Pennsylvania Migrant Education Program Quality Control Manual

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COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street
Harrisburg, PA 17126-0333
www.education.state.pa.us

Commonwealth of Pennsylvania
Tom Wolf, Governor

Department of Education
Pedro Rivera, Acting Secretary

Office of Elementary and Secondary Education
Vacant

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Harrisburg, PA 17126-0333
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Fax: (717) 783-9348
Text Telephone TTY: (717) 783-8445

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Harrisburg, PA 17126-0333
Voice Telephone: (717) 783-3750
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Text Telephone TTY: (717) 783-8445

If you have any questions about this publication or for additional copies, contact:

Pennsylvania Department of Education
Bureau of Teaching and Learning
333 Market Street, 5th Floor
Harrisburg, PA 17126-0333

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TTY: (717) 783-8445
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Introduction

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

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

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

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

Purpose

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

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

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

Recruitment

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

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

Each recruiter collects and reviews information via an Electronic Certificate of Eligibility Verification Form (COE) on the Tablet Computer which is electronically transferred to the Data Specialist. Various data checks are performed by the computer and the Data Specialist as well as by a panel of 3-5 reviewers to improve quality control in documentation. The Data Specialists receive four trainings per year. A team of technical support staff are available to provide additional assistance and can be reached at MEPTechsupport@csiu.org.

Supplementing, Not Supplanting

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

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

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

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

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

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

Project Area Training Responsibilities

New Recruiter's Training

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

On-Going Recruiter's Training

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

Mandatory Trainings

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

Optional Trainings

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

State Training Responsibilities

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

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

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

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

How to Use the Monthly Local Recruitment Meetings/Training Report

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

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

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

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

Month
Month for which the report was submitted.

Total PT/FT Recruiters for Project Area
Write the number of staff that performed recruitment duties in the project area.

Meeting/Training Date
Date that the training or meeting was performed.

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

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

Total attendance
Number of people who attended the meeting/training.

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

Recruitment Coordinator: ______________________________ Project Area: _____________________________

Month: ______________________ Total PT/FT Recruiters for Project Area_______________________________

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

Recruiter Introduction and Interview Questions

Introduction

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

Interview

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

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

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

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

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

Exit Interview Questions

Eligible

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

Ineligible

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

Closing

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

How to Use the Recruiter Introduction and Interview Procedures Form

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

pennsylvania
DEPARTMENT OF EDUCATION

Recruiter Introduction and Interview Procedure Form

Family Name:________________________ **COE#:** ____________ **E-mail address:** ______________________

Recruiter Name: ____

1. The qualifying worker is: ________________________________ Relationship to children: __________________

2. What country/state/city/school district did you move from? ____

3. Why did you move to this area? ____
____

4. Who made the move to this area? ____ ☐to join ☐precede

   When did the qualifying worker move?____________________ When did the children move?________________

5. Did your job end before you moved? __________ If no, are you returning from a vacation to the same job?__________

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

7. What work were you aware of in this area? ____

8. Who told you about the work in this area? ____

   Contact information: ____
   Address: Phone:

9. Who applied for employment? ☐Father ☐Mother ☐Guardian ☐Self ☐Other

10. Where have you applied? ____

11. When did you apply? (List dates)_______________When did you obtain qualifying work? ______________________

   ☐Did not obtain ☐Did not obtain "soon after the move"

12. If not hired, why weren't you hired? ____

   How long would you have stayed? ____

13. What was the job title?________________________ What was the product/crop/activity? ______________________

14. If hired, are you still there? ____________How long might you stay? ____

15. Where are you currently employed? ____

16. What types of migratory or agricultural work have you done in the past? (Previous history) ______________________
____

17. Is the qualifying work temporary or seasonal? ☐Temporary ☐Seasonal

18. If temporary, check how the determination was made:

☐Worker Statement ☐Employer Statement ☐State Determination

19. Have you moved from Mexico to the U.S. in the last 36 months? ☐Yes ☐No ☐N/A

☐Eligible **☐Ineligible**

Not 22 years of age at the time of move……………………………….. ☐Yes ☐No

Moved in the last 36 months………………………………………………… ☐Yes ☐No

Moved from one district to another……………………………………… ☐Yes ☐No

The work was: ☐Temporary ☐Seasonal

Did not have a high school diploma or GED at the time of move…….. ☐Yes ☐No

The move was due to "economic necessity" …………………… ☐Yes ☐No

AND

One reason of the move was to find qualifying work "soon after" and found it…………

☐Yes ☐No ☐N/A

OR

To find any work and obtained qualifying work "soon after"……………………......

☐Yes ☐No ☐N/A

OR

To seek qualifying work and did not obtain it, but has a "prior history" of similar moves or "credible evidence" that a worker sought to obtain qualifying work "soon after" the move but could not due to reasons beyond their control

☐Yes ☐No ☐N/A

Additional Comments:

____
____
____
____
____

Parent Signature: ____ Date: _____________________

Recruiter Signature: ____Date: _____________________

Translator Signature: ____Date: _____________________

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

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

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

Project area
Number of the project area where the recruiter is recruiting.

Recruiter's name
Name of the recruiter.

Month
Month for which the report was completed. Example: November

Year
Year for which the form was completed. Example: 2014

New enrollments (students)
Number of children eligible during the month. Example: 10

COE submitted
Number of COE's submitted for review.

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

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

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

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

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

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

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

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

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

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

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

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

Recruitment for other project areas this month. Number you enrolled Write the number of children enrolled in the program but who belong to another project area.

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

Project manager's (or designee's) signature
The forms should be signed by the project manager or his/her designee.

Pennsylvania Migrant Education Program
Recruiter's Monthly Summary of Daily and Weekly Contacts

Recruiter's name: ________________________________ Project area: _________________
Month and Year: ____

1. New enrollments (students) ………………………… ____________________
2. COE submitted: ________ COE approved: _______
3. Family visits and calls Visits Calls
   a) Eligible families ………………………………… _____ _____
   b) Ineligible families ……………………………… _____ _____
   c) Other families ………………………………….. _____ _____
4. School visits and calls …………………………………. _____ _____
5. Agency and organization visits and calls ……………… _____ _____
6. Agricultural industry and migrant camp visits and calls ______ _____
7. Types of agencies, organizations and camps contacted:

___ Agriculture Dept.	___ Head Start	___ Migrant Health	___ Salvation Army
___ Boys/Girl Scouts	___Health Dept.	___ Post Office	___ Spanish Center
___ Catholic Social S.	___ Housing Auth.	___ Red Cross	___ Spanish Store
___ Churches	___ Job Center	___ Rescue Mission	___ WIC Program
___DPA	____ Migrant Camps	___ Rural Opportunities.	___ Other

8. New contacts ____
   ____
   ____
9. Other activities: ____
   ____

Recruitment for other project areas this month. Number you enrolled: _____________

10. Comments/Problems/Concerns ____
    ____

____
Project manager's (or designee's) signature

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

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

• A COE must be completed every time a child makes a new qualifying move.

• All attempts should be made to complete all data elements and sections of the COE. In cases where a response may not be required or does not apply, flexibility has been built into the instructions. In these cases, the recruiter must write a dash (-) or “N/A” in the appropriate blank. All other information must be provided.

• With the exception of the “Qualifying Move and Work Section,” if the instructions ask for additional information in the Comments section and the State has required this information as a State data element, the recruiter does not need to provide the information again in the Comments section. For example, the instructions prompt the recruiter to record the first and last names of the child’s legal parents in the Comments section if different from the current parents. However, if the State includes data elements for legal parent information, the recruiter would not have to repeat this information in the Comments section. That said, the PA COE has a field for legal parents so in this case there is no need to specify the same elsewhere.

• If the recruiter completes a COE for a family, the recruiter must fill out a separate COE for any child who has a different qualifying arrival date (QAD) or for any child who has different eligibility criteria than the rest of the children in the family, such as an out of school youth (OSY) who may have moved on his or her own. In general, the QAD is the date that both the child and worker completed the move for the worker to find qualifying work. There are special cases that are described in the instructions for the section titled “Qualifying Move and Work Section.”

• The recruiter must not include any child who:

1. was born after the qualifying move;
2. is not eligible to receive a free public school education [e.g., has graduated from a high school or obtained a General Educational Development (GED) certificate] or
3. did not make the qualifying move described on the COE.

• If more than one COE is necessary, the recruiter must complete all sections on each form.

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

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

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

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

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

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

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

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

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

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

• **Number:** House number. Whole number only. Ex. 123, 50, 5012.

• **Mod:** Use this space if there is a suffix. Ex. ½, A, B.

• **Street:** Name of the street where the family lives.

• **Apt:** Number or apartment letter. Use the abbreviation "Apt." if the word apartment is part of the address. Ex. Apt. A, Apt. 2, Second Floor, Rear, Basement.

• **City:** Record the name of the city or town where the child(ren) currently resides.

• **State:** Record the postal abbreviation used by the U.S. Postal Service for the state where the child(ren) currently resides.

• **Zip:** Record the five or nine-digit zip code where the child(ren) currently resides.

The U.S. Postal Service has an online zip code directory service at:

http://zip4.usps.com/zip4/welcome.jsp.

• **Telephone:** Record the telephone or cellular number, including area code, of the family. If no telephone number is available, write a dash (-) or "N/A."

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

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

• **State:** Abbreviation of the state where the family receives mail. Leave blank if the same as current.

• **Zip:** Five digit zip code where the family receives mail. Leave blank if the same as current.

• **Home Language:** This is the language spoken in the home. If the primary language in the home is English, check the box next to “English.” If the primary language in the home is Spanish, check the box next to “Spanish.”

• **Other:** Please indicate the language spoken if it is other than English or Spanish.

Note

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

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

• **City:** Name of the homebase city.

• **State:** Two letter abbreviation of the homebase state. Enter only if from the USA, Canada or Mexico. For other countries, leave the state blank.

• **Zip:** The five digit zip code of the homebase address.

• **Country:** Abbreviation of the homebase country.

• **Telephone:** The telephone of the homebase address.

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

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

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

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

Last Name 1
Record the legal last name of each eligible child in the family. If the child has a multiple or hyphenated last name (e.g., Ramírez-García), record the first part of the name (i.e., Ramírez). Make sure it is the child’s correct last name. Do not make assumptions.

Last Name 2
If the child has a multiple or hyphenated last name (e.g., Ramírez-García), record the second part of the name (i.e., García). If the child does not have a multiple or hyphenated name, write a dash (-) or “N/A.” Make sure it is the child’s correct second last name. Do not make assumptions.

