

Alabama Migrant Education Policy and Procedures Manual



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Alabama Migrant Education Policy and Procedures Manual

This document, *Alabama Migrant Education Policy and Procedures Manual*, is an outgrowth of the Alabama State Department of Education's voluntary agreement with the U.S. Department of Education for providing services to Migratory students. It incorporates requirements and applicable references to Title I, Part C, of the *No Child Left Behind Act of 2001* (NCLB). This document is intended to provide basic legal requirements, guidance for policies, procedures, and practices for identifying and serving Migrant children. Questions about responsibilities of local education agencies (LEAs) in providing Migrant services may be directed to:

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Mission Statement

The State of Alabama Migrant Education Program will provide leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migrant children, youth, agricultural workers and fishers, and their families. The migrant program will make available academic and supportive services to the children of families who migrate to find work in the agricultural and fishing industries. The program will endeavor to support educators working with migrant children to eliminate barriers and provide continuity of education and encourage parents of the migratory lifestyle to support and assist their children in the educational process. The migrant education program recognizes that parent involvement is an essential part of the educational process and the home-school-community partnership is the first step in improving student achievement.

Program Goal

It is the goal of the Alabama Migrant Education Program to (1) make available an education experience that will help children reduce the educational disruptions and other problems of the migratory lifestyle; (2) support migrant children in reaching the same challenging state performance standards that all children are expected to meet; (3) ensure that migrant students have the opportunity to graduate with a high school diploma (or complete a GED); and (4) prepare migrant students for responsible citizenship, further learning, and productive employment.

Definition of Migrant

For the purpose of this publication, the United States Department of Education definition of migrant workers and students will be used when referring to migrant workers and students as provided in the guidance provided for the Migrant Education Program.

Migrant workers seek temporary or seasonal work in agriculture, fishing, or related industries, including food processing or the logging industry. They follow the growing seasons across the country and are largely responsible for the cultivating and harvesting of fruits, vegetables, and many other food products.

To be considered migrant and qualify for the Migrant Education Program a child must have moved within the past three years across state lines or school district lines with a migratory parent, guardian, spouse, or a member of the child's immediate family to obtain temporary or seasonal employment in a qualifying activity. The child must be between the ages of 3 to 21 and have not received a high school diploma or GED.

Laws and Litigation Related to Migrant Education

The Migrant Education Program is an outgrowth of the *Elementary and Secondary Education Act* (ESEA), Public Law 89-10, passed in 1965. Congress recognized migrant children as a disadvantaged group whose high mobility and unique lifestyles created special educational needs. Some of these needs are different from those of other children. Migratory students require special help and services. For this reason, the Migrant Education Program was established separately by an amendment to Title I in 1966. The law to continue the Migrant Education Program has been reauthorized every five years since that time. The program is currently authorized under Title I, Part C, of the *No Child Left Behind Act of 2001* and Public Law 107-110.

The U.S. Supreme Court has ruled in Plyer v. Doe [457 U.S. 202 (1982)] that undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents.

Like other children, undocumented students are under state law to attend school until they reach age 17.

As a result of the Plyer ruling, public schools may not:

- Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.
- Treat a student disparately to determine residency.
- Engage in any practices to “chill” the right of access to school.
- Require students or parents to disclose or document their immigration status.
- Make inquiries of students or parents that may expose their undocumented status.
- Require social security numbers from all students, as this may expose undocumented status.

State of Alabama Migrant Education Program Identification & Recruitment Procedures



Acknowledgements

This handbook was produced by the Alabama State Department of Education Migrant Education Program (MEP) by regular and contract staff with funds provided through Public Law 103-382. The information included herein reflects policies and/or procedures related to the identification and recruitment of migrant students in the state of Alabama.

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Supplemental materials offered by:
Texas State Migrant Education Office
Washington State Migrant Education Office
California State Migrant Education Office

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Introduction

The Alabama State Department of Education (SDE) is responsible for the identification and recruitment (ID&R) of all eligible migratory children in the state. The SDE carries out this responsibility by working with each school system in the state to help determine the presence and location of migratory children. Identification and recruitment is conducted by an interview with the child's parent, spouse (if applicable), or the emancipated youth. It is the responsibility of the school district to secure the necessary information about these children and to document the basis for their eligibility by recording their information on the Certificate of Eligibility (COE) and enrolling them in the MIS2000 database. Identification and recruitment is conducted by an interview with the child's parent, guardian, spouse (if applicable), or the emancipated youth.

The number of eligible migratory children residing in the state determines the amount of funding for the state Migrant Education Program (MEP) and for local education agencies (LEAs). In receiving federal MEP funds, the state assumes the responsibility of assuring that all identification and recruitment activities are conducted in compliance with all applicable federal laws, rules, and regulations; therefore, it is important that each system receiving MEP funds use the utmost care in the identification and recruitment process and follow all laws, rules, and regulations. **The purpose of this manual is to provide Alabama school systems with the tools and information necessary for carrying out that responsibility.**

This manual includes the following elements related to the identification and recruitment process:

1. Definitions governing MEP eligibility.
2. Process recruiters use to record, document, and determine eligibility.
3. Process which the state implements to ensure the quality of the decisions made by recruiter.

The reasonable accuracy of each eligibility decision is important to the overall success of the program; therefore, the identification and recruitment process must be constantly monitored by the individual school systems and the SDE.

This manual is a training document and while all parts of the document are important, the eligibility, identification, and recruitment sections contain critical elements of required processes that will be emphasized during training. Everyone involved in the eligibility, identification, and recruitment process, including all school district migrant recruiters, MEP staff, district administrators, data entry clerks, and other appropriate personnel, can use this manual as they work to ensure the credibility of the Alabama State Migrant Education Program.

This manual is designed to assist the migrant recruiter in performing his/her job function and to ensure that each decision is as accurate as possible. It will provide the statutes, regulations, and policies of the state education agency (SEA) and the MEP. It will become the migrant recruiter's main source of information and guidance and should be accessible at all times.

The Migrant Recruiter



The primary function of the migrant recruiter is to find, identify, and recruit migrant students and/or young adults and to establish whether or not they are eligible to receive services in the MEP. In order to ensure that no “ineligible” migrant students/young adults receive MEP services, recruiters must conduct “eligibility interviews” that accurately reveal whether or not a student/young adult qualifies for the program. Finding and enrolling “eligible” students is critical to the MEP and its importance cannot be overemphasized; therefore, migrant recruiters must be highly skilled and thoroughly trained in order to conduct successful eligibility interviews.

The U.S. Department of Education lists three reasons for the importance of identifying and enrolling migrant students:

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

Therefore, the importance of the migrant recruiter is crucial to the success of the program and to ensuring an opportunity for an education for all children within the school district’s boundaries.

Recruiters are responsible for developing a network of resources within the schools and community that allows them to regularly locate, identify, and enroll children into the program. Recruitment is an absolute necessity, without which the SEA and LEA could not generate funds to hire staff and provide services for children. The SEA has taken steps to ensure that any migrant child that attends school in the state of Alabama is identified as soon as possible. **All** school districts are **required** to complete an Employment Survey on **all** enrolling students each school year. Enrolling students would include all students entering kindergarten and any new student enrolling in a school district. If a student enrolls in a school district anytime during

the year, this survey **must** be completed as part of the enrollment process. The state has developed an Employment Survey (a copy is located on p. 142) that must be used by every school district in the state. The state is required to have a uniform Employment Survey for statewide use, so the employment form **may not** be included as part of another document or altered from the official document in any way. The state is required to have a recruitment process in place. The Employment Survey is part of our recruitment requirement process as well as a requirement of a prior Corrective Action Plan for the state for not having a process in place.

The Regional Migrant Coordinators will collect **all** completed Employment Surveys in the fall (September-October) of each year and will leave the school district a signed statement indicating the date and the number of actual Employment Surveys collected. A copy of this form, "Employment Survey Verification for Collected Forms," is found on page 144 of this manual. The number of surveys collected should be the number of kindergarteners, plus the number of new students enrolled in the school district (i.e., 625 kindergarteners + 75 new students = 700 completed surveys to be collected). Each school in the state should collect the forms, send them to a designated person at the central office for their district, and have them available for pick up each fall. STI data will be used to verify that the number of forms collected match the number of new students in the district. For school districts that have a funded Migrant Education Program, the Regional Migrant Coordinator will collect the forms that are marked "NO" for the first question on the form. The funded districts will use the forms marked "YES" for recruiting purposes; however, these forms should be counted and the count given to the person collecting the forms so that these forms are included in the total count for the district. Employment Surveys will also be collected during the spring of each year for those students who enroll during the school year. The process for the collection of forms is explained step by step in the documents on pages 142-143.

Before the migrant recruiter can begin, he/she must first identify the location and presence of migrant children using the method above and any other effective method. Then he/she must make contact with migrant families, explaining the MEP, securing the necessary information, recording the information on a Certificate of Eligibility (COE), and making a tentative determination about the eligibility of each child. The COE is a legal document that is required by federal statute and regulations and is required to be on file at any LEA that receives migrant funds or services. The COE is used to document the eligibility and to justify the enrollment of every child/young adult in the MEP and the accuracy of each eligibility decision is of the utmost importance. (Specific instructions for completing the COE can be found in a separate document in the MEP Plan.)

The recruiter should have adequate training, planning skills, cultural sensitivity, knowledge of the MEP, and excellent communication skills. In addition, the recruiter should have knowledge of MEP eligibility requirements, and an awareness of the languages spoken by migrant workers. They should also have an awareness of all the activities in the community that attract various people in the community. Other helpful skills for a recruiter to possess are map reading skills, a working knowledge of agencies in the community that can assist families

and provide services to the participants and their families, and knowledge of seasonal and temporary employment within the community.

The successful recruiter is a person that is skilled in the following areas:

- Knowledge and understanding of the MEP qualification guidelines.
- Ability to make qualifying decisions based on federal, state, and local guidelines.
- Knowledge of the educational programs available to migrant children and their parents.
- Knowledge of the school system personnel that provide services and assistance to migrant families.
- Knowledge and understanding of the cultural differences among the many ethnic groups that are part of the MEP.
- Knowledge of the agricultural, poultry, nurseries, timber, and fishing production in the area, including the temporary and seasonal work.
- Knowledge of the employers in the area that employ temporary or seasonal workers.
- Knowledge of the housing available in the area. (An acquaintance with people who have a lot of rental property is also helpful.)
- Knowledge of the government agencies in the area that provide services or assistance to migrant families.
- Awareness of the churches in the area that provide assistance to migrant families.

Some additional tips for recruiters are:

- Have a proper identification badge to establish you as a member of the school system.
- Be dressed in a casual manner to avoid intimidating the families.
- Conduct yourself in a professional manner without looking too official, thus gaining the confidence and developing good rapport with the families.
- Be understanding of the difficulty in communicating with the families when their knowledge of the English language is minimal.
- Be prepared to provide information and assistance to the families.
- Be prepared for technology issues by having blank COEs, pens, flyers, cards, handouts, and/or any other pertinent material or information available at all times during the interview even though you will be using computer tablets to complete the COE.
- Write in a legible manner when writing is necessary—using black ink and fine point pens and observing good spelling principles, especially with names, cities, towns, countries, and school entries.
- If needed, make the proper entries on the second page of the COE.

Child Eligibility: The Five Ws



In determining the eligibility of a child, the migrant recruiter must consider five factors as outlined below and explained in detail later:

- Who – A child from birth through the age of 21 who has not graduated from high school or does not hold a General Education Diploma (GED) and who is or whose parent, spouse, or guardian is a migratory agricultural worker (this includes migratory fishing). When a child reaches the age of 22, he/she is no longer eligible for the migrant program.
- What – Has moved
- Where – From one school district to another across school district lines.
- Why – In order to obtain or seek (emancipated youth) or to accompany (or join) a parent, spouse, or guardian who moves across school district lines to obtain or seek temporary or seasonal employment in a qualifying agriculture or fishing work that is of economic necessity to the family or emancipated youth.
- When – Within the preceding 36 months.

All of the above elements must be present in order for a child to be eligible for the migrant program.

Who



WHO – The first element of eligibility contains the terms **child, migratory child, parent, spouse, guardian, migratory agricultural worker, and migratory fisher.**

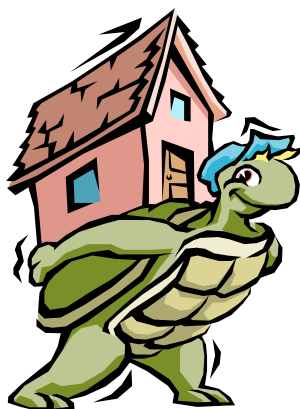
The following definitions are taken from *P.L. 107-110*:

- **Child** refers to a person through the age of 21 (younger than 22) who is entitled to a free public education through Grade 12. Anyone who has a GED or high school diploma is not eligible; however, a person within the age range who has graduated from high school outside of the United States is eligible to receive a free public education in Alabama.
- **Preschool child** refers to a child who is too young to attend public school or who has delayed starting school until the compulsory school law takes effect.
- **Migratory child** means a child, ages 3 through 21 (younger than 22), who is or whose parents, spouse, or guardian is a migratory agricultural worker or a migratory fisher, and who in the preceding 36 months has moved from one school district to another in order to obtain temporary or seasonal employment in agricultural or fishing work. The child may move on his/her own or move with or to join parents. *Any child, birth through age 21 (younger than 22), who meets the statutory definition of “migratory child,” may be served by the **Migrant Education Program (MEP)**. The definition also includes “emancipated youth” – children under the age of majority who are no longer under the control of a parent or guardian and are solely responsible for themselves. These children are eligible for MEP services for as long as they meet the definition of a “migratory child.”*
- **Parent** refers to natural parent, stepparent, or parent through adoption.
- **Guardian** refers to a person who has been appointed to be the legal guardian of a child through formal proceedings in accordance with state law **or** a person who stands in place of the parent of a child (in “loco parentis”) by accepting responsibility for the child’s welfare. So long as the guardian stands in place of a parent to a child and is responsible for the child’s welfare, a legal document establishing the relationship is not necessary. A

guardian may be any person such as a member of the family (aunt, uncle, brother, sister, grandparent, etc.) or a friend of the family.

- **Migratory Agricultural Worker** refers to a person who in the preceding 36 months has moved from one school district to another in order to obtain or to seek temporary or seasonal employment in agricultural activities due to an economic necessity.
- **Migratory Fisher** means a person who in the preceding 36 months has moved from one school district to another in order to obtain or to seek temporary or seasonal employment in fishing activities due to an economic necessity. The child must move with the parent or move to join the parent within the prescribed length of time.

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What /Where

The second and third elements of eligibility refer to the *what (move)* and *where* the *qualifying move* took place. For the purpose of the MEP, *move* means to move from one location to another *across* school district lines. In order for the move to be a *qualifying move*, the family must move to seek or obtain *seasonal or temporary* work in agriculture or fishing activities.

Qualifying Moves –

1. A move across school district lines (e.g., a move from a school district into territorial waters is not considered a qualifying move, regardless of distance traveled, unless the worker and child cross into a different school district).
2. A move where the worker is seeking or engaged in qualifying employment or a move where the worker moved to find qualifying work believed to be available.
3. A move that involved a change of residence.
4. A move that occurred within the preceding 36 months.

