complete this based on your review of the CPR. Keep a copy, with signatures, on file for auditing and Title I cross-functional monitoring purposes.

All Rights Reserved

Information Change Form Sample

Georgia Department of Education
Migrant Education Program
Information Change Form

Please print

School system: _____ Staff: _____ Date: _____

Family Name: _____ Father: _____ Mother: _____

The children listed on this form: 1) Changed schools on: _____
Month/Day/Year

2) Changed address Old Address: _____

New Address: _____

Please list ALL children in family for whom this information applies: New Phone Number: _____

Child's Name	DOB	COEStar ID#	Former School Name/Code	New School Name/Code	Enrollment Date	Grade

COMMENT: _____

Dr. John D. Barge, State School Superintendent
Revised 06/01/2014
All Rights Reserved

This is the Information Change Form. This form is only used to update information for changes within district lines. Please complete the form and mail it to the Migrant regional office. Keep a copy on file for auditing and Title I cross-functional monitoring purposes.

This form is used after the initial or second semester Current Enrollment Reports are updated, finalized, and submitted by the district.

This form can be found on the GaDOE MEP website and is also loaded to the portal each August.

All Rights Reserved

Departure Form Sample

Georgia Department of Education
Migrant Education Program
Departure Form

Please print

School system: _____ Staff: _____ Date: _____

Family Name: _____ Father: _____ Mother: _____

The children listed on this form departed from my system on: _____ (Month/Day/Year) They moved to _____ (County City State)

Please list ALL children in family for whom this information applies:

Child's Name	DOB	COEStar ID#

COMMENT: _____

Dr. John D. Barge, State School Superintendent
Revised 06/01/2014
All Rights Reserved

This is the Departure Form. This form is only used to update information for moves across district lines and should be submitted to the MEP office immediately. Please complete the form and mail it to the Migrant regional office. Keep a copy on file for auditing and Title I cross-functional monitoring purposes.

This form is used after the initial or second semester Current Enrollment Reports are updated, finalized, and submitted by the district.

This form can be found on the GaDOE MEP website and is also loaded to the portal each August.

All Rights Reserved

MEP Priority for Services (PFS) Identification Forms Memorandum

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.

John D. Barge, State School Superintendent

MEMORANDUM

TO: Migrant Education Program LEA Contacts/Student Support Personnel

FROM: XXXXXXX, Coordinator
XXXXX Migrant Education Program

SUBJECT: **Georgia Department of Education**
Migrant Education Program Priority for Services Identification

I want to thank you for your assistance in helping us complete the enclosed Priority for Services (PFS) Identification Form(s) for the recently identified 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 requirement for your district and our program.

Our records indicate that the migrant student(s), for whom I have enclosed a PFS Identification Form, is/are has/have been enrolled in your district. All you need to do is:

1. Complete the "check-off" grid on the lower left hand side of the form by researching enrollment/attendance data, 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. All others need only be available as documentation in the student's school records.
2. Sign, provide your district title, date the form, and return it to the GaDOE Regional MEP Office within two weeks.

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

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 Georgia Department of Education Migrant Education Program.

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MEP Age/Grade Chart

2014-2015 School Year

GEORGIA DEPARTMENT OF EDUCATION
MIGRANT EDUCATION PROGRAM
Age/Grade Chart

YEAR	AGE	GRADE
9/10-8/11		
9/09-8/09		Pre-K
9/08-8/09	5/6	K
9/07-8/08	6/7	1
9/06-8/07	7/8	2
9/05-8/06	8/9	3
9/04-8/05	9/10	4
9/03-8/04	10/11	5
9/02-8/03	11/12	6
9/01-8/02	12/13	7
9/00-8/01	13/14	8
9/99-8/00	14/15	9
9/98-8/99	15/16	10
9/97-8/98	16/17	11
9/96-8/97	17/18	12
9/95-8/96	18/19	

Use this Age/Grade Chart to complete the PFS Documentation Green Form.

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MEP PFS Identification Form Acronyms

This list of acronyms should be used with the GREEN PFS form.

Understanding the Acronyms on the PFS Identification Form

K-12 PFS ID Form Acronyms		Helpful Notes
DOB	Date of Birth	
COEID#	COEstar ID #	COEstar is the Migrant Program Database
GTID#	Georgia Testing ID#	New Georgia Testing ID#
COEstar SID	COEstar School ID	
GKIDS	Georgia Kindergarten Inventory Developing Skills	Scored below proficiency on GKIDS (applies to K)
MGWA	Middle Grade Writing Assessments	Scored below proficiency on Middle Grade Writing Assessment (applies to grade 8)
GHSGT	Georgia High School Graduation Test	Scored below proficiency on GHSGT (applies to grades 11 – 12)
GHSWT	Georgia High School Writing Test	Scored below proficiency on GHSWT (applies to grades 11 – 12)
EOCT	End of Course Test	Scored below proficiency on EOCT (applies to 9 – 12)
EL	English Learners	Must meet State Board of Education Rule 160-4-5-02 (applies to K – 12) ACCESS: Score of 5 or less; W-APT: Reading score less than 11 or Writing score less than 12
No Score		No academic information is available in the state for this child. The LEA should gather academic information for this child right away.

NOTE: The PFS ID form should be returned to the regional MEP Office within two weeks.

All Rights Reserved

Priority for Services (PFS) Identification Green Form Sample

Priority for Services" Identification Form

Title I, Part C - MIGRANT EDUCATION PROGRAM

School Year: _____
School System: _____

ATTENTION: 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 (ESEA, Section 1304(d)). Please complete this form to establish current year "priority for services" identification. MEP funded services cannot be determined or established for this student until the school system has completed this important program requirement.

I. Student Information

Name: _____ (Last / First / MI) Birth Date: ____/____/____ (month/day/year) Age: _____ COE ID#: M _____ GTID#: _____

Residency Date: ____/____/____ (month/day/year) School Enrollment Date: ____/____/____ (month/day/year) School: _____ Grade: _____ COEstar School ID:_____

II. Academic Performance Evaluation – It has been determined that this student is currently *eligible* for Migrant Education Program (MEP) services. The MEP offers supplemental instructional and/or support services to *eligible* 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 are either *failing* or *at risk of failing* the state's challenging academic content and achievement standards and whose education has been interrupted during the regular school year in the preceding 12 months.

Please check all "priority for services" indicators that apply	
✓	***Interrupted Schooling Indicators***
	In the preceding 12 months, changed school districts during the regular school year (Do not count local moves made within the same school system.)
	Has accumulated 10 or more days not enrolled in school/absent during current regular school year
✓	***Failing or at Risk of Failing Indicators***
	Scored below established proficiency level on one or more of the Georgia Testing Program assessments (Please indicate GKIDS ____, CRCT: Reading ____ LA____Math ____, Grades 3 and 5 Writing Assessments ___, MGWA ___, GHSGT ___, GHSWT ___, EOCT ___) 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 one or more core academic content areas (K – 8) or course(s) required for graduation (9-12) Check all that apply: ___ English/Reading ___ Math ___ Science ___ Social Studies ___ Other – (identify: _____)
	Has insufficient credits for promotion or graduation
	Working at grade level below grade placement
	Is over age for grade placement by one or more years (has been retained, started school late, under-schooled, etc.)
	Is identified as an English Learner (EL)* Test Date: _____ Score: _____ Other: _____
*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	

Signature: _____ Title: _____ Date: _____

GADOE MEA Staff Use Only

☐ Priority for Services ☐ Not Priority for Services ☐ Interrupted schooling (required) ☐ No interrupted schooling and or ☐ failed/currently failing a core subject/state assessment or ☐ *at risk of failing* based on over-age for grade placement, credit deficient, or ELL ☐ on grade level and passed/currently passing all core/required subjects and state assessments

Initials of MEA Coordinator/Designee: _____ (Name and Title of Designee: _____)

This is the Migrant Education Program Priority for Services Identification (Green Form). This form is required to be completed for newly enrolled K-12 migrant students in your district. Accurately identifying migrant children and youth for Priority for Services (PFS) is a mandatory and important part of the MEP.