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

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

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

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

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

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

Multiple Birth Flag (MB)
Record “Y” for “yes” if the child is a twin, triplet, etc., or “N” for no.

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

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

1003 – baptismal or church certificate;
1004 – birth certificate;
1005 – entry in family Bible;
1006 – hospital certificate;
1007 – parent’s affidavit (includes Parent or Youth verbal statement);
1008 – passport;
1009 – physician’s certificate;
1010 – previously verified school records;
1011 – State-issued ID;
1012 – driver’s license;
1013 – immigration document;

2382 – life insurance policy or
9999 – other.

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

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

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

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

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

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

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

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

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

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

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

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

• from a residence in _________ (School District/City/State/Country). This location is the last place of residency before the child(ren) and the parent, spouse or guardian moved due to economic necessity in order to obtain qualifying work. Note that the child(ren) might have made subsequent non-qualifying moves.

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

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

• If the child(ren) moved from a residence in one school district to a residence in another school district within the same U.S. city –

- from a residence in _________ (School District/City/State/Country) - Record the full legally or commonly used name of the school district where the child(ren) listed resided immediately prior to the qualifying move. Also record the name of the city from which the child(ren) listed moved.

- to a residence in __________ (School District/City/State) - Record the full legally or commonly used name of the school district where the child(ren) listed resided immediately following the qualifying move. Also record the name of the city from which the child(ren) listed moved.

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

• If the child(ren) moved from a residence in one school district to a residence in another school district within the same U.S. State (and these school districts are not within the same U.S. city) –

- from a residence in _________ (School District/City/State/Country) - Record the name of the city where the child(ren) listed resided immediately prior to the qualifying move.

- to a residence in __________ (School District/City/State) - Record the name of

the city where the child(ren) listed resided immediately following the qualifying move.

• If the child(ren) moved from a residence in one U.S. State to a residence in another U.S. State –

- from a residence in _________ (School District/City/State/Country) - Record the name of the city and State where the child(ren) listed resided immediately prior to the qualifying move.

- to a residence in __________ (School District/City/State) - Record the name of

the city and State where the child(ren) listed resided immediately following the

qualifying move.

• If the child(ren) moved from a residence in a country other than the U.S. to a residence in the U.S. –

- from a residence in _________ (School District/City/State/Country) - Record the name of the State (within the other country) if available and the name of the country where the child(ren) listed resided immediately prior to the qualifying move.

- to a residence in __________ (School District/City/State) - Record the name of

the city and State in the U.S. where the child(ren) listed resided immediately

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

• **Exception:** If the child(ren) migrated a distance of 20 miles or more to a temporary residence in a school district of more than 15,000 square miles (NOTE: this exception only applies to the children of migratory fishers or children who are migratory fishers. This is not possible in PA, but needs to be referenced due to possible qualifying moves prior to a non-qualifying move to PA) –

- from a residence in _________ (School District/City/State/Country) - Record the name of the city where the child(ren) listed resided immediately prior to the qualifying move. Also record the name of the school district within which this city is located. (NOTE: school district name is requested in order to identify this move as one that meets the 20 miles criterion).

- to a residence in __________ (School District/City/State) - Record the name of

the city where the child(ren) listed resided immediately following the qualifying move. Also record the name of the school district within which this city is located. (NOTE: school district name is requested in order to identify this move as one that meets the 20 miles criterion).

• **Exception:** If the child(ren) moved from a residence in one administrative area to a residence in another administrative area within a U.S. State that is comprised of a single school district (This is not possible in PA, but needs to be referenced due to possible qualifying moves prior to a non-qualifying move to PA) –

- from a residence in _________ (School District/City/State/Country) - Record the full legally or commonly used name of the administrative area where the child(ren) listed resided immediately prior to the qualifying move. Also record the name of the city from which the child(ren) listed moved.

- to a residence in __________ (School District/City/State) - Record the full legally or commonly used name of the administrative area where the child(ren) listed resided immediately following the qualifying move. Also record the name of the city from which the child(ren) listed moved.

Provide as much of this information in these blanks as available. At a minimum (with the exception of states comprised of single school districts or school districts of more than 15,000 square miles), the State must be able to document that the child moved across school district lines and changed residences in the process. In the case of states comprised of a single school district, the State must be able to document that the child moved from one administrative area to another and changed residences in the process. In the case of school districts of more than 15,000 square miles, the State must be able to document that the child migrated a distance of 20 miles or more and changed residences in the process.

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

If the child and parent moved from different previous residences, record the child’s prior residence in response to #1 and record the parent’s residence in the Comments section.

In order for the child to be eligible, both the child and the parent must have moved across school district lines and changed residences in the process.

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

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

a. ☐on own as a worker OR ☐with the worker OR ☐to join or precede the worker. Mark only one box

• Mark the box "on own as a worker" if the child himself or herself moved in order to obtain qualifying work. Only complete the worker's name in 2b.

• Mark the box "with the worker" if the child(ren) moved with a parent, spouse or guardian in order for the worker to obtain qualifying work.

• Mark the box "to join or precede the worker" if the child(ren) moved either before or after the date the parent, spouse or guardian moved in order to obtain qualifying work. If this box is marked, also complete "i" under 2b. Circle "to join" or "proceed" to indicate which is the case.

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

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

(Continued from above) …is the child or the child's *☐parent ☐spouse or ☐guardian.* Mark only one box

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

(Complete if "to join or precede" is checked in 2a.) The worker moved on______ (MM/DD/YY). The child(ren) moved on _____ (MM/DD/YY). (provide comment)

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

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

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

Record the QAD, using the two-digit numbers that refer to the month and day, and the last two digits of the year. For example, May 20, 2014, would be written as 05/20/14.

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

Type of Qualifying Move The Child…	**Qualifying Arrival Date (QAD)-Eligibility Begins** The QAD is…
Moved with the worker.	The date the child and worker both arrive in the district.
Moved before the worker moved.	The date the worker arrives in the district.
Moved to join the worker after the worker moves	The date the child arrives to join the worker.

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

a. qualifying work, and obtained qualifying work, OR

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

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

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

• Mark this box if the child, parent, spouse or guardian moved due to economic

necessity in order to obtain any work, and soon after the move obtained temporary or seasonal employment in agricultural or fishing work.

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

• Mark this box if the child, parent, spouse or guardian moved due to economic

necessity to obtain temporary or seasonal employment in agricultural or fishing

work, but did not obtain that work. If this box is marked, also mark box i, box

ii or both.

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

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

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

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

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

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

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

a. ☐ seasonal OR ☐ temporary employment, (continued below)

• Mark the box for "seasonal employment" if the employment occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year. (Section 200.81(j)).

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

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

b. (Continued from above)… ☐ agricultural OR ☐ fishing work.

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

• Mark the box for "agricultural work" if the work involves the production or initial processing of crops, dairy products, poultry or livestock, as well as the cultivation or harvesting of trees. (Section 200.81(a)). The work may be performed either for wages or personal subsistence.

• Mark the box for "fishing work" if the work involves the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. (Section 200.81(b)). The work may be performed either for wages or personal subsistence.

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

• (*) Mark the box for "personal subsistence" if "…the worker and the worker's family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products or livestock they produce or the fish they catch" (Section 200.81(h)). Also provide a comment in the Comments section.

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

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

• Mark this box if the work was determined to be temporary employment based on a statement by the worker or the worker's family (e.g., spouse) if the worker is

• unavailable (provide comment). For example, the worker states that he or she only plans to remain at the job for a few months. Provide explanatory comments in Comments section.

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

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

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

c. State documentation for ____________________ (employer).

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

• Employer. Identify the employer, whether it is the name of or code for a farmer, a grower, a business or a corporation, where the worker either sought or obtained qualifying work.

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

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

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

• The child's move joined or preceded the worker's move. If the child(ren) joined or preceded the parent, spouse or guardian, record the reason for the child's later move or the worker's later move.

• The employment is temporary based on the worker's statement or the employer's statement. In particular, record the information provided by the worker or employer regarding how long they expect the employment to last. The comment should be of sufficient length to adequately document how the recruiter came to the eligibility decision.

• The child(ren) qualified on the basis of "personal subsistence," meaning "that the worker and the worker's family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products or livestock they produce or the fish they catch." (Section 200.81(h)).

• The worker did not obtain qualifying employment as a result of the move. In this case, the recruiter must document that the worker stated that one reason for the move was to obtain qualifying work, AND

- the worker has a prior history of moves to obtain qualifying work;

- OR there is other credible evidence that the worker actively sought qualifying work soon after the move, but, for reasons beyond the worker's control, the work was not available

- OR both. Examples of credible evidence include a statement by a farmer that the worker applied for qualifying work but none was available, or a newspaper clipping regarding a recent drought in the area that caused work not to be available.

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

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

• The information on the COE needs additional explanation to be clearly understood by an independent outside reviewer.

• The basis for the preliminary eligibility determination is not obvious. For example, the work is unusual enough that an independent reviewer is unlikely to understand that it is qualifying work. An explanation is needed to enable a reviewer to understand how the preliminary eligibility determination was made.

• The work could be part of a "series of activities" that, viewed together, would constitute year-round employment (e.g., mending fences on a dairy farm and bailing hay could be two parts of year-round ranching with one employer).

• The work may be viewed by an independent reviewer as either temporary or year-round employment (e.g., collecting eggs or milking cows).

• A "move" is of such brief duration or of such a short distance (or both) that one could question whether any migration has occurred (e.g., intra-city or intra-town move that is across school district boundaries).

• A parent or guardian uses a symbol such as an "X" or other valid mark as a signature.

• The person who provided the information on the COE form is not the worker.

• The qualifying move corresponds to school breaks and could be viewed by some as a return from vacation or a move for personal reasons, not a move for economic necessity whereby the worker sought or obtained qualifying work. In this case, the recruiter should explain why the move away was for economic necessity and not for personal reasons.