Change of Residence – A change of residence may involve the following:

1. A change of residence from the migrant workers home base to a temporary residence where one of the purposes of the move is to seek or obtain work.
2. A change of residence from one temporary residence to another temporary residence where one of the purposes of the move is to seek or obtain qualifying work.
3. A change of residence from a temporary residence back to the migrant worker's home base, and one of the purposes of the move is to seek or obtain qualifying work in the home base.



Qualifying move to a home base – A recruiter who qualifies a worker on a move in which the worker returns to the same home base address and/or continues in the same employment requires additional documentation on page two of the COE to support the eligibility decision. The recruiter must be able to verify the reasonableness of the eligibility decisions by documenting the following:

1. In agricultural related work – that the qualifying work is in season and where the work was obtained; and
2. In the case of meat processing and/or poultry plants – that the worker was released from employment and applied for a new position within the plant or another plant.

Example:

A family returns to their home base in Geraldine from Florida where they have been picking oranges. They return to Geraldine and the father takes a job in the poultry plant in the welding department until the cucumbers are ready to pick in North Carolina. After the family picks cucumbers in North Carolina, they return to Geraldine to pick tomatoes on Sand Mountain.

The qualifying moves would be the move from Geraldine to Florida to pick oranges, from Geraldine to North Carolina to pick cucumbers, and from North Carolina to Geraldine to pick tomatoes. The move from Florida to Geraldine to work in the poultry plant as a welder would not be a qualifying move. A New COE should be filled out by the DeKalb County MEP when the family moves back to Geraldine from North Carolina. The recruiter should document this move by stating in the comments section on page one or on page two of the COE that the move back to the home base in Geraldine was a qualifying move because the worker returned to pick tomatoes that were currently in season.

Minimum duration for a qualifying move – The migrant recruiter must pay careful attention to ensure that families are not qualified on a move of brief duration or short distances. A high school student who crosses school district lines to work temporarily in a qualifying agricultural/fishing work activity may not necessarily be eligible for the MEP. The recruiter

must take into account the family's economic circumstances in order to assess if such work was needed for the family's livelihood.

A single one-day move is not of sufficient duration to establish that the work is an economic necessity for the family. However, if the family has a prior history of short moves to perform qualifying work that are important to the family's livelihood, then the recruiter may find the family eligible. In this instance, the recruiter should clearly document the basis for this determination in the comments section on page one or on page two of the COE.

Minimum distance for a qualifying move – A qualifying move must be across school district lines to establish a new residency and to enable the worker to seek or obtain qualifying work. A move across school district lines only to establish a new residency does not qualify the worker for the MEP.

Example: A family moves from Athens to Decatur but the worker does not change jobs and continues to work at the same place he worked while living in Athens. The family does not qualify for a new QAD (Qualifying Arrival Date). If the children were being served by the migrant program in Athens, they may finish out their term of 36 months of eligibility but may not start a new three year term of eligibility.

Purposes for a qualifying move – A qualifying move is not established when the travel is exclusively for the purpose of visiting, vacationing, arranging personal business, or caring for ill family or friends. However, if one of the purposes of the move was to obtain migratory work, the above-mentioned activities may occur without affecting a student's eligibility.

*Examples: (1) A family is picking apples in Skyline, after the season is over the family goes to Mexico since the job here ended to work in the fields during the summer. While they are there the grandmother becomes ill and they must care for her. They return to Skyline to pick apples in the fall. The return to Skyline with the **intent** to pick apples in the fall is a qualifying move and requires a new COE.*

(2) A family leaves their job at poultry plant and goes to Mexico to take care of a sick grandmother and while they are there, they work in the fields to make a living. They return to Boaz to the same residence and go back to work in the poultry plant doing the same work they were doing before they went to Mexico. The recruiter should not fill out a new COE. If they have any time left for their term of eligibility, they can finish out that time. But the move was not a qualifying move since its purpose was clearly to care for the ailing grandmother.

International Moves – A worker that moves from another country to the U.S may qualify if one of the purposes of the move was to seek or obtain qualifying work. For example, orchard growers in the Northeast hire workers from Guatemala to pick crops for a short period of time. Assuming all other eligibility criteria are met, the children of these workers or emancipated youth would qualify because one of the purposes of the move to the U.S. was to obtain

qualifying work. The workers are not disqualified if they have other reasons for moving to the U.S., even permanent relocation, so long as one of the purposes of the move is to obtain qualifying work and the other conditions are met.

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Why

The next element of the basic eligibility criteria is *why* the move took place.

The worker must move in order to seek or obtain qualifying work. The following criteria may be used to determine if the move was a qualifying move:

1. The worker states that one of the purposes of the move was to obtain work in a qualifying activity and the work was obtained.
 2. The worker states that one of the purposes of the move was “to seek” any type of employment available in the area, i.e., the worker moved with no specific goal to find work in a particular activity; however, the worker obtained qualifying work soon after the move. (*Soon after the move means that the worker obtained qualifying work within thirty days from the date of the move.*)
 3. The worker states that he moved “to seek” qualifying work specifically but did not obtain the work. Even if the worker does not obtain qualifying work soon after the move, he/she may be considered as making an eligible move if the worker states that the purpose of the move was to seek work if:
 - a. The worker has a history of migratory work and moves to obtain qualifying work.
- or**
- b. There is credible evidence that the worker actively sought qualifying work after the move but for reasons beyond the worker’s control, the work was not available.

When a worker states that he moved seeking qualifying work and is not engaged in the qualifying work, the recruiter should question further and look at factors such as crop failure and whether the region is a geographic area where such work is available and document all information on the COE. The recruiter should document in the comments section on page one or on page two of the COE the type of work sought, places where application was made, and why work was not obtained.

When



The last element of eligibility is **when** the move took place. The importance of entering correct dates on the COE cannot be overstated. These dates must be as accurate as possible because each date affects a child’s eligibility.

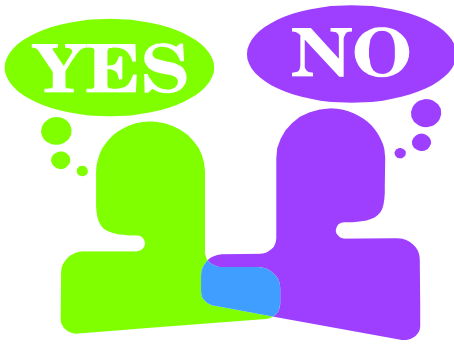
The first date is the **Qualifying Arrival Date (QAD)** which is the date shown for the worker when he/she last migrated to obtain qualifying employment. The **QAD** is the date from which the period of eligibility is to be counted. A student is considered migratory for 36 months following the QAD and is eligible for enrollment in the migrant program. The child retains MEP eligibility status for three years. This eligibility will be terminated when (1) the child makes another qualifying move [This move would require a new COE] or (2) the student graduates from high school, receives a General Equivalency Diploma, or turns 22 years of age.

The second date is the **Residency Date**. This is the date that the children move into the school district. It is normally the same as the QAD. The **Residency Date** could be different from the QAD if the eligibility is based on a previous move or in “to join” moves. Examples:

- If the eligibility is based on a previous qualifying move, the QAD could be earlier than the residency date. For example, a family moves from Saint Clair County where the QAD was July 5, 2008. The family makes a non-qualifying move to Madison County on November 12, 2008. To enable the children to finish their term of eligibility, a new COE will need to be completed. The QAD would remain the same (July 5, 2008) and the residency date would be November 12, 2008.
- A child moves with the grandmother to Geneva County on October 20, 2008. The parents move to join (qualifying move) on December 15, 2008. The QAD is December 15, 2008, and the residency date is October 20, 2008.

“TO JOIN” MOVE: In situations where the worker and the child do not move together, the “to join” date is the most recent date that the child or worker complete a move. In situations where the child moves first and the worker moves later, the date the **worker** arrives in the school district is the QAD. This is because a move does not qualify until the worker arrives in the school district and begins qualifying work. When the worker moves into the district first and the children move to join the parent(s) at a later date, the QAD is the date the **child** arrives in the district. In order to qualify on a move “to join,” a child must join the parent or guardian within 12 months. An exception to the 12-month rule is when unusual circumstances prevent the child from meeting this deadline such as sickness, natural disasters, or another reason. This must be fully explained in the comments section on page one or on page two of the COE.

DRAFT



Temporary Versus Year Round Employment

There is one premise to always keep in mind when determining eligibility for the MEP program. *Temporary work may qualify but year round employment will not qualify.*

Year Round Employment

Permanent employment is defined as employment that is for an indefinite period of time. It is employment by the same employer from year to year that has no foreseeable or predictable end.

Employment by the same employer from year to year with periods of layoffs may **not** be considered permanent if it can be determined that the employment was actually terminated or that the layoff was without pay. For instance, the employer owns a turkey farm and each fall he employs the same worker who had just moved to the area to work during the peak season for turkeys (Thanksgiving and Christmas). At the end of the peak season, he lays off the worker without pay. He hires him again during the spring to repair fences and buildings and to get the houses ready for turkey production. He lays him off again without pay until the peak turkey season. If the worker continues to live in the area, the children will be eligible for the MEP for only the initial three-year period. If the worker moves back and forth from one home base to another, then a new COE would be filled out for each qualifying move. Any qualifying move where the worker returns to the same home base address and/or continues in the same employment requires additional documentation either in the comments section on page one or on page two of the COE.

Temporary Employment

Temporary employment is defined as employment that last for a short time frame, usually no more than 12 months and (for MEP purposes) is in agriculture or fishing.

Listed below are tests that a recruiter can use to determine if a job is temporary:

- The employment has a definite beginning and ending date that is clearly defined.

Example: A worker is hired to install a pasture fence or dig an irrigation ditch. After the work is completed the employment ends. This job would be considered temporary employment; however, if the job is part of regular employment, it does not qualify as temporary. For example, Carlos has worked for Mr. Bill Miller for five years and as part of his employment, he installs a fence for Mr. Miller. This employment is not temporary but only one of a series of jobs that he does for Mr. Miller.

- The employer hires a worker for a definite time period such as three weeks or three months.
- The job appears to be permanent; however, the recruiter has reason to believe that the worker does not intend to perform the job on a permanent basis. For example, the worker himself states that he plans to leave the job within four months. The recruiter should carefully document this in the comments section on page one or on page two of the COE.

Work that is available year-round may be considered temporary if working conditions or periods of slack demand makes it unlikely that a worker will remain on the job permanently. The LEA should document this in the comments section on page one or on page two of the COE and give the reasons that the work is considered temporary.

Examples of temporary employment include, but are not limited to, the following:

- Preparing or clearing land
- Harvesting tree
- Harvesting seafood and preparing it for market
- Cattle operations that have peak periods in which workers are hired temporarily
- Poultry processing employment with industrial surveys to indicate jobs are temporary
- Poultry operations that have peak periods when extra workers are needed
- Dairies that require extra workers at certain times.

Qualifying Employment



Seasonal employment is employment that is dependent on natural cycles. Seasonal activities in agriculture include planting, cultivating, pruning, harvesting, and related food processing. In commercial fishing, seasonal activities include planting and harvesting clams and oysters, fishing during seasonal runs of fish, and related food processing.

Alabama Department of Education Migrant Education

General Poultry Processing Job Categories

The following poultry processing jobs have been compiled by the migrant education personnel.

PROCESSING LEVEL I: SLAUGHTER

| | |
|-----------|-----------------------------------|
| Unloading | Removing Feathers |
| Hanging | Opening Body Cavity |
| Killing | Removing Entrails |
| Beheading | Separating Viscera |
| Bleeding | Inspecting For Bruises or Disease |
| Scalding | Cleaning Chicken and Parts |

PROCESSING LEVEL II: FURTHER PROCESSING

- Inspecting Carcasses
- Operating Saw
- Cutting Up
- Skinning
- Deboning

PROCESSING LEVEL III: PACKING

- Grading/Packing
- Bagging
- Loading

Economic Necessity



For the purposes of the MEP, “move” or “moved” means “a change from one residence to another residence that occurs due to economic necessity.” This means that the worker moved either because he or she could not afford to stay in the current location, or went to a new location in order to earn a living. In general it is believed that if the workers move is related to work, e.g., (1) a move to seek or obtain work, (2) a move because of the loss of work, (3) or a move because the unavailability of work, the worker moved “due to economic necessity.”

It is recommended that the recruiters provide a comment on the COE if there appears to be any other reason (such as a short duration move) that an independent reviewer would question whether a worker changed residence “due to economic necessity.”

Remember, “economic necessity” by itself, does not constitute a qualifying move. **In order for the move to qualify** under the MEP, **all other criteria must be met.**

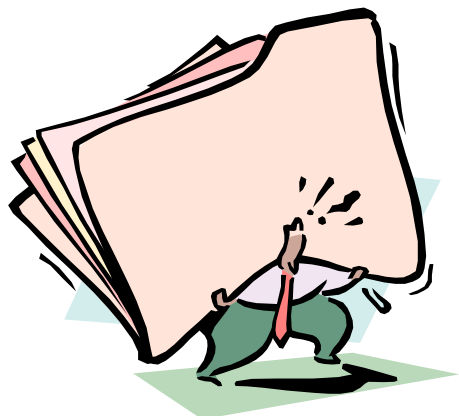


Non-Qualifying Conditions

Non-qualifying purposes for a move are as follows:

- A move to seek political asylum is not a qualifying move. However, subsequent moves that the worker makes after arriving in the United States may qualify the family for the MEP.
- A move back to Mexico does not qualify the family for the MEP. Such a move does not qualify because it is not a move to a school district within the United States. The MEP is meant to benefit families who perform qualifying work in the U.S.
- A move where a worker is returning from vacation, leave without pay, doing agricultural work in Mexico, visiting a sick relative, or traveling for personal reasons is not a qualifying move. If the primary purpose of a move was to go on vacation, the fact that some family members engage in temporary or seasonal agricultural or fishing activities during the vacation does not make it a qualifying move. Such a move would not qualify because work performed during a vacation is not likely to be qualifying work.

