Pennsylvania Migrant Education Program Recruiters Manual

Revised December 2014

Commonwealth of Pennsylvania
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Department of Education
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Vacant

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Carmen M. Medina, Chief

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Introduction

In Pennsylvania, the identification and recruitment of migrant children is both challenging and complex due to the wide range of geographical locations where children must be identified. The complexity of identification may be further compounded by the fact that some of our migrant families may only remain in the areas a few days.

Recruiters working in predominantly rural areas with seasonal crops encounter a different set of problems from urban recruiters. More pressure is placed on the rural recruiter to reach the migrant family close to the date of their arrival. With time being a critical factor, all enrollments must be uploaded to the tablet or faxed. Obviously, the rural recruiters must adjust their work schedule with the parents and children to such factors as duration of stay, parents' working hours, housing conditions, etc.

The recruiters of rural dairy workers must log many miles and rely on many sources to determine which dairy farms, among many, employ mobile hired hands. They must also identify the movement patterns between several counties in order to keep abreast of the moves between farms.

The urban recruiter faces the challenge of identifying a population which is virtually hidden among thousands of residents who are not eligible for enrollment. This means that the identification process itself may constitute the most formidable challenge in the urban recruiter's job.

Regardless of the circumstances under which recruiters perform their job, all soon recognize the resulting benefits of their efforts. It is obvious that educational services cannot be offered until a child is identified, and, since many migrant children show educational achievement two or three years behind their peers, the extra educational services are direly needed. Recruiters make services possible because states receive funding based on the number of students they enroll. Financial considerations aside, there is also much to be said for the social service benefits derived by migrant families as a direct result of recruiter involvement.

Terminology

COE – Certificate of Eligibility

ESL – English as a Second Language

FERPA – Family Educational Rights and Privacy Act

GED – General Education Diploma

ID – Identification

ID&R – Identification and Recruitment

IU – Intermediate Unit

LEA – Local Education Agency

LQM – Latest Qualifying Move

MEP – Migrant Education Program

NRG – Non-Regulatory Guidance

OME – Office of Migrant Education, Washington

PAC – Parent Advisory Council

PTA – Parent Teacher Association

QAD – Qualifying Arrival Date

QC – Quality Control

SEA – State Educational Agency

USDOE – United States Department of Education

Purpose

The purpose of this manual is to assist Pennsylvania Migrant Education recruiters in completing the entire range of tasks which they may be called upon to perform.

Identifying migrant children and enrolling them into the MIS2000 are acknowledged as two primary functions of the recruiter. The manual provides detailed explanations and samples designed to ensure that the recruiter fully understands who is eligible for the program. Once a student has been judged eligible, essential student and family data needs to be entered on our state Certificate of Eligibility (COE) Form. An extensive description of the procedures involved with this and related tasks constitutes a sizeable portion of this reference guide.

A recruiter needs to know where he/she fits into the total recruitment picture, both on a state and national level. Special attention, therefore, has been devoted to explanations and diagrams which orient the recruiter to the total picture of migrant education and his/her role within it.

Recruiters firmly believe that new employees entering their ranks can benefit greatly from the knowledge which experience has taught them. This is why they would expect anyone not well versed in recruitment to seriously consider the suggestions under headings like Working with Schools, Recording Family Visits, Completing the Certificate Eligibility Form, etc.

We ask anyone reviewing this guide not to regard it as a finished product. Since we have a commitment to keep stride with the changes within migrant education and the migrant population we serve, revisions will be required periodically.

Origins of Migrant Education

To understand the series of events through which migrant education came into existence, it is essential to understand the origin of a federal funding act referred to as Title I, previously Chapter I.

The roots of Title I extend back to the late fifties and early sixties when educational research was consistently highlighting the high correlation between low income households and the low academic achievement of children from these households. The United States Congress resolved to counteract this poor academic achievement in low income neighborhoods by channeling money into schools where a certain percentage of the students came from poverty level homes. By providing funds for special remedial reading and remedial math classrooms, it was hoped that this negative situation could be reversed, and students from low income homes might enjoy success equally with students from higher income neighborhoods. The funding for these educational programs was authorized by Title I of the Elementary and Secondary Education Act of 1965.

One year later, various educators throughout the country informed Congress that the Title I Act of 1965 had not legislated adequate funding for several educationally disadvantaged populations. Mentioned in this group were Indian children, handicapped youngsters and migrant students. Thus, to reconcile this oversight, Congress amended the Title I Act in 1966 and authorized federal funds to fulfill their specialized needs.

In 2002, Title I was amended to read: Title I – Improving the Academic Achievement of the Disadvantage. The US Department of Education states that "the purpose of this title is to ensure that all children have fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessment." (www.ed.gov)

The Migrant Education Program (MEP), Title I Part C, is authorized under Part C of Title I of the Elementary and Secondary Education Act of 1965, as amended. The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning and productive employment. (www.ed.gov)

Statute

SEC. 1301. PROGRAM PURPOSE.

It is the purpose of this part to assist States to —

(1) support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;

(2) ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements and State academic content and student academic achievement standards;

(3) ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;

(4) ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;

(5) design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment and

(6) ensure that migratory children benefit from State and local systemic reforms.

Migrant Education Program   National Chart – Diagram I

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┌─────────────────────────┐
│       Arne Duncan       │
│        Secretary        │
│    US Department of     │
│        Education        │
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┌─────────────────────────┐
│      James Shelton      │
│     Deputy Secretary    │
└─────────────────────────┘
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│    Deborahh S. Delisle  │      │      Other Offices       │
│    Assistant Secretary  │      │  Department of Education │
│  Elementary and Secondary│      └──────────────────────────┘
│        Education        │
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┌─────────────────────────┐
│    Dr. Lisa Ramirez     │
│        Director         │
│       Office of         │
│    Migrant Education    │
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State Educational Agency (SEA)
Pennsylvania Department of Education

State Educational Agency (SEA's)

PA Local Educational Agencies (LEA's):

Chester County IU #24
Millersville University
Northeast CSIU #6
Northwest IU#5
Lincoln IU #12

Local Educational Agencies (LEA's)

Organization of Migrant Education – National Level

Diagram I

The Diagram I depicts the structure of migrant education on the national level. The text below explains each component part with enough detail to allow the recruiter a broad idea of the basic mechanisms at work in migrant education throughout the nation.

A. The MIS2000 computer database receives student information from the terminal.

B. Student records and pertinent statistical reports are sent to Pennsylvania from MIS2000. Each state is responsible for enrolling new students and entering updated information into the computer to keep the database current. The Central Susquehanna Intermediate Unit (CSIU) in Lewisburg, Pennsylvania, is the location of the MIS2000 computer, which serves children throughout the state.

C. MIS2000 supplies the Pennsylvania Department of Education with vital statistics which become the basis for calculating funding.

D. The Pennsylvania State Department of Education submits a proposal to the United States Department of Education and, if approved, is sent funds to operate a migrant education program.

The United States Department of Education (USDOE) oversees the entire migrant program nationally and disperses funds to the 47 states involved in migrant education. Funding is based on the (FTE) report supplied by MIS2000. The United States Department of Education also writes and interprets the regulations for eligibility and monitors the operation of migrant education at the state level.

Pennsylvania Migrant Education   Organizational Chart – Diagram II

Rita D. Perez,
Bureau Director
Curriculum, Assessment
and Instruction

Pennsylvania
Advisory Council
For Migrant Education

Carmen M. Medina
Chief, Division of
Student Services

State
Parent Advisory Council

Lysandra López-Medina
Program Development
Coordinator
BEA II

Lyneice Parker-Hunter
Program Development
Specialist
BEA I

Linda Burgos
Administrative Secretary
Clerk Typist III

Miriam Febles-Hernandez
Program
Clerk Typist II

Sandra Williams
Program Clerk Typist II

Tracy Malick
Fiscal/Student Data
Base Coordinator
EAA

CSC
Inés Vega
State Parent and Special
Projects Coordinator

CSC
Jose Reyes-Lua
State Recruitment
Coordinator

CSIU
Vaughn Murray
Senior Information
Technology Coordinator

Chester County IU #24
Dr. Jane Hershberger

Millersville University
Damaso Albino

Northeast CSIU #6
David Baird

Northwest IU#5
Brad Whitman
Dr. Carol Bagley

Lincoln IU #12
Dr. Suzanne Benchoff

| Project Area #1 | Project Area #3 |

| Project Area #2 | Project Area #4 | Project Area #5 |

Project Area #6

Project Area #7

| Project Area #8 | Project Area #9 |

Organization of Migrant Education – State Level

Diagram II

The State Educational Agency (SEA) is the Pennsylvania Department of Education. Migrant Education is under the management of the Bureau of Teaching and Learning.