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

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

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

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

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

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

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

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

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

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

Signature of Interviewer, Date

Signature of Designated SEA Reviewer, Date

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

NATIONAL MIGRANT EDUCATION CERTIFICATE OF ELIGIBILITY (COE) — Pennsylvania 999999

I. FAMILY DATA

(Current) Male Parent/Guardian ___Lastname (Lastname2), FirstName___ (Relation___) (Current) Female Parent/Guardian ___Lastname (Lastname2), Firstname___ (Relation ___)

If Different from Current — Legal Male Parent: ___Lastname (Lastname2), FirstName___ Legal Female Parent: ___Lastname (Lastname2), FirstName___

Current Address #___ Mod ___ Street ___ Apt ___ City ___ State ___ Zip ___ Telephone (___) ___ - ___

Mailing Address: ___ Home Language: ☐ English ☐ Spanish ☐ Other ___

Homebase Address ___ City ___ State ___ Zip ___ Country ___ Telephone: ___ Homebase District ___

II. CHILD/SCHOOL DATA

The child(ren) listed below arrived in the present ___ (County) ___ (Name of School District), on ___/___/___ (Child(ren) Residency Date (Month/Day/Year)) from ___ (District) ___ (City, State, Country)

Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	Birth Date	Multiple Birth Flag	Verification Code	Birth City, State (Country)	School (Facility)	Grade	EY DO Gr.	Enroll Date	Eth Code	Student ID #
						/ /									PA -
						/ /									PA -
						/ /									PA -
						/ /									PA -
						/ /									PA -

III. QUALIFYING MOVE & WORK SECTION

1. The child(ren) listed above moved from a residence in ___School District___ / ___City___ ___State___ / ___Country___ to a residence in ___School District___ / ___City___ / ___State___

2. The child(ren) moved (complete both a. and b.):
   a. on own as worker, OR with the worker, OR to join or precede the worker.
   b. The worker, ___First Name and Last Name of Worker___, is the child or the child's parent spouse guardian
      i. (Complete if "to join or precede" is checked in 2a.) The worker moved on ___MM___/___DD___/___YY___
      The child(ren) moved on ___MM___/___DD___/___YY___ **(provide comment)**

3. The Qualifying Arrival Date was ___MM___/___DD___/___YY___

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

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

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

Employer Name/Address : ___(If not listed above, enter employer or "Self-Employed" or "Personal Subsistence")___

Entered in MIS2000 on ___/___/___ by ___

PDE-395 (June 2014)

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

V. PARENT/GUARDIAN/SPOUSE/WORKER SIGNATURE

I understand the purpose of this form is to help the State determine if the child(ren)/youth listed above is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.

The Migrant Education Program (MEP), rules for migrant eligibility, services, student record transfer and the Family Rights and Privacy Act (FERPA) have been explained to me. I know that my records and/or the records of my child(ren) will be available for me to see and obtain if so desired. I understand that these records may be destroyed 11 years past eligibility. I authorize the exchange/review of academic and/or health records regarding me and/or my child(ren),including via the MSIX data system, between the Migrant Education Program, College Assistance Migrant Program (CAMP), High School Equivalency Program (HEP), school districts, health agencies/providers, and other educational/health agencies that enhance my welfare and/or the welfare of the child(ren). I give permission for my child(ren) and/or me to participate in the Migrant Education Program for the duration of eligibility unless revoked by me including photographic release, transportation and emergency medical care.

Signature ___ **Relationship to the child** ___ ___/___/___ **Date**

VI. ELIGIBILITY/DATA CERTIFICATION

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

___ Signature of Interviewer ___/___/___ Date

___ Signature of Designated SEA Reviewer ___/___/___ Date

Certificate of Eligibility (COE) Verification Guidelines

Since 2009, PDE MEP has been using a virtually 100 percent Electronic COE process to collect COE information. Even for limited instances where a COE is first completed on paper, the COE must then be entered via the Tablet and the paper COE scanned in for capturing the signatures. The only exception is limited staff who do not have a Tablet due to low recruitment volumes or extended technological issues.

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

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

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

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

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

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

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

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

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

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

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

Each project area must have a quality control committee to perform COE verification. This committee must verify 100 percent of all COEs monthly and must have vast knowledge and understanding of migrant child eligibility criteria. A minimum of 3 members are require per committee and may include the project manager, recruitment coordinator or other MEP staff with vast knowledge of eligibility requirements.

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

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

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

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

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

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

Certificate of Eligibility (COE) State Responsibilities

Twenty percent (20%) of the previous month's total COEs for the state must be reviewed by the State ID&R Coordinator to ensure the child's eligibility is based on recorded data. If an issue is found within the COE, a notification will be sent to the LEA'S Recruitment Coordinator and Project Manager for immediate correction. LEA's will have up to 48 hours to address any issue with a COE and provide proper documentation for corrections.

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

The Re-interview Process

The SEA conducts re-interviews of at least 50 families yearly, as specified in MEP regulations. Annually, the LEA will re-interview a percentage of students selected at random. The re-interviewers must have vast knowledge and understanding of migrant child eligibility criteria. All necessary efforts need to be made and recorded to perform the re-interviews in person. If it is not possible, the re-interview could be made by phone, as the last recourse. Additionally, every three years a third party will conduct and independent re-interview.

State Re-interview Process

1) Each month, the State Data Team will pull a report from active students from the previous month and export to Excel and using the random number feature in Excel, select the necessary number of random students, in random order.

2) The list the State Coordinator will receive will include the Student ID, Name of Student and COE #. It will also include CURRENT address and telephone number.

3) The report will be generated by the Tech Team on the 5th of the month.

4) The State Recruitment Coordinator will re-interview the family using the approved form.

5) After completing the process, the State Recruitment Coordinator will notify the Data Team of which COE's were re-interviewed.

6) After the Re-interview, the State Recruiter Coordinator will use WebSnap to compare information to the original COE.

7) The State Recruiter Coordinator will prepare a monthly report and submit to the State Office. Project Managers will be contacted with any issues.

Pennsylvania Migrant Education Program
Re-interview Form

COE #______________________

Family Name:			Qualifying Arrival Date (QAD):
Project Area Number:	Project Area Name:	School District:	
Address: ☐ Same as COE ☐Different from COE (include address below):			
☐ Home	☐ Attempt # 1	☐ Attempt # 2	☐ Attempt # 3 (phone)
☐ Declined Interview	Date:	Date:	Date:
☐ Moved Away (see below)	Time:	Time:	Time:
Indicate reason: ☐ New tenants in residence ☐ Neighbor indicated family moved ☐ Residence empty/abandoned			
Interviewer:		Date of Interview:	
Person Interviewed:		(Check relationship to student(s)) ☐ Father ☐ Mother ☐ Guardian ☐ Self ☐ Spouse ☐ Other:	
Student:		DOB:	
Student:		DOB:	
Student:		DOB:	
Student:		DOB:	
On what date did the qualifying worker move to this town? The children?			
What were the reasons for the move?			
Has the qualifying worker worked agricultural jobs in the past? ☐No ☐ Yes:			
Did the qualifying worker hope to obtain agricultural work? ☐No ☐ Yes:			
Where did he or she apply for employment?			
On what date did he or she apply?			
Did he/she obtain work? ☐No ☐ Yes: Date of hire:			

Pennsylvania Migrant Education Program
Re-interview Form

COE #______________________

Name of Company:
If qualifying worker is not working, how does he/she provide for the family?
Additional Comments:

To the best of my knowledge, the information on this form is correct.

Signature of person interviewed: ____________________________________ Date: _____________

Interviewer Signature: ____ Date: _____________

FOR OFFICIAL USE ONLY Review Date**:** ___________________

☐Eligible as documented on COE	☐Eligible with corrections on COE required	☐ Not eligible	☐ Need more information to make determination

Note: Questions and answers on this form should pertain to the qualifying worker's employment and residence when originally interviewed for the COE.

How to Use the COE Verification Form Section I. Verification of Move Within 36 Months

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

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

COE#
Number of the COE

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

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

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

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

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

Recruiter/Verifier
Name of the person verifying the section

Date of Verification
Date that the data was collected.

How to Use the COE Verification Form (cont'd)
Section II. Verification of Employment

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

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

Date Hired/Applied
The date that the qualifying worker was hired at the qualifying job or applied for a qualifying job.

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

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

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

Recruiter/Verifier
Name of the person verifying the section.

Date of Verification
Date that the data was collected.

How to Use the COE Verification Form (cont'd)
Section III. Ineligible Status

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

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

Certificate of Eligibility Review Form

COE#:___________-____________

Family Name: ___________________________________
Recruiter: _______________________________________
Committee Date: _________________________________ Review Start Date: ______/_______

Family Section	**NA**	**Yes**	**No (Missing Data/Error)**	**Comment**	**Date Corrected**
Legal Father/Mother Names correctly entered **Matches Interview Form and Family Signature as appropriate*					
Current Father/Mother Names & Relationships correctly entered **Matches Interview Form and Family Signature*					
Current & Mailing Address/Phone# complete/format correct					
Homebase/District – All fields completed correctly					
Eligibility Sections	**NA**	**Yes**	**No (Missing Data/Error)**	**Comment**	**Date Corrected**
1. Move From/To fields filled in completely/correctly					
2. a) With/To Join/Precede/On Own entered correctly					
b) Qualifying Worker name is spelled correctly **Matches Interview Form.* Relationship to children is correct. General Comment as needed to explain Relationship.					
To Join or Precede Worker Move Date and Child Move Date are correctly entered **Matches Interview Form.* Move Comment explains why the move was To Join or Precede.					
3. Qualifying Arrival Date is correct **Matches Interview Form*					
4. Worker obtained/did not obtain response is entered correctly a) Worker obtained qualifying work					

b) Worker obtained qualifying work soon after move there is a comment in General Comments					
c) Worker did not obtain qualifying work, Did Not Obtain Comment gives reason why					
i) Worker has prior history of moves to obtain qualifying work. History is listed in Did Not Obtain Comment					
Eligibility Sections (Cont)	**NA**	**Yes**	**No (Missing Data/Error)**	**Comment**	**Date Corrected**
ii) Credible evidence worker actively sought qualifying work soon after the move. Credible evidence is documented.					
ci and cii) Comments and documentation are complete.					
5. Qualifying Work/Activity are correct.					
a) Temporary/Seasonal is correctly entered. Crop/Activity Seasonal based on correct time of year for activity.					
b) Agricultural/Fishing Activity is correctly entered.					
Personal Subsistence is checked. Comment added.					
6. Temporary Work – How this was determined is correctly entered *(Employer's or Worker's Statement, or State's Documentation)*					
Temporary Comment – Employer or Worker Statement reflects a time period of 12 months or less					
Employer Name and Address are correct.					
Date applied/hired within 30 days of move date.					
Date applied/hired is more than 30 days but no more than 90. Comment is given to explain why.					