- Data trained MEP staff is responsible for the completion of this form. Teachers may assist with completion but MEP staff must review and sign before submitting to the regional MEP office.
- Use **red** ink for any changes. Draw one line through the incorrect information, write the correct information above the line, and initial the change.
- The information reported on this form is directly connected to the yellow PFS report your district will receive.
- Section II must be completed carefully. Place a check mark in each descriptor that applies to the individual.
- An EL score and date of test must be listed along with the name of the test. MSIX may be a resource to obtain this score for participants arriving from some states.
- MSIX will be a resource for finding assessment scores from other states.
- This form MUST be completed, signed, and returned to the regional MEP office within two weeks.
- A copy of this form will be returned to the district with the bottom portion completed. The district should place this in the student's file and, if PFS, add the name to the bottom of the most recent PFS report.

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MEP PFS Report Acronyms

This list of acronyms should be used to complete the yellow PFS report.

Understanding the Acronyms on the PFS Report

K – 12 PFS Report Acronyms		Helpful Notes
GR	Grade	
COEID#	COEstar ID#	COEstar is the Migrant Program Database
GTID#	Georgia Testing ID#	New Georgia Testing ID#
DOB	Date of Birth	
Enroll Date	SCHOOL_ENTRY_DATE	
EI_CSD	Education Interrupted – Changed School District	Automatic calculation through MEP
EI_ABS	Education Interrupted – Absences	Must have 10 or more absences due to migrant lifestyle
GKIDS	Georgia Kindergarten Inventory of Developing Skills	Scored below proficiency on GKIDS (applies to K)
BPRLA	Below Proficiency Reading or Language Arts	Scored below proficiency on CRCT Reading or Language Arts (applies to grades 1 – 8)
BPM	Below Proficiency Math	Scored below proficiency on CRCT Math (applies to grades 1 – 8)
WA	Writing Assessments	Scored below proficiency on Writing Assessments (applies to grades 3, 5, 8)
NPT	Not Passed Test	Scored below proficiency on GHSWT, GHSGT, OR EOCT (applies to grades 9 – 12)
EIP/REP	Early Intervention Program / Remedial Education Program	EIP – K-5 program only / REP – 6-12 program only
FG	Failing Grades	Failing Grades in one or more core academic content areas (applies to K – 12)
CD	Credit Deficient	Has insufficient credits for promotion or graduation (applies to grades 9 – 12)
GLBGP	Grade Level Below Grade Placement	Working at grade level below grade placement (applies to grades K – 8)
OFG	Over age for Grade	Automatic calculation through MEP (applies to K – 12)
EL	English Learners	Must meet State Board of Education Rule 160-4-5-02 (applies to K – 12) ACCESS: Score of 5 or less; W-APT: Reading score less than 11 or Writing score less than 12
No Score		No academic information is available in the state for this child. The LEA should gather academic information for this child right away.

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Priority for Services (PFS) Student Report Sample

GEORGIA DEPARTMENT OF EDUCATION
Migrant Education Program
K - 12 PFS Student Report

Gr	Student Name	COEID#	GTID#	Age	DOB	Enroll Date	EI_CSD	EI_ABS	GKIDS	BPRLA	BPM	WA	NPT	EIP	FG	CD	GLBGP	OFG	ELL	NO SCORE	Priority For Service
10	VASQUEZ, JUANA	MX11111-1	1111111111	15	03/19/98	08/07/13	X						X			X					X
10	GARCIA, JOSE	MX22222-2	2222222222	15	07/30/98	08/07/13															
7	RAMIREZ, ROMANO	MX33333-1	3333333333	12	06/11/01	08/07/13		X						X	X						X
K	JONES, KATHY	MX44444-1	4444444444	5	01/23/08	08/07/13			X												
5	HTOO, LI	MX55555-8	5555555555	13	06/16/00	08/07/13	X			X	X	X			X		X	X	X		X
12	PIERRE, JACQUE	MX66666-3	6666666666	17	05/05/96	08/07/13														X	

This is an example of the yellow PFS Report. This form is based on the completion of the green 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 this report on the portal at the beginning of each semester. Please review carefully. Districts are required and therefore expected to serve PFS identified students with defined needs prior to serving other MEP students.

Examples of updates or changes that could be needed:

- Absences (due to migrant lifestyle, not illness)
- Failing Grades
- EL Score
- Assessment Scores
- EIP/REP

If an X is missing in the BPRLA, BPM, or WA, please list the assessment scores:

- Grades 3-8**, list the CRCT score in BPRLA (Reading/Language Arts) as follows:
  - Reading Score/ELA Score – Example: 790/785
- Grades 3-8, list the CRCT score in BPM (Mathematics)
- For 9-12, list the GHSGT score or EOCT score as follows:
  - GHSGT ELA or Mathematics score = G-842
  - EOCT 9th Lit, Am Lit, Mathematics I, II scores = E-842

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.

** Students in grades 2 and 3 will not have a standardized assessment score from Georgia. They may have a standardized assessment score from another state so check their assessment record in MSIX.

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Priority for Services (PFS) Identification Form – Out-of-School Youth Sample
Young Adult Not Enrolled (YANE)

"Priority for Services" Identification Form

Title I, Part C - MIGRANT EDUCATION PROGRAM

School Year: _____
School System: _____

ATTENTION: The following migrant participant does not have a "priority for services" determination for the current school year as required by the state under flexibility granted by the Office of Migrant Education to include non-enrolled youth under the terms of the Title I, Part C - Migrant Education Program (MEP) statute (ESEA, Section 1304(d)). Please complete this form to establish current year "priority for services" identification. MEP funded services cannot be determined or established for this participant until this important program requirement has been completed.

I. Participant Information

Name: _____ (Last / First / MI) Birth Date: ____/____/____ (month/day/year) Age: _____ COE ID#: M_____

Residency Date: ____/____/____ (month/day/year) School: _____ Grade: _____ COEstar School ID: _____

II. Performance Evaluation – It has been determined that this participant is currently *eligible* for Migrant Education Program (MEP) services. The MEP offers supplemental instructional and/or support services to *eligible* participants, with the program statute requiring that services first go to participants identified as having "priority for services". "Priority for services" is granted to migrant participants who are either *failing or at risk of failing* the state's challenging academic content and achievement standards and whose education has been interrupted during the regular school year in the preceding 12 months.

Please check (✓) all "priority for services" indicators that apply	
	Interrupted Schooling Indicator
	In the preceding 12 months, changed school districts during the regular school year (Do not count local moves made within the same school system.)
	At Risk Indicator
	Completed the 9th grade (in United States or native country) within the past 24 months, but is not currently enrolled in a school or GED program
	Interest Indicator (Participant's signature *preferred* for this item)

☐ Expresses interest in services to obtain/complete a high school diploma or GED *or* ☐ Not interested in services to obtain/complete a high school diploma or GED

☐ Moved prior to AOS having the opportunity to contact individual

Participants signature:_____ Date:_____

Completed by (Signature): _____ Title: _____ Date: _____

GADOE MEA Staff Use Only

☐ Priority for Services ☐ Not Priority for Services

Name and Title of Designee:

This is the Migrant Education Program Priority for Service Identification Form for the Young Adults Not Enrolled (YANE). This form is required to be completed for the Out-of-School Youth migrant participant in your district that may meet the criteria for PFS.