Each LEA must submit a proposal on a yearly basis to the State Director in Harrisburg. The proposal outlines the nature and size of the migrant population and a detailed description of how the population will be served.

Pending approval, the State Director will fund the LEA determined by a series of factors described in the formula.

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                        │   Carmen M. Medina      │
                        │ Chief, Division of Student│
                        │        Services         │
                        └─────────────────────────┘
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                                    ▼
┌──────────────────────┐  ┌─────────────────────────┐
│ Recruitment          │  │   Jose Reyes-Lua        │
│ Coordinators         │◄─►│ Statewide Recruitment   │
│ Advisory Team        │  │   Coordinator           │
│                      │  │ Center for Schools and  │
└──────────────────────┘  │   Communities           │
                          └─────────────────────────┘
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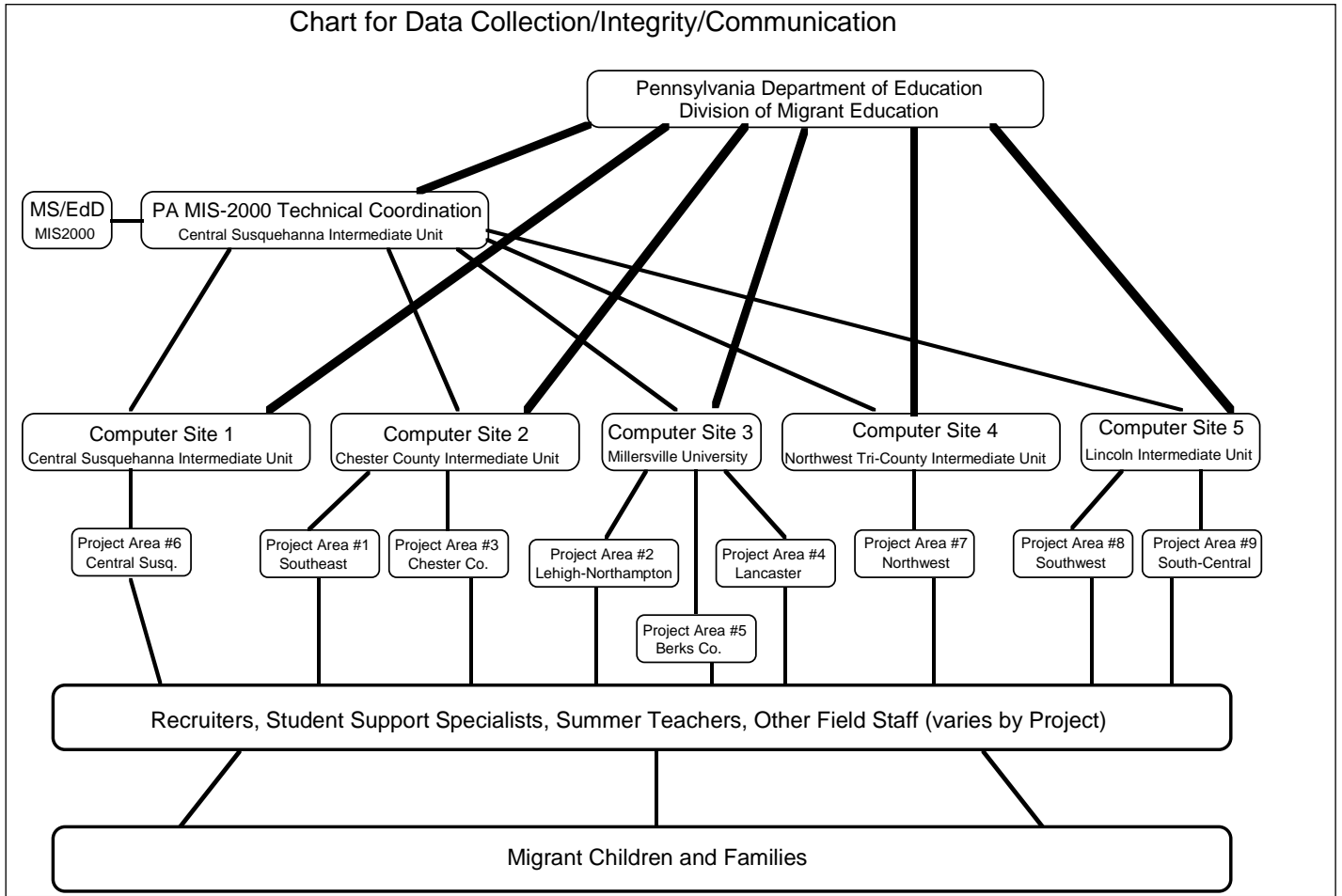| Chester County IU #24	Millersville University	Northeast CSIU #6	Northwest IU #5	Lincoln IU #12
Tim Haas	*Judith Lopez*	*Anthony DeRemer*	*Deke Showman*	*Michael Hannum*
Recruitment Coordinator	Recruitment Coordinator	Recruitment Coordinator	Recruitment Coordinator	Recruitment Coordinator
Recruiters Project Areas #1 & #3	Recruiters Project Areas #2, #4 & #5	Recruiters Project Area #6	Recruiters Project Area #7	Recruiters Project Areas #8 & #9

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State Recruitment Organizational Chart

Diagram III

Diagram III describes the structure of Migrant Education on recruitment. The text below explains each component part with enough detail to allow the recruiter a broad idea of the basic mechanisms to solve any eligibility issue throughout the local and state levels.

A. The recruiter collects the information by interviewing the family and makes the preliminary determination on eligibility. This data is collected on the Certificate of Eligibility and other documentation required by the state and local agency.

B.   The recruiter submits the documentation to the local Quality Control team. The team verifies the COE and documents to confirm or reject the initial decision of the recruiter.

C. The area recruitment coordinator will answer any questions and/or issues regarding eligibility of the family. He/she will also provide ongoing training on eligibility issues in his/her project area.

D. The area recruitment coordinator consults with the project manager on determining the eligibility of a family.

E. If the issue is not clear and/or final determination cannot be reached, the coordinator should call the State Recruitment Coordinator.

F. The State Recruitment Coordinator will consult with the State Director if the issue is not clear or if there is any gray area in the interpretation of the Non-Regulatory Guidance.

G. The State Director will call the Office of Migrant Education to seek further assistance for any unsolved and/or unclear interpretation of the Non-Regulatory Guidance for the final determination on eligibility.

Pennsylvania Migrant Education   Data Organization Chart – Diagram IV

Chart for Data Collection/Integrity/Communication

Pennsylvania Department of Education
Division of Migrant Education

MS/EdD
MIS2000

PA MIS-2000 Technical Coordination
Central Susquehanna Intermediate Unit

Computer Site 1
Central Susquehanna Intermediate Unit

Computer Site 2
Chester County Intermediate Unit

Computer Site 3
Millersville University

Computer Site 4
Northwest Tri-County Intermediate Unit

Computer Site 5
Lincoln Intermediate Unit

Project Area #6
Central Susq.

Project Area #1
Southeast

Project Area #3
Chester Co.

Project Area #2
Lehigh-Northampton

Project Area #4
Lancaster

Project Area #7
Northwest

Project Area #8
Southwest

Project Area #9
South-Central

Project Area #5
Berks Co.

Recruiters, Student Support Specialists, Summer Teachers, Other Field Staff (varies by Project)

Migrant Children and Families

State Data Organizational Chart

Diagram IV

Diagram IV describes the structure of migrant education data management. The text below explains each component part with enough detail to allow the recruiter a broad idea of the basic mechanisms of the data flows throughout the local and state levels.

A. The recruiter and staff collect the information by interviewing the family, providing services and filling the needs assessment of each child.

B. The documents, including the COE, are given to the data specialist of the project area.

C. The data specialist enters the information into the database (MIS2000) manually or checks the information.

D. All the information is kept in a central location at the Central Susquehanna Intermediate Unit #16 (CSIU) where the MIS2000 is used as the database. An information technology group assists the data specialists and recruiters in the elements of data collection and submission.

E. The information technology group submits regular reports to the State and collaborates closely with the State Recruitment Coordinator by providing recruitment numbers and statistics.

F. The State Director submits reports and statistics to the Office of Migrant Education.

G. In the event of a technical difficulty, the data specialist should call the information technical group. If the problem could not be solved, then the group will contact the State Director for a final determination.

Job Responsibilities of Migrant Personnel

1. State Director

    a. Ultimate overseer of all MEP programming and services.
    b. Designates new areas of priority.
    c. Gives general directions to Project Managers.
    d. Communicates with the Office of Migrant Education (OME).

2. State Office Personnel

    a. Coordinates state projects as directed by the State Director.
    b. Enforce general directives from the State Director.
    c. Provides technical assistance to state Recruitment and Parental Involvement Coordinator.
    d. Provides technical assistance to the Information Technology Coordinator.
    e. Provides technical assistance to Project Managers and staff.