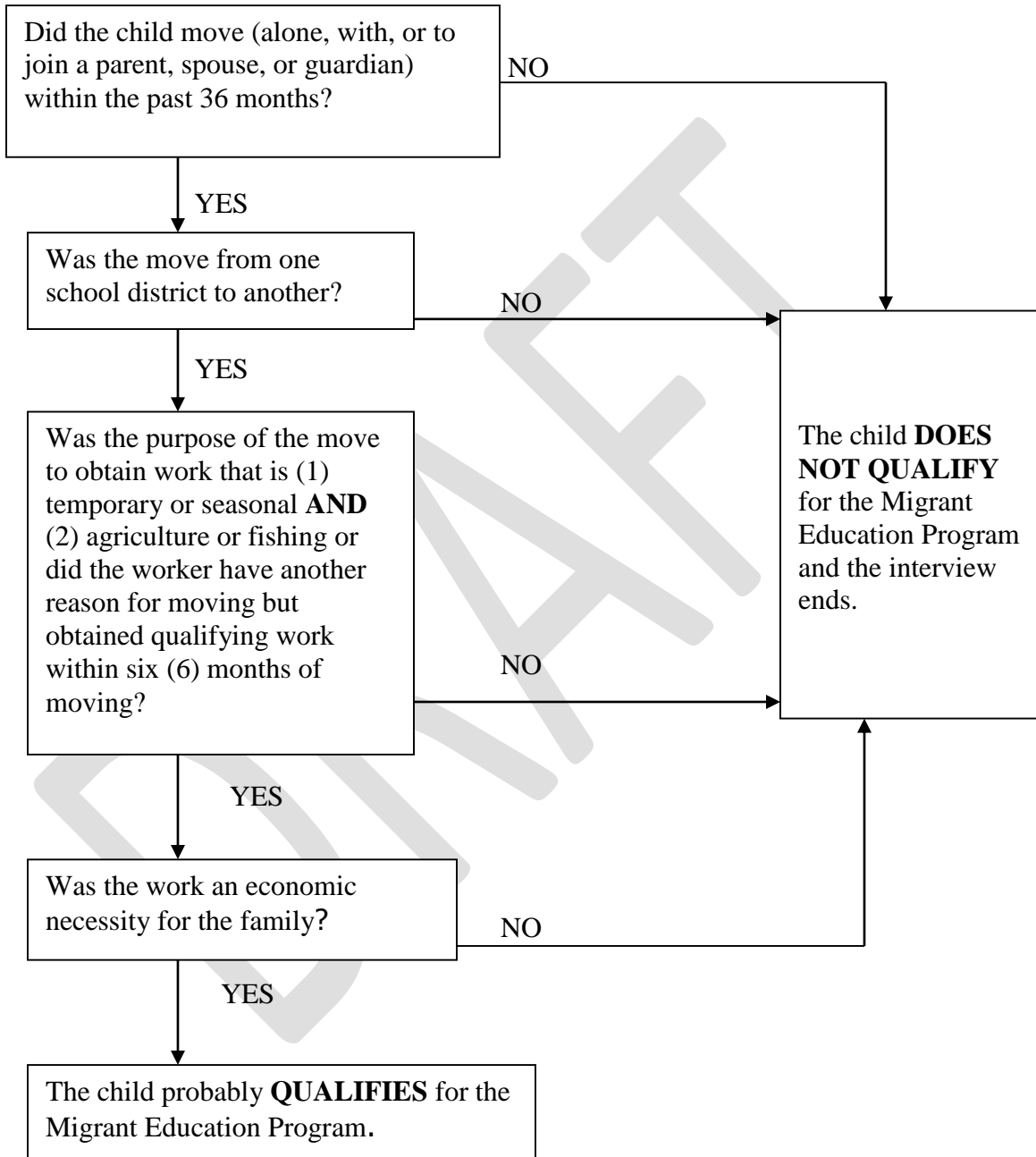
Qualifying Conditions Which Require Additional Documentation



- A move is of such short duration or of such short distance that one could question whether any migration has occurred (e.g., from one adjoining county to another with only a short distance between places of residence).
- The worker did not obtain qualifying employment as a result of the move.
- The qualifying move is from a country other than Mexico or Canada to a first place of residence in the United States.
- The length of time between “to join” moves is more than 12 months.
- The work is so unusual that an independent reviewer is unlikely to understand that it is a qualifying activity.
- The work could be part of a “series of activities” that, viewed together, would constitute year-round employment (for example mending fences and haying could be two parts of year-round ranching with one employer).
- An independent reviewer may view the work as either temporary or year-round employment (examples – collecting eggs or milking cows).

Eligibility Flow Chart

Federal Regulations



Eligibility Checklist (EC)

To determine if a prospective migrant child has made a “qualifying move,” eligibility can be determined based on the following questions:

- | Yes | No | |
|-----|-----|---|
| ___ | ___ | 1. Within the last 3 years, did the child move..... <ul style="list-style-type: none">• Alone?• With parent/guardian/spouse?• To join parent/guardian/spouse? |
| ___ | ___ | 2. Was the move from one school district to another? |
| ___ | ___ | 3. Was the primary purpose of the move to seek or obtain employment in an agricultural or fishing activity or did the worker obtain qualifying work soon after the move (within six months)? |
| ___ | ___ | 4. Was the employment a temporary or seasonal activity? |
| ___ | ___ | 5. Did the employment play an important part of providing a living for the worker and family? |

If the answer to all the above questions is “YES,” the child probably qualifies for the Migrant Education Program and the recruiter should fill out the COE.

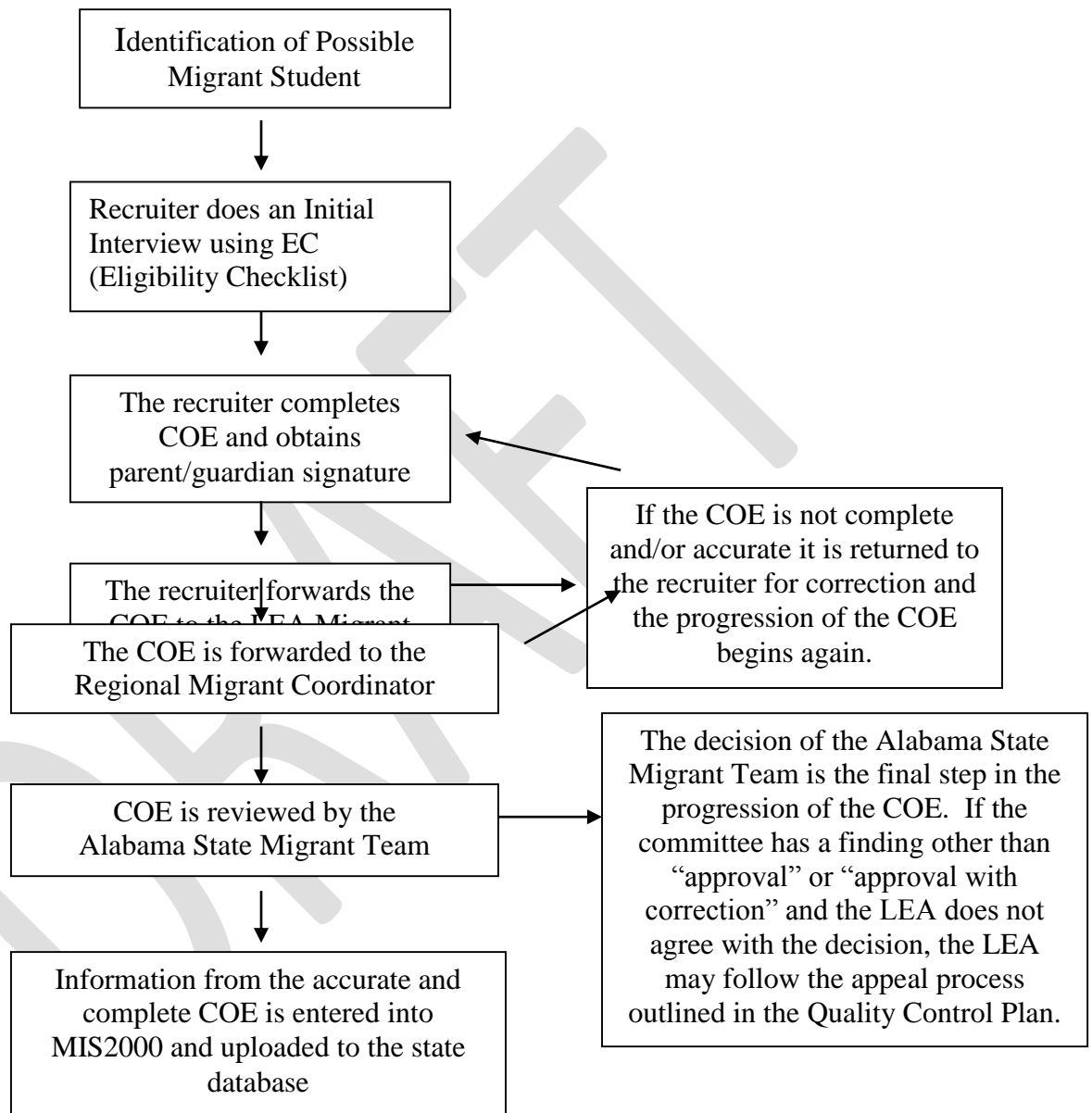
- _____ The family probably qualifies for the migrant program.
_____ The family does not qualify for the migrant program.

Name of Worker: _____

Signature of Recruiter

Date

State of Alabama Certificate of Eligibility Quality Control Process



Qualifying Activities In Agriculture and Fishing Definitions

This section of the manual deals with: (1) qualifying activities in both agricultural and fishing, (2) the identification of the agricultural and fishing products grown or raised in the state, and (3) the locations throughout the state where these agricultural and fishing activities occur.

This part of the manual will always be a work in progress. As new qualifying activities are identified, they will be added to the information. For instance, the state recruiter recently found that the Auburn Extension Service has found that Chilton County would be an ideal location for growing kiwi fruit. If the county begins to grow this fruit, then the activities associated with its growth will be added to this section. If any recruiter has information about agriculture or fishing activities that employ the use of migrant workers, they also have the responsibility to notify the state migrant director of this activity.

The preliminary guidance for the MEP from the USDE defines an “agricultural activity” as:

1. Any activity **directly related** to the **production or processing of crops, dairy products, poultry, or livestock**;
2. Any activity directly related to the **cultivation or harvesting of trees**;
3. Any activity directly related to **fish farms**.

Definitions of bold printed words:

Directly Related – As a rule, directly related to means that the worker must touch or come in direct contact with the raw product when performing the qualifying work.

Production – According to the United States Department of Agriculture, agricultural production includes work on farms, ranches, dairies, orchards, nurseries, and greenhouses that are engaged in the production of crops, plants, or vines and in the keeping, grazing, or feeding of livestock or livestock products for sale. It also includes the **production** of bulbs, flower seeds, vegetable seeds, and specialty operations such as sod farms, mushroom cellars, and cranberry bogs.

Processing of Crops – According to the United States Department of Agriculture, processing includes: drying, separating, extracting, slaughtering, cutting, eviscerating, freezing, chilling, packaging, canning, jarring, or otherwise enclosing food in a container.

Crop – A plant harvested for use by people or livestock.

Dairy Products – Dairy farming is an industry in which dairy animals and products are produced and/or processed. Dairy animals known to be raised commercially in Alabama are cows, bulls for

feedlots, non-registered and registered bulls for reproduction, replacement heifers, and goats. Dairy products include milk, butter, cheese products, ice cream, and powdered milk.

Poultry – Poultry productions and processing is the raising of domestic fowl for meat, eggs, feathers, down, breeding, and by-products. Poultry production and processing consist of chickens, turkeys, Cornish hens, ducks, geese, quail, ostrich, emu, pheasant, and dove.

Livestock – In general, livestock is any domestic animal produced or kept primarily for breeding or slaughter purposes, including beef and dairy cattle, hogs, sheep, rabbits, deer, goats, and horses. For purposes of the MEP program, livestock does not include animals that are raised for sport, recreation, research, or pets.

Personal Subsistence – Personal subsistence means that the worker and his or her family consume the crops, dairy products, or livestock they produce or the fish that they catch in order to survive. Families cannot be qualified under a “personal subsistence” activity.

Cultivation and Harvesting of Trees – Cultivation and harvesting of trees includes soil preparation, planting, tending, pruning, felling, and cutting. Transporting trees is not an agricultural activity because it occurs after the cultivation and harvesting of trees. Only activities directly related to the cultivation or harvesting of trees are allowed, therefore processing trees is not a qualifying activity because it is not directly related to the cultivation and harvesting of trees.

Fish Farms – A “fish farm” is a tract of water reserved for the cultivation of fish and shellfish, such as catfish, eels, oysters, or clams. The fish are artificially cultivated, rather than caught in open running water as they would be in a “fishing activity.”

Fishing Activity – A “fishing activity” is any activity directly related to the catching or initial processing of fish or shellfish. Including raising or harvesting of fish or shell fish on farms.

Some General Temporary Processing Activities for all categories include:

- Curing
- Heating
- Drying
- Separating
- Extracting
- Slaughtering
- Cutting
- Eviscerating
- Dehydrating
- Freezing
- Chilling
- Packaging
- Canning

- Jarring or otherwise enclosing food in a container

Examples of Directly Related Temporary and Seasonal Agricultural Activities

The following pages list the qualifying activities concerning agricultural and fishing for the state of Alabama; however, the job should still be temporary and/or seasonal. For instance, if the worker has taken a **permanent** job even though it may be a qualifying activity, the family is not eligible for the MEP. Either the worker or the employer must state that the job is temporary or seasonal and the recruiter must use all evidence available to support the claim.

Qualifying Activities Concerning Crops Raised for Sale

Production of Crops

- Planting – cotton, soybeans, peanuts, trees, catfish, etc.
- Cultivating – cotton, corn, beans, peanuts, etc.
- Pruning – grapes, trees, etc.
- Thinning – cotton, trees, etc.
- Staking – tomatoes, etc.
- Weeding – tomatoes, lettuce, etc.
- Fertilizing – cotton, peanuts, trees, etc.
- Harvesting – picking or gathering agricultural or fishing products
- Irrigating – tomatoes, etc.
- In addition to food and fiber, the term crop also refers to nursery plants, Christmas trees, flowers, turf, etc.

Processing of Crops – Tomatoes, potatoes, pecans, peaches, apples, etc.

- Hauling
- Sorting
- Grading
- Packing

- Washing
- Cleaning
- Freezing
- Canning

Qualifying Activities Concerning Poultry Products

Egg Farm – Temporary activities performed at egg farms (sites at which hens are housed and raised in order to produce eggs)

- Cleaning chicken houses and coops
- Unloading and spreading shavings or other bedding materials
- Receiving chicks or chickens
- Daily feeding and watering
- Setting up chickens in roosts to begin laying
- Gathering, cleaning, and sorting eggs
- Placing eggs in crates and putting them in the cooler
- Loading eggs for shipment
- Catching, caging, and loading birds
- Transporting to market
- Grading, packing, or preparing eggs

Hens that produce eggs for human consumption can be received at the egg farm as day-old chickens. They begin laying when they are about 22 weeks old and can lay for 12-13 months before they reach molt (end of producing stage) and must be changed out for a new flock.