State GaDOE MEP resource specialists are responsible for the completion of this form; therefore, this form is not sent to the local school district to be completed. Once YANEs are identified as PFS through the use of this form, the GaDOE resource specialist will contact the school district to ensure services are occurring.

Direction for GaDOE Resource Specialists:

- Use **red** ink for any changes. Draw one line through the incorrect information, write the correct information above the line, and initial the change.
- Section II must be completed carefully. Place a check mark in each descriptor that applies to the individual.
- This form MUST be completed by GaDOE MEP staff, signed, and returned to the regional MEP office within two weeks.

All Rights Reserved

MEP Eligible Students School Nutrition Memorandum

This memorandum is loaded to the portal along with a current enrollment report for use by School Nutrition Personnel in your district.

John D. Barge, State School Superintendent

MEMORANDUM

TO: Local School Nutrition Directors and Manager Supervisors

CC: Local School Migrant Education Program (MEP) Contacts

FROM: XXXXXXX, Coordinator
GaDOE Region XX MEP 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 (2013-2014). Therefore, at the beginning of school, you are able to continue to use last year's (2012-2013) 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 2013-2014.

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. For your convenience, their names have been highlighted. 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 (2012-2013) 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 31st operating day of SY 2013-2014.

All Rights Reserved

John D. Barge, State School Superintendent

Local School Nutrition Directors and Manager Supervisors

Page 2

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 send lists of newly identified migrant students to you by the 10th of each month throughout the year. We realize the importance of providing these children with a healthy and nutritious meal, so please do not hesitate to contact us at the GaDOE Regional MEP Office if you ever have doubts or questions.

Enclosure: Migrant Eligible Student Roster

All Rights Reserved

New Migrant Participant Letter

This memorandum is loaded to the portal. This report is provided monthly and lists new MEP participants in the district.

John D. Barge, State School Superintendent

To: District Migrant Student Services Provider

From: Iliana Garcia-Acevedo, State Data Specialist

Date: October 1, 2013

Subject: New Migrant Participant(s)

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.

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 GaDOE Regional MEP Office serving your district 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.

You will receive a new report by the 10th 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 XXXXXXX at GaDOE Region X MEP Office, (XXX) XXX-XXXX.

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New Migrant Participant Report Sample

TROMIK MEA
NEW MIGRANT PARTICIPANT(S) REPORT
FOR THE MONTH OF MARCH 2013

COE ID#	OPTIONAL ID#	LAST NAME	FIRST NAME	DOB	DISTRICT	SCHOOL	GR	APPROVED DATE
MX11111 1	MX11112-01	MEDINA	YOLANDA	08/04/07	TROMIK	TROMIK ELEMENTARY SCHOOL	K	03/10/13
MX11112 1	MX11111-02	MARTINEZ	JERANDIN	08/06/93	TROMIK	TROMIK COUNTY HIGH SCHOOL	DO	03/23/13
MX11113 1	MX11113-03	MENDEZ	ILADIO	03/17/94	TROMIK	TROMIK COUNTY HIGH SCHOOL	OS	03/22/13
MX11114 1	1111111111	PEREZ	SANDRA	10/24/96	TROMIK	TROMIK COUNTY HIGH SCHOOL	11	03/01/13
MX11115 1	2222222222	ORTEGA	DAMARIS	10/18/00	TROMIK	TROMIK MIDDLE SCHOOL (6-8)	6	03/15/13
MX11116 2	MX11116-02	CRUZ MORALE	GILBERT	11/28/09	TROMIK	TROMIK EAST ELEMENTARY SCHOO	P3	03/08/13
MX11117 1	MX11117-01	CRUZ MORALE	KEVIN	09/23/06	TROMIK	TROMIK EAST ELEMENTARY SCHOO	K	03/08/13
MX11118 1	MX11118-01	HERNANDEZ	DAIRI	06/04/09	TROMIK	TROMIK EAST ELEMENTARY SCHOO	P3	03/23/13
MX11119 2	3333333333	PEREZ	JOSE	02/17/02	TROMIK	TROMIK EAST ELEMENTARY SCHOO	5	03/01/13
MX11120 1	MX11120-01	DOMINGUEZ	ARACELYS	07/13/04	TROMIK	TROMIK WEST ELEMENTARY SCHOO	3	03/22/13
MX11121 3	MX11121-03	DOMINGUEZ	MAYELIN	05/22/11	TROMIK	TROMIK WEST ELEMENTARY SCHOO	P1	03/22/13
MX11122 2	MX11122-02	DOMINGUEZ	YAILIN	11/03/09	TROMIK	TROMIK WEST ELEMENTARY SCHOO	P3	03/22/13

This is the New Participant Report. MEP Contacts and SSPs should use this report to ensure new students are being served by the program.

- Use red ink for any changes. Draw one line through the incorrect information, write the correct information above the line, and initial the change. Return this report with changes to the regional MEP office.
- The New Participant Report should be used to ensure the local student information (SIS) is updated to correctly code children as migrant.

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MEP New Participant Report Verification Form Sample

GEORGIA DEPARTMENT OF EDUCATION
TITLE I, PART C – MIGRANT EDUCATION PROGRAM
NEW PARTICIPANT REPORT

The information contained on this Georgia Migrant Education 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 eligibility updates to the school system's database have been made

___ The Migrant Education Agency providing the NPR was contacted to correct an error with their data

Report reviewed by: _____ Date: _____

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

Dr. John D. Barge, State School Suprintendent
7/1/2013

This is the New Participant Roster verification form. Please complete this based on your review of the NPR. Keep the original, with signatures, on file for auditing and Title I cross-functional monitoring purposes.

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MEP New Migrant Students School Nutrition Memorandum

This is the memorandum for School Nutrition Personnel with new migrant students. It is loaded to the portal once a month.

John D. Barge, State School Superintendent

To: District Nutrition Director

From: Iliana Garcia-Acevedo, State Data Specialist

Date: October 1, 2013

Subject: New Migrant Student(s)

Enclosed you will find a report of the new eligible migrant students in your school district.

Please ensure that the new student(s) is/are appropriately coded in your free and reduced lunch program based on the "APPROVED DATE" on this report – This "APPROVED DATE" is in the column on the right side of this report and is the date when free lunch eligibility begins for migrant children and youth. If you have any questions about coding, please contact the GaDOE School Nutrition Department or your area consultant.

You will receive a new report by the 10th of each month. If there is/are no new eligible migrant student(s) in your district for the preceding month, you will be notified by email. If you have any questions, please contact XXXXXXX at GaDOE Region X MEP Office, (XXX) XXX-XXXX.

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New Participant Roster for School Nutrition Sample

TROMIK MEA
NEW MIGRANT STUDENT(S) REPORT
FOR THE MONTH OF MARCH 2013

COE ID#	OPTIONAL ID#	LAST NAME	FIRST NAME	DOB	DISTRICT	SCHOOL	GR	APPROVED DATE
MX11111 1	MX11111-01	MEDINA	YOLANDA	08/04/07	TROMIK	TROMIK ELEMENTARY SCHOOL	K	03/10/13
MX11114 1	1111111111	PEREZ	SANDRA	10/24/96	TROMIK	TROMIK COUNTY HIGH SCHOOL	11	03/01/13
MX11115 1	2222222222	ORTEGA	DAMARIS	10/18/00	TROMIK	TROMIK MIDDLE SCHOOL (6-8)	6	03/15/13
MX11117 1	MX11117-01	CRUZ MORALE	KEVIN	09/23/06	TROMIK	TROMIK EAST ELEMENTARY SCHOO	K	03/08/13
MX11119 2	3333333333	PEREZ	JOSE	02/17/02	TROMIK	TROMIK EAST ELEMENTARY SCHOO	5	03/01/13
MX11120 1	MX11120-01	DOMINGUEZ	ARACELYS	07/13/04	TROMIK	TROMIK WEST ELEMENTARY SCHOC	3	03/22/13

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School Year Supplemental Services Tracking Form

District _____

COS or PFS	COEID #	NAME	GR	DOB	QAD	START DATE	END DATE	CERTIFIED	NON-CERTIFIED																Narrative
																									This column will be used to explain why a child is not receiving services (MEP funded or other programs), and/or other information.