Children Section	**NA**	**Yes**	**No (Missing Data/Error)**	**Comment**	**Date Corrected**
Residential Move To/From fields are completely entered.					
Residential Date is correct. **Matches Interview Form*					
Each Child's First, Middle, First/Second Last Names, Suffix are entered correctly.					
Each Child's Sex is entered correctly.					
Each Child's DOB/Multiple Birth/Verification Code is entered correctly.					
Each Child's Birth City, State, Country is entered correctly. **No BAM!!**					
Each Child's Grade is entered correctly. If EY/DO the EY/DO grade is entered.					
Children Section (Cont)	**NA**	**Yes**	**No (Missing Data/Error)**	**Comment**	**Date Corrected**
Each Child's Facility is entered.					
Each Child's Race is entered correctly.					
Verification Section	**NA**	**Yes**	**No (Missing Data/Error)**	**Comment**	**Date Corrected**
School Verification – PRE, K-12, OSY is correctly entered.					
If K-12 the Previous or Current School District is entered correctly.					
- The Enrollment or Withdrawal Date coincides with the QAD.					
- Person Contacted for School Verification is entered correctly.					
- Comment is entered if needed.					
- Verifier Name/Date is correct					
Employment Verification **-**Employer Name is correct; Temp Agencies properly documented					
-Hired or Applied is checked and the correct date entered.					

-Person Contacted/Job Title/Address and/or Phone# is entered.					
-Verification Document Type is entered					
-If Third Party Verification the individual's name, address and/or phone number is entered. (English Portion of form)					
-Verifier Name/Date is correct					
Staff and Family Signature Sections	**NA**	**Yes**	**No (Missing Data/Error)**	**Comment**	**Date Corrected**
MEP and FERPA Boxes are marked 'Y' on Electronic COE.					
MEP and FERPA Boxes are checked on a Paper COE.					
Family Signature matches name of Legal/ Current Parent, Qualifying Worker.					
Relationship entered is correct for the individual who signed COE.					
Recruiter Signature is correct. Date matches Family Sign Date.					
Reviewer Signature and Date are correct.					
Scanned Documents	**NA**	**Yes**	**No (Missing Data/Error)**	**Comment**	**Date Corrected**
Interview Form is scanned and readable.					
Quality Control Form is scanned and readable.					
Supporting Employer Verification Documents are scanned and readable.					
All Scanned Documents have appropriate Name					
All Referenced Documents Attached					

Interview Form	**List Any Family Interview Form Questions that Need Further Clarification**

Additional Comments____

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Committee Members (print name, sign and date)

I have reviewed the Certification of Eligibility (COE), Family Interview Form, and all documentation associated with the COE. I certify that the individual(s) listed on the COE is/are eligible for the Pennsylvania Migrant Education Program based on the information and any documentation provided to the Recruiter by the Parent/Guardian/Self, Employer, or any other credible individual.

Project Manager ____________________________ Signature _________________________ Date ___________

Recr. Coord. _______________________________ Signature _________________________ Date ___________

DS/Backup ________________________________ Signature _________________________ Date ___________

Member 4 _________________________________ Signature _________________________ Date ___________

Member 5 _________________________________ Signature _________________________ Date ___________

Member 6 _________________________________ Signature _________________________ Date ___________

(Signed Document should be scanned and made part of Electronic COE Record

How to Use the Re-interview Form

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

Pennsylvania Migrant Education Program
Re-interview Form

COE #____________________

Family Name:			Qualifying Arrival Date (QAD):
Project Area Number:	Project Area Name:	School District:	
Address: ☐ Same as COE ☐Different from COE (include address below):			
☐ Home	☐ Attempt # 1	☐ Attempt # 2	☐ Attempt # 3 (phone)
☐ Declined Interview	Date:	Date:	Date:
☐ Moved Away (see below)	Time:	Time:	Time:
Indicate reason: ☐ New tenants in residence ☐ Neighbor indicated family moved ☐ Residence empty/abandoned			
Interviewer:		Date of Interview:	
Person Interviewed:		(Check relationship to student(s)) ☐ Father ☐ Mother ☐ Guardian ☐ Self ☐ Spouse ☐ Other:	
Student:		DOB:	
Student:		DOB:	
Student:		DOB:	
Student:		DOB:	
On what date did the qualifying worker move to this town? The children?			
What were the reasons for the move?			
Has the qualifying worker worked agricultural jobs in the past? ☐No ☐ Yes:			
Did the qualifying worker hope to obtain agricultural work? ☐No ☐ Yes:			
Where did he or she apply for employment?			
On what date did he or she apply?			
Did he/she obtain work? ☐No ☐ Yes: Date of hire:			

Pennsylvania Migrant Education Program
Re-interview Form

COE #______________________

Name of Company:
If qualifying worker is not working, how does he/she provide for the family?
Additional Comments:

To the best of my knowledge, the information on this form is correct.

Signature of person interviewed: ____________________________________ Date: _____________

Interviewer Signature: ____ Date: _____________

FOR OFFICIAL USE ONLY Review Date**:** _______________

☐Eligible as documented on COE	☐Eligible with corrections on COE required	☐ Not eligible	☐ Need more information to make determination

Note: Questions and answers on this form should pertain to the qualifying worker's employment and residence when originally interviewed for the COE.

Resolving Eligibility Questions: Recruiter Responsibilities

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

The following is the formal process of resolving eligibility questions:

• The recruiter must ask the Local Recruitment Coordinator about any eligibility questions.

• The Local Recruitment Coordinator must consult with the Project Manager on any eligibility issues.

• The Project Manager and/or the Local Recruitment Coordinator must ask the State Recruitment Coordinator about any difficult determination of eligibility.

• The answer to an eligibility question must be made in writing. If responses are obtained at the local level, a copy of the response must be sent to the State Recruitment Coordinator.

• The State Recruitment Coordinator will provide answers to identification and recruitment questions in writing to the recruitment staff in the local project areas.

• These written responses will be posted on the MEP website:

http://www.center-school.org/mep.

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

Resolving Eligibility Questions: State Responsibilities

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

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

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

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

The Temporary Job Industry: Industry Eligibility Criteria

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

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

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

• Worker statement

• Employer statement

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

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

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

• When did you start working at ______________________________?

• Are you still there?

• If not, when did you leave?

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

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

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

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

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

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

Project Area
Write the project area number where the survey was performed.

County
Name of the County where the survey was performed.

Completed By
Name of person or persons that completed the survey.

Columns:
Business name, address, phone, website
Write the complete information of the business with name, address, phone and website.
Example: BM Orchards, 222 Apple Rd, Peach, PA 75487 (717) 777-9999 www.bmorchard.com

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

Contact Person, Phone, Email
Name of the contact person in the business, his/her phone number and email address.
Example: Jose Reyes, (717) 763-1661, ext. 129, jreyes-lua@csc.csiu.org

MEP Staff Made Contact
Name of the staff member that contacted the business and talked with contact person.
Example: Carmen Gonzalez

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

How to Use the Agricultural Business Survey by Project Area by County Form (Cont'd)

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

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

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

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

Agricultural Business Survey by Project Area by County

Business Name, Address, Phone, Website	Type of business Seasonal/Year Round	Contact person, Phone, E-mail	MEP Staff Contact	Initial Contact time, Date, call or visit	Results	Observations	State Coordinator Comments	Follow up visits Dates

***Please note: this form is a visual reference only. Actual form is legal-sized**

How to Use the Survey of County Checklist Form

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

Project Area:
Number of the project area. Example: Area 3

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

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

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

Completed By:
Name of the person completing the survey.

Check List:

> **Local newspaper:**
> Write the name and the website of the local newspaper checked and the date checked. Some of the things to look for are: help wanted section, fruit and vegetable stands ads, local fairs, etc.
>
> **Phone Book:**
> Check if the phone book was reviewed online and/or in paper form.
>
> **Local ethnic restaurants :**
> Check, if when driving around, ethnic restaurants were visited and/or spotted. Ex. Hispanics, Asians. Write the name and location of these restaurants. Example: La Familia Restaurant, 12th and Willow Streets.

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

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

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

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

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

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

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

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

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

Survey of County Checklist

Project Area____

County: _________________________________ Date Begun: ___________________________

City: ___________________________________ Completed By: _________________________

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

Newspaper

Local Newspaper:____

Website: ________________________________ Date Checked: _________________________

Phone Book: ____________ Online: ____________ Printed: _____________________________

Local Ethic Restaurants (EX: Mexican, Chinese)

Name: ___________________________________ Name: ______________________________

Location: ________________________________ Location: ____________________________

Name: ___________________________________ Name: ______________________________

Location: ________________________________ Location: ____________________________

Local ethic supermarkets/stores

Name: ___________________________________ Name: ______________________________

Location: ________________________________ Location: ____________________________

Name: ___________________________________ Name: ______________________________

Location: ________________________________ Location: ____________________________

Local business

Name: ___________________________________ Name: ______________________________

Location: ________________________________ Location: ____________________________

Name: ___________________________________ Name: ______________________________

Location: ________________________________ Location: ____________________________

Housing/Apartment Complexes

Name: ___________________________________ Name: ______________________________

Location: ________________________________ Location: ____________________________

Name: ___________________________________ Name: ______________________________

Location: ________________________________ Location: ____________________________

Community Agencies

Name: ___________________________________ Name: ______________________________

Contact Person: ___________________________ Contact Person: ______________________

Name: ___________________________________ Name: ______________________________

Contact Person: ___________________________ Contact Person: ______________________

How to Use the Advertisement Form

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

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

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

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

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

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

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

Advertisement Form

Staple or glue ad here Date:__________ City:__________ Media:____________________	Staple or glue ad here Date:__________ City:__________ Media:____________________
Staple or glue ad here Date:__________ City:__________ Media:____________________	Staple or glue ad here Date:__________ City:__________ Media:____________________
Staple or glue ad here Date:__________ City:__________ Media:____________________	Staple or glue ad here Date:__________ City:__________ Media:____________________
Staple or glue ad here Date:__________ City:__________ Media:____________________	Staple or glue ad here Date:__________ City:__________ Media:____________________

How to Appeal Action of the State Educational Agency

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

1. Upon final action or determination of the State Migrant Education Program (MEP), the applicant must submit a written request for hearing within 10 days of the Division's determination to the State Secretary of Education, with a copy to the Division of Migrant Education.

2. Within 30 days of receiving the request for a hearing, the State Department of Education will hold a hearing to examine the record and review its actions. (Hearings may be continued beyond the 30 days for cause.)