Breeder Egg Farm – Locations at which fertilized eggs are produced

- Cleaning chicken houses and coops
- Unloading and spreading shavings or other bedding materials
- Receiving and unloading chicks (the day of arrival)
- Separating pullets into units and placing roosters with the units for production of fertilized eggs
- Daily feeding and watering
- Gathering eggs
- Preparing eggs for shipment to hatchery
- Transporting eggs to hatchery
- Catching, caging, and loading birds (at the end of their laying season)

Hatcheries – Sites at which fertile eggs are received and tended until hatched into chicks

- Receiving eggs from breeder farms, unloading, storing, candling, and sorting
- Placing eggs in trays and removing chicks, shells, and unhatched eggs (after 21 days)
- Sexing (determining gender), debeaking, and vaccinating day-old chicks

- “Boxing” chicks for shipment to broiler houses

Broiler Houses – Sites at which broiler chicks are placed until desired growth is reached

- Cleaning chicken house prior to the arrival of the broiler chicks
- Receiving and unloading chicks
- Daily feeding and watering of chicks
- Unloading feed from truck into hopper at broiler houses
- Adjusting height of feed and water troughs as chicks grow
- Stirring birds during extremely hot weather
- Catching, caging, and loading birds for transporting to broiler processing plant
- Loading unused feed and transporting it back to mill

Processing Plants – Sites at which broiler chickens are received, slaughtered, and processed for initial sale

- Unloading chickens from coops
- Hanging chickens to prepare them for slaughter
- Killing, beheading, and bleeding chickens
- Scalding chickens and removing feathers
- Opening body cavity, and separating viscera (internals)
- Trimming
- Removing entrails (unusable) and usable parts (liver, heart, gizzard)
- Cleaning chickens and parts
- Inspecting carcasses
- Chilling chickens and parts
- Grading
- Operating cutting machine
- Packing and icing chickens and parts
- Stacking boxes of chickens and parts onto pallets for refrigeration or shipment

Qualifying Activities Concerning Livestock Production

Livestock Production Activities (Seasonal)

- Dehorning – removing horns
- Herding, corralling, moving from pasture to pasture or pen to pen
- Worming and vaccinating
- Artificial insemination
- Calving, lambing
- Plowing and harrowing land for planting of forage crop (early spring)
- Planting seed for hay and grain for forage
- Cutting hay for forage (June – September)
- Raking and baling hay (May until first frost)

- Clipping hay for seeding new pastures
- Harvesting grain (July - September)
- Grinding grain and storage silage
- Hauling and stacking hay in barns
- Gathering manure for fertilizer
- Fertilizing pastures
- Shearing sheep
- Branding or tagging
- Controlling brush and weed growth

Livestock Production Activities (Temporary)

- Fencing/building and repairing fences
- Building pens, stalls, barns, etc.
- Branding/tagging
- Feeding watering and tending
- Administering medications and/or nutrients
- Cleaning animals, stalls, barns, pens, fence, rows, etc.
- Preparing for and transporting to slaughter house, meat packing plants, and/or other points of initial commercial sale
- Weeding and clipping pastures
- Loading and unloading livestock
- Working in feed lots

Livestock Processing Activities (Temporary and performed at the slaughter house)

- Loading and unloading livestock
- Preparing for purchase and/or slaughter
- Weighing cuts of beef/pork/chicken/ other meats
- Slaughtering cows, pigs, etc.
- Packaging meats
- Labeling meats
- Preparing/processing hides (tanning)
- Removing excess fat
- Boxing meat
- Storing meat in freezers
- Deboning meat
- Loading packaged meat
- Cutting meat
- Rendering meat by-products
- Working on the processing line

Qualifying Activities Concerning Dairy Farms

Dairy Activities That May Be Temporary or Seasonal

- Calving
- Feeding and watering (caring for)
- Dehorning, branding, tagging
- Spraying animals for pest control
- Plowing and harrowing land for planting (early spring)
- Planting seeds for hay and grain
- Haying – planting, clipping, cutting, raking and baling, hauling, stacking, feeding
- Herding/corralling/moving animals from pasture to pasture
- Milking
- Harvesting and storing silage
- Dehorning, worming, and vaccinating
- Transporting animals to be sold
- Building and repairing fences
- Spraying for weed and brush control
- Fertilizing pastures
- Clearing fence rows
- Washing barns and stalls and scraping lots

Qualifying Activities Concerning Cultivation and/or Harvesting of Trees

Activities Related To The Cultivation Or Harvesting Of Trees

- Preparing the soil – mulching, raking, clearing rocks, etc.
- Planting – oranges, plums, evergreens, etc.
- Tending – peach orchard, pecan trees, apple trees, etc.
- Pruning – grape vines, fruit trees, etc.
- Felling – oak trees, pine trees, elm trees, etc.
- Cutting – cutting limbs, shoots, etc.

Transportation of trees is not an agricultural activity because it occurs after the cultivation and harvesting of trees; therefore, transporting trees from a harvesting site to a processor (sawmill) does not qualify as an agricultural activity.

Qualifying Fishing Activities

A fishing activity is any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or personal subsistence {section 200.40 (b)}. Fishing activities may be described as those activities and directly related activities which are needed to land, pull in, net, seine, etc., the fish or shellfish and most frequently takes place on a boat. These activities may be performed by a fisherman or by crew on a commercial fishing vessel with any number of assistants on board. The qualifying worker must be one who is an integral part of the “fishing activity.”

In order for a fisher to make a qualifying move, the fisher and the child must have moved on a boat either across school district boundaries (to the extent that state law establishes boundaries on water) or at least 20 miles within a school district of more than 15,000 square miles. The location to which the boat moves is the temporary residence. A move where the worker travels back and forth between his residence and his fishing job within the same day is not a qualifying move and children who accompany parents under these circumstances do not qualify for the MEP. The move must be long enough to establish that the qualifying work is of economic necessity and long enough to establish residency.

Activities Related to Fish Farming – Fish farming is a fishing activity.

- Feeding, raising, farming – catfish, crawfish, shrimp, redbfish, minnows, etc.

Activities Directly Related to Fishing

- Locating the fish or shellfish
- Washing the nets or catching apparatus
- Sorting and cleaning the fish or shellfish
- Disposing of by-catch (jellyfish, barnacles, sponges, etc.)
- Operating the finish separator
- Assisting as a deck hand

Fish are caught both inshore and offshore in open waters throughout the Gulf of Mexico and along the shores of Alabama, Mississippi, and Florida. Most fish caught in open waters are processed immediately following the catch to minimize the storage cost. If the catch is seasonal, then the processing would be seasonal. All other processing activities that meet the impermanent needs of the processor would involve temporary work activities.

Qualifying Fish Processing (Seasonable or Temporary)

- Cleaning/washing, beheading (removing the fish head)
- Debarbing (removing fins or barbs)
- Deboning (removing bones)
- Cutting, gutting, skinning, scaling, filleting
- Stuffing canning, packing/packaging, weighing, labeling
- Icing, loading

Shellfish Processing: The processing of each type of shellfish is unique; however, many activities are similar to those involved in the processing of fish. Because of their perishable nature, shellfish, like fish, are usually processed immediately following the catch to maximize freshness and minimize storage cost.

Crab – Qualifying Process Activities

- Cleaning, washing, sorting
- Shelling, declawing
- Dressing (removing gills, face, and apron)
- Picking, claw cracking, counting, stuffing
- Marinating, canning, packaging, packing
- Icing, weighing, loading

Shrimp – Qualifying Process Activities

- Cleaning, washing, sorting (sizing)
- Shelling, beheading (heading), peeling (tails)
- Deveining, stuffing, canning, drying, grinding
- Chopping, packaging, packing, icing, weighing
- Loading, labeling, transporting (hauling and/or trucking)

Oysters – Qualifying Process activities

- Cleaning, washing, shucking
- Canning, packing, icing, weighing
- Loading, labeling

Crawfish – Qualifying Process activities

- Removing and discarding dead crawfish and other debris
- Scaling (cooking by boiling) cleaning, washing, inspecting
- Shelling, beheading, (heading), peeling (tails), picking
- Deveining, squeezing fat, packaging, packing, icing
- Weighing, loading, labeling, freezing (tails for late market)

The following table will help determine where eligibility lines should be drawn:

| Eligible | Not Eligible |
|--|---|
| Fisherman - crabber, craw fisherman, oyster harvester, and shrimper | Jobbers – independent middlemen who buy and sell processed and unprocessed fish and shellfish |
| Fisherman/processor - catches and process his own fish and shellfish for sale) | Wholesalers – buy processed and unprocessed fish and shellfish to sell and are not considered eligible since they only handle the fish to exchange buyers |
| Processor – processes fish and shellfish | Seafood Markets |
| | Restaurants |
| | Grocery Stores |

Non-Qualifying Activities Related to Production and Processes of Agricultural or Fishing Products

Examples of non-qualifying production and processing activities include the following:

- Transporting a product beyond the processing plant/shed/warehouse/site
- Selling an agricultural or fishing product
- Landscaping
- Managing a farm or processing plant
- Providing accounting
- Bookkeeping
- Clerical service
- Repairing or maintaining equipment used for production or processing
- Cleaning or sterilizing processing equipment
- Providing babysitting or child care services for farm workers
- Working at a restaurant or grocery store

Alabama Agricultural and Fishing Products

** Information for this part of this document was furnished by the Alabama Statistical Office and was taken from the *Alabama Agricultural Statistics Bulletin*.

| Alabama's Rank Among the States in Crop Production, Livestock, Poultry | | | |
|---|-------------|-------------------------|-----------------------|
| ITEM | UNIT | RANK In U.S. | % OF US AMOUNT |
| Catfish, Annual Sales | Dollars | 2 | 20.0 |
| Broilers | Birds | 3 | 12.2 |
| Peanuts | Pounds | 3 | 12.3 |
| Sweet Potatoes | Cwt. | 5 | 3.0 |
| Pecans, utilized production | Pounds | 6 | 2.8 |
| Cottonseed | Tons | 8 | 4.9 |
| Cotton, upland | Bales | 9 | 4.6 |
| Blueberries, utilized production | Pounds | 11 | 0.2 |
| Layers, 20 weeks and older | Birds | 13 | 2.7 |
| Eggs | Number | 13 | 2.5 |
| Watermelon, fresh market | Cwt. | 13 | 1.0 |
| Tomatoes, fresh market | Cwt. | 14 | 0.9 |
| Beef Cow inventory | Head | 15 | 2.2 |
| Small farms (sales < \$10,000) | Number | 15 | 2.6 |
| Peaches, utilized production | Pounds | 19 | 0.3 |
| Sorghum for grain | Bushels | 20 | 0.1 |
| Sweet Corn | Cwt. | 24 | 0.3 |
| All cattle and calves | Head | 25 | 1.4 |
| Honey | Honey | 25 | 0.6 |
| Hogs and Pigs | Head | 26 | 0.3 |
| Soybeans | Bushels | 26 | 0.2 |
| Corn for Grain | Bushels | 28 | 0.2 |
| Hay | Tons | 31 | 1.3 |
| Potatoes | Cwt. | 31 | 0.1 |
| Winter Wheat | Bushels | 34 | 0.2 |
| Milk Cows | Head | 40 | 0.2 |
| Milk | Pounds | 43 | 0.1 |

Recruiting Tips

- 1) **Starting Early** – Recruiting early before the school year begins is important. The home visitor can be at the school for the first few days to sign up families as they bring their children to school.
- 2) **Student Handbook** – As part of the reference materials, a copy of the student handbook from all of the schools in the area can be collected. It is a good idea to become familiar with the school policies for attendance, discipline, and graduation requirements, and grading periods.
- 3) **Welcome Wagon Approach** – A packet of information for newly-arrived families is useful, including emergency phone numbers, directories of social service agencies, schools, churches, businesses, etc. This information may be placed in a folder. Distribute the packets to new families as they arrive in town.
- 4) **Take School Officials on Home Visits** – The federal programs director, the superintendent, principals, and others may be invited to accompany the home visitor on a home visit occasionally. This will help them understand the home visitor role.
- 5) **Visit With an Experienced Home Visitor** – A new home visitor may wish to ask an experienced home visitor, such as the state migrant recruiter, if he/she could accompany him or her on some home visits. After a few visits, ask if you could do a parent interview.
- 6) **Recruit at School Registration** – Set up a table at schools that have pre-registration before school starts, and have all parents pass by your station to be screened for eligibility. Those who qualify the paper work should be completed immediately. Other migrant personnel could be trained to help in other schools if families pre-register on the same day.
- 7) **Name Tag** – The home visitor should wear a name tag prominently displayed when going on home visits. Try to include the migrant logo on the name tag. It identifies the program to the parents, and the name tag reminds the parents of your association with the Migrant Education Program.
- 8) **Business Cards** – Have some business cards printed up with the home visitor's name, title, address, and phone number on them. Staple them to brochures, posters or flyers to advertise the program.
- 9) **Give** – Have something to give to the parents or to the children that will be useful to them. It helps break the ice and the family feels that they have gained by your visit. The gift could include pencils, pens, calendars, brochures, key chains, etc.
- 10) **Call – Back Form/Door Knob Messages** – Door Knob Messages or other door messages are good to use when you are not able to locate a family. Write a message on one of these forms and leave it on their door to let them know that you were there. Do not leave messages in mailboxes.
- 11) **Take The Old COE On Home Visits** – When visiting families take their previous COE and compare it with the new COE information. Specifically, compare the qualifying arrival dates.

Certificate of Eligibility and Directions for Completion



Certificate of Eligibility and Directions for Completion

Purpose

The State Education Agency (SEA) is required to document every migrant child’s eligibility for the Migrant Education Program on the national Certificate of Eligibility (COE) created by the U.S. Department of Education (ED). The COE serves as the official record of the state’s eligibility determination for each individual child.

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Overview

The U.S. Department of Education (ED) has created a standard national COE that all states are required to use. The national COE is comprised of three parts:

- (1) **Required data elements**, which states can organize according to state preference and need.
- (2) **Required data sections**, which states can place according to state preference and need, but that must be maintained in whole and unaltered.
- (3) **State-required/requested information**, where space is available, that states can use to collect other data.

NOTE: States must maintain any additional documentation the SEA requires to confirm that each child found eligible for the program meets all of the eligibility definitions. State responsibilities for documenting the eligibility of migratory children are found in 34 CFR 200.89(c).

General Instructions

- A COE must be completed every time a child makes a new qualifying move.
- All attempts should be made to complete all data elements and sections of the COE. In cases where a response may not be required or does not apply, flexibility has been built into the instructions. In these cases, the recruiter must write a dash (-) or “N/A” in the appropriate blank. All other information must be provided.
- With the exception of the “Qualifying Move and Work Section,” if the instructions ask for additional information in the Comments section and the state has required this information as a state data element, the recruiter does not need to provide the information again in the Comments section. For example, the instructions prompt the recruiter to record the first and last names of the child’s legal parents in the Comments section if different from the current parents. However, if the state includes data elements for legal parent information, the recruiter would not have to repeat this information in the Comments section.
- If the recruiter completes a COE for a family, the recruiter must fill out a separate COE for any child who has a different qualifying arrival date (QAD) or for any child who has different eligibility criteria than the rest of the children in the family, such as an out of school youth (OSY) who may have moved on his or her own. In general, the QAD is the date that both the child and worker completed the move for the worker to find qualifying work. There are special cases that are described in the instructions for the section titled “Qualifying Move and Work Section.”
- The recruiter must not include any child who:
 - (1) was born after the qualifying move;
 - (2) is not eligible to receive a free public school education [e.g., has graduated from a high school or obtained a General Educational Development (GED) certificate]; or
 - (3) did not make the qualifying move described on the COE.
- If more than one COE is necessary, the recruiter must complete all sections on each form.

Completing the Required Data Elements of the COE (Part I)

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

- *Male Parent/Guardian [Last Name(s), First Name]*. Record the name of the male (if any) currently responsible for the child (ren). Record this individual's legal last name (or names) and legal first name. If the male parent has two last names or a hyphenated last name, record the male parent's last name(s) as it legally exists.