This is the document districts will use to keep track of Regular School Year Supplemental Services provided to each migrant participant. This document gives a district view of all services being provided during the year.

- This document must be updated regularly by the district.
- Student information should be added to this list at the beginning of the year. As new MEP participants arrive in the LEA and are included in an IP, their information should be added to the document. All MEP participants must be included on this form with academic or support service codes.
- Supplemental service codes, or SS codes as they are often referred to, should be added along the top row and participant names should be added on the left side of the document.
- A check mark should be placed under the corresponding code.
- Start and End dates must be accurate. Services with different date ranges will need a separate line on the document.
- Accuracy of this information is critical. Documentation should be on file at the LEA to support the placement of check mark under a code.
- State MEP staff will monitor the completion of this information during the year when each LEA is visited. This is to ensure the form is complete, updated, and accurate for submitting to the state in December and May during the Supplemental Service Workshops. These workshops serve as the opportunity for the state to sit with its districts, review the information on the form and collect them for processing.
- This document will also be reviewed during Title I Cross Functional Monitoring and a district will incur a finding if it is determined that the information is inaccurate or incomplete.

***PFS Student**
****COS Student**

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MEP Supplemental Services Codes and Descriptions

SP_Code	Description
(102) Reading Migrant Funds Must Be Used Applies to grades K – 12	Instruction in reading for individuals or groups of students. **This instruction is delivered by a certified educator.** Examples: a Title I-Migrant paid teacher or system contracted certified tutor conducting reading instruction; students learning to read using the Math, Science, and English/Language Arts Curriculum.
(103) Language Arts Migrant Funds Must Be Used Applies to grades K – 12	Instruction in writing, speaking, and listening skills for individuals or groups of students. **This instruction is delivered by a certified educator.** Examples: a Title I-Migrant paid teacher or system contracted certified tutor conducting reading instruction; students learning language arts using the Math, Science and English/Language Arts Curriculum.
(104) Math Migrant Funds Must Be Used Applies to grades K – 12	Instruction in math for individuals or groups of students. **This instruction is delivered by a certified educator.** Examples: a Title I-Migrant paid teacher or system certified tutor conducting math instruction; students learning math using the Math, Science, and English/Language Arts Curriculum.
(105) Science Migrant Funds Must Be Used Applies to grades K – 12	Instruction in science for individuals or groups of students. **This instruction is delivered by a certified educator.** Examples: a Title I-Migrant paid teacher or system contracted certified tutor conducting science instruction; students learning science using the Math, Science, and English/Language Arts Curriculum.
(106) Social Studies Migrant Funds Must Be Used Applies to grades K – 12	Instruction in social studies, government, and/or civics for individuals or groups of students. **This instruction is delivered by a certified educator.** Examples: a Title I-Migrant paid teacher or system contracted certified tutor conducting social studies instruction.
(107) General Tutorial (Outside Core Subject) Migrant Funds Must Be Used Applies to grades K – 12	Supplemental instructional assistance provided in **"non-core content"** areas. Assistance is typically delivered individually – home based, summer project, after/before school. Example: supplemental tutoring in computer skills, health education, study skills, etc.

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MEP Supplemental Services Codes and Descriptions

SP_Code	Description
(108) Preschool-Facility-Based Migrant Funds Must Be Used	Developmental services for pre-kindergarten children (3 to 5 years of age) on the child's interest, abilities, needs, and background, usually provided in their home or through other programs. (Pre-K or Head Start)
(109) Preschool-Home-Based Migrant Funds Must Be Used	Developmental instruction provided to pre-kindergarten children (3 to 5 years of age) and their parents in their home.
(110) Vocational/Career Education Migrant Funds Must Be Used Applies to grades 6 - 12	Vocational-instruction designed to provide training skills that are required for gainful employment in a skilled or technical occupation delivered by a certified professional. Career Education-services designed to provide an awareness of career options, work values, work seeking, and work-getting skills delivered by a certified professional. Examples: Resource Specialists conducting career awareness workshops for middle and secondary students; high school students receiving instruction in job application skills.
(111) GED/High School Equivalency Migrant Funds Must Be Used Applies to participants 16 years of age and older	Services to assist students in the preparation for the equivalent of a high school diploma. Examples: purchasing materials and/or registration for a student to take the GED exam, paying for instruction to prepare a student to take the GED exam. **Title I-Migrant Program Funds are used.**
(116) Writing Migrant Funds Must Be Used Applies to grades K-12	Instruction in writing for individuals or groups of students. This instruction is delivered by a certified educator. Examples: a Title I-Migrant paid teacher or system contracted certified tutor conducting writing instruction; students learning and using writing within Math, Social Studies, Science, and ELA.
(117) OSY English Lessons Migrant Funds Must Be Used	Supplemental instructional lessons in learning English for individuals or groups of participants; taught by an MEP funded certified teacher.
(121) Guidance/Counseling Migrant Funded Staff Used Applies to grades 6 – 12	Activities that provide advisement to students and/or parents in order to enhance educational or personal development, prevent life problems, or handle personal crisis situations. Examples: Resource Specialists or other certified professionals providing advisement in areas related to goal setting, health issues, careers, post-secondary options, etc. to individuals or groups of students.

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MEP Supplemental Services Codes and Descriptions

SP_Code	Description
(122) Social Work/Advocacy Outreach Migrant Funded Staff Used Applies to all participants	Coordination, referral, and linkage with other agencies or school services to ensure that children receive available services. Examples: securing emergency food/clothing/shoes for students; translation of school forms; interpretation for parent-teacher conferences; school-home linkage/visits; social services referrals; referring students to other educational programs, such as Head Start, Even Start, Pre-K programs; arranging for any health or dental visits.
(123) GED/HEP/CAMP Informational Code Applies to participants 16 years of age and older	Coordination, referral, and successful placement in a GED/HEP or CAMP program. **(NO Migrant funds are expended other than staff time.)**
(124) Health Migrant Funds Must Be Used Applies to all participants	Immunizations, screenings, medical appointments paid fully or partially by MEP.
(125) Dental Migrant Funds Must Be Used Applies to all participants	Services paid fully or partially by MEP that contributes to the dental health of the participant, including screening and treatment.
(126) Nutrition Migrant Funds Must Be Used Applies to all participants	Services paid fully or partially by the MEP which have as their purpose the management and preparation of the food services program of the school system serving of the regular and/or incidental meals, lunches, or snacks in connection with regular instructional activities. **This DOES NOT include free lunch.**
(127) Pupil Transportation Migrant Funds Must Be Used Applies to all participants	Transporting students to and from school activities either between school and home, on field trips related to school activities, or the provision of support services.
(132) English Language Learner Informational Code	Child is considered English Language Learner based on State definition.
(134) School Enrollment Migrant Funded Staff Used	Child received assistance with school enrollment. Example: a Title I-Migrant paid staff person assisting with completing forms for school registration, obtaining birth certificate, getting immunization records, etc.
(145) Special Education Informational Code	Child has been tested and placed in Special Education classes. *This applies to all participants if tested and receiving Special Education Services.*

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MEP Supplemental Services Codes and Descriptions