3. Within 10 days after the hearing, the Department of Education will issue a written ruling, including findings of fact and reasons for the ruling.

4. If after a hearing it is determined the State MEP office acted contrary to law, the State MEP office must reverse its action in order to be in compliance with Federal statute and regulation.

5. If after a hearing the action of the State MEP office is upheld, and the LEA still disagrees, it can appeal this determination to the U.S. Secretary of Education.

Quality Control Monitoring

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

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

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

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

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

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

Onsite Compliance Monitoring Tool Forms

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

2014-2015 Monitoring Tool

Use the Spell Check button below to check the spelling of text entered in the gray text fields. This document must be saved as a macro-enabled Word document for the spell check feature to remain functional.

Check Spelling

IDENTIFICATION AND RECRUITMENT (ID&R) AND ELIGIBILITY / QUALITY CONTROL [Sec. 1301(e), 1303(a)(1), 1303(e), 1304(b)(1)(B), 1308(b)(1)] / [Sec. 1304(c), (a)(14), (a)(16), (a)(17)]	
Compliance Item	**Rating**
1. The Project Area(s) has a systematic process in place for identifying new and existing MEP students.	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** ☐ Copy of written plan Other:
Performance Measure/Questions	**Comments/Recommendations**
a. How many families and their children live in the Project Area(s)?	
b. What type of qualifying work do they do? How is the employment of the families?	
c. How do changes in your Project Area's student population affect recruitment efforts?	
d. Does the MEP written plan (Application) include a process for the identification of students? How is this plan implemented? Please explain.	
Other comments:	
Compliance Item	**Rating**
2. Recruiters understand and adhere to MEP procedures for identifying new students.	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements

	Documentation: ☐ FTE of Recruiters: Other:
Performance Measure/Questions	**Comments/Recommendations**
a. What procedures do recruiters follow to identify new MEP students?	
b. Do recruitment personnel have more than 10 percent non-recruitment activities? If so, what other job responsibilities do recruiters have?	
c. Please explain how recruitment personnel are culturally and linguistically representative of the student population.	
d. Are Project Area(s) meeting the 500-1 student/recruiter ratio?	
e. How do recruiters use MSIX as a recruitment tool?	
Other comments:	
Compliance Item	**Rating**
3. The Project Area(s) coordinates with agencies/data sources to locate new MEP families.	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** ☐ Copy of written plan Other:
Performance Measure/Questions	**Comments/Recommendations**
a. How do recruiters coordinate with schools/agencies to locate new MEP students in the area? Please list referral sources.	
b. How do recruiters find pockets of students who were not identified in previous years? o How often are new pockets of students found within the Project Area(s)?	
c. How many new industries/areas have been identified in the past year?	

d. How are MIS2000 reports used to monitor recruitment patterns? Please list reports used.	
e. How does staff engage/collaborate with agricultural employers? Provide description of activities.	
f. How is MSIX used as a resource in locating families or information about families?	
Other comments:	
Compliance Item	**Rating**
4. Recruiters periodically survey areas for changes in population and identification of new students.	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** ☐ Copy of written plan Other:
Performance Measure/Questions	**Comments/Recommendations**
a. What are the regional areas of concentration of migrant labor, as identified by recruiters?	
b. Is the recruitment stable throughout the year or are there peak periods? If so, what are the peak periods for recruitment?	
c. If any, what changes have you been seeing in recruitment streams in your area?	
d. If any, what new tactics has your staff been using for generating recruitment leads?	
e. What efforts are being made to explore new areas in agriculture? How is this being coordinated and monitored by the Project Area(s)?	
f. What contacts/ referral sources are in place to find migrant families in locations where a few or no migrant students have been identified?	
g. How is the Project Area (s) implementing the statewide ID&R plan? How	

is this being documented?	
h. How is the attrition rate study being implemented by the Project Area(s)? Has (and in what ways) the study been an effective recruitment tool?	
Other comments:	
Compliance Item	**Rating**
5. Recruiters observe seasonal migration patterns to maximize ID&R in scheduling recruitment activities.	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** ☐ Recruiter work schedules Other:
Performance Measure/Questions	**Comments/Recommendations**
a. How are recruiters' work schedules flexible and adjusted to accommodate for peak times or migrant families' schedules?	
b. How do recruitment activities coincide with times of peak MEP population in the state?	
c. What are the most common qualifying activities and what are the best times of the year to recruit?	
d. Where do most migrant families move from and to?	
e. Is the number of identified migrant students increasing or decreasing? To what do you attribute the cause?	
Other comments:	
Compliance Item	**Rating**
6a. The state COE is used to identify every MEP child. **6b. Information used to establish eligibility is based on a personal interview with a parent, guardian, or other responsible adult.** **6c. There is a formal process beyond the recruiter's determination for**	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements

reviewing and ensuring the accuracy of written eligibility information.	**Documentation:** ☐ Procedure Manual and/or Quality Control Procedures ☐ COE Issued ☐ Interview ☐ Quality Control Process ☐ Random 5 percent COE Report Other:
Performance Measure/Questions	**Comments/Recommendations**
Randomly pull 5 percent of COEs to review accuracy	
a. Is there any delay in enrolling eligible students?	
b. Are Interviews conducted in person and is the information used to establish eligibility based on the information provided by a parent, guardian, or other responsible adult?	
c. How do recruiters determine and document whether students are eligible for the MEP?	
d. If any, what is the process - beyond the recruiter's determination - for reviewing and ensuring the accuracy of the written eligibility information?	
e. How are COEs reviewed for accuracy, completeness, timeliness, and eligible determinations?	
f. Are COEs reviewed by a quality control panel? How are eligibility issues resolved?	
g. Who is responsible for reviewing each COE to verify that the information supports a proper eligibility determination? What does the reviewer check? Is the reviewer an Project Area(s) official?	
h. Does the Project Area(s) ensure the quality of the interviewers' eligibility by conducting re-interviews of a sample of migrant families each month? If so, how is the sample drawn?	
i. Please describe the process in place for resolving eligibility questions.	
j. Has the Project Area(s) ever enrolled a child that was later found ineligible? If so:	

	i. How was this discovered? ii. How was it resolved? iii. Is there a formal process for correcting eligibility errors?
k. What types of errors appear most frequently? How does the Project Area(s)follow up to make corrections?	
l. How does the Project Area(s) review and improve overall recruitment errors?	
Other comments:	
Compliance Item	**Rating**
7. The Project Area(s) trains recruiters to determine student eligibility by teaching: the basic eligibility definition, the meaning of "in order to obtain," the concept of temporary v. seasonal work, and understanding of agricultural or fishing activity and/or processing.	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** ☐ In-service agendas ☐ In-service evaluations ☐ In-service materials ☐ Training agenda ☐ Training materials Other:
Performance Measure/Questions	**Comments/Recommendations**
a. What staff development opportunities are provided to recruiters on a regular basis?	
b. Please describe in-service that has been provided? What topics were covered?	
c. How are topics selected for in-service/staff development?	
d. What training program, if any, is in place for all recruiters?	
e. How are mentoring/peer coaching strategies adopted as part of the training/professional development for new recruiters?	

Other comments:	
Compliance Item	**Rating**
8. The Project Area(s) periodically evaluates the effectiveness of its ID&R efforts and revises its procedures as needed.	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** ☐ Procedure Manual ☐ Activity Report ☐ Performance Report Other:
Performance Measure/Questions	**Comments/Recommendations**
a. Please describe the procedures for evaluating ID&R efforts.	
b. How are staff evaluated for performance?	
c. Are recruiters activity reports submitted to the state recruitment coordinator by the 5th of every month?	
d. What are the current trends concerning student enrollment for:	i. Pre-K: ii. K-12: iii. OSY: How is recruitment of each subgroup best addressed while recruitment?
e. Does all staff assigned to recruitment attend all statewide training? Describe trainings attended by staff.	
Other comments:	

<table>
<tr><th colspan="2">STUDENT DATA AND RECORDS TRANSFER
[Sec. 1304(C)(1)(B)]</th></tr>
<tr><th>Compliance Item</th><th>Rating</th></tr>
<tr><td>1. COE Accuracy/Timeliness</td><td>☐ Meeting Program Requirements

☐ Needs Improvement

☐ Not Meeting Program Requirements

Documentation:
☐ Training Log or Schedule
☐ Data Specialist Manual
☐ Random pull of 10 COEs
Other:</td></tr>
<tr><th>Performance Measure/Questions</th><th>Comments/Recommendations</th></tr>
<tr><td>Pull 5 Percent of their COEs for verification</td><td></td></tr>
<tr><td>a. COEs are entered into the MIS 2000 database within three working days of being verified.</td><td></td></tr>
<tr><td>b. Is the Data Specialist able to easily produce a COE from the provided list?</td><td></td></tr>
<tr><td>c. How are data made available to instructional staff?</td><td></td></tr>
<tr><td>d. What kind of training do data specialists receive?</td><td></td></tr>
<tr><td>e. Under what circumstances does the data specialist train other staff?</td><td></td></tr>
<tr><td>f. How do data specialists verify the accuracy and completeness of the information entered?</td><td></td></tr>
<tr><td>g. Has the Project Area(s) ever encountered an eligibility error? If so, how was it resolved?</td><td></td></tr>
<tr><td align="right">Other comments:</td><td></td></tr>
<tr><th>Compliance Item</th><th>Rating</th></tr>
<tr><td>2. Records Transfer, Identification of duplicate/previously enrolled students.</td><td>☐ Meeting Program Requirements