The term "parent" on this form and in other sections of these instructions includes a legal guardian or other person who is standing in the place of the parent or *in loco parentis* (such as a grandparent, spouse, or stepparent with whom the child lives who is responsible for the welfare of the child). If the child has more than one male parent or if the child's legal parent is different from the current parent, provide the name of the child's legal male parent in the Comments section. If there is no parent information disclosed, write a dash (-) or "N/A." If the "child" is the worker and a male, write the child's name for this data element.

- *Female Parent/Guardian [Last Name(s), First Name]*. Record the name of the female (if any) currently responsible for the child(ren). Record this individual's legal last name (or names) and legal first name. If the female parent has two last names or a hyphenated last name, record the female parent's last name(s) as it legally exists. The term "parent" on this form and in other sections of these instructions includes a legal guardian or other person who is standing in the place of the parent or *in loco parentis* (such as a grandparent, spouse, or stepparent with whom the child lives who is responsible for the welfare of the child). If the child has more than one female parent or if the child's legal parent is different from the current parent, provide the name of the child's legal female parent in the Comments section. If there is no parent information disclosed, write a dash (-) or "N/A." If the "child" is the worker and a female, write the child's name for this data element.
- *Current Address*. Record the physical address, including the complete name of the street or road where the child(ren) currently resides. In cases where a formal physical address is not available, include as much other identifying information as possible (e.g., trailer number, rural route, migrant camp, and landmark). If the physical address is different from the mailing address, provide the mailing address in the Comments section of the COE.
- *City*. Record the name of the city or town where the child(ren) currently resides.
- *State*. Record the postal abbreviation used by the U.S. Postal Service for the state where the child(ren) currently resides.
- *Zip*. Record the five or nine-digit zip code where the child(ren) currently resides. The U.S. Postal Service has an online zip code directory service at <http://zip4.usps.com/zip4/welcome.jsp>.

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

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

- *Last name 1.* Record the legal last name of each eligible child in the family. If the child has a multiple or hyphenated last name (e.g., Ramírez-García), record the first part of the name (i.e., Ramirez).
- *Last name 2.* If the child has a multiple or hyphenated last name (e.g., Ramírez-García), record the second part of the name (i.e., Garcia). If the child does not have a multiple or hyphenated name, write a dash (-) or “N/A.”
- *Suffix.* Where applicable, record the child’s generation in the family (e.g., Jr., Sr., III, 3rd). Otherwise, write a dash (-) or “N/A.”
- *First name.* Record the legal first name of each eligible child in the family. This is the name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Ale or Alex for Alejandra).
- *Middle name.* Record the legal middle name of each eligible child in the family. This is the secondary name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Ale or Alex for Alejandra). If the child does not have a middle name, write a dash (-) or “N/A.”
- *MIS Student #.* Student numbers are assigned by MIS2000 and will be entered by RMC as will the COE # in the top right hand corner.
- *Ethnicity.* Record appropriate code number as given below:
 1. Native American or Alaskan Native
 2. Asian or Pacific Islander
 3. Black, not Hispanic
 4. Hispanic
 5. White, not Hispanic
- *Sex.* Record the child’s sex: “M” for male or “F” for female.

- *Birth Date.* Record the month, day and year the child was born. Use the two-digit number that refers to the month and day, and the last two digits of the year. For example, September 20, 2003, would be written as 09/20/03.
- *Birth Date Verification Code (Code).* Record the last two numbers that correspond to the evidence used to confirm each child’s birth date (see the codes and corresponding evidence listed below).

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

- 1003 – baptismal or church certificate
- 1004 – birth certificate
- 1005 – entry in family Bible
- 1006 – hospital certificate
- 1007 – parent’s affidavit
- 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

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

- *Multiple Birth Flag (MB).* Record “Y” for “yes” if the child is a twin, triplet, etc. Write an “N” for “no” if the child is not a twin, triplet, etc.).
- *Birth Place.* Record the city, state, and country for the birthplace of each child on the COE.
- *Name of School.* Record the name of the school that the child attends or if the child does not attend school, record the name of the school system. The recruiter may also use the name of the school the child will attend when he/she enters school or in the case of the out of school youth, the name of the school that they would attend if they were in school.
- *Grade.* Record the grade the child is in (K-12, P0-P6, or OS).
- *Enroll.* The enroll date is the date that the parent signed the COE. This date will be used for every child on the COE.
- *Enroll Type.* Use the chart below to determine the enroll type of each child on the COE.

RE- Regular School Year: For students in Grades K-12 enrolled in the current school year.

SU- Summer Program: For students in Grades K-12 and for children ages P3-P6 served in an extended migrant summer preschool program.

RO- Residency Only: For children ages P0-P2, for Out-of-School Youth, for children ages P3-P6 who are not served with migrant funds, and for K-12 students recruited during summer who do not receive migrant services during the summer session.

PA- Participating: For children ages P3-P6 who are served in a program funded in part or all with migrant funds. (Ex. tutoring, home visits.)

- *Interrupted Education.* Record a “Y” for interrupted education or an “N” if a child’s education has not been interrupted. This designation is for school age children only.

Record **Y** if a K-12 child has moved into your system during the *last 12 months excluding summer*. The child must have moved during a regular school year.

Record **N** for no. (All children, ages P0 through P6, and Out-of-School Youth will have an “N” for no interrupted education.)

Completing the Required Data Sections of the COE (Part III)

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

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

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

- If the child(ren) moved from a residence in one school district to a residence in another school district within the same U.S. city –
from a residence in _____ (School District/City/State/Country) - Record the full legally or commonly used name of the school district where the child(ren) listed resided immediately prior to the qualifying move. Also record the name of the city from which the child(ren) listed moved.
to a residence in _____ (School District/City/State) - Record the full legally or commonly used name of the school district where the child(ren) listed resided immediately following the qualifying move. Also record the name of the city from which the child(ren) listed moved.
- If the child(ren) moved from a residence in one school district to a residence in another school district within the same U.S. State (and these school districts are not within the same U.S. city) –
from a residence in _____ (School District/City/State/Country) - Record the name of the city where the child(ren) listed resided immediately prior to the qualifying move.
to a residence in _____ (School District/City/State) - Record the name of the city where the child(ren) listed resided immediately following the qualifying move.
- If the child(ren) moved from a residence in one U.S. State to a residence in another U.S. State –
from a residence in _____ (School District/City/State/Country) - Record the name of the city and state where the child(ren) listed resided immediately prior to the qualifying move.
to a residence in _____ (School District/City/State) - Record the name of the city and state where the child(ren) listed resided immediately following the qualifying move.
- If the child(ren) moved from a residence in a country other than the U.S. to a residence in the U.S. –
from a residence in _____ (School District/City/State/Country) - Record the name of the state (within the other country) if available and the name of the country where the child(ren) listed resided immediately prior to the qualifying move.
to a residence in _____ (School District/City/State) - Record the name of the city and state in the U.S. where the child(ren) listed resided immediately following the qualifying move.
- **Exception.** If the child(ren) migrated a distance of 20 miles or more to a temporary residence in a school district of more than 15,000 square miles (NOTE: this exception only applies to the children of migratory fishers or children who are migratory fishers) –

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

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

- **Exception.** If the child(ren) moved from a residence in one administrative area to a residence in another administrative area within a U.S. State that is comprised of a single school district –

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

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

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

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

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

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

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

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

- Mark the box “on own as a worker” if the child himself or herself moved in order to obtain qualifying work. Only complete the worker’s name in 2b.
- Mark the box “with the worker” if the child(ren) moved with a parent, spouse, or guardian in order for the worker to obtain qualifying work.

- Mark the box “to join or precede the worker” if the child(ren) moved either before or after the date the parent, spouse, or guardian moved in order to obtain qualifying work. If this box is marked, also complete “i” under 2b.

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

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

(Continued from above) ...is the child or the child's parent spouse guardian. [Mark only one box]

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

i. (Complete if “to join or proceed” is checked in 2a.) The worker moved on _____ (MM/DD/YY). The child(ren) moved on _____ (MM/DD/YY). (provide comment)

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

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

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

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

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

a. qualifying work, and obtained qualifying work, OR

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

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

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

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

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

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

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

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

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

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

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

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

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

- Mark the box for "seasonal employment" if the employment occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year. (Section 200.81(j)).
- Mark the box for "temporary employment" if the employment lasts for a limited period of time, usually a few months, but not longer than 12 months. It typically includes employment where the worker states that the worker does not intend to remain in that employment indefinitely, the employer states that the worker was hired for a limited time frame, or the SEA has determined on some other reasonable basis that the employment is temporary. (Section 200.81(k)).

[NOTE: The definition of temporary employment includes employment that is constant and available year-round only if, consistent with the requirements of Section 200.81(k) of the regulations, the SEA documents that, given the nature of the work, of those workers whose children were previously determined to be eligible based on the State's prior determination of the temporary nature of such

employment (or the children themselves if they are the workers), virtually no workers remained employed by the same employer more than 12 months.]

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

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

**If applicable, check:*

personal subsistence (provide comment)

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

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

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

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

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

- Mark this box if the work was determined to be temporary employment based on a statement by the employer or documentation obtained from the employer. For example, the employer states that he or she hired the worker for a specific time period (e.g., 3 months) or until a specific task is completed and the work is not one of a series of activities that is typical of permanent employment. Provide explanatory comments in Comments section. Attach supporting documentation if available.

c. State documentation for _____ (employer).

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

Other Information (Part IV)

Home Language. Record the language(s) most often spoken at home.

Residency Date. If the "Residency Date" is different from the QAD, record the date (MM/DD/YY) that the child(ren) entered the present school district. Use the two-digit number that refers to the month and day, and the last two digits of the year. For example, May 20, 2008, would be written as 05/20/08. If the child(ren) qualified for the MEP on a move prior to the move to the present school district, the residency date will be later than the QAD. If the child(ren) moved prior to the worker's move, the residency date would precede the QAD.

Further Explanations for Residency Date:

- If the eligibility is based on a previous qualifying move, the QAD could be earlier than the residency date. For example, a family moves from Saint Clair County where the QAD was July 5, 2008. The family makes a non-qualifying move to Madison County on November 12, 2008. To enable the children to finish their term of eligibility, a new COE will need to be completed. The QAD would remain the same (July 5, 2008) and the residency date would be November 12, 2008.
- A child moves (a non-qualifying move) with the grandmother to Geneva County on October 20, 2008. The parents move to join (qualifying move) on December 15, 2008. The QAD is December 15, 2008, and the residency date is October 20, 2008.

Other Workers/Type Work in Home. If there are other members of the household who have jobs, record the name and type of work of each in the "Comments" section on page 1. If more space is needed, use the "Family Data" section on page two to record the information.

Children Born After the Move. If there are children in the home that are not eligible for the migrant program because they were born after the family moved to the district, record the number in the blank and list their names in the “Comments” section on page one. If more space is needed, use the “Family Data” section on page two to record the information.

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

As mentioned previously, these items include the following scenarios:

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

Page two of the COE may be used to provide additional comments recommended by the OME as in the following circumstances and in any other circumstances in which a third party may question the eligibility determination:

- The information on the COE needs additional explanation to be clearly understood by an independent outside reviewer.
- The basis for the preliminary eligibility determination is not obvious. For example, the work is unusual enough that an independent reviewer is unlikely to understand that it is qualifying work. An explanation is needed to enable a reviewer to understand how the preliminary eligibility determination was made.
- The work could be part of a "series of activities" that, viewed together, would constitute year-round employment (e.g., mending fences on a dairy farm and bailing hay could be two parts of year-round ranching with one employer).
- The work may be viewed by an independent reviewer as either temporary or year-round employment (e.g., collecting eggs or milking cows).
- A "move" is of such brief duration or of such a short distance (or both) that one could question whether any migration has occurred (e.g., intra-city or intra-town move that is across school district boundaries).

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

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

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

The mailing address is different from the child's physical residence; provide the mailing address as a comment.

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

Parent/Guardian/Spouse/Worker Signature Section. The interviewee signs and dates the COE on the day the interview is conducted. The interviewee must also write his or her relationship to the child.

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

Signature, Relationship to the child(ren), Date

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

If a state chooses to include other statements that require a parent/guardian/spouse/worker signature, the State can include the statement above as one of several checkboxes to be completed. However, this statement must be completed in accordance with the instructions for this section.

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

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

Signature of Interviewer, Date

Signature of Designated SEA Reviewer, Date

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

NATIONAL CERTIFICATE OF ELIGIBILITY

I. FAMILY DATA

Male Parent/Guardian: _____ Last name _____ First name _____
 Female Parent/Guardian: _____ Last name _____ First name _____
 Current Address: _____ City _____ State _____ Zip _____ Telephone _____

II. CHILD DATA

| NAME (LAST 1, 2, FIRST, MI SUFFIX) | MIS STUDENT # | ETHNIC SEX | DATE OF BIRTH | DOB VER | MB | BIRTHPLACE (CITY, STATE, COUNTRY) | NAME OF SCHOOL | GRADE | ENROLL DATE | ENROLL TYPE | EDU INT |
|---------------------------------------|------------------|---------------|---------------|------------|----|--------------------------------------|----------------|-------|----------------|----------------|------------|
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III. QUALIFYING MOVE & WORK

- The child(ren) listed above moved from a residence in _____ School district _____ / _____ City _____ / _____ State _____ / _____ Country _____ to a residence in _____ School district _____ / _____ City _____ / _____ State _____.
- The child(ren) moved (complete both a. and b.):
 - on own as worker, OR with the worker, OR to join or precede the worker.
 - The worker, _____ First Name and Last Name of Worker _____, is the child or the child's parent spouse guardian.
 - (Complete if "to join or precede" is checked in 2a.) The worker moved on _____ . The child(ren) moved on _____ MM/DD/YY . (provide comment)
- The Qualifying Arrival Date was _____ MM/DD/YY .
- The worker moved due to economic necessary in order to obtain:
 - qualifying work, and obtained qualifying work, OR
 - any work, and obtained qualifying work soon after the move, OR
 - qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:
 - The worker has a prior history of moves to obtain qualifying work (provide comment), OR
 - There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).
- The qualifying work, * _____ describe agricultural or fishing work _____, was (make a selection in both a. and b.):
 - seasonal OR temporary employment
 - agriculture OR fishing work

* If applicable, check:
 personal subsistence (provide comment)
- (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:
 - worker's statement (provide comment), OR
 - employer's statement (provide comment), OR
 - State documentation for _____ Employer _____.

IV. OTHER INFORMATION

Home language: _____ Residency date: _____
 Other Workers/Type Work in Home: _____ Children born after move: _____

V. COMMENTS (Must include 2b, 4ci, 4cii, *5, 6a, 6b of the Qualifying Move & Work Section, if applicable.)

VI. 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.

Signature _____ Relationship to the Child _____ Date _____

VII. 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 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 or pursuant to 18 U. S. C. 1001.