3. State Recruitment Coordinator

    a. Provides technical assistance to all sites based on need.
    b. Provides statewide recruitment training (four times per year).
    c. Provides training to new recruiters on individual or group basis.
    d. Provides training to local recruitment coordinators.
    e. Disseminates new guidelines and explains them.
    f. Interprets regulations and helps with questionable cases.
    g. Revises enrollment and quality control forms.
    h. Supplies local recruiters with backup material (ex. brochures, flyers, etc.).
    i. Channels all interstate student data.
    j. Provides on-site assistance.
    k. Collects monthly individual recruitment reports and efforts.
    l. Provides monthly recruitment reports to the state.
    m. Participates in the review of the COE.
    n. Reviews a minimum of 50 COEs on an annual basis.
    o. Completes 20 percent review of monthly COEs.
    p. Coordinates networking with other agencies statewide
    q. Visits new employers along with local Recruitment Coordinators to open doors, as needed
    r. Coordinates Sweeps

4. Information Technology Coordinator

    a. Maintains all data on eligible children.
    b. Provides technical assistance to all sites.
    c. Provides statewide Data Specialist trainings.
    d. Provides student data reports to the state office.

5. Project Manager or Designated Site Personnel

    a. Sets priorities for recruiter.
    b. Supervises daily activities.
    c. Requests reports other than State required.
    d. May provide on-site support through local, state-trained staff.
    e. Employs and dismisses recruiters.
    f. Assures that proper training has been secured for the recruiter(s).
    g. Liaison between school district administration and state and local MEP staff.

6. Local Recruitment Coordinator

    a. Provides technical assistance to recruiters.
    b. Local site recruiter training.
    c. Provides training to new recruiters on individual basis.
    d. Disseminates new guidelines and explains them to recruiters.
    e. Helps recruiters with questionable cases.
    f. Implements and updates local quality control procedures (QCP).
    g. Reviews all enrollment and quality control forms.
    h. Supplies recruiters with backup material (ex. brochures, flyers, etc.).
    i. Submits to state coordinator monthly individual recruitment reports and efforts on a timely basis.
    j. Provides monthly reports to the Project Manager on a timely basis.
    k. Conducts re-interviews or designates someone to re-interview a minimum of 20 percent or 4 of monthly COEs, whichever is higher.
    l. Participates in Quality Control Committee.
    m. Assists recruiters in networking and coordinating with employers and agencies

7. Local Recruiter

    a. Identifies and enrolls all migrants in assigned area.
    b. Serves as Pennsylvania Migrant Education Program community liaison for home and school liaison.
    c. Assists in coordinating Parent Advisory Council (PAC) activities.
    d. Submits monthly Activity Report to local Recruitment Coordinator.
    e. Attends scheduled state in-services.
    f. Performs other duties as prescribed by State Director, Project Manager or Supervisor.
    g. In coordination with site personnel, develops and maintains maps or a series of written directions which ensures easy location of the families/camps.
    h. Assesses social needs of the family.
    i. Makes appropriate referrals and follow-up.
    j. Completes all required documentation involving recruitment efforts.
    k. Obtain referrals from agencies, schools and other places frequented by migrant families.
    l. Initiates needs assessment for Out-of-School Youth and Pre-K.

8. Parental Involvement Coordinator

    a. Helps organize the Local Parent Advisory Council (PAC).
    b. Provides assistance for parent meetings.
    c. Provides monthly reports on PAC activities to the State PAC Coordinator.

d.　Attends state PAC meetings and trainings.

9.　<u>Instructional Personnel</u>

　　a.　Student Support Specialist/Team Leader
　　　　1.　Assesses students' educational needs.
　　　　2.　Provides educational assistance to students.
　　　　3.　Acts as liaison between school, parents and MEP.
　　　　4.　Delivers MEP services.
　　　　5.　Develops academic track for students.

　　b.　Tutor – In-home and/or off-school hours
　　　　1.　Provides individual help to students in their specific educational need.
　　　　2.　Helps students to enhance studying skills.
　　　　3.　Ensures each student follows his/her academic track.

10.　<u>Data Specialist</u>

　　a.　Updates statewide student data system with new enrollment.
　　b.　Collaborates with recruiters to ensure proper data management.
　　c.　Provides technical assistance to recruiters.
　　d.　Attends Data Specialist trainings.
　　e.　Provides reports to Project Manager, State and Local Coordinators, Student Support Specialists and Recruiters.

11.　<u>Other Personnel</u>

　　a.　Each project area may have other personnel to perform special projects and/or additional services.

Funding

A. GENERAL

Funding for the Migrant Education Program comes from the federal government through the United States Department of Education, Title I (formerly Chapter I) of the Elementary and Secondary Education Act of 1965 which is specifically designed to help educationally deprived children. It was amended in 1966 to include the children of migratory agricultural workers.

The funds are channeled through the Pennsylvania Department of Education before they are given to the local program sites. In order for a Local Education Agency (LEA) to receive funding, an application must be submitted to the Department of Education listing the number of migrant children enrolled in the site and how the children will be served. After review and approval of the application, the Department of Education then allocates funds to the sites based on total funding provided by OME, the number of children to be served and other factors (such as transience of the population, local costs, amount of transportation required, etc.)

The MEP allocation for a state will generally consist of a base amount equal to the previous year's allocation plus an additional amount calculated based on the sum of the state's most recent Category I and Category 2 child counts, multiplied by 40 percent of the State's average per pupil expenditure (PPE).

Category I children count is an unduplicated count of migrant children age 3 through 21 who, within three years of a qualifying move, resided in the State for one or more days in a 12 months period. The Category 2 children count is an unduplicated count of migrant children who were served one or more days in MEP funded summer or intersession programs in the State during a 12 month period.

B. CHILD COUNT

The money the SEA receives from the federal government is determined by four factors:

1. Amount appropriated by Congress each year.
2. Number of students identified by the recruiters.
3. Number of children served in the summer.
4. Numbers of days the children have resided in Pennsylvania.

On this basis it should be quite obvious that recruitment is a key factor in the funding process. Funding for our state depends entirely on our child count. Pennsylvania's child count can only be augmented by an increase in one of the four areas mentioned above.

Recruiters will strive to locate all migrant children as soon as they arrive in a school district. There are several methods and techniques to accomplish this task.

Essential Areas of Training for Recruiters

Properly trained recruiters will be fully knowledgeable in the following areas:

A. Overview of Migrant Education

   1. Origin and history.
   2. Understanding of Title I.
   3. Understanding the Non-Regulatory Guidance (NRG).
   4. Administration of program at national, state and local levels.
   5. Roles of United States Department of Education (USDOE), MIS2000, Pennsylvania Department of Education and the LEA's.
   6. Facts and figures of migrant populations on the national, state and local levels.
   7. Knowledge of migrant lifestyles and culture.

B. Overview of Your Site

   1. Organization Chart.
   2. Recruiter job functions.
   3. Agricultural businesses, associations, etc.
   4. Job functions of other program personnel.

C. Individual Recruiter Knowledge

   1. Fully knowledgeable of eligibility requirements.
   2. Presentation skills.
   3. Communication skills.
   4. Time Management - Organizing a schedule, making priorities.
   5. Accomplishing tasks efficiently.
   6. Developing an activity reporting scheme - this includes filing systems as needed.
   7. Training on listening and recording skills; special techniques used by urban and rural recruiters.
   8. Exposure to PAC activities.
   9. Knowledge of how to complete the Certificate of Eligibility Form electronically and on paper.

Working in the Homes

Presenting Yourself

Greet the person answering the door pleasantly, giving your name and the reason for your visit. Always begin by stating that you work for your local project (ex., Lincoln Intermediate Unit; at this point you may want to show your identification card.)

1) During your introduction, your conversation might proceed like this:

> "Hello, my name is _____. I work for a program that provides services to some families in the area. I work for the Pennsylvania Department of Education and we are based in _____ (Chester County IU, Lincoln IU, Central Susquehanna IU, etc.) **Provide your business card and show ID.** In order to make a preliminary determination, if your family qualifies for these services, I need to ask you several questions. Is this okay with you? "

2) Now you are ready to ask the key questions for determining eligibility:

   a. Has this family moved within the last three years?
   b. Is there any member of your family who is under the age of 22?
   c. Did the children graduate from high school or obtain a GED in the US?
   d. Is there any family member working or seeking employment? And in what?
   e. Is the move due to economic necessity?

3) Based on these preliminary questions, it is suggested that, as a matter of courtesy, you explain the essential aspects of the migrant program before proceeding with further questions on eligibility. If the family clearly does not qualify, proceed to Step 5 (a & b). Do not forget to ask about other household members that live in the house.