☐ Needs Improvement

☐ Not Meeting Program Requirements

Documentation:
Other:</td></tr>
</table>

Performance Measure/Questions	**Comments/Recommendations**
a. How many records were sent in the past year? How many records were received in the past year?	
b. How often do you perform move notifications with MSIX? How were they done?	
c. How often do you receive move notifications via MSIX?	
d. When you receive move notifications in MSIX, how do you handle them?	
e. When you are aware of moves, how do you use MSIX to notify others?	
f. Do district teachers/staff know which students are migrant? How are they notified?	
g. What is the process for transferring records outside of the Project Area(s)?	
h. What kind of training do data specialists receive in records transfer?	
i. How often are students from other project areas within PA identified? What procedures are used for notifying the other project area? What steps are taken to ensure that all records, both paper and electronic, are transferred?	
j. To what extent does staff utilize the electronic systems (MIS2000 and MSIX) to research whether a student was already identified as migrant? How does staff research this information?	
k. Please explain how you use MSIX in the daily performance of your job. What additional training (if any) do you think is required?	
Other comments:	
Compliance Item	**Rating**
3. Evaluation – Accuracy/Timeliness/Completion of Needs Assessment, SP Codes, demographic updates (including local and out-of-area moves)	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** ☐ List of Random Students ☐ Printed Student Files Other:
Performance Measure/Questions	**Comments/Recommendations**
Review the data on the printouts obtained after providing the list to the Data Specialist. Review the data and determine if appropriate information has been entered for each student/youth. Take into consideration low amounts	

of data if the student was only here a short time.	
a. Was the Data Specialist proficient in their ability to produce the records from MIS2000?	
b. Was the Data Specialist proficient in producing the records from MSIX?	
c. What standard reports are generated for locals? State?	
d. How do you review the data that is entered by the field staff for accuracy and completeness?	
e. What is the process for correcting discovered data errors?	
f. What is the method for collecting data from staff other than the Tablet (such as address and enrollment changes)? i. Indicate some effective tools. ii. Indicate tools that you feel could be improved.	i. ii.
g. Indicate how and why these methods are either effective or ineffective.	
h. Indicate (and list) any strengths or weaknesses seen in the data system itself.	
i. What is the quality (completeness and accuracy) of data received from staff via Tablet? How is this data monitored? What local guidelines are in place to deal with quality issues? How is the periodic state data completeness report utilized?	
j. What is the timeliness of data received from staff? i. List specific problems, if any. ii. List specific staff issues, if any.	i. ii.
k. What is the procedure when you notice suspected inaccurate, erroneous, or untimely data? Provide examples if there are any of significant concern, especially of unresolved issues.	
l. How do you communicate with field staff?	
m. Does all staff respond to email in a timely manner?	
n. What guidelines are in place for your region to ensure data is sent and/or entered in a timely manner? What mechanisms are in place to deal with staff who does not meet those guidelines? Are the guidelines written for easy reference?	
Other comments:	

FUNDING* [Sec. 1118, 1304(c)(3)} *Required documents – financial records, timesheets, and other documents required for review	
Compliance Item	**Rating**
1. The MEP financial plans and practices meet legal requirements and are supplemental to the Project Area(s) base program. **2. The salaries and wages of employees or other expenditures chargeable to more than one grant program are documented by appropriate time distribution records. Timesheets for multi-funded personnel show hours and days charge to MEP.** **3. MEP inventory is up-to-date.**	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Required documents:** ☐ Financial Records ☐ Employee Organization Chart ☐ Time Sheets ☐ Purchasing Procedures Other:
Performance Measure/Questions	**Comments/Recommendations**
a. Do financial records accurately account for MEP fund expenditures?	
b. Do migrant students receive the base program at the Project Area(s) in addition to migrant supplemental services?	
c. Do time and effort reports accurately reflect the schedules and timesheets of all MEP funded or multi-funded positions?	
d. How does the Project Area(s) monitor services provided to ensure Migrant Education funds are supplemental to other programs that exist in school districts?	
e. What methods do you use to ensure services are not supplanting?	
f. Have you ever encountered something that might be supplanting? How did you handle it?	
g. How do you account for cash contributions and/or in-kind donations of goods or services?	
h. Financial reports show that expenditures are detailed, including item purchase and purpose. Print this fiscal year's expenses and purchases with detailed information.	
i. Are all expenditure reports submitted monthly or quarterly? How?	
j. Mileage for staff is being tracked and monitored.	

k. How do you monitor parenting food expenses which is 1 percent of grant money?	
Other comments:	

PROGRAM SERVICES [Sec. 1304(d), 1306(1A-G)	
Compliance Item	**Rating**
1. The MEP needs assessment identifies the students who have a priority for service – those whose education has been interrupted within the school year AND are failing state academic standards. Teachers and other staff are instructed to serve students according to the service priorities.	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** ☐ Incomplete Needs Assessment Reports ☐ Service Delivery Regular Term & Summer Report Other:
Performance Measure/Questions	**Comments/Recommendations**
a. Is an individual needs assessment completed for every student? How does staff ensure completeness, as well as accuracy? Is a reason not completed present for each incomplete needs assessment?	
b. What is the timeline and procedure for completing needs assessments, once the COE has been verified? What is the deadline for all mandatory fields to be completed?	
c. Please explain how students are receiving services reflective of their identified needs? How are needs aligned and addressed by the Service Delivery plan? Which students are served first? How does staff decide who to serve next?	
d. Are nearly 100 percent of PFS served or a reason documented if no services? How do you ensure that they are receiving services reflective of their needs?	
e. How frequently does staff follow up with families and schools regarding student progress?	
f. When students are referred to other programs, what follow up is provided? What extra services are provided to students that are not making progress?	
g. How does staff ensure that students who have an identified reading or math need have a corresponding reading/math service documented in	

the needs assessment? What supports are used? Are they evidence-based?	
h. If one exists, how does the Project Area(s) develop a local program needs assessment based on the Service Delivery Plan and student needs?	
i. What evidence-based strategies are implemented to meet plan goals?	
j. How have other needs or changes in population required different strategies? If any, what needs are staff seeing that are not addressed in the PA SDP?	
Other comments:	
Compliance Item	**Rating**
2. Migrant students are provided quality, rigorous summer/ extended-day programs/activities, either through the MEP alone or in collaboration with other programs.	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** Other:
Performance Measure/Questions	**Comments/Recommendations**
a. Does Student Support staff have a maximum 150:1 ratio? What is the average proportion in this area?	
b. Explain how SSS staff are representative of the cultural/linguistic backgrounds of the students.	
c. How does staff use MSIX as a resource to find information about students? Upload information into MIS2000 so it can be transmitted to MSIX? Provide notification when student leaves?	
d. How are research-based practices/curriculum and Instruction used in both summer and regular term? How are academic lessons aligned to with the PA Standards Aligned System (SAS) and the PA Core Standards? How do you align programs to the SDP?	

e. How do you increase the rigor and quality of reading and math instruction provided by the MEP supplemental programs?	
f. What services are provided during the regular term? Summer term? What additional services are provided to PFS during summer and regular term?	
g. How are students connected to services? What is available? What follow-up is provided?	
h. Describe migrant summer programs in terms of the components in the summer program visit checklist's observation indicators and definitions. Please provide examples of experiential learning opportunities that the students participate in.	
i. How is technology incorporated into summer and extended day/Saturday programs?	
j. How does staff ensure attendance in extended day/Saturday and summer programs, whether Migrant or other?	
k. How do migrant students' state assessment (PSSA, Keystone Exams) results compare to other students in the Project Area(s)? If migrant students are not scoring at the same level, what are you doing to address this challenge? What summer quick assessments are given? Please describe the aggregate results.	
l. How do you evaluate the success of MEP support services? How do you know what you are doing with the students is working?	
m. What is the process for notifying parents and local school districts of students whose eligibility has expired and the plan for transition to school district or other services?	
n. How do you ensure that other services are provided, prior to starting MEP supplemental programs?	
o. How is coordination with schools and agencies done on a consistent basis to enhance services provided to migrant students? What partnerships/collaborations exist? Are there any in-kind or, cash	

donations? Other grants in place?	
p. What ESL programs do eligible students have access to to meet the ESL standards on reading, writing, speaking and listening? Are migrant students, on average, improving on their English Language Development? Please describe Migrant supplemental services, as appropriate.	
ELEMENTARY	
a. What types of services are provided for elementary “Priority for Service” students?	
b. What transitional programs are in place for students from elementary to middle school?	
c. How do you connect elementary students to after school programs or other supports before, during and after school? What is available?	
d. How frequently do you follow up with counselors, teachers or other personnel on student’s progress?	
e. How do you monitor progress of elementary students reading comprehension?	
f. How do you monitor progress of elementary student’s academic progress?	
g. Please provide examples of STEM activities or lessons that you teach the elementary students?	
h. What support do you provide parents so that they are equipped to help their children with their homework?	
i. How do you empower the parents to be their child’s advocate and navigate the American educational system?	
SECONDARY	
a. What services are provided to middle school students?	
b. What transitional programs are in place for students who are attending high school the following year?	
c. How do you use the 8^{th} grade survey as a tool for interventions? Do you complete with all students?	
d. What services are provided to high school students? Describe how you closely monitor 9^{th} graders throughout their secondary career, contingent on eligibility? Are you keeping detailed portfolios with students to chart their path to graduation?	
e. Please describe secondary students’ opportunities to participate in	

	college visits. Who organizes college visits? Where have students visited?	
f.	Please describe secondary students' success in completing Algebra I or a higher level math by grade 11. Are there students who are not meeting or on track to meet this outcome target and what are you doing to support them?	
g.	What credit recover programs do students have access to?	
h.	Are the graduation status and on track to graduation fields completed in the needs assessment? Please provide any trends or observations in this area.	
i.	In general, are students completing high school in time? What are some of the barriers that students face in your area? How is the MEP addressing them?	
j.	How do you use MSIX with secondary students to find assessment, course or other information on students?	
k.	What proportion of your students are graduating from high school and pursuing post-secondary education?	
l.	How do you ensure application/participation in state or local Student Leadership Institutes and/or Congressional Awards for those students that are eligible and/or selected?	
m.	Please describe how you are working with counselors and other school personnel to ensure promotion, graduation, credit accrual and placement.	
n.	Please describe how the Diploma Project is being used and implemented. Please share anecdotal evidence on how you know it is making an impact. What suggestions do you have?	
o.	How do you coordinate with appropriate federal, state and community programs such as HEP/CAMP, TRIO, Upward Bound, GEAR UP, Talent Search, etc? What do these agencies provide?	

p. How is your site incorporating STEM education and career exposure with secondary students?	
Other comments:	
Compliance Item	**Rating**
3a. Supplementary staff development activities that improve staff skills in teaching migrant students are provided. **3b. Staff development activities provided by the MEP are supplementary to those offered by the Project Area(s) and address the special needs of migrant students.**	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** Other:
Performance Measure/Questions	**Comments/Recommendations**
a. Do staff attend all state mandated trainings and webinars?	
b. What other training do the staff participate in (e.g. PaTTAN, etc.)?	
c. What local trainings are provided?	
d. If any, please describe training opportunities you provide to school districts, employers and/or agencies?	
e. What mentoring/shadowing and support are new staff members provided with?	
Other comments:	