Signature of Interviewer _____ Date _____

Signature of Designated SEA Reviewer _____ Date _____

ADDITIONAL COMMENTS

I. FAMILY DATA (new address, directions to home, emergency phone number, if available)

VII. ELIGIBILITY DATA

State of Alabama Migrant Education Program Service Delivery Plan



Introduction

SECTION 1: Program Overview

The Office of Migrant Education was established in 1966. It was Part C of the Title I portion of the federal Elementary and Secondary Education Act (ESEA) of 1965 and was reauthorized as part of the NCLB Act of 2001. This office was created after a documentary was aired in 1960 that depicted the deplorable living and working conditions of many migrant children. The name of this documentary was “Harvest of Shame” by Edward R. Murrow, and it caused a public outcry that resulted in the formation of the Office of Migrant Education.

The Title I Migrant Education Program (MEP) provides formula grants to State Educational Agencies (SEAs) to establish or improve programs of education for migratory children. The general purpose of the MEP is to ensure that children of migrant workers have access to the same free, appropriate public education, including public preschool education, provided to other children. To achieve this purpose, MEP funds help state and local educational agencies overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory life in order to succeed in school and to successfully transition to postsecondary education or employment.

More specifically, the statutory purposes of the MEP as outlined in Section 1301 of the regulations are to:

1. Support high-quality and comprehensive educational programs for migrant 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 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.

6. Ensure that migratory children benefit from state and local systemic reforms.

The Alabama MEP is a state-administered program that offers state grants to public school districts that have 50 or more identified migrant students. Currently, there are 17 school districts in the state that receive funding for the migrant program. There are approximately 2,500 children who are served by these federal funds. The state has been divided into three sections and each section has a regional coordinator who monitors the migrant program in the systems they are assigned. There is currently only one state migrant recruiter to serve the systems that do not receive funding, and this person also assists in conducting the re-interviews in the funded systems.

The Alabama State Service Delivery Plan has 4 sections as listed below:

1. Program Overview
2. Results of the Statewide Comprehensive Needs Assessment
3. State's Performance Targets for Migrant Children Based Upon the State Comprehensive Needs Assessment Plus Service Delivery Strategies
4. Evaluation Plan

SECTION 2: Results of Statewide Comprehensive Need Assessment

Statewide Needs as Determined by the FY 05-FY 06 Comprehensive Needs Assessment

In FY 2005-FY 2006 the state conducted a Comprehensive Needs Assessment with the assistance of ESCORT. The major findings of this needs assessment are as follows:

1. In general, migrant parents lack family literacy skills which limits their ability to assist with the academics that students need from pre-school through grade twelve.
2. Migrant students show significant differences in passing rates on the required *Alabama High School Graduation Examination* when compared to non-migrant students.
3. By the end of ninth grade, a large discrepancy exists in credit accrual needed for high school graduation between migrant and non-migrant students.
4. Migrant students have significantly lower scores on state assessments in reading and math when compared to their non-migrant peers.

5. Migrant parents do not participate in school activities as frequently as non-migrant parents in general.
6. Migrant preschool children more frequently lack school readiness skills and are not as prepared for kindergarten entrance as their non-migrant peers.
7. Migrant students' data, both demographically and academically, is difficult to collect and frequently cannot be disaggregated.

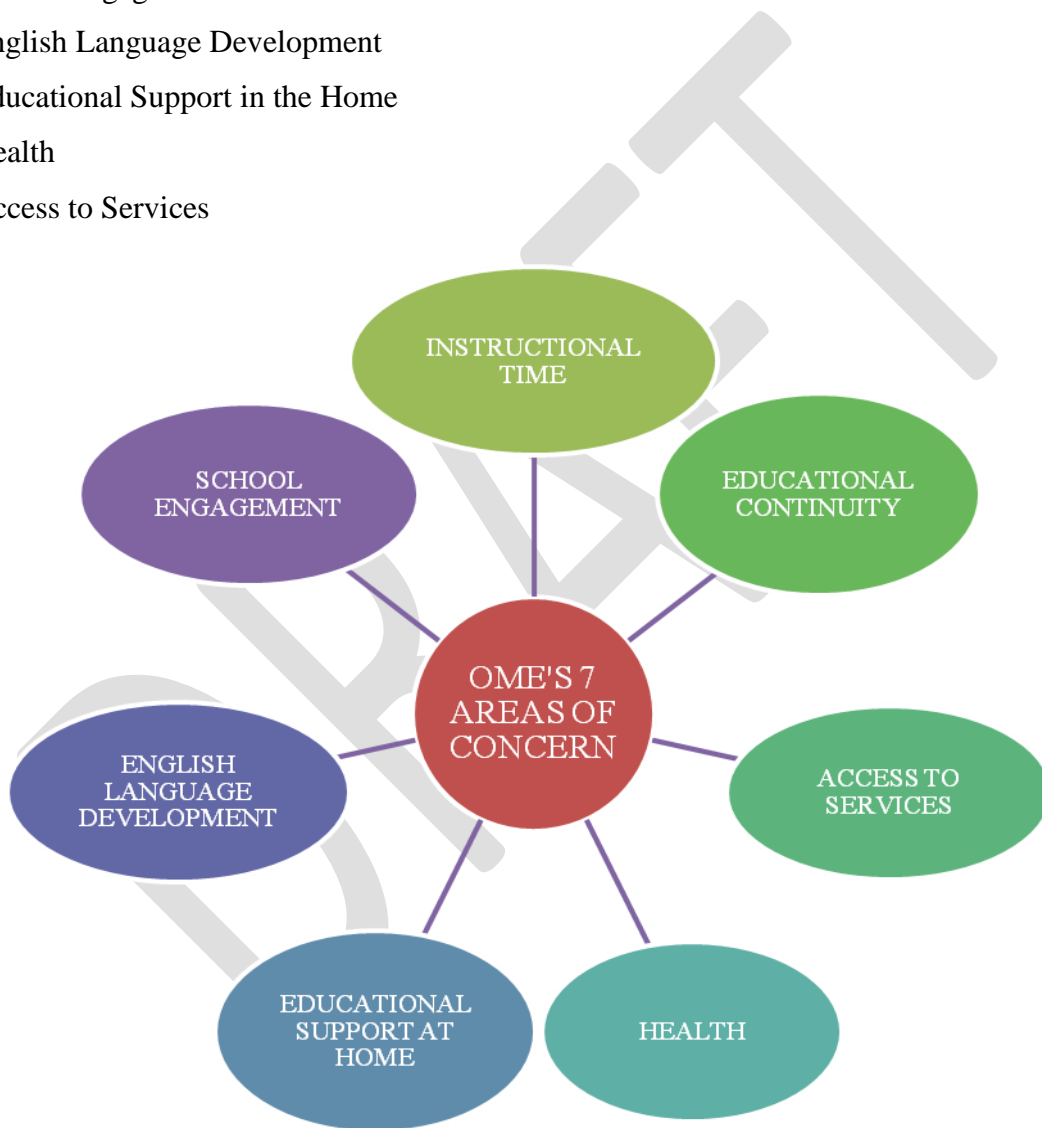
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Seven Areas of Concern as Determined by the FY 05- FY 06 Comprehensive Needs Assessment (CNA)

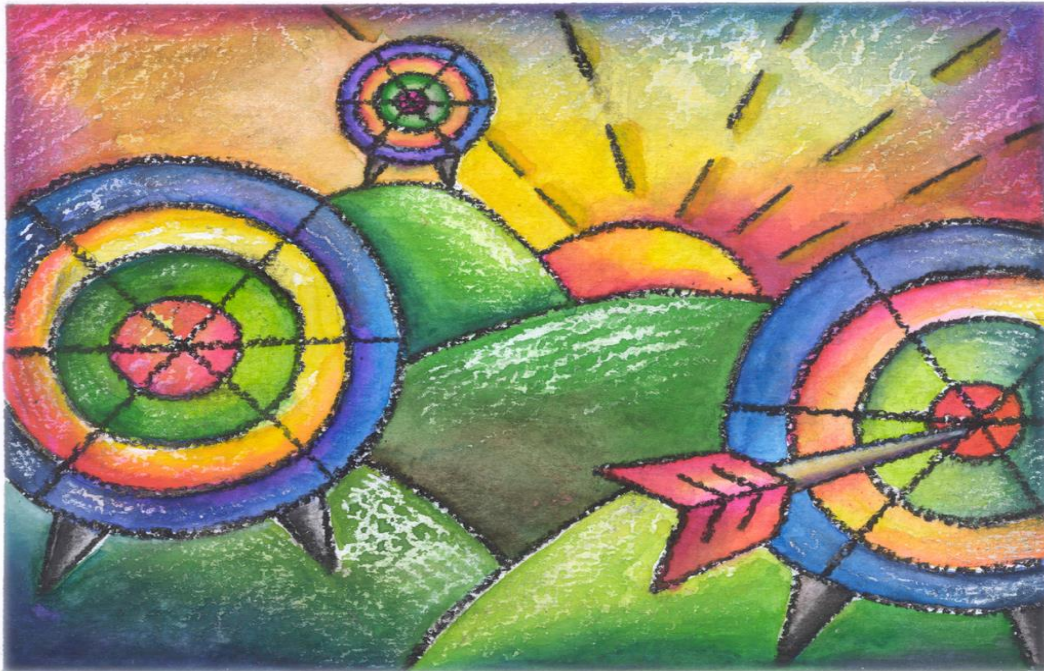


In addition to the needs identified by the Comprehensive Needs Assessment, the Office of Migrant Education (OME) has identified seven nationally recognized areas of concern that impact migrant students nationally. They are as follows.

1. Educational Continuity
2. Instructional Time
3. School Engagement
4. English Language Development
5. Educational Support in the Home
6. Health
7. Access to Services



Alabama State Performance Targets for the Migrant Education Program



The following goals are based on the FY 2005-2006 needs assessment

Alabama State Performance Goals

Performance Goal 1 – By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and math

1.1 Performance Indicator 1: Students in the aggregate and for each subgroup will be at or above the proficient level in reading/language arts on the Alabama State Assessments.

| Identified Need | State Performance Target | Measurable Outcome | State 2008 Evaluation Results | Suggested Strategies to Address Needs | LEA Description of Services Delivered | LEA Resources and Activities | LEA Evaluation |
|--|--|---|--|--|---------------------------------------|------------------------------|----------------|
| Grade 4 reading gaps in testing between migrant and all students | By the year 2014, 100% of all students in Grades 4 and 8 will score at the proficient level in reading/language arts and math on the Alabama State Assessment. | The present gap of 24% proficiency in <u>Grade 4 reading</u> will decrease to 20% by the end of FY 2008. The baseline data was determined from the Alabama MEP Comprehensive Needs Assessment in March of 2006. | Seventy-two percent (72%) of migrant students scored proficient on the reading section of the <i>Alabama Reading and Mathematics Test (ARMT)</i> in 2007. The Alabama Annual State Performance Target/Goal for all Grade 4 students was 73%. The scores for migrant students missed the state goal for all students by 1%. The gap between migrant students and all students was 24% for the baseline year. In 2006-2007, the gap decreased to 13%. This decrease exceeded the expected outcome. | After-school program or tutoring, academic summer school, in-school tutoring | | | |

1.1 Performance Indicator 1: Students in the aggregate and for each subgroup will be at or above the proficient level in reading/language arts on the Alabama State Assessments.

| Identified Need | State Performance Target | Measurable Outcome | State 2008 Evaluation Results | Suggested Strategies to Address Needs | LEA Description of Services Delivered | LEA Resources and Activities | LEA Evaluation |
|---|--|--|--|---|--|-------------------------------------|-----------------------|
| Grade 8 <u>reading</u> gaps in testing between migrant and all students | By the year 2014, 100% of all students in Grades 4 and 8 will score at the proficient level in reading/language arts and math on the Alabama State Assessment. | The present gap of 17% proficient in <u>Grade 8 reading</u> will decrease to 16% by the end of FY 2008. The baseline data was determined from the Alabama MEP Comprehensive Needs Assessment in March of 2006. | Fifty-five percent (55%) of migrant students scored proficient on the reading section of the <i>Alabama Reading and Mathematics Test (ARMT)</i> in 2007. The Alabama Annual State Performance Target/Goal for all Grade 8 students was 51%. The scores for migrant students exceeded the state goal for all students by 4%. The gap between migrant students and all students was 17% for the baseline year. In 2006-2007, the gap remained at 17%. There was no improvement over the base year. | After-school programs or tutoring, academic summer school, in-school tutoring | | | |

1.2 Performance Indicator 2: Students in the aggregate and for each subgroup will be at or above the proficient level in math on the Alabama State Assessment.

| Identified Need | State Performance Target | Measurable Outcome | State 2008 Evaluation Results | Suggested Strategies to Address Needs | LEA Description of Services Delivered | LEA Resources and Activities | LEA Evaluation |
|--|--|--|---|---|---------------------------------------|------------------------------|----------------|
| <u>Grade 4 math</u> gaps in testing between migrant and all students | By the year 2014, 100% of all students in Grades 4 and 8 will score at the proficient level in reading/language arts and math on the Alabama State Assessment. | <i>Math-Grade 4:</i> The present gap of 9% in <u>Grade 4 math</u> will decrease to 7% by the end of FY 2008. The baseline data was determined from the Alabama MEP Comprehensive Needs Assessment in 2006. | Seventy-one percent (71%) of migrant students scored proficient on the math section of the <i>Alabama Reading and Mathematics Test (ARMT)</i> in 2007. The Alabama Annual State Performance Target/Goal for all Grade 4 students was 67%. The scores for migrant students exceeded the state goal for all students by 4%. The gap between migrant students and all students was 9% for the baseline year. In 2006-2007, the gap decreased to 7%. This decrease exceeded the expected outcome. | After-school programs or tutoring, academic summer school, in-school tutoring | | | |

1.2 Performance Indicator 2: Students in the aggregate and for each subgroup will be at or above the proficient level in math on the Alabama State Assessment.

| Identified Need | State Performance Target | Measurable Outcome | State 2008 Evaluation Results | Suggested Strategies to Address Needs | LEA Description of Services Delivered | LEA Resources and Activities | LEA Evaluation |
|--|--|---|--|--|--|-------------------------------------|-----------------------|
| <u>Grade 8 math</u> gaps in testing between migrant and all students | By the year 2014, 100% of all students in Grades 4 and 8 will score at the proficient level in reading/language arts and math on the Alabama State Assessment. | <i>Math-Grade 8:</i> Trend data was not available for <u>Grade 8 math</u> . If a gap is identified in the FY 2007 Alabama State Accountability Report, then appropriate measurable outcomes will be developed | Fifty-nine percent (59%) of migrant students scored proficient on the math section of the <i>Alabama Reading and Mathematics Test (ARMT)</i> in 2007. The Alabama Annual State Performance Targets/Goal for all Grade 8 students was 55%. The scores for migrant students exceeded the state goal for all students by 4%. No ARMT data was available in FY 2004. The baseline data was determined from FY 2005. The gap between migrant students and all students was 13% for the baseline year. In 2006-2007, the gap decreased to 7%. This decrease exceeded the expected outcome. | After-school program or tutoring, academic summer school, in-school tutoring | | | |

Performance Goal 5 –

All students will graduate from high school.

5.1 Performance Indicator: The percentage of students who graduate from high school each year with a regular diploma disaggregated by migrant status will increase.