4) Presentation of the Migrant Education Program

   Your explanation of the Migrant Education Program to the parents should cover the following points:

   a. MEP is a program funded by both the Pennsylvania Department of Education and US Department of Education.
   b. Services vary by region, area, county and state.
   c. For some of the children, we have summer programs. These programs include academic and recreational activities.
   d. Based on individual needs, the Migrant Education Program offers tutoring during the school year, especially in language, mathematics and reading.
   e. The health needs of migrant children will be met through medical screening and services set up by each program site.
   f. Other supportive services such as day care home service, clothing, interpreters, etc., may be provided.

g. Transportation to and from migrant programs is provided whenever possible.
h. Services provided in your area.

Our program endeavors, at all costs, to conserve the native language and culture of the child. Some migrant children are taught English as a Second Language (ESL). Much of our work with the older students consists of orienting them to obtain a high school diploma and/or pursue various career opportunities allowing them to select an occupation which will be fulfilling and rewarding.

Once eligibility has been verified, you should proceed to explain the program and enroll the children on the Certificate of Eligibility Form. Your explanation of the program should include the Family Educational Rights and Privacy Act (FERPA) of 1974. Below is a sample explanation for FERPA which you might provide the parents.

"The Family Educational Rights and Privacy Act (FERPA) of 1974 protects the confidentiality of a child's records. As a parent, you should be aware that these records are confidential and can only be seen by personnel working with your children. These records will always be available for you to review upon request."

In addition to completing the necessary enrollment forms and explaining the program, you should be making an initial assessment of the family's needs. This assessment can range from the children's need for clothing to attend school, to a medical problem, to conflicts within the family.

The assessment is made through needs expressed directly by the family, observations, conversation and deductions drawn from the information given. This information must be recorded on the Needs Assessment form. From this basic assessment you can make the necessary referrals and do follow-up. In subsequent visitations, a more in-depth assessment can be made.

5) Concluding the visit

   The following points should be included in your closing statements:
   a. Thank the family for the time they spend with you and for answering all your questions.
   b. Remind them why they will possibly qualify for MEP services or if they do not qualify.
   c. Inform them that one or two more MEP staff will be contacting them to be sure that all the information that you reported was properly collected and accurate.
   d. Inform the family that after this process a final determination on their eligibility will be made.

6) Recruiters must submit the COE's in a timely manner to avoid delays in the verification process.

Working with the Schools

For your benefit, the following section outlines the general procedure through which contact is made between the schools and the migrant program. Some variations will exist at the local level, but you must bear in mind that no contact should be made with school district officials until the proper introduction has been made by the Project Manager.

As a means of introducing the migrant education program into a new area, the Project Manager will send a formal letter of introduction to the respective school district superintendent(s). This letter will be followed by a personal visit in which the Project Manager will meet with the superintendent(s) and perhaps school principals and other concerned school personnel. At this meeting, or perhaps a later time, you will be introduced to the principals in all the schools with which you will be working.

Here are some points to remember when making visits to the schools:
1. Always dress appropriately. Dressing in inappropriate attire may leave a bad impression on school officials, thus affecting your working relationship with the schools.
2. Make appointments ahead of time, especially during school hours.
3. Be sure you sign in at the school office.
4. Carry your identification (ID) card with you at all times.
5. After the initial contact, give each school a list of the migrant children who are attending there.
6. Work closely with the school secretary, because she is the key person for keeping you informed of withdrawals and new arrivals who may be migrant.
7. Make sure you leave a flyer with the number at which school personnel can contact you.
8. To facilitate your work with the schools, it is recommended that you make a list of school addresses and school principals.
9. Be visible at the school. Try to get involved with school meetings, Parent Teacher Association (PTA), parents' in-service, parents activities, etc.
10. When the school requests information or a service, you should respond in a timely manner. Inquiries about the eligibility of specific children or referrals should be followed up by a written statement which describes the result of actions taken by the recruiter. This confirms to school officials that action was, in fact, taken by the recruiter and, if the child is found ineligible, the reason is stated.
11. Use teachers' conferences to talk to the teachers about the migrant children.
12. The school will be very receptive to your activities if you can carry many of their enrollment forms for new children with you. When a new family comes in, you can help them complete the forms at home, which expedites the enrollment process.
13. Telephone and mail contacts should be used if the school personnel know you personally.

School contacts are essential because they let students, teachers, nurses and other school personnel know you are concerned with the education and health of each migrant child. Remember that your contact with the homes gives you a unique vantage point for understanding the needs of each child. Do not hesitate to impart this knowledge to the school personnel.

Recording Family Visits

The practice of recording visitations to both eligible and ineligible families is suggested to promote continuity. This confirms to new recruiters the families which have, and have not been, visited and explains reasons of ineligibility of certain families.

The following examples of eligible and ineligible files can be rearranged to suit the needs of any project.

<u>Ineligible File</u>

Parent's last name, first name   Date Address   Children's names - Student numbers Birthdate   Reason why ineligible - Example *The Jones family has been here eight years.*

<u>Eligible File</u>

Parent's last name, first name   Date
Address
 	
Children's names - Student numbers
Birthdate
 	
                                                    Optional
                                                    Age
                                                    Grade
Phone Number   School ID

On Back: Directions to home/camp; list
ineligible/eligible siblings.

Eligibility

A. <u>Movement Between School Districts</u>: *Non-Regulatory Guidance, August 2010, Section D1, page 13*

The migrant definition explicitly states that a family move due to "economic necessity" involves movement from one school district to another. Families often move considerable distances to secure employment. However, these moves may occur within the same school district. Recruiters should ascertain that the two localities recorded on the Certificate of Eligibility Form are in fact in two distinct school districts.

B. <u>Temporary or Seasonal Employment</u>: *Non-Regulatory Guidance, August 2010, Section H, pages 29-34*

The terms "temporary" or "seasonal" may apply to either the type of employment or the worker's intentions concerning the "temporary nature" of his stay at a job. With the former, the eligibility is determined based on jobs that are continuous and for a limited period of time (not to exceed 12 months), or those with demonstrably high turnover. With the former, the LEA's will verify that virtually all, or at least ninety percent, of the migrant workers hired on this basis are no longer employed in those positions or elsewhere in the same organization after a period of 12 months. Seasonal work is work done in accordance with the cycles of nature and is, by definition, for a short time period, not to exceed months. Both create situations that produce migratory patterns by workers.

C. <u>Agricultural Activity</u>: *Non-Regulatory Guidance, August 2010, Section G, pages 24-29*

United States Department of Labor defines Agricultural Activity as "the production, cultivation, growing, and harvesting of agricultural or horticultural commodities," and employees employed in such operations are engaged in agriculture. In general, within the meaning of the Act, "agricultural or horticultural commodities" refers to commodities resulting from the application of agricultural or horticultural techniques. Insofar as the term refers to products of the soil, it means commodities that are planted and cultivated by man. Among such commodities are the following: grains forage crops, fruits, vegetables, nuts, sugar crops, fiber crops, tobacco and nursery products. Thus, employees engaged in growing wheat, corn, hay, onions, carrots, sugar cane, seed or any other agricultural or horticultural commodity are engaged in "agriculture." In addition to such products of the soil, however, the term includes domesticated animals and some of their products such as milk, wool, eggs and honey. The term does not include commodities produced by industrial techniques, by exploitation of mineral wealth or other natural resources or by uncultivated natural growth. For example, peat humus or peat moss is not an agricultural commodity. Wirtz v. Ti Ti Peat Humus Co., 373 f(2d) 209 (C.A.4)

"Agriculture" includes farming in all its branches and, among other things, includes the cultivation and tillage of the soil, dairying, the production, cultivation, growing and harvesting of any agricultural or horticultural commodities (including commodities defined as agricultural commodities in Section 15(g) of the Agricultural Marketing Act, (as amended), the raising of livestock, bees, fur-bearing animals or poultry, and any practices (including any forestry or lumbering operations) performed by a farmer or on a farm as an incident to or in conjunction with such farming operations, including preparation for market, delivery to storage or to market or to carriers for transportation to market. (www.usda.gov)

The concept of primary vs. secondary activity may also be employed in making eligibility determinations.

Primary refers to the handling or processing of an agricultural product in its original state. For example, the canning or freezing of mushrooms or beef products constitutes a primary agricultural activity since the original product is merely preserved for consumption and is easily recognizable.

Secondary agricultural processes would be those which take primary products and combine them with a multitude of other food products to the point where the original product is barely distinguishable.

For example, a company may take fresh grown mushrooms, mix them with other products and market the resultant combination as "hamburger helper" or mushroom gravy.

Primary agriculture activities generally qualify families which move to work in such operations. Secondary activities rarely do. Before including a family under these secondary activities, recruiters should consult with both your Project Manager and the State Recruitment Coordinator.