SP_Code	Description
(602) Reading Migrant Funded Staff Used Applies to grades K – 12	Supplemental instructional assistance in reading for individuals or groups of students. Example: a Title I-Migrant paid paraprofessional working with students in reading during the instructional day or in a home based model during summer school.
(603) Language Arts (not above) Migrant Funds Must Be Used Applies to grades K – 12	Supplemental instructional assistance in writing, speaking, and listening skills for individuals or groups of students. Example: a Title I-Migrant paid paraprofessional working with students in language arts during the instructional day or in a home based model during summer school.
(604) Math Migrant Funds Must Be Used Applies to grades K – 12	Supplemental instructional assistance in math for individuals or groups of students. Example: a Title I-Migrant paid paraprofessional working with students in math during the instructional day or in a home based model during summer school.
(605) Science Migrant Funds Must Be Used Applies to grades K – 12	Supplemental instructional assistance in science for individuals or groups of students. Example: a Title I-Migrant paid paraprofessional working with students in science during the instructional day or in a home based model during summer school.
(606) Social Studies Migrant Funds Must Be Used Applies to grades K – 12	Supplemental instructional assistance in social studies for individuals or groups of students. Example: a Title I-Migrant paid paraprofessional working with students in social studies during the instructional day or in a home based model during summer school.
(616) Writing Migrant Funds Must Be Used Applies to Grades K-12	Supplemental instructional assistance in writing skills for individuals or groups of students. Example: a Title I-Migrant paid paraprofessional working with students in writing during the instructional day or in a home-based model during summer school.
(701) IPOD Project – Level 1 Migrant Funds Must Be Used Applies to DO and OSY	The iPod/MP3 language acquisition project is an intensive, self-paced program in which migrant participants have access to a portable media device loaded with English tracks targeted at day-to-day conversational English acquisition. (beginner level)

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MEP Supplemental Services Codes and Descriptions

SP_Code	Description
(702) IPOD Project – Level 2 Migrant Funded Staff Used Applies to DO and OSY	The iPod/MP3 language acquisition project is an intensive, self-paced program in which migrant participants have access to a portable media device loaded with English tracks targeted at day-to-day conversational English acquisition. (intermediate level)
(703) IPOD Project – Level 3 Migrant Funds Must Be Used Applies to DO and OSY	The iPod/MP3 language acquisition project is an intensive, self-paced program in which migrant participants have access to a portable media device loaded with English tracks targeted at day-to-day conversational English acquisition. (advanced level)
(704) School Readiness Project Migrant Funds Must Be Used	*Parental Involvement* – a program to assist and encourage parents to work with P3 – P5 (not enrolled in an official Head Start or Pre-K program) on basic skills to help child(ren) be prepared for entry into an official Head Start or Pre-K Program. Example: EXITO
(705) Parent Involvement Migrant Funds Must Be Used	*Parental Involvement* – any program to empower, assist and encourage parents to work on basic skills to help child(ren) to achieve academic success and encourage continuation of schooling toward graduation.
(706) OSY English Lessons Migrant Funds Must Be Used	Supplemental instructional lessons in learning English for individuals or groups of participants; taught by an MEP funded paraprofessional/tutor.
(707) OSY Health Lessons Migrant Funds Must Be Used	Supplemental instructional lessons in health education targeting OSY/DO; taught by MEP funded staff.

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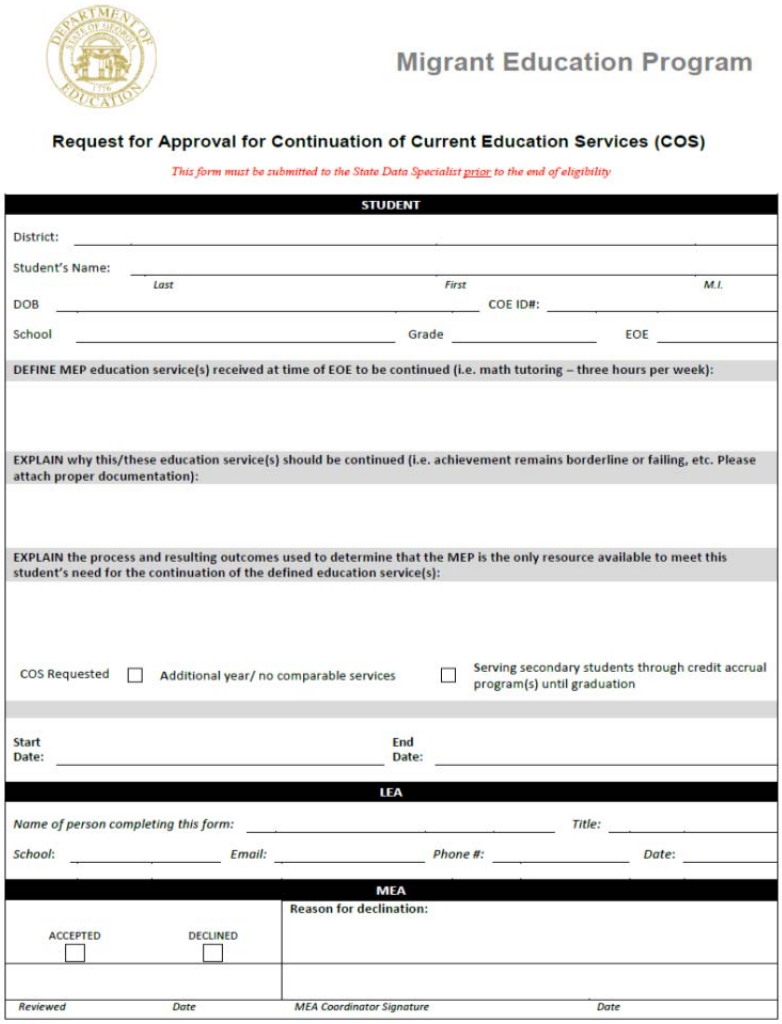
Request for Approval for Continuation of Service (COS) Sample



Migrant Education Program

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

This form must be submitted to the State Data Specialist prior to the end of eligibility

STUDENT

District: _____

Student's Name: _____
Last *First* *M.I.*

DOB _____ COE ID#: _____

School _____ Grade _____ EOE _____

DEFINE MEP education service(s) received at time of EOE to be continued (i.e. math tutoring – three hours per week):

EXPLAIN why this/these education service(s) should be continued (i.e. achievement remains borderline or failing, etc. Please attach proper documentation):

EXPLAIN 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 ☐ Additional year/ no comparable services ☐ Serving secondary students through credit accrual program(s) until graduation

Start Date: _____ **End Date:** _____

LEA

Name of person completing this form: _____ *Title:* _____

School: _____ *Email:* _____ *Phone #:* _____ *Date:* _____

MEA

ACCEPTED ☐	DECLINED ☐	Reason for declination:
Reviewed *Date*		*MEA Coordinator Signature* *Date*

There are three instances where Continuation of Services (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**.

This document is the Continuation of Services form. This form is used for an individual nearing the end of eligibility (EOE), yet needing to be considered for extended services due to academic concerns. This form should be completed and submitted two weeks before the EOE date.

- Fully completed forms and attachments are faxed to Iliana (Elaine) Garcia-Acevedo, State Data Specialist in the GaDOE Data Collections office in Bainbridge, GA.
- The state data specialist reviews the STUDENT section for accuracy and completion, highlights the services being offered in the next section and compares what is written to the documentation that you submitted to show that the services are currently delivered.
- The state data specialist then initials and dates the form and sends it to the appropriate regional office coordinator.
- He/She reviews it and takes the appropriate action and then gives it to the regional office data specialist.
- The regional data specialist makes a pink (parent) and yellow (district) copy and sends them to the individual who submitted the form. The original form is filed in the regional office.
- Students approved for COS in a content area but needing support in another area due to failing grades may be approved. The LEA must submit a new COS form with all supporting documentation to justify this COS and proof that the service was provided prior to the EOE date. Write "ADDITIONAL REQUEST" on the top. Follow submission procedures above.