5.2 Performance Indicator: The percentage of migrant students who drop out of school will decrease.

| Identified Need | State Performance Target | Measurable Outcome | State 2008 Evaluation Results | Suggested Strategies to Address Needs | LEA Description of Services Delivered | LEA Resources and Activities | LEA Evaluation |
|--|--|--|--|--|---------------------------------------|------------------------------|----------------|
| Increase Migrant High School Graduation Rate | A school or LEA is considered to have made AYP on the graduation rate if it meets the goal of 90% graduation rate or shows improvement from the previous year. | <i>Graduation Rate:</i> The graduation rate of migrant students will improve each year to meet the state goal of 90% or show improvement from the previous year. | The migrant student graduation rate for FY 2007 was 85%. In FY 2006 the graduation rate was 48%. This was an increase of 37% in the migrant student graduation rate. The evaluation results are comparing graduation rates for FY 2006 and FY 2007 for the migrant students who entered Grade 12 and obtained a diploma. | After-school program or tutoring, academic summer school, in-school tutoring | | | |

Increase Graduation Rate

| Identified Need | State Performance Target | Measurable Outcome | State 2008 Evaluation Results | Suggested Strategies to Address Needs | LEA Description of Services Delivered | LEA Resources and Activities | LEA Evaluation |
|--|--|---|--|--|---------------------------------------|------------------------------|----------------|
| Increase Migrant High School Graduation Rate | A school or LEA is considered to have made AYP on the graduation rate if it meets the goal of 90% graduation rate or shows improvement from the previous year. | <i>AHSGE Passing Rate:</i> The baseline gap of 21% of students passing the <u>AHSGE</u> will decrease each year. The baseline data was originally determined from the Alabama MEP Comprehensive Needs Assessment in March of 2006. The baseline gap was actually 21% instead of 33% as shown on the original Evaluation Plan. | The evaluation results from FY 2006 and FY 2007 indicate a decrease in the gap in Grade 11 from 21% to 14%. The goal of a decrease in the gap in Grade 11 was met. In Grade 12, there was an increase of 4% in the gap. The goal of increasing the percentage of migrant students passing the AHSGE was not met in Grade 12. | After-school program or tutoring, academic summer school, in-school tutoring | | | |

Increase Graduation Rate

| Identified Need | State Performance Target | Measurable Outcome | State 2008 Evaluation Results | Suggested Strategies to Address Needs | LEA Description of Services Delivered | LEA Resources and Activities | LEA Evaluation |
|---|--|---|---|--|--|-------------------------------------|-----------------------|
| Increase the Percentage of Migrant Students Who Have Earned the Credit to Advance to the Next Grade | A school or LEA is considered to have made AYP on the graduation rate if it meets the goal of 90% graduation rate or shows improvement from the previous year. | <i>Credit Accrual:</i> The percentage of migrant students beginning Grade 10 with one full year of <u>high school credit</u> will increase. The baseline data indicated a 41% gap, which was determined from the Alabama MEP CNA in March of 2006. This outcome will be based upon an increase in the number of migrant students who earn enough credits to enter Grade 10. | At the end of FY 2007, the percent of Grade 9 migrant students who earned enough credits to move to Grade 10 was 80%. This does indicate a 39% increase from the baseline data. | After-school program or tutoring, academic summer school, in-school tutoring | | | |

Additional State Performance Goal –

All children will begin school ready to learn

Performance Indicator A: The percentage of preschool students who begin kindergarten ready to learn, as indicated by the risk level on the *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* assessment, will increase.

| Identified Need | State Performance Target | Measurable Outcome | State 2008 Evaluation Results | Suggested Strategies to Address Needs | LEA Description of Services Delivered | LEA Resources and Activities | LEA Evaluation |
|--|---|---|---|---|--|-------------------------------------|-----------------------|
| Gap in DIBELS Scores for Kindergarten Students | Each year the number of migrant children scoring “at-risk” will decrease by 10% from the beginning of kindergarten to the end of kindergarten. This decrease will be determined by DIBELS scores/ratings. | DIBELS indicated a baseline gap of 18% between all students and migrant students who were tested. This gap will decrease by 10% by the end of FY 2008. Baseline data was determined from the Alabama MEP Comprehensive Needs Assessment in March of 2006. | In the baseline data, the gap between all students and migrant students scoring “at risk” on DIBELS was 18%. In FY 2007, the gap on the spring administration of DIBELS was 13%; therefore, the MEP is moving toward meeting the goal of decreasing the gap by 10% by the end of FY 2008. | <ol style="list-style-type: none"> 1. An organized center-based preschool program 2. Home visits using “<i>Motheread</i>” 3. Campaign to encourage parent participation in school activities | | | |

Performance Indicator B: The number of migrant preschool students who have an organized, center-based preschool early childhood program and/or participate in the *Motheread* program will increase.

| Identified Need | State Performance Target | Measurable Outcome | State 2008 Evaluation Results | Suggested Strategies to Address Needs | LEA Description of Services Delivered | LEA Resources and Activities | LEA Evaluation |
|---------------------|---|---|--|---|---------------------------------------|------------------------------|----------------|
| Preschool Readiness | Each year the number of migrant students attending an organized center-based preschool program and/or the <i>Motheread</i> program will increase by 5%. | The present migrant preschool/ <i>Motheread</i> participation rate of 29% will increase by 5% each year until the target of 60% participation is achieved. Baseline data was determined from the Alabama MEP Comprehensive Needs Assessment in March of 2006. | When the Alabama Migrant Needs Assessment was finished in March of 2006, the participation rate of migrant children who were in an organized, center-based preschool early childhood program and/or the <i>Motheread</i> program was 29%. During the 2006-2007 school year, the number served by the targeted programs was 46% of the 365 students ages 3-5. There was a gain of 17%, which exceeds our goal of 5% per year. | <ol style="list-style-type: none"> 1. An organized center-based preschool program 2. Home visits using “<i>Motheread</i>” 3. Campaign to encourage parent participation in school activities | | | |

Performance Indicator C: The percent of migrant parents of kindergarten children who participate in school functions and/or migrant program activities will increase.

| Identified Need | State Performance Target | Measurable Outcome | 2008 State Evaluation Results | Suggested Strategies to Address Needs | LEA Description of Services Delivered | LEA Resources and Activities | LEA Evaluation |
|--|---|--|--|---|--|------------------------------|---|
| Migrant Parent Involvement and Education | <i>Parent Participation:</i> Each year the percentage of migrant parents of kindergarten children who participate in school functions and/or migrant program activities will increase by 10%. | The present school function/migrant program activities participation rate of 70% for parents of migrant kindergarten students will be maintained. Baseline data was determined from the Alabama MEP Comprehensive Needs Assessment in March of 2006. | The baseline data showed that 70% of parents of kindergarten students participated in kindergarten/school activities during the base year. During the 2006-2007 school year, there were 240 kindergarten students, and 167 or 70% of these students have a parent or parents who participated in school activities such as PTO, teacher appreciation activities, the volunteer program, or other programs at the school. This percentage maintains the baseline data and meets the goal of increasing or maintaining the baseline data of 70%. | 1.Home visits using “ <i>Motheread</i> ” 2.Campaign to encourage parent participation in school activities | Example: Number of parents who participate in school activities | | Example: Increase over previous year |

State Evaluation Plan



Evaluation Plan

State Performance Goals

Performance Goal 1-

By 2013-2014 all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and math.

- 1.1 **Performance Indicator 1:** Students in the aggregate and for each subgroup will be at or above the proficient level in reading/language arts on the Alabama State Assessments.
- 1.2 **Performance Indicator 2:** Students in the aggregate and for each subgroup will be at or above the proficient level in math on the Alabama State Assessments.

State Performance Target-Reading:

By the year 2014, 100% of all students in Grades 4 and 8 will score at the proficient level in reading/language arts and math on the Alabama State Assessments.

| READING ANNUAL STATE PERFORMANCE TARGETS/GOALS | | | | | | | | | | | |
|---|------|------|------|------|------|------|------|------|------|------|------|
| Percentage of Proficient Students | | | | | | | | | | | |
| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Grade 4 | 68 | 68 | 73 | 73 | 77 | 77 | 82 | 86 | 91 | 95 | 100 |
| Grade 8 | 43 | 43 | 51 | 51 | 59 | 59 | 67 | 76 | 84 | 92 | 100 |

| MATH ANNUAL STATE PERFORMANCE TARGETS/GOALS | | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|------|------|
| Percentage of Proficient Students | | | | | | | | | | | |
| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Grade 4 | 61 | 61 | 67 | 67 | 72 | 72 | 78 | 83 | 89 | 94 | 100 |
| Grade 8 | n/a | 48 | 48 | 55 | 55 | 63 | 70 | 78 | 85 | 93 | 100 |

The *Alabama Reading and Mathematics Test (ARMT)* is given each spring and the scores are disaggregated to school districts in early August through the Alabama State Accountability Report. The MEP compares the proficiency level of all students against the proficiency level of migrant students. The results of the comparison will determine the needs to be addressed through the MEP. These deficiencies will be addressed in both reading/language arts and math.

Measurable Outcome-Reading-Grade 4:

The present gap of 24% proficient in Grade 4 reading will decrease to 20% by the end of FY 2008. The baseline data was determined from the Alabama MEP Comprehensive Needs Assessment in March of 2006. The MEP FY 2007 program will be evaluated in November 2008.

Measurable Outcome-Reading-Grade 8:

The present gap of 17% proficient in Grade 8 reading will decrease to 16% by the end of FY 2008. The baseline data was determined from the Alabama MEP Comprehensive Needs Assessment in March of 2006. The MEP FY 2007 program will be evaluated in November 2008.

Measurable Outcome-Math-Grade 4: The present gap of 9% in Grade 4 math will decrease to 7% by the end of FY 2008. The baseline data was determined from the Alabama MEP Comprehensive Needs Assessment in 2006. The MEP FY 2007 program will be evaluated in November 2008.

Measurable Outcome-Math-Grade 8: Trend data was not available for Grade 8 math. If a gap is identified in the FY 2007 Alabama State Accountability Report, then appropriate measurable outcomes will be developed. The MEP FY 2007 program will be evaluated in November 2008.

Performance Goal 5 –

All students will graduate from high school.

- 5.1 Performance Indicator:** The percentage of students who graduate from high school each year with a regular diploma disaggregated by migrant status will increase.
- 5.2 Performance Indicator:** The percentage of migrant students who drop out of school will decrease.

State Performance Target-High School Graduation:

A school or LEA is considered to have made AYP on the graduation rate if it meets the goal of 90% graduation rate or shows improvement from the previous year.

Note: Graduation rates from the previous year are collected in October. This is part of the Alabama Accountability System. The MEP compares the passing rate for migrant students to that of “all” students on the required *Alabama High School Graduation Exam* (AHSGE) and the amount of **credit accrual** at the end of ninth grade. The results of the comparison will determine the gaps to be addressed through the MEP. These gaps will be addressed through MEP services such as supplemental academic assistance.

Measurable Outcome: Graduation Rate: The graduation rate of migrant students will improve each year to meet the state goal of 90% or shows improvement from the previous year. The MEP FY 2007 program will be evaluated in November 2008.

Measurable Outcome-AHSGE Passing Rate: The baseline gap of 21% of migrant students passing the AHSGE will decrease each year. The baseline data was originally determined from the Alabama MEP Comprehensive Needs Assessment in March of 2006. The baseline gap was actually 21% instead of 33% as shown on the original Evaluation Plan. The MEP FY 2007 program will be evaluated in November 2008.

Measurable Outcome-Credit Accrual: The percentage of migrant students beginning Grade 10 with one full year of high school credit will increase. The baseline data indicated a 41% gap, which was determined from the Alabama MEP Comprehensive Needs Assessment in March of 2006. Since this data was based upon a limited sampling of systems, the gap was skewed and the data is not available to include all students statewide. This outcome will now be based upon an increase in the number of migrant students who earn enough credits to enter Grade 10. The MEP FY2007 program will be evaluated in November 2008.

Additional State Performance Goal Alabama MEP Comprehensive Needs Assessment March 2006

Performance Goal—

All children will begin school ready to learn

Performance Indicator A: The percentage of preschool students who begin kindergarten ready to learn, as indicated by the risk level on the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) assessment, will increase.

Note: The DIBELS assessment is administered to children in kindergarten to provide teachers and parents with a better understanding of the child's strengths, weaknesses, and progress in the major development areas of early literacy with benchmarks in fall, mid-year, and spring.

The skills tested are **letter naming** and **initial sound fluency**, which are early indicators of reading success.

State Performance Target -School Readiness:

Each year the number of migrant children scoring "at-risk" will decrease by 10% from the beginning of kindergarten to the end of kindergarten. This decrease will be determined by the DIBELS skills tested.

Measurable Outcome- DIBELS indicated that migrant students receiving an at-risk scores/ratings increased to 18%. This gap will decrease by 10% by the end of FY 2008. Baseline data was determined from the Alabama MEP Comprehensive Needs Assessment in March of 2006. The MEP FY 2007 program will be evaluated in November 2008.

Performance Indicator B: The number of migrant preschool students who have an organized, center-based preschool early childhood program and/or participate in the *Motheread* program will increase.

State Performance Target-Preschool Participation: Each year the number of migrant students attending an organized center-based preschool program and/or *Motheread* program will increase by 5%.

Measurable Outcome: The present migrant preschool/*Motheread* participation rate of 29 percent will increase by 5% each year until the target of 60% participation is achieved. Baseline data was determined from the Alabama MEP Comprehensive Needs Assessment in March of 2006. The MEP FY 2007 program will be evaluated in November 2008.

Performance Indicator C: The percent of migrant parents of kindergarten children who participate in school functions and/or migrant program activities will increase.

State Performance Target-Parent Participation: Each year the percentage of migrant parents of kindergarten children who participate in school functions and/or migrant program activities will increase by 10%.

Measurable Outcome: The present school function/migrant program activities participation rate of 70% for parents of migrant kindergarten students will be maintained. Baseline data was determined from the Alabama MEP Comprehensive Needs Assessment in March of 2006. The MEP FY 2007 program will be evaluated in November 2008.

**State of Alabama
Quality Control Plan
for the
Migrant Education Program**



Quality Control Plan

This Quality Control Plan was produced by the Alabama State Migrant Education Program by regular and contract staff with funds provided through Public Law 103-382. The information included herein reflects policies and/or procedures related to the quality control segment of the Alabama State Migrant Education Plan.