Food processing also qualifies as an agricultural activity. Food processing includes the storage, curing, canning and freezing of agricultural (vegetables and fruits) or meat products (chicken, beef, ham). Food processing could also include such things as chips, cheeses, but stops short of such products as candy, fruit pies, cakes, TV dinners and other industries where the original agricultural products are mixed with many other ingredients or undergo excessive processing themselves.

D. Agricultural Crops and Activities in Pennsylvania

To date, the following crops and activities have been recognized as acceptable agricultural work with regard to eligibility for the migrant education program:

Activities:

▪ Bagging	▪ Boxing	▪ Classifying
▪ Baling	▪ Canning	▪ Cultivating
▪ Bedding	▪ Catching	▪ Cutting
▪ Blood Testing	▪ Chopping	▪ Deboning

- Digging
- Eviscerating
- Feeding
- Fencing
- Fertilizing
- Freezing
- Gathering
- Grading
- Grinding
- Hanging
- Hatching
- Hauling
- Hoof Trimming
- Irrigating
- Juicing
- Killing
- Loading
- Logging
- Milking
- Mixing
- Mulching
- Packing
- Peeling
- Picking
- Planting
- Plucking
- Potting
- Preserving
- Pruning
- Pulling
- Raking
- Refrigerating
- Scalding
- Seeding
- Sexing
- Shearing
- Skinning
- Slaughtering
- Soil Preparing
- Sorting
- Spawning
- Spraying
- Tagging
- Tending
- Thinning
- Transplanting
- Trimming
- Tying
- Vaccinating
- Washing
- Watering
- Weeding
- Weighing

Crops:

Apples Trees
Apples
Asparagus
Barley
Bean Sprouts
Beans
Beef
Blackberries
Blueberries
Broccoli
Brussels Sprouts
Bulbs
Cabbage
Calf
Carrots
Celery
Cherries
Cherry Trees
Chicken
Christmas Trees
Corn
Cranberries
Cucumber
Dairy
Deer
Duck
Egg Plant

Eggs
Evergreen Trees
Fish
Flowers
Goats
Grapes
Greenhouse Bulbs
Greenhouse Flowers
Greenhouse Plants
Hay
Herbs
Horses
Lettuce
Melons
Milk
Mushrooms
Nectarines
Nuts
Oats
Onions
Oranges
Oysters
Peach Trees
Peaches
Pear Tree
Pears

Peppers
Pineapples
Plum Tree
Plums
Pork
Potato
Pumpkin
Roses
Rye
Sap
Seeds
Sheep
Shrubs
Sod
Sorghum
Soybeans
Spinach
Squash
Straw
Strawberries
Sunflower
Switchgrass
Tobacco
Tomato
Trees Other
Turkey
Veal
Wheat

E. Day-Haul Workers: *Non-Regulatory Guidance, August 2010, Section D25, page 21*

Day-haulers are workers who drive or are bused to the place of agricultural employment each day, returning home after each day's work. Because they return home after work each night, they are not customarily considered migrants. However, if the qualifying worker moved into an area specifically to take a day-haul job, he would be considered migrant.

F. International Moves: *Non-Regulatory Guidance, August 2010, Section D31, page 22*

A migrant worker and/or their children that move from a non-contiguous country may qualify for enrollment in the Migrant Education Program provided that *one of the purposes of the move* was to seek or obtain qualifying work in agriculture. All other eligibility criteria must be met and both the nature of the move and all attendant circumstances must be properly documented in the appropriate comment fields on the Certificate of Eligibility.

G. Children Moving to Join Migrant Parents: *Non-Regulatory Guidance, August 2010, Section E, page 23*

It is not uncommon to find migrant children joining their parents sometime after a qualifying move has been made. These children can be included provided they meet the following stipulations:

1. The children joining the qualifying worker(s) must be considered part of the family unit at the time the qualifying move was made. That is, the child is the qualifying worker's natural child or, if not, the parent/guardian, and the child was living with the qualifying worker before his latest qualifying move (LQM).
2. The child has joined the qualifying worker within one year of the LQM.

Eligibility expiration date, in these cases, is based on arrival dates of the children, NOT the arrival date of the qualifying worker.

H. Parents Who Join Children: *Non-Regulatory Guidance, August 2010, Section E, page 23*

Children may often precede their parents to the location of an eventual qualifying move. This situation differs from that mentioned in the previous section.

Recruiters may target these children in advance as potential migrants, but no enrollment should be made until the parents move. The reason is obvious. No child is eligible until a qualifying move has been made. The child's qualifying date, in these cases, is entered as the arrival date of the parents, not the date the child arrived.

The situation just described does not address the procedure to follow if the child who precedes his parents has eligibility left from previous qualifying move.

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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 _____ _____ , on ___/___/___ from _____ _____

County   Name of School District   Child(ren) Residency Date (Month/Day/Year)   District   City, State, Country

Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	Birth Date	Multiple Birth Flag	Verif- ication Code	Birth City, State (Country)	School (Facility)	Gra de	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 ___/___/___

SECTION I: FAMILY DATA

The following are the instructions for completing the PDE MEP COE**. It is imperative that you follow these directions.** A COE should be completed in blue ink so as to document it is an original and not a photocopy. Any corrections should be made in ink other than blue or black, such as red, and include the date and initials of the person making the changes to easily distinguish them from the original or a photocopy. Failure to accurately follow these directions will result in the COE being returned to you as incomplete and delay services to these families. Every item MUST be answered. These are interim instructions and subject to change based on further National Guidelines.

The information under this section pertains to the qualifying parents and/or guardians of the qualifying children.

Current Male Parent
Name of the current male that is responsible for the children. They do not have to be legally bound. All parent names should be made last name, first name. If there are two last names for a parent, write them both. If the last name is hyphenated, write it in that manner.

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

Current Female Parent
Name of the current female that is responsible for the children. They do not have to be legally bound.

Relation
Relationship of the current female parent to the children. Ex. Stepmother, aunt or sister.

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."

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
- **#:** House number. Whole number only. Ex. 123, 50, 5012.
- **Mod**: Use this space if there is a suffix. Ex. 1/2, 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:** Name of the city where the family resides. Ex. Lebanon, Erie.
- **State:** Two letter abbreviation of the state.
- **Zip:** Five or nine digit zip code number.

Phone
Family's phone or cellular number with the area code. *If the family does not have a phone, please write "N/A" to ensure that it was asked, but the family does not have one*.

Homebase
This is the place where 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, then indicate where they would consider 'home' before they entered the migrant lifestyle. **All fields must be answered to the extent possible, if none, then write "Unknown".**

- **Address:** Street address of the homebase.
- **City**: Name of the homebase city.
- **Country**: Abbreviation of the homebase country.
- **State**: Two letter abbreviation of the homebase state. Enter only if from the USA, Canada or Mexico. For other countries, leave the state blank.
- **Country**: Abbreviation of the homebase country.
- **Telephone**: Family's homebase phone or cellular number with the area code. *If the family does not have a homebase phone, please write N/A to ensure that it was asked, but the family does not have one*.

Homebase District
Name of the school district where the children go when at their homebase. If they do not have a homebase district, write "N/A", if it is unknown, write "Unknown."

NOTE: If the mailing address is different than the current address, include it in the box at the bottom of the form.

Home Language (bottom left of form)
Indicate the home language(s) of the family. If they only have one, make a check mark in the box. If other than English or Spanish, check the "Other" box and write in the language. If the family speaks more than one language in the home, then write a 1 in the box that is the primary language and a 2 in the box that is the secondary language. For example. If the family primarily speaks Chinese, place a 1 in the box in front of "Other" and write in Chinese. If they also speak English in the home, place a 2 in box in front of English. If they speak both English and Spanish in the home, but primarily speak Spanish, write a 1 in front of Spanish and 2 in front of English. If they only speak Spanish in the home, either check or write a 1 in the box in front of Spanish.

SECTION II: CHILD/SCHOOL DATA

The data collected in this section pertains to the children.

The child(ren) listed below arrived in the present
- **County:** Name (or Number) of the county that the child(ren) moved to. Ex. Lancaster County or 36.
- **Name of School District**: Write the name (or number) of the school district from the list provided to you of your area.
- **On Child(ren) Residency Date (Month/Day/Year):** Date that the children moved to live in the area. This must be the date the child(ren) physically arrived. Ex. 10/01/06.

FROM
- **District Name**: Name of the school district the children moved from. Ex. Lancaster School District, Lower Dauphin School District, Austin Texas City Schools.
- **From City, State, Country:** Name of the city, state and country the child(ren) came from. Enter a two-letter state code only if the child(ren) moved from a state within the US, Canada or Mexico. For any other country, leave the state blank.