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End of Eligibility (EOE) LEAs Memorandum

This is the letter that is sent to LEAs notifying them that EOE information is loaded on the portal.

John D. Barge, State School Superintendent

DATE

TO: District Migrant Program Contacts and Student Services Providers

FROM: Iliana Garcia-Acevedo, Migrant Education Program State Data Specialist

SUBJECT: End of Eligibility (EOE) List and Letters

District Contacts and Student Services Providers:

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. 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

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End of Eligibility (EOE) Parent Letter Sample

Sample EOE letter for parents. This must be printed on district letterhead.

[Parents]
[Street]
[City]

Dear Parents,

This letter is to inform you that your child/children [Children] 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 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,

XXXXXXX, Coordinator

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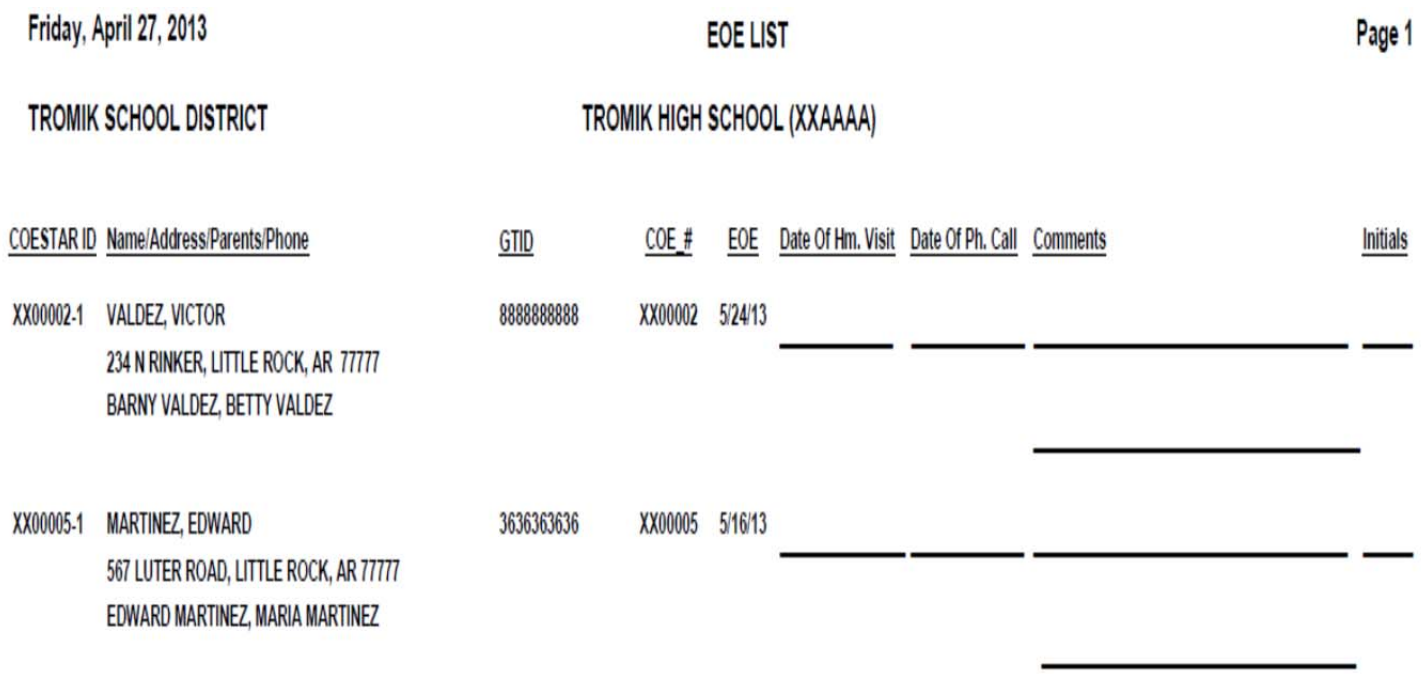
End of Eligibility (EOE) Report Sample



Friday, April 27, 2013 — EOE LIST — Page 1

TROMIK SCHOOL DISTRICT — TROMIK HIGH SCHOOL (XXAAAA)

COESTAR ID	Name/Address/Parents/Phone	GTID	COE_#	EOE	Date Of Hm. Visit	Date Of Ph. Call	Comments	Initials
XX00002-1	VALDEZ, VICTOR 234 N RINKER, LITTLE ROCK, AR 77777 BARNY VALDEZ, BETTY VALDEZ	8888888888	XX00002	5/24/13				
XX00005-1	MARTINEZ, EDWARD 567 LUTER ROAD, LITTLE ROCK, AR 77777 EDWARD MARTINEZ, MARIA MARTINEZ	3636363636	XX00005	5/16/13				

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

Upon receipt of the report, the LEA should:

- Review the report and make contact with 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 office).

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Three Year Old List Letter

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

John D. Barge, State School Superintendent

TO: XXXXXXX

FROM: XXXXXXX, Coordinator, GaDOE Region XX MEP Office

SUBJECT: Three Year Old List

DATE: XXXXX

District System Migrant Personnel:

Enclosed you will find a 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 3-year olds continue to reside in your school district. Verification 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 LEA Migrant Staff 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 return the verified list to our office no later than **XX XX XXXX**. If you have any questions, please contact XXXXX, Data Specialist at 1-XXX-XXX-XXXX.

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Three Year Old List Sample

Friday, May 4, 2013 — **THREE YEAR OLD LIST** — Page 1

TROMIK SCHOOL DISTRICT — TROMIK PRIMARY SCHOOL (XXAAAA)

COESTAR ID	Name/Address/Parents/Phone	GTID	COE_#	DOB	EOE	Date Of Hm. Visit	Date Of Ph. Call	Comments	Initials
XX00003-1	**GARCIA, MARIA** 123 W TROMIK AVE, BIG ROCK, GA 77777 FRED GARCIA, WILMA GARCIA (222)333-4444	_____	XX00003	4/22/10	1/2/14				
XX00001-1	**GARCIA, RAMON** 123 W TROMIK AVE, BIG ROCK, GA 77777 FRED GARCIA, WILMA GARCIA (111)222-3333	_____	XX00001	4/28/10	1/2/14				
XX00005-1	**MARTINEZ, EDWARD** 567 LUTER ROAD, BIG ROCK, GA 77777 EDWARD MARTINEZ, MARIA MARTINEZ	_____	XX00005	4/22/10	1/16/15				
XX00004-1	**RAMIREZ, GLORIA** 432 LUTER ROAD, BIG ROCK, GA 77777 JUAN RAMIREZ, MARIA RAMIREZ	_____	XX00004	4/3/10	1/10/15				
XX00002-1	**VALDEZ, VICTOR** 234 N RINKER, BIG ROCK, GA 77777 BARNY VALDEZ, BETTY VALDEZ	_____	XX00002	4/21/10	12/24/14				

This is a sample of the Three Year Old List. This list is sent to LEAs each month at the end of the month. Please make any changes on this document in red.

- Please indicate on the list if the participant is a resident or has moved. Record contacts with the family.
- Return the document to the regional data specialist by the specified time frame included on the letter.
- The regional data specialist will update the information in COEstar and then files the copy at the regional office.
- The comment section is provided for local staff to provide additional information that will support service delivery.

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Ineligible Letter Sample

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.