STEM	
1. Migrant students will be provided STEM Lessons. Migrant programs will promote STEM education experiences that prioritize hands-on learning to increase student engagement, interest, and achievement in the STEM fields.	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** Other:
Performance Measure/Questions	**Comments/Recommendations**
a. How have STEM lessons and activities been incorporated into the current curriculum you're using?	

b. If any, what published STEM curricula does your program use?	
c. Do you devote program hours to the components of STEM – Science, Technology, Engineering and Math)? Approximately what percentage of time do you spend on each?	
d. What types of STEM activities are offered in extended day programs and summer programs?	☐ Hands on activities ☐ Discussions ☐ Small-group projects ☐ Guest speakers ☐ Experiments ☐ Science fair projects ☐ Outdoor exploration ☐ Field Trips ☐ Notebooks/journaling Other comments:
e. How often do you/staff participate in STEM-related workshops and trainings? List the STEM trainings and or workshops you have completed during the 2013-14 school year.	
f. What STEM equipment or curriculum has been purchased by your program?	
Other comments:	

OUT OF SCHOOL YOUTH	
Compliance Item	**Rating**
1. Migrant students are provided quality, rigorous educational and supportive services either through the MEP alone or in collaboration with other programs.	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** Other:
Performance Measure/Questions	**Comments/Recommendations**
a. What support services are provided?	
b. What instructional services are provided (Migrant-provided ESL or Life Skills)? What is the length of the lesson? What is being done to ensure	

that lessons are engaging and relevant?	
c. How is the SOSOSY Language Screener being used to inform instruction?	
d. Please describe how the OSY mini-lessons (SOSOSY) are being implemented. To what extent/in what ways are you seeing improvement? Are students improving more than 25 percent? Under what circumstances have staff given a pre-test, but not a post-test?	
e. If any, how many OSY have been re-enrolled in high school?	
f. How many OSY are currently working in the GED? How many OSY achieved a GED?	
g. How many OSY are enrolled in ESL Programs (other than in-home)? Career? Adult Education?	
h. What are your concerns about Out-of-School youth and how do you address them?	
i. Explain how technology education is being used between face-to-face lessons?	
Other comments:	

PRE-SCHOOL & IN-HOME	
Compliance Item	**Rating**
1. Migrant students are provided quality, rigorous pre-school & in-home services either through the MEP alone or in collaboration with other programs.	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** Other:
Performance Measure/Questions	**Comments/Recommendations**
a. What determines if a Pre-K student receives in-home services? i. Are all Pre-K Priority for Service (PFS) students receiving in-home services? If no, why not?	
b. Describe services students receive other than Migrant Education Program (MEP) services.	
c. How often and what time frame do students receive in-home Services?	i. During the Regular Term? ii. During the Summer Term?
d. How many Pre-K students are 3, 4, or 5-years old? How many are served?	
e. How is it determined what level to begin instruction with a new Pre-K student?	
f. What instrument is used to determine what level to begin instruction?	
g. What standards or curriculum is used to prepare Lesson Plans?	
h. Do the Pre-K students receive Pre- and /or Post –assessments? If not both, why not?	
i. What other tool is used to assess Pre-K students?	
j. What proof is there that the Pre-K student is showing school readiness skills?	
k. Are there Pre-K students that are showing minimal to no progress? What has been done to remediate this lack of progress?	

l. Is there a Needs Assessment on file for each student? How accessible is this information?	
m. How is the Pre-K student referred to and/or partnered with other services/agencies?	
n. Describe the transitional process to kindergarten.	
Other comments:	

PARENT AND COMMUNITY INVOLVEMENT (Sec. 1118, 1304(c)(3)]	
Compliance Item	**Rating**
1. The Project Area(s) has a clearly articulated overall parental involvement plan that describes ways parents can support student learning. The plan incorporates efforts supported by federal, local, state and/or private funding. Funds are targeted for meeting the specific needs of migrant families.	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** ☐ Parental Involvement Annual Work Plan ☐ Parent Involvement Bi-Laws and PAC Policies ☐ Parent Coordinators Monthly Reports ☐ Training/Contact Logs ☐ Agenda ☐ Minutes ☐ Attendance Sheets Other:
Performance Measure/Questions	**Comments/Recommendations**
Interview with the Parent Coordinator:	
a. Explain the roles of the migrant parents and/or Local PAC Officers in regards to the planning, implementation and evaluation of the program.	
b. Did the Local PAC Officers have an active participation with the development of the Annual Work Plan and MEP Parent Compact? Is there a written copy of the Parental Involvement Policies and PAC By-Laws on file?	
c. How many Local PAC Officers Meetings were held in the past year? How many Local PAC Officers consistently attended and/or participated from your Local PAC Meetings?	
d. How many Local PAC events were held in the past year? Is there evidence of monthly reports on file? Name some of the activities that were held in the past year.	
e. How many family literacy sessions/events were held in the past year? Describe the Family Literacy Models that were used and/or implemented.	
f. What is the average number of parents that attend your Local PAC events? Name the evaluations methods that were used to improve the participation and attendance of parents.	
g. What transportation, interpreting and/or childcare services does the Project Area(s) provide during Local PAC events? If none, explain why.	
h. Describe the forms of on-going communication that are implemented	

with parents. How do you ensure information is presented in a language they understand?	
i. Describe how parents have become aware of the Migrant Student Information Exchange (MSIX).	
j. How are parents made aware of the 1 percent available funding for parental involvement activities? How is the amount of allowable spending determined?	
k. Describe how migrant parents with children in grades 8-12 are informed about high graduation requirements and post-secondary educational opportunities (using the Diploma Project Toolkit).	
l. How many parent training sessions were held in the past year that focused on school readiness and high school graduation requirements?	
Other comments:	
Compliance Item	**Rating**
2. Parents can cite specific examples of their involvement with migrant education program matters. MEP parents are involved in planning and implementation of MEP activities.	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** ☐ Sample documents in other languages Other:
Performance Measures/Questions	**Comments/Recommendations**
Interview with Local PAC Officers: a. How many Local PAC events were held in the past year? Were you actively involved in the planning and/or coordination of Local PAC events?	
b. Were you able to attend to all or some of the Local PAC events that were held in the past year? If not, why not? Have you been invited to participate from Statewide PAC Meetings?	
c. Did you have an active participation with the development of the Annual Work Plan and/or MEP Parent Compact? Were you given written copy of the Parental Involvement Policies and PAC By-Laws? Did anyone explain, clarify or review the information that is written in these documents?	
d. Do parents have a clear understanding of why their children are participating and/or receiving services from MEP? Name or describe some of the services that are provided by MEP.	
e. Explain how you ensure that parents receive invites, letters, notifications and/or any other forms of communication in a language	

they can understand.		
	Other comments:	
Compliance Item		**Rating**
3. Parent Interview		☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** Other:
Performance Measure/Questions		**Comments/Recommendations**
Parent Interview #1	**Parent Interview 1** a. Which of these services has your family received in the past year? Services received that do not appear on this list can be entered at the bottom.	☐ Interpretation/Guidance/Advocacy ☐ Transportation ☐ Summer ☐ School Year ☐ Home Visits ☐ In-home instruction/tutoring ☐ Summer Programs ☐ Summer Leadership Programs ☐ Assistance and Enrollment to After-School/Saturday Programs (District/MEP) ☐ Guidance to Post Secondary Options/College Visits/FAFSA ☐ Diploma Project Tool Kit/Training Sessions ☐ Local PAC Events ☐ Assistance School District Events ☐ Assistance with School Enrollment ☐ Parent Teacher Conferences ☐ Assistance with Basic Needs (food, clothing, utilities, etc.) ☐ Assistance with Health Related Services Other:
	b. What type of information and/or invites have you received from MEP?	
	c. Does the assigned MEP staff member keep you informed about your child's academic progress? How often are the communication and/or visits from staff?	
	d. Do you feel welcomed or comfortable with contacting your child's Student Support Specialist? Do you have their contact information?	
	e. Did you participate from the scheduled Local	

	PAC events and/or Local PAC meetings in the past year? Can you describe some of the activities or discussions that were held?	
	f. Have you ever completed an evaluation or parent survey?	
	g. In your perspective, were your expectations of the program met?	
Parent Interview #2	**Parent Interview 2** a. Which of these services has your family received in the past year? Services received that do not appear on this list can be entered at the bottom.	☐ Interpretation/Guidance/Advocacy ☐ Transportation ☐ Summer ☐ School Year ☐ Home Visits ☐ In-home instruction/tutoring ☐ Summer Programs ☐ Summer Leadership Programs ☐ Assistance and Enrollment to After-School/Saturday Programs (District/MEP) ☐ Guidance to Post Secondary Options/College Visits/FAFSA ☐ Diploma Project Tool Kit/Training Sessions ☐ Local PAC Events ☐ Assistance School District Events ☐ Assistance with School Enrollment ☐ Parent Teacher Conferences ☐ Assistance with Basic Needs (food, clothing, utilities, etc.) ☐ Assistance with Health Related Services Other:
	a. What type of information and/or invites have you received from MEP?	
	b. Does the assigned MEP staff member keep you informed about your child's academic progress? How often are the communication and/or visits from staff?	
	c. Do you feel welcomed or comfortable with contacting your child's Student Support Specialist? Do you have their contact information?	
	d. Did you participate from the scheduled Local PAC events and/or Local PAC meetings in the past year? Can you describe some of the activities or discussions that were held?	
	e. Have you ever completed an evaluation or parent survey?	

	f. In your perspective, were your expectations of the program met?	
Parent Interview #3	**Parent Interview 3** a. Which of these services has your family received in the past year? Services received that do not appear on this list can be entered at the bottom.	☐ Interpretation/Guidance/Advocacy ☐ Transportation ☐ Summer ☐ School Year ☐ Home Visits ☐ In-home instruction/tutoring ☐ Summer Programs ☐ Summer Leadership Programs ☐ Assistance and Enrollment to After-School/Saturday Programs (District/MEP) ☐ Guidance to Post Secondary Options/College Visits/FAFSA ☐ Diploma Project Tool Kit/Training Sessions ☐ Local PAC Events ☐ Assistance School District Events ☐ Assistance with School Enrollment ☐ Parent Teacher Conferences ☐ Assistance with Basic Needs (food, clothing, utilities, etc.) ☐ Assistance with Health Related Services Other:
	b. What type of information and/or invites have you received from MEP?	
	c. Does the assigned MEP staff member keep you informed about your child's academic progress? How often are the communication and/or visits from staff?	
	d. Do you feel welcomed or comfortable with contacting your child's Student Support Specialist? Do you have their contact information?	
	e. Did you participate from the scheduled Local PAC events and/or Local PAC meetings in the past year? Can you describe some of the activities or discussions that were held?	
	f. Have you ever completed an evaluation or parent survey?	
	g. In your perspective, were your expectations of the program met?	
Parent	**Parent Interview 4**	