Note that this move information is for the move to the present residence. It may or may not be the same as the qualifying move indicated in Section III Eligibility. Do not confuse the two. If they are the same, record the same information both places.

Last Name 1
Write the legal last name of the child. Make sure it is the child's correct last name. **Do not make assumptions.**

Last Name 2
If the child has a legal second last name, write it in this field. Make sure it is the correct second last name. **Do not make assumptions.**

Suffix
The suffix is the category in the family when several people have the same name. Ex. Ramon Perez, Sr.; Ramon Perez, Jr.; Ramon Perez III. In this case the suffixes are Sr., Jr. and III.

First Name
Write the legal first name of the child.

Middle Name
Write the legal middle name of the child.

Sex
Gender of the child. Write M for male and F for female. *Always* *ask if the child is female or male*, as there are names that could apply to both sexes. Ex. Guadalupe.

Birth Date
Month, day and year when the child was born. *Please verify with documents.* Ex. October 21, 2000 will be 10/21/00.

Verification—Multiple Birth
If the child is a twin, triplet or other multiple birth, indicate by writing Y for Yes. Otherwise indicate N for No. Do not leave it blank.

Verification – Type of Documentation of Birth Date
Using the four digit codes below, record the number that corresponds to the evidence used to confirm each child's birth date. A birth certificate is the best evidence of the child's birth date, if available. It is important for the interviewer to get the child's correct birth date, because that date is often used to locate the child in MIS2000 or MSIX. If the interviewer does not get the correct date, the child may be duplicated in the system.

- 1003 – baptismal or church certificate;
- 1004 – birth certificate;
- 1005 – entry in family Bible;
- 1006 – hospital certificate;
- 1007 – parent's affidavit (including verbal indication and then signing the COE);
- 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;
- 9999 – other, including self-affidavit in case of an Emancipated Youth (further document this in Section IV Comments)

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

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

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

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

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

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

SECTION III: ELIGIBILITY DATA

The data collected in this section pertains to eligibility determination. **Please note that all of the move information in this section is for the move that qualifies the family for the Migrant Program. It may not be the most recent or current move, which is recorded in Section II.**

1. The child(ren) above moved from a residence in (District) _____
Name of the school district where the children moved from. If the family moved from a town in PA and were not previously enrolled in MEP, find the school district according to where they moved from. If the family moved from out-of-state, including another country, and they do not know the school district and/or there are no documents from a previous school, then write "Unknown."

To a residence in (City/State/Country):
City: Name of the city where the family moved from. Ex. Fairmont
State: Two letter abbreviation of the state where the family moved from. (Only for USA, Canada and Mexico. For other countries, leave state blank) Ex. WV, NY, OH or FL.
Country: Name of the country the family moved from. Ex. USA, Mexico, Puerto Rico.
(**Remember, this is the QUALIFYING MOVE, not necessarily the most recent move.**)

To a residence in District: School district to where the children made the *qualifying move*. Ex. Lebanon. If the qualifying move was outside of the state and is unknown, then write "unknown".

In (City/State/Country):
City: Name of the city to where the family made the qualifying move. Ex. Lebanon.
State: Two letter abbreviation of the state to where the family made the *qualifying move.* Ex. PA, WV, NY, OH or FL.

On: Children Move Date **(**Ex. 10/03/08) – indicate the date the child actually made the qualifying move. This may or not be the same date as the worker moved.

Resulting in a **Qualifying Arrival Date** (Ex. 10/03/06). The Qualifying Arrival Date (QAD) may be the same as the Children Move Date. However, if the child and worker moved on different dates, but within one year of each other, the QAD is the latest of the two dates. The worker move date is recorded in Section III.2 c or d as appropriate. If the move is more than twelve months apart, the family does not qualify.

2. **The child(ren) moved on that date: (check one)**
    a. **On own as worker, OR:** Check when the child is the qualifying worker him/herself.
    b. **With worker, OR:** Check when the child(ren) moved with the qualifying worker. Write the first and last name of the qualifying worker and check the worker's relationship to the child(ren).
    c. **To join**: Check when the child(ren) came to join the qualifying worker. Write the first and last name of the worker; check the worker's relationship to the child(ren).
    d. **Prior to**: Check when the child(ren) moved before the qualifying worker. Write the first and last name of the worker; check the worker's relationship to the child(ren).

Who moved on Date (2c or 2d): Write the date that the worker moved. *Remember that this is the day that the worker came to live in the area of the qualifying move.* **This could be different from the qualifying arrival date if the child(ren) or qualifying worker moved on different dates.** Ex. 10/06/06. **The Qualifying Arrival Date in Section III.1 is the latter of the Children and Worker moved dates, if they are different.**

3. The worker moved due to **economic necessity** in order to obtain: (Check the box that applies to the reason for the move)
    a. qualifying work and obtained qualifying work, OR
    b. any work and obtained qualifying work, 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 (explain in Section IV), OR
        ii. 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 (explain in Section IV)

4. **The qualifying work was:** (Check one of the following)
    - Temporary employment (also complete Section #5 below), OR
    - Seasonal employment
    - in (Check agriculture or fishing)
    - Fill in the blank of type of employment as indicated below; you must use the approved list of crops and activities. **Using anything else will result in the COE being returned to you for correction.**
    - **Qualifying Crop**: Name of the crop that the qualifying worker works, worked or applied for. This must be a crop listed on the current approved list of qualifying crops. Ex. Vegetables, fruits, trees.

- **Qualifying Activity:** Name of the qualifying activity with which the qualifying worker works, worked or applied for. This must be an activity listed on the current approved list of qualifying activities.   Ex. Processing, picking.

For: Employer's Name and Address, "Self-Employed," or "Personal Subsistence. Enter the name and address of the employer. It is not necessary to enter the complete address of the employer, for example "Tysons, Lebanon" or "Joe's Farms, Sayre" are appropriate.

5. Check the box that applies to determine basis for "temporary employment."
   a. worker's statement (explain in Section IV) OR
   b. employer's statement (explain in Section IV) OR
   c. State's documentation of the temporary nature of the work (explain in Section IV)

In all cases of temporary employment, detailed comments must be provided in Section IV.

SECTION IV: COMMENTS

Use this section to document information critical to the eligibility determination process or otherwise, as needed. When comments relate to specifically required information, such as required to document economic necessity in Section III.3.c.i, III.3.c.ii or temporary employment in Section III.5, please preface the comment with the section to which it applies. For example write "III.3.c.i – Family has been moving between Avon Grove and Austin Texas for the past five years working for Joe's Mushrooms", or "III.5 – the worker stated that he only plans to work for Tyson's for three months".

SECTION V: PARENT/GUARDIAN/SPOUSE/WORKER/WORKER SIGNATURE

This section must be read to the parents verbatim after filling out the COE. For translation the recruiter has to tell the parent to see the back of the COE.

Parent/Authorized Person Signature
The parent or authorized person needs to sign the COE after the paragraph is read and/or explained. If the parent does not know how to write, an X could be written. A comment is required in the comment section by the recruiter.

Relationship
The relationship of the parent or authorized person to the child(ren) responding to the interview and signing the form.

Date
Date that the parent or authorized person signed the COE.

SECTION VI: ELIGIBILITY/DATA CERTIFICATION

This section is the recruiter's affirmation that the data written on the COE is the data collected from the parent/guardian and no assumptions were made.

Signature of Recruiter/Interviewer
Signature of the recruiter or the person that interviewed the family.

Date
Date that the recruiter/interviewer collected the data.
The following two fields will be completed by the reviewer/verifier of the COE:

Signature of Reviewer
Person that reviewed the COE before entering it into the MIS2000.

Date
Date that the reviewer checked the COE.

The last two fields will be completed by the data specialist:

Entered in MIS2000 on
Date the data was entered into the MIS2000.

By
Name/initials of the person who entered the data into MIS2000.

COE Verification Process

As per the Non-Regulatory Guidance (Ch. II, M10), States are required to establish quality control procedures that include ensuring that "a qualified individual . . . reviews each COE to verify that the information supports a proper determination of eligibility." In an effort to comply with this guidance PA-MEP established the following COE validation guidelines, though each project area shall institute a process for verifying eligibility determinations:

- ❑ Reviewers will verify COE information/content within seven working days of recruitment:

  - o Move within 36 months
    - ▪ Call previous School District (SD) to verify date of withdrawal
  - o From one school district to another
    - ▪ Call SD children attend to verify date of enrollment
  - o Due to economic necessity
    - ▪ Call employer to verify that the qualified worker is employed there

- ❑ Reviewer returns signed form to the Data Specialist.

- ❑ Data Specialist will update the database indicating that COE has been verified.

Safety and Time Management

A. SAFETY

Personal safety is very important. It is imperative that the recruiter have a system to prevent and avoid dangerous situations. Each area must develop their safety plan taking into consideration the environment and needs specifically for the neighborhoods that the recruiters visit. An example is that a plan developed for rural areas could include different aspects that an urban plan might not or vice versa. The following are some common subjects in developing a safety plan.