John D. Barge, State School Superintendent

[Click **here** and type recipient's name]

[Click **here** and type recipient's address]

[Click **here** and type recipient's address]

Dear [ ]:

A representative from the Georgia Department of Education Migrant Education Program (GaDOE) recently visited you and/or your family to update and confirm the Migrant Education Program eligibility information currently on file for you and your child(ren) in **YOUR** GaDOE MEP Regional Office.

Based on answers to the questions about your/your family's work and travel, it was determined that you and/or your child(ren) are ineligible for services in the Migrant Education Program. You/your child(ren) are ineligible because the most recent documented move or travel was not for the primary purpose of seeking or obtaining seasonal or 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 eligibility information. If you have questions or concerns, please contact **YOUR** GaDOE MEP Regional Office at (XXX) XXX-XXXX.

Sincerely,

YOUR NAME, Coordinator
Georgia Department of Education

Enclosure

cc: Local system school

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Ineligible Student Report Memorandum

This is a sample of the letter sent to LEAs, through the portal, to notify them that an Ineligible Student Report is available. The LEA should follow the required action in the letter. A copy of the letter and report should be on file in the LEA.

John D. Barge, State School Superintendent

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 2013-2014 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.

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Summer Supplemental Services List Sample

Tuesday, July 16, 2013

Supplemental Services List

TROMIK SCHOOL DISTRICT

CENTRAL ELEMENTARY SCHOOL (GA0002)

NAME	COESTAR # GTID#		GR	TYPE		ENROLL	DEPART	102	103	104	105	106	108	115	122	127	130	131	134	602	603	604	605	606
GOMEZ, PALLE	M615701-1		3	S		06/05/13																		
	2429193021																							
SMITH, DAISY MAE	M603749-1		K	S		06/05/13																		
	4826002810																							
THRAN, HTOO	M600782-3		2	S		06/05/13																		

Completed By: _____ Date: _____ Phone: _____

102 Reading
103 Language Arts
104 Math
105 Science
106 social Studies

108 Preschool
115 School Based Met Objectives
122 Social Work/Advocacy/Outreach
127 Pupil Transportation
130 Summer Pre-Test
131 Summer Post-Test

134 School Enrollment
602 Reading (NC)
603 Language Arts (NC)
604 Math (NC)
605 Science (NC)
606 Social Studies (NC)

Y=Service was Migrant Funded
N=Service was not Migrant Funded

This is the document districts will use to keep track of supplemental services provided to each migrant participant during the summer.

- A Supplemental Services document will be generated by the regional MEP office. This report will be mailed to the district.
- According to information provided by the district, the SS codes are pre-populated along the top row and participant names are included on the left side of the document. Please add additional names to this list.
- A check mark should be placed under the corresponding code.
- Accuracy of this information is critical. Documentation should be on file at the LEA to support the placement of check mark under a code
- State MEP staff will monitor the completion of this information during summer program visits.
- This document will be reviewed during Title I Cross Functional Monitoring.
- At the end of summer services, this report should be mailed to the regional MEP office immediately. The regional coordinators will contact you if your summer form is not completed and submitted at the end of your summer services.

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MEP Summer Supplemental Services Codes and Descriptions

SP_Code	Description
(102) Reading Migrant Funds Must Be Used Applies to grades K – 12	Instruction in reading for individuals or groups of students. **This instruction is delivered by a certified educator.** Examples: a Title I-Migrant paid teacher or system contracted certified tutor conducting reading instruction; students learning to read using the Math, Science, and English/Language Arts Curriculum.
(103) Language Arts Migrant Funds Must Be Used Applies to grades K – 12	Instruction in writing, speaking, and listening skills for individuals or groups of students. **This instruction is delivered by a certified educator.** Examples: a Title I-migrant paid teacher or system contracted certified tutor conducting reading instruction; students learning language arts using the Math, Science, and English/Language Arts Curriculum.
(104) Math Migrant Funds Must Be Used Applies to grades K – 12	Instruction in math for individuals or groups of students. **This instruction is delivered by a certified educator.** Examples: a Title I-Migrant paid teacher or system certified tutor conducting math instruction; students learning math using the Math, Science, and English/Language Arts Curriculum.
(105) Science Migrant Funds Must Be Used Applies to grades K – 12	Instruction in science for individuals or groups of students. **This instruction is delivered by a certified educator.** Examples: a Title I-Migrant paid teacher or system contracted certified tutor conducting science instruction; students learning science using the Math, Science, and English/Language Arts Curriculum.
(106) Social Studies Migrant Funds Must Be Used Applies to grades K – 12	Instruction in social studies, government, and/or civics for individuals or groups of students. **This instruction is delivered by a certified educator.** Examples: a Title I-Migrant paid teacher or system contracted certified tutor conducting social studies instruction.
(107) General Tutorial (Outside Core Subject) Migrant Funds Must Be Used Applies to grades K – 12	Supplemental instructional assistance provided in "non-core content" areas. Assistance is typically delivered individually – home based, summer project, after/before school. Example: supplemental tutoring in computer skills, health education, study skills, etc.
(108) Preschool-Facility-Based Migrant Funds Must Be Used	Developmental services for pre-kindergarten children (3 to 5 years of age) on the child's interest, abilities, needs, and background, usually provided in their home or through other programs. (Pre-K or Head Start)
(109) Preschool-Home-Based Migrant Funds Must Be Used	Developmental instruction provided to pre-kindergarten children (3 to 5 years of age) and their parents in their home.

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MEP Summer Supplemental Services Codes and Descriptions

SP_Code	Description
(113) Home-Based Summer School Migrant Funds Must Be Used	Child (3 years old to 12th grade) was served in summer by home based model. Example: **a Title I-Migrant paid staff person** serving children in various subjects in a home based summer school.
(114) Completed Contract Criteria **Informational Code**	Child (K to 12th grade) completed contract in a *home based* program.
(115) School Based Met Objectives **Informational Code**	Child (K to 12th grade) showed gains as stated in instructions in *facility based* program.
(116) Writing Migrant Funds Must Be Used Applies to grades K-12	Instruction in writing for individuals or groups of students. This instruction is delivered by a certified educator. Examples: a Title I-Migrant paid teacher or system contracted certified tutor conducting writing instruction; students learning and using writing within Math, Social Studies, Science, and ELA.
(117) OSY English Lessons Migrant Funds Must Be Used	Supplemental instructional lessons in learning English for individuals or groups of participants; taught by an MEP funded certified teacher.
(121) Guidance/Counseling Migrant Funded Staff Used Applies to grades 6 – 12	Activities that provide advisement to students and/or parents in order to enhance educational or personal development, prevent life problems, or handle personal crisis situations. Examples: Resource Specialists or other certified educator providing advisement in areas related to goal setting, health issues, careers, post-secondary options, etc. to individuals or groups of students.
(122) Social Work/Advocacy Outreach Migrant Funded Staff Used Applies to all participants	Coordination, referral, and linkage with other agencies or school services to ensure that children receive available services. Examples: securing emergency food/clothing/shoes for students; translation of school forms; interpretation for parent-teacher conferences; school-home linkage/visits; social services referrals; referring students to other educational programs, such as Head Start, Even Start, Pre-K programs; arranging for any health or dental visits.