Interview #4	a. Which of these services has your family received in the past year? Services received that do not appear on this list can be entered at the bottom.	☐ Interpretation/Guidance/Advocacy
		☐ Transportation
		    ☐ Summer
		    ☐ School Year
		☐ Home Visits
		☐ In-home instruction/tutoring
		☐ Summer Programs
		☐ Summer Leadership Programs
		☐ Assistance and Enrollment to After-School/Saturday Programs (District/MEP)
		☐ Guidance to Post Secondary Options/College Visits/FAFSA
		☐ Diploma Project Tool Kit/Training Sessions
		☐ Local PAC Events
		☐ Assistance School District Events
		☐ Assistance with School Enrollment
		☐ Parent Teacher Conferences
		☐ Assistance with Basic Needs (food, clothing, utilities, etc.)
		☐ Assistance with Health Related Services
		Other:

	b. What type of information and/or invites have you received from MEP?	
	c. Does the assigned MEP staff member keep you informed about your child's academic progress? How often are the communication and/or visits from staff?	
	d. Do you feel welcomed or comfortable with contacting your child's Student Support Specialist? Do you have their contact information?	
	e. Did you participate from the scheduled Local PAC events and/or Local PAC meetings in the past year? Can you describe some of the activities or discussions that were held?	
	f. Have you ever completed an evaluation or parent survey?	
	g. In your perspective, were your expectations of the program met?	

Parent Interview #5	**Parent Interview 5**
	a. Which of these services has your family received in the past year? Services received that do not appear on this list can be entered at the bottom.
		☐ Interpretation/Guidance/Advocacy
		☐ Transportation
		    ☐ Summer
		    ☐ School Year

		☐ Home Visits ☐ In-home instruction/tutoring ☐ Summer Programs ☐ Summer Leadership Programs ☐ Assistance and Enrollment to After-School/Saturday Programs (District/MEP) ☐ Guidance to Post Secondary Options/College Visits/FAFSA ☐ Diploma Project Tool Kit/Training Sessions ☐ Local PAC Events ☐ Assistance School District Events ☐ Assistance with School Enrollment ☐ Parent Teacher Conferences ☐ Assistance with Basic Needs (food, clothing, utilities, etc.) ☐ Assistance with Health Related Services Other:
	b. What type of information and/or invites have you received from MEP?	
	c. Does the assigned MEP staff member keep you informed about your child's academic progress? How often are the communication and/or visits from staff?	
	d. Do you feel welcomed or comfortable with contacting your child's Student Support Specialist? Do you have their contact information?	
	e. Did you participate from the scheduled Local PAC events and/or Local PAC meetings in the past year? Can you describe some of the activities or discussions that were held?	
	f. Have you ever completed an evaluation or parent survey?	
	g. In your perspective, were your expectations of the program met?	

COORDINATION [Secs. 1304 (b)(1)(B) and (C); 1304 (b)(3); 1304(c)(1)(B); 1306(a)(1)(A), (F), and (G); 1308(a), (b) and (d)]	
Compliance Item	**Rating**
1. The Project Area(s) promotes continuity in the provision of instruction and related support services for migrant children as they move across school districts and States, including the transfer of credits for high school students	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** Other:
Performance Measure/Questions	**Comments/Recommendations**
a. How do you coordinate with other states related to migrant students who come from other States and Mexico, if you have such students?	
b. How do you help students meet the academic requirements in their "home" school districts, including preparing for and taking competency exams where applicable?	
c. How do you provide for continuity of instruction for migrant children whose education has been interrupted during the school year?	
d. How do you use the MSIX consolidated record for coordinating services?	
e. How do you determine the MEP students' needs and identify all available services that address those needs? Please explain the process.	
f. How do you coordinate services with other programs and agencies that provide services that meet the identified needs and help ensure that the migrant children have access to appropriate programs and services?	
g. Please provide 3 current examples of coordination.	
Other comments:	

MIGRANT EDUCATION PROGRAM GOALS	
Compliance Item	**Rating**
1. The Project Area(s) has goals aligned to the SEA goals	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** Other:
Performance Measure/Questions	**Comments/Recommendations**
a. Explain how the Project Area(s) objectives are aligned to the SEA goals. To what extent are they being achieved?	
b. What are the Project Area(s)'s MEP Goals and Outcomes?	
Other comments:	

STATE ASSESSMENTS	
Compliance Item	**Rating**
1. The Project Area(s) knows how students are performing in the state assessment, whether they are included and accommodations provided	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** Other:
Performance Measure/Questions	**Comments/Recommendations**
c. In this Project Area(s), how do you know how migrant students are performing relative to other students? (E.g. Do you have disaggregated state-assessment data for migrant students?)	
d. How do migrant students' results compare to other students in the Project Area(s) on the state's assessment system and/or Keystone exams? What percentage of migrant students are meeting or exceeding the proficient level on state assessments and/or Keystone Exams?	
e. If migrant students are not scoring at the same levels as other students, what are you doing to address this challenge?	
f. From where do migrant students in this Project Area(s) move? How do you work with the other state(s) to coordinate instruction and testing or other assessments?	
g. How many migrant students are served in this Project Area(s)? How many were exempted from taking the assessment and/or Keystone exams?	
h. Why were they excluded (what criteria was used)?	
i. What percentage of the total population was tested?	
j. Does the Project Area(s) that you serve offer special accommodation to migrant children (e.g., coordinating testing or other assessments with the home-based State(s), satellite testing sites, offering the test in other languages, giving the children additional time to complete the test, offering alternative testing dates)?	
k. How are the results of the statewide assessment and/or Keystone Exams used when making decisions related to the MEP?	
Other comments:	

EVALUATION & IMPROVEMENT [Secs. 1301 (4); 1303 (e); 1304 (b) (1) and (2); 1304(c)(5); 1304(d); 1306(a)(1)(C) and (D)]	
Compliance Item	**Rating**
1. The Project Area(s) assesses the effectiveness of the MEP and uses the evaluation data to continually improve the program	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** Other:
Performance Measure/Questions	**Comments/Recommendations**
a. How do you evaluate the success of MEP support services? Who is responsible for the evaluation efforts in your area(s)?	
b. How frequently do you evaluate the MEP?	
c. Do you run summer programs? If so, how are they evaluated?	
d. How do you use external resources to inform and improve instructional practices and student and school performance (research findings, education reform networks, national or state data)?	
e. How do you evaluate your program implementation as described in your application/contract?	
f. Please explain what changes were made and if you received permission from the SEA to make the changes.	
g. Please describe what worked in the implementation. What problems did you encounter and how were they resolved?	
h. Please describe how your project area(s) performance targets measure implementation and results of your MEP?	
i. How do you evaluate the effectiveness of your program(s)? How effective were they?	
j. How are evaluation results disseminated?	
k. Do you consult with the state evaluators on your Project Area(s) results?	
Other comments:	

NEEDS ASSESMENT & SERVICE DELIVERY PLAN [Secs. 1304(b) and 1306(a)]	
Compliance Item	**Rating**
1a. The Project Area(s) Identifies the educational and support needs of migrant children. **1b. The Project Area(s) is familiar with the SEA's Comprehensive State Plan for Service Delivery and its migrant education project is aligned so as to achieve the State's measurable outcomes and contribute to the attainment of the State's performance targets.**	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** Other:
Performance Measure/Questions	**Comments/Recommendations**
a. How do you convey the results of the NA/SDP to: (1) staff; (2) supervisors; (3) parents; (4) OSY; (5) general public; (6) partners?	
b. How is program needs assessment used for program planning?	
c. How does the Project Area(s) decide on the services provided?	
d. How does the new assessment data bring about changes in program design?	
e. How does the needs assessment help you: (1) identify the grade levels/instructional areas on which the program will focus; (2) select children with the greatest need for special assistance; (3) identify special educational needs; (4) identify children whose needs are being met by other programs; (5) assess resources (e.g., personnel, instructional materials)?	i. identify the grade levels/instructional areas on which the program will focus ii. select children with the greatest need for special assistance iii. identify special educational needs iv. identify children whose needs are being met by other programs v. assess resources (e.g., personnel, instructional materials)
f. How do you identify students who have a priority for services through the needs assessment process?	
g. Has the Project Area(s) seen the State's service delivery plan? Were you involved in the development of the service delivery plan?	
h. How were the service delivery strategies selected? How do they flow from the results of the statewide needs assessment? What is the research base? Are the strategies being implemented in you areas as intended in the plan? Please describe which ones and how they have	

been implemented.	
Other comments:	

WELLNESS	
1. Project Area(s) will increase the migrant families and OSYs preventive healthcare knowledge.	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** Other:
2. Migrant families and OSYs will access the accommodating health resources in their area.	☐ Meeting Program Requirements ☐ Needs Improvement ☐ Not Meeting Program Requirements **Documentation:** Other:
Performance Measure/Questions	**Comments/Recommendations**
a. What health resources are in and around your area?	
b. What health resources accommodate the migrant family and OSYs?	
c. What health resources have the migrant families and OSY frequented?	
d. What health-related meetings and/or trainings have you held?	
e. What health-related trainings have you held specifically for OSYs?	
f. After completing the initial and re-interview of the health questionnaire, how many families have followed through on referrals?	
g. After completing the initial and re-interview of the health questionnaire how many OSYs have followed through on referrals?	
Other comments:	

Monitoring Team:

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

Documentation Provided

Recruitment

Program Services/ OSY

Pre-School & In-Home

Parent Involvement

Field Observation Notes

Recruitment

Site Visits

Highlights

Recruitment

Fiscal

Data

Program Services/OSY

Pre-School & In-Home

Parent Involvement

Management:

Preliminary Recommendations

Recruitment

Fiscal

Data

<u>Program Services/OSY</u>

<u>Pre-School & In-Home</u>

<u>Parent Involvement</u>

<u>Management</u>

Project Area Manager's Comments:

______________________________________ ____________________

Director/ Dean/ Project Area Manager Signature Date

Project Area:

______________________________________ ____________________

Division Chief's Signature **Date**