1. Safety Before The Visit

   It is very important to be prepared before making the visit. There are some basic issues that have to happen before the visit is performed. The following points will offer the recruiter the opportunity to prevent some possible unsafe situations:

   a) Check car conditions – It is important to maintain the car in good condition including regular oil change, tire condition, spare tire and battery.
   b) Get regional maps for the area – This is a good way to know possible venues to reach the same point and to avoid areas that are deserted and/or have some possible danger.
   c) Look for possible dangerous roads or areas – It is good to ask someone that is more familiar with the area if there are some dangerous points. Also local police and/or any other organization that provides services in the same area could be called.
   d) Avoid short cuts not known – If the recruiter is alone and is not familiar with the area, it is recommended that he/she stays on the major roads. These roads have high traffic and help could be more easily reached.
   e) Carry a cellular phone – When recruiter makes home or camp visits, it is very important to carry a cellular phone with emergency numbers. Also, check that the batteries are full before the visit. It is recommended that a car charger is part of the items provided to the recruiter.
   f) Listen and watch for possible unsafe weather situations – Weather conditions can change quickly. Listen to weather reports to make a wise decision on continuing with the visit and/or to reschedule. If traveling in rural areas, ice, snow and rain could present a very serious situation in a matter of hours.
   g) Carry emergency items – Some items could be lifesavers in an emergency situation. If possible carry flashlight, water, blankets, mirror, flare or flashing lights, whistle, reflective band and a first aid kit.
   h) Inform your co-workers or supervisor in what area you are going to be and approximately how much time you will be there. If it is a remote area, it will be good to call someone to let him/her know when you are going in and call back when you are getting out.

2. Safety During The Visit

The recruiter should look at the surroundings before getting out of the car. If any suspicious situation is perceived, the recruiter must leave the premises and make attempts to reschedule the visit in another place or come back with another recruiter or staff member. The following are some possible signs of an unsafe situation:
a) Carry identification at all times – If there is an emergency, you are identified as an employee of your local agency and the Migrant Education Program.
b) Look at the surroundings – Check for people moving in and out of the house or adjacent units. Be aware of any suspicious moves or illegal acts. Be aware of any pets in the premises such as guard dogs.
c) Gender situations – The recruiter should be able to handle situations where he/she is in a gender safety situation. If the recruiter is a female and visiting a camp or house alone and in the house/camp there are several men alone, this could be an unsafe situation. The recruiter should leave and come back another time with another recruiter or a co-worker. If the recruiter is a male recruiter and visiting a house or camp and there is a woman alone, he should be aware of the situation and ask for other people in the house/camp. It is recommended that he return when other people are present in the house for the interview.
d) Follow your gut – If a situation does not feel right, it probably is not. Get out of the site immediately stating that you will be back or that you will contact them again to continue the interview.

3. Safety After The Visit

It is important to record any incidents that are unsafe. Personnel performing recruitment change during the years and this will benefit new recruiters in the area. It will also help to develop training tools on safety issues.

a) Inform the supervisor of any issues – It is important that when an unsafe situation happens to record it for others. It will also serve as a training tool for recruiters.
b) Record the incident in your daily log – It is important that people know about what is unsafe and follow safety precautions.
c) List areas that are unsafe – Add to the list of unsafe areas the site where you had an incident. This information should be available to all staff that work in the area.

B. TIME MANAGEMENT

Recruiters should manage their time according to the leads, visits, and contacts that he/she has to make. Time management will provide the recruiter with a better picture on how he/she can accomplish what is needed to be done in the timeframe available.

a) Schedule visit and appointments – When possible, it is highly recommended to schedule family and/or camp visits. Calling ahead of time and making appointments will assure, in most cases, that the family or person will be at home/camp at the time of the visit.
b) Develop a route system – Arrange referrals and/or visits in terms of geographical location. If the recruiter is in an urban setting, visits and appointment could be arranged by street, housing complexes, etc. If the recruiter is in a rural area, the visit could be arranged by town or county.

c) Schedule time for paperwork – It is important to schedule office time to complete all necessary paperwork.
d) Know when to make a visit – Recruiters should know the peak season and the seasonal jobs in their areas. Visits will be more effective when workers are not in the field or are out from work early. It is also key to know when some businesses hire additional workers in order to tackle possible eligible families.

Other Required Forms

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

Certificate of Eligibility Review Form
COE #: _____ - _____
Family Name _____
Recruiter: _____
Committee 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					

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	NA	Yes	No (Missing Data/Error)	Comment	Date Corrected
c) Worker did not obtain qualifying work, Did Not Obtain Comment gives reason why			42		
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 Born After the Move!!**					
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.					

	NA	Yes	No (Missing Data/Error)	Comment	Date Corrected
-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**

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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)

Instructions

COE Verification Form

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 database. More than one person can verify each part of the form. Any person acting as a verifier for any of the sections of the form must be knowledgeable in eligibility and the Non-Regulatory Guidance (NRG).

Name of family: Last names of the family. You can include both parents' last names, if they are different.
COE#: Number of the COE

Section I – Move
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 from where that child came. 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 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 withdrawal/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.

Section II – 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's 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.
Boxes: 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.

Section III – Ineligible Status

Check box: 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.

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:			

Rev. 09/27/2013

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.

Instructions

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 information of an eligible family by asking questions and clarifying answers. The form should be competed 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. This form must be completed after the COE is entered into the database. Any person acting as a re-interviewer must be knowledgeable in eligibility and guidance to interpret regulations governing the program.

PENNSYLVANIA DEPARTMENT OF EDUCATION
MIGRANT EDUCATION PROGRAM
Recruiter's Monthly Summary of Daily and Weekly Contacts

Project area _____

Recruiter's name _____

Month _____ Year _____

1. New enrollments (students) ……………………………. _____

2. Family visits and calls   Visits   Calls

      a) Eligible families ………………………………   _____   _____

      b) Ineligible families ………………………………   _____   _____

      c) Other families ………………………………..   _____   _____

3. School visits and calls ………………………………. _____   _____

4. Agency and organization visits and calls ………………   _____   _____

5. Agricultural industry and migrant camp visits and calls   _____   _____

6. 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 Opport.   ___ Other

7. New contacts _____

_____

_____

8. Other activities _____

_____

_____

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

10. Comments/Problems/Concerns _____

_____

_____

Project manager's (or designee's) signature

Instructions

Recruiter's Monthly Summary of Daily and Weekly Contacts

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

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

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

Recruiter's name: Name of the recruiter.

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

Year: Year for which the form was completed. Example: 2006

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

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.

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 in the farm.

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

PENNSYLVANIA DEPARTMENT OF EDUCATION

MIGRANT EDUCATION PROGRAM

Monthly Local Recruitment Meetings/Trainings Report

Project Area: _____   Recruitment Coordinator: _____

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

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

Instructions

Monthly Local Recruitment Meetings/Trainings 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's office by the 5th of each month.

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

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

Month: Month for which the report was submitted.

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

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

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

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

Case Studies

Case Studies

Cases

1. The Gonzalez family considers Mexico to be their home. Each year the parents take their children in March to a particular vineyard in Sonoma, California to obtain seasonal employment pruning and then harvesting grapes. While in Sonoma, the family resides in temporary housing that is available for rent (monthly, without a lease) through the grower. The family stays in California through the season which is eight months. When work terminates in early November, the Gonzalez family returns to their home in Mexico because they can't afford to stay in California during the off-season. There is no guarantee that the Gonzalez family will be reemployed next year. If the employment at this vineyard is not available next year, the Gonzalez family would travel to another area of California in search of work.

   ☐ Definitely Eligible   ☐ Not Sure of Eligibility/More Questions Needed   ☐ Not Eligible
   Why or why not? What questions would you ask in this case? What's the QAD? Residency Date? Are any comments needed in the COMMENTS section?

2. The Lopez family rents an apartment in Woodburn, Oregon. Both parents worked in a nursery and were laid off at the end of November. They will need to reapply for their jobs when work begins again in early February. There is no guarantee that they will be rehired. Without the income they got from their nursery work, the Lopez family couldn't afford to live in Woodburn. They temporarily sublet their apartment to a young man (who just arrived in Woodburn) for a reduced rate and returned to Mexico to live with relatives. The Lopez family moved back to their apartment in Woodburn in late January to apply for work at the nursery.

   ☐ Definitely Eligible   ☐ Not Sure of Eligibility/More Questions Needed   ☐ Not Eligible
   Why or why not? What questions would you ask in this case? What's the QAD? Residency Date? Are any comments needed in the COMMENTS section?