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MEP Summer Supplemental Services Codes and Descriptions

SP_Code	Description
(124) Health Migrant Funds Must Be Used Applies to all participants	Immunizations, screenings, medical appointments paid fully or partially by MEP.
(125) Dental Migrant Funds Must Be Used Applies to all participants	Services paid fully or partially by MEP that contributes to the dental health of the participant, including screening and treatment.
(126) Nutrition Migrant Funds Must Be Used Applies to all participants	Services paid fully or partially by the MEP which have as their purpose the management and preparation of the food services program of the school system serving of the regular and/or incidental meals, lunches, or snacks in connection with regular instructional activities. This DOES NOT include free lunch.
(127) Pupil Transportation Migrant Funds Must Be Used Applies to all participants	Transporting students to and from school activities either between school and home, on field trips related to school activities, or the provision of support services.
(130) Summer Pre-test **Informational Code**	Child completed a Pre-test at Summer School.
(131) Summer Post-test **Informational Code**	Child completed a Post-test at Summer School.
(134) School Enrollment Migrant Funded Staff Used	Child received assistance with school enrollment. Example: a Title I-Migrant paid staff person assisting with filling out forms for school registration, obtaining birth certificate, getting immunization records, etc.
(143) Steps to College Migrant Funded Staff Used Applies to grades 9 - 12	Coordination, referral, and successful placement of high school student in the University of Georgia System's Steps to College Summer Program. (No Migrant funds expended other than staff time.)
(301) ABAC I Applies to grades 9 – 12	Child attended ABAC I Summer program.
(304) Summer Scholars Applies to grades 6 – 12	Child attended Gainesville College Summer Scholar program.
(305) Rising 10th and 11th graders Applies to grades 10 & 11	Child attended Gainesville College Rising 10th and 11th graders summer program.
(306) Close-Up Applies to grades 9 - 12	Child attended Close-Up summer program.

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MEP Summer Supplemental Services Codes and Descriptions

SP_Code	Description
(308) UGA – Fanning Institute Applies to grade 9 – 12	Child **attended** the summer program Leadership Without Limits at the UGA - Fanning Institute.
(311) Georgia Southern Middle School Program Applies to grade 6-8	Student attended the summer program at Georgia Southern University
(602) Reading Migrant Funded Staff Used Applies to grades K – 12	Supplemental instructional assistance in reading for individuals or groups of students. Example: a Title I-Migrant paid paraprofessional working with students in reading during the instructional day or in a home based model during summer school.
(603) Language Arts (not above) Migrant Funds Must Be Used Applies to grades K – 12	Supplemental instructional assistance in writing, speaking, and listening skills for individuals or groups of students. Example: a Title I-Migrant paid paraprofessional working with students in language arts during the instructional day or in a home based model during summer school.
(604) Math Migrant Funds Must Be Used Applies to grades K – 12	Supplemental instructional assistance in math for individuals or groups of students. Example: a Title I-Migrant paid paraprofessional working with students in math during the instructional day or in a home based model during summer school.
(605) Science Migrant Funds Must Be Used Applies to grades K – 12	Supplemental instructional assistance in science for individuals or groups of students. Example: a Title I-Migrant paid paraprofessional working with students in science during the instructional day or in a home based model during summer school.
(606) Social Studies Migrant Funds Must Be Used Applies to grades K – 12	Supplemental instructional assistance in social studies for individuals or groups of students. Example: a Title I-Migrant paid paraprofessional working with students in social studies during the instructional day or in a home based model during summer school.
(616) Writing Migrant Funds Must Be Used Applies to Grades K-12	Supplemental instructional assistance in writing skills for individuals or groups of students. Example: a Title I-Migrant paid paraprofessional working with students in writing during the instructional day or in a home-based model during summer school.

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MEP Summer Supplemental Services Codes and Descriptions

SP_Code	Description
(701) IPOD Project – Level 1 Migrant Funds Must Be Used Applies to DO and OSY	The iPod/MP3 language acquisition project is an intensive, self-paced program in which migrant participants have access to a portable media device loaded with English tracks targeted at day-to-day conversational English acquisition. (beginner level)
(702) IPOD Project – Level 2 Migrant Funded Staff Used Applies to DO and OSY	The iPod/MP3 language acquisition project is an intensive, self-paced program in which migrant participants have access to a portable media device loaded with English tracks targeted at day-to-day conversational English acquisition. (intermediate level)
(703) IPOD Project – Level 3 Migrant Funds Must Be Used Applies to DO and OSY	The iPod/MP3 language acquisition project is an intensive, self-paced program in which migrant participants have access to a portable media device loaded with English tracks targeted at day-to-day conversational English acquisition. (advanced level)
(704) School Readiness Project Migrant Funds Must Be Used	*Parental Involvement* – a program to assist and encourage parents to work with P3 – P5 (not enrolled in an official Head Start or Pre-K program) on basic skills to help child(ren) be prepared for entry into an official Head Start or Pre-K Program. Example: EXITO
(705) Parent Involvement Migrant Funds Must Be Used	*Parental Involvement* – any program to empower, assist and encourage parents to work on basic skills to help child(ren) to achieve academic success and encourage continuation of schooling toward graduation.
(706) OSY English Lessons Migrant Funds Must Be Used	Supplemental instructional lessons in learning English for individuals or groups of participants; taught by an MEP funded paraprofessional/tutor.
(707) OSY Health Lessons Migrant Funds Must Be Used	Supplemental instructional lessons in health education targeting OSY/DO; taught by MEP funded staff.

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GaDOE MEP Staff List

NAME	POSITION	Phone Number	Toll Free Number	Fax Number	Cell Phones
STATE PROGRAM OFFICE - GEORGIA DEPARTMENT OF EDUCATION (GaDOE)					
John Wight	Program Manager	404-463-1857	NONE	404-408-4202	404-821-9741
Virginia Davis	Secretary	404-656-2639	NONE	770-359-5544	**********
Omar Lopez - Nunez	State Research & Dev. Coord.	404-463-1775	NONE		404-719-7801
Bernardo Sanchez-Vesga	State ID & R Coordinator	912-842-5400	NONE	912-842-5440	404-557-4363
Vacant	State Data Coordinator	229-546-3051	NONE	229-546-3251	404-694-9104
Iliana Garcia-Acevedo	State Data Specialist	229-246-3078	800-238-7216	229-246-3079	**********
GaDOE REGION 1 MEP OFFICE					
Margarita Munoz	Coordinator	912-842-5400	800-621-5217	912-842-5440	404-272-8762
Rose McKeehan	Data Specialist	912-842-5400	800-621-5217	912-842-5440	**********
Vacant	Resource Specialist	912-842-5400	800-621-5217	912-842-5440	404-561-7535
Sabrina Rivera-Pineda	Resource Specialist	**********	**********	**********	404-576-3133
Jesus Mercado	Recruiter	**********	**********	**********	404-617-6836
Evelyn Arevalo	Recruiter	**********	**********	**********	404-557-2880
Sandra Morales	Recruiter	912-842-5400	800-621-5217	912-842-5440	404-617-4995
Inez Strickland	Recruiter	912-842-5400	800-621-5217	912-842-5440	404-558-1675
GaDOE REGION 2 MEP OFFICE					
Israel Cortez	Coordinator	229-546-3248x204	866-505-3182	229-546-3251	404-272-8780
Pearl Barker	Data Specialist	229-546-3248x200	866-505-3182	229-546-3251	**********
Bonnie Larson-Brogdon	Resource Specialist	229-546-3248x208	866-505-3182	229-546-3251	404-561-8494
Marisela Trejo	Resource Specialist	229-546-3248x209	866-505-3182	229-546-3251	404-561-7819
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Nancy Trujillo	Resource Specialist	229-246-3078	800-238-7216	229-246-3079	404-561-8155
Vacant	Recruiter	229-546-3248	866-505-3182	229-546-3251	404-561-0636
Nancy Ruiz	Recruiter	229-246-3078	800-238-7216	229-246-3079	404-557-2873
Grisdelia Dominguez	Recruiter	229-546-3248x207	866-505-3182	229-546-3251	404-617-5083
Sylvia Camargo	Recruiter	229-546-3248x205	866-505-3182	229-546-3251	404-557-3378

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Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

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