3. In February, the Montoya family moved from Mexico to Amarillo, Texas so that the father could get a job at a meat packing plant. Mr. Montoya is hired to cut meat, a job that requires making a single cut on hundreds of pieces of meat each day in order to "pull his count." After 10 months of work, Mr. Montoya is physically tired from the work on the line and took his family to Mexico for two months so that he could rest and catch up with his extended family. The family returned to Amarillo early the next year so that the father could try to get a better job at a different meat processing plant.

   ☐ Definitely Eligible   ☐ Not Sure of Eligibility/More Questions Needed   ☐ Not Eligible

Why or why not? What questions would you ask in this case? What's the QAD? Residency Date? Are any comments needed in the COMMENTS section?

4. The Arroyo family has done seasonal work for years harvesting oranges. Several years ago, the family had saved enough money to purchase a used trailer home in Florida. Now, the family stays in Florida from October through early June at one of the many orange groves. After the work ends and school is out, the family returns to a small home in Mexico where the money they have saved will last longer than in the US. The Arroyos return to enroll their children in a Florida school in late August and then find work in the orange industry in September. While there is no guarantee of work, prior employers usually prefer to hire workers with experience.

☐ Definitely Eligible   ☐ Not Sure of Eligibility/More Questions Needed   ☐ Not Eligible
Why or why not? What questions would you ask in this case? What's the QAD? Residency Date? Are any comments needed in the COMMENTS section?

5. The Yanez family purchases a modest home in Port Arthur, Texas. The father has a history of working at various shrimp packing houses. The work at the packing houses is available year-round, but Mr. Yanez's work and income are often interrupted when the plants close down to change the production line. The father takes his family back to Mexico a few times a year because they have some family property there that requires upkeep. When the family returns to Port Arthur, Mr. Yanez obtains employment at one of the shrimp packing houses. The family has established a permanent residence in the community, but each time they return from Mexico, the father must seek new employment.

☐ Definitely Eligible   ☐ Not Sure of Eligibility/More Questions Needed   ☐ Not Eligible
Why or why not? What questions would you ask in this case? What's the QAD? Residency Date? Are any comments needed in the COMMENTS section?

6. The Rivera family owns a home in Washington State. Mrs. Rivera works as a teacher in a local school system. Mr. Rivera usually works as a temporary laborer for a road construction company in the summer, but also finds employment at one of the local apple orchards during the spring months and alternates during the fall for the apple harvest. Every year, during the winter school vacation, the whole family returns to Mexico to visit relatives. The family moves back to Washington in early January so that Mrs. Rivera and the children do not miss any school. Upon his return to Washington, Mr. Rivera plans to look for work at an apple orchard.

☐ Definitely Eligible   ☐ Not Sure of Eligibility/More Questions Needed   ☐ Not Eligible
Why or why not? What questions would you ask in this case? What's the QAD? Residency Date? Are any comments needed in the COMMENTS section?

7. The Sanchez family lives in Ohio. Mr. Sanchez is employed at a local nursery where he works on a variety of jobs. Mr. Sanchez could work year-round at the nursery, but each year, during the winter school vacation, he takes unpaid leave to take his family to Mexico for two weeks. The family returns to Ohio in early January so that Mr. Sanchez can resume work at the nursery and his children can attend school when it reopens.

   ☐ Definitely Eligible   ☐ Not Sure of Eligibility/More Questions Needed   ☐ Not Eligible
   Why or why not? What questions would you ask in this case? What's the QAD? Residency Date? Are any comments needed in the COMMENTS section?

8. A migrant family moved from Edinburg, TX to Erie, PA to work on a grape farm. During the interview, the recruiter discovered that their move was on February 12, 2005. Since the season doesn't start until May of 2005, is the family eligible?

   ☐ Definitely Eligible   ☐ Not Sure of Eligibility/More Questions Needed   ☐ Not Eligible
   Why or why not? What questions would you ask in this case? What's the QAD? Residency Date? Are any comments needed in the COMMENTS section?

9. The Martinez family works packing oranges in North Florida. The work usually lasts from September to April of the following year. To make it easier on their kids, they arrive in August (before schools starts) and wait until May before going to Mexico, where they spend the summer, since they can't afford to live in Florida without a job. Every year, when they return to Florida, the father has to re-apply for the job.

   ☐ Definitely Eligible   ☐ Not Sure of Eligibility/More Questions Needed   ☐ Not Eligible
   Why or why not? What questions would you ask in this case? What's the QAD? Residency Date? Are any comments needed in the COMMENTS section?

10. During an interview with a family, the recruiter discovered that they return every year to Mexico to work on a local farm. Upon returning to the US, the father always works in construction.

   ☐ Definitely Eligible   ☐ Not Sure of Eligibility/More Questions Needed   ☐ Not Eligible
   Why or why not? What questions would you ask in this case? What's the QAD? Residency Date? Are any comments needed in the COMMENTS section?

11. A family with three school-aged children moved from Nepal to Lancaster, PA as refugees sponsored by an immigration agency. They apply for work at several local businesses and obtain work at a local fruit farm two weeks after their qualifying arrival date. Do they qualify for the MEP?

   ☐ Definitely Eligible   ☐ Not Sure of Eligibility/More Questions Needed   ☐ Not Eligible

Why or why not? What questions would you ask in this case? What's the QAD? Residency Date? Are any comments needed in the COMMENTS section?

12. Juan Hernandez and his family (three school age children) move from Iowa to Idaho on 2/15/09 because he was told by friends that there are numerous jobs available. After applying at various nonagricultural jobs, he then takes a qualifying job on a local farm.

☐ Definitely Eligible   ☐ Not Sure of Eligibility/More Questions Needed   ☐ Not Eligible
Why or why not? What questions would you ask in this case? What's the QAD? Residency Date? Are any comments needed in the COMMENTS section?

Answers to Cases

1. Eligible. Qualifying Move
2. Eligible. Qualifying Move
3. First move yes, second move no.
4. Eligible. Qualifying Move (New concept Shuttle migrants)
5. Not eligible. Permanent relocation
6. Not eligible. Qualifying move
7. Not eligible. Qualifying Move
8. Eligible. Move in advance
9. Eligible. Move is to seek or obtain qualifying work in agriculture.
10. Not eligible. Move outside US to perform agricultural work.
11. Eligible. One of the purposes of the move was to obtain work in agriculture. Obtained work within 30 days of their qualifying arrival date.
12. More questions needed to determine eligibility.

These cases were presented at the Biannual ID&R Coordinators Meeting in San Francisco, CA on April 3-6, 2005.

Recruitment Training Test

PENNSYLVANIA DEPARTMENT OF EDUCATION
MIGRANT EDUCATION PROGRAM
Recruitment Training Test

Please circle:　　　Pre　　　　　　　Post　　　　　　　Name: _____
Write Date:　 _____　　　 _____

1.　What is a migrant for MEP?

　　_____
　　_____

2.　What is a recruiter?

　　_____
　　_____

3.　What are the four basic concepts to determine eligibility?
　　　　a.　_____
　　　　b.　_____
　　　　c.　_____
　　　　d.　_____

4.　Please write the full name of the following acronyms:
　　COE: _____
　　OME: _____
　　QAD: _____
　　MEP: _____

5.　What is home base?

　　_____
　　_____

6.　What is to join?

　　_____
　　_____

True or False - please circle:

7.　The QAD for a child that comes after the qualifying worker is the date that the qualifying worker arrives.　　**True**　　　　**False**
8.　The qualifying work is the one that the qualifying worker is performing at the time of the interview.　　**True**　　　　**False**
9.　The name of the employer that needs to be on the COE is the one where the qualifying worker is employed at the time of the interview.　　**True**　　**False**
10.　The FERPA and the COE need to be explained to the parents/guardian before he/she signs the COE.　　　　**True**　　　　**False**
11.　The qualifying worker is the only one that can sign the COE.
　　　　　　　　True　　　　**False**

Answers to Test

1. A migrant is a person that moves from one place to another to obtain or seek employment in agriculture. This means in poultry, beef, vegetables, nurseries, Christmas trees, fishing or processing plants.
2. An individual that seeks the families, identifies and makes preliminary determination on eligibility and is very dedicated to migrant families.
3. a) Move from one school district to another;
    b) Under 22 years old and not graduated from the US school system;
    c) Moved in the preceding 36 months;
    d) Move was due to economic necessity;
    e) Moved to seek or obtain work in a agriculture
4. COE – Certificate of Eligibility
    OME - Office of Migrant Education
    QAD – Qualifying Arrival Date
    MEP Migrant Education Program
5. Where the family returns after completing the migratory work or the place that the family considers their permanent home.
6. To join is when the qualifying worker comes after the children or the children come after the qualifying worker.
7. False
8. False
9. False
10. True
11. False

Local Migrant Education Offices

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

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