In case of questions, contact the MEP office at:

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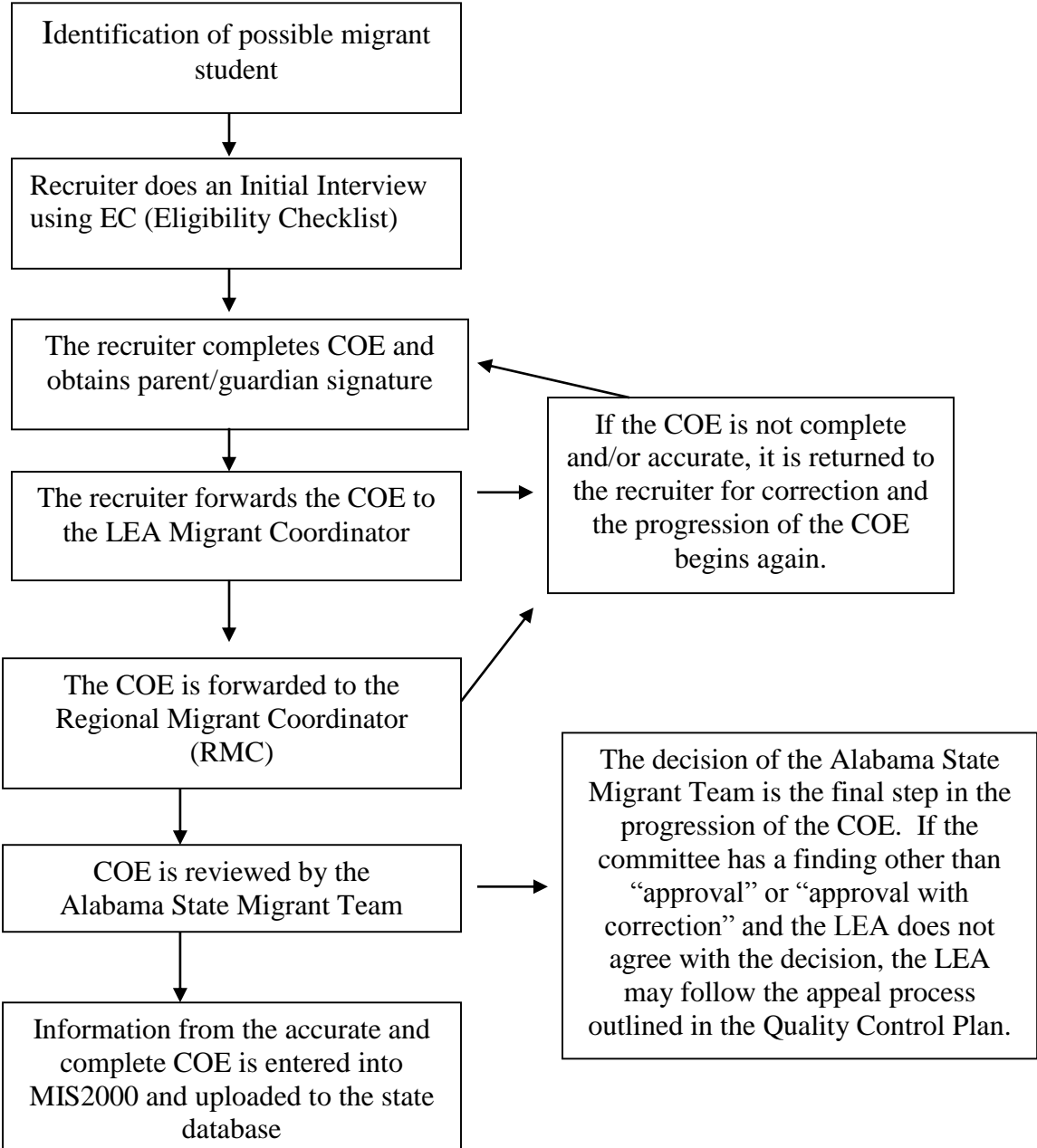
State of Alabama MEP Quality Control Plan

In order to ensure that eligible migrant students are correctly identified and recruited, the state of Alabama has developed a quality control plan. This plan will be used to ensure that only eligible migrant students are recruited, counted, and served by the Alabama MEP. The procedures of this plan are outlined below:

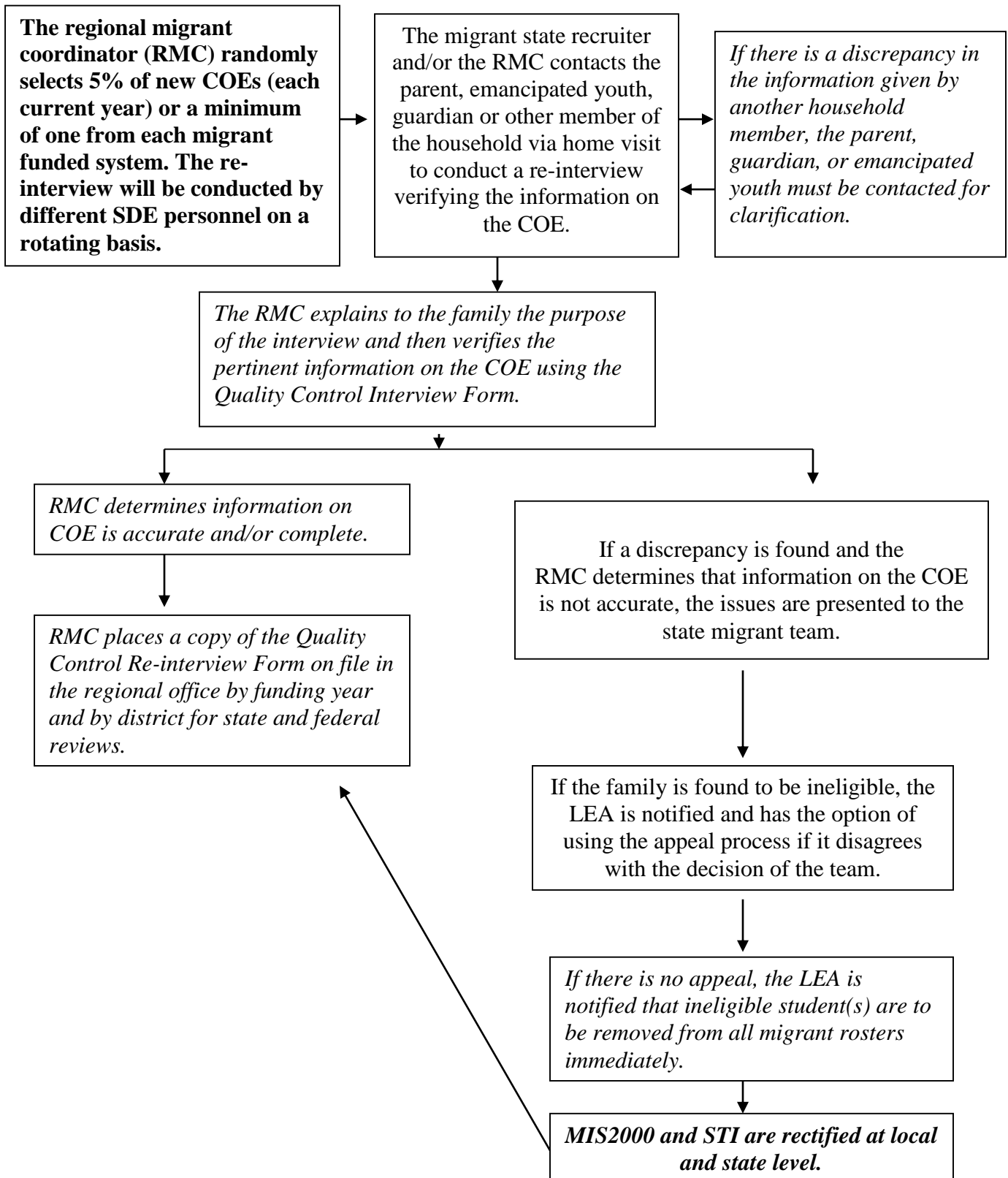
1. Recruitment is performed only by trained recruiters.
(Before recruiters are allowed to recruit, they must receive training through the SDE. Training consists of the laws, rules, and regulations pertaining to the recruitment of migrant students.)
2. If needed, eligibility determination statements can be documented on page two of the COE.
3. The completed COE is first checked for completion and accuracy by the MEP coordinator of the local education agency (LEA).
4. The completed COE is next checked by the regional migrant coordinator.
5. All completed and signed COEs are reviewed and approved by the state migrant team.
6. After approval, the information on the COE is entered into MIS2000 database. All data entry and maintenance are performed by the state regional coordinator.
7. Quality control parent re-interviews are conducted annually, as outlined in the following pages of this manual by the Alabama state recruiter and/or regional migrant coordinator.

All personnel involved in the identification and recruitment of migrant students must be fully trained and must adhere to the guidelines and procedures of the Migrant Identification and Recruitment Manual.

State of Alabama Certificate of Eligibility Quality Control Process



State of Alabama Quality Control Review Process



Family _____

COE # _____

**Migrant Education Program
Quality Control Re-Interview Form**

Name of Person Interviewed _____

Relationship to Family _____

School District _____

Names of Children in Household _____

1. How long have you lived in this area (name of county/city)?
2. Why did you move here?
3. What kind of work does the father/mother/guardian/self do?
4. Did the child move with you? _____ Yes _____ No (Explain).
5. What other kinds of work have you done?
6. Where did you live before you moved here?
7. Have you moved before seeking this kind of work?
_____ Yes _____ No
8. Does anyone else living here work and, if so, what kind of work does he/she do?

Comments

_____ **Qualifies**

_____ **Does not qualify**

Re-Interviewer: _____

(Signature)

Interpreter: _____

Date : _____

Other Quality Control Procedures:

1. The Alabama MEP contracts with Management Services for Education Data Company to maintain all migrant student information on the MIS2000 data base. The MIS2000 list of migrant students for each system will be compared to the STI (the Alabama state student database) to confirm that all students enrolled in the Alabama State Migrant Education Program are identified as migrant on the STI. This justification will be performed twice during the year—one time before Migrant and State Child Count and then in March before statewide testing. This procedure will ensure that all data matches in evaluating and monitoring the Alabama State Migrant Education Program.
2. Each year, 5% of all new COEs will be reviewed and the families re-interviewed for reporting accuracy. The re-interviews will be reviewed by the State Migrant Team. The Regional Migrant Coordinators will print the MS2000 Verifying COE Data List, which will be dated from January 1 – December 31 of each year. The RMC will number the families on the list from 1-20 repeating as necessary, and then using random numbers selected in advance, the RMC will select the families to be re-interviewed. Re-interviews will be conducted between January and April each year. An exception is that in those systems that have mainly a summer program, quality control will be conducted using the guidelines above for the summer term only and dated relevant to the summer term.

Appeal Process When a Family is Found Ineligible by the State Migrant Team

When there is a discrepancy on the COE as determined by the quality control re-interviews process, the information must be presented to the State Migrant Team for resolution. After reviewing the information collected by the State Migrant Recruiter and/or the RMC, the Team makes a determination on the eligibility of the family named on the COE. If the family is found ineligible, the information is given to the LEA named on the COE. The LEA has the right to appeal the decision of the committee. The appeal must be presented in writing to the Alabama State Migrant Coordinator within 30 days of notification by the RMC. The LEA must state the reason for the appeal and give documentation to support its appeal. The coordinator will present the appeal to the State Migrant Team and the Team will make a final decision. If the family is still found ineligible, the family will be removed from MIS2000 database. If the LEA is still not satisfied with the decision, it may follow the Alabama State Complaint Procedure.

Migrant Home School Liaison Guide



Alabama State Department of Education
Migrant Education Program, Federal Programs Section
5348 Gordon Persons Building
50 North Ripley Street
Montgomery, Alabama 36104
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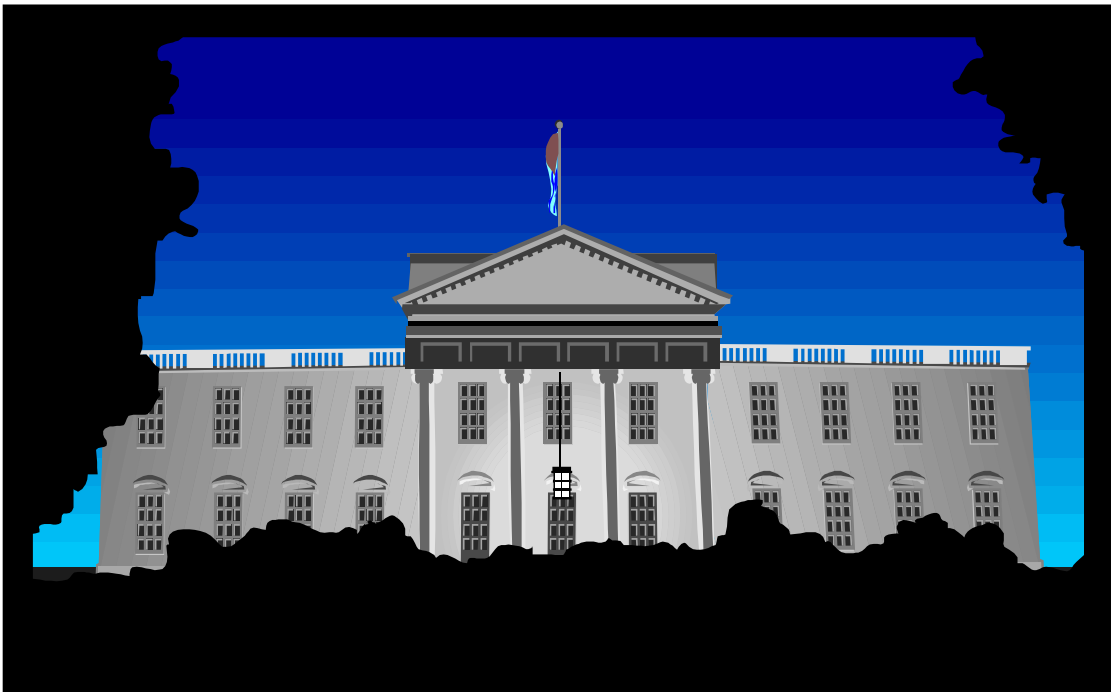
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Introduction



How It All Began...

The Migrant Education Program (MEP) grew out of the *Elementary and Secondary Education Act*, Public Law 89-10, which was passed in 1965. Congress recognized migrant children as a disadvantaged group whose high mobility and unique lifestyles created severe educational needs. Some of these needs are different from those of other children and require special help and services for the children. For this reason, the MEP was established separately by an amendment to Title 1 in 1966. The law to continue the MEP has been reauthorized every five years since that time. The program is currently authorized under Title I, Part C, of the *No Child Left Behind Act of 2001* and Public Law 107-110.

What Is the Migrant Education Program?

The MEP is a national program that provides **supplemental** education and support services to eligible migrant children to help them overcome the educational disruptions and disadvantages they face. Alabama's children of migrant workers face myriad academic, health, and social problems due to their transient lifestyle. For many of them, English is a second, and sometimes third, language. The dropout rate is high. In many cases the migrant student also contributes to the family's economic well-being by working or by caring for younger brothers and sisters while the parents work.

What Is the Goal of the Migrant Education Program?

The goal of the MEP 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.

Who Are the Migrant Workers?

Migrant workers seek temporary or seasonal work in agriculture, fishing, or related industries, including food processing. They follow the growing seasons across the country and are largely responsible for the cultivating and harvesting of fruits, vegetables, and many other food products and are employed in food processing plants or in the fishing or logging industry.

The migrant population is made up of diverse ethnic groups in Alabama. Hispanics make up the largest group with Asians and African Americans and other racial and ethnic groups completing the remainder of the migrant population.

What Makes a Child Eligible for the Migrant Program?

To qualify for the program, a child must have moved within the past three years across state lines or school district lines with a migrant parent, guardian, spouse, on his/her own, or with a member of the child's immediate family to obtain temporary or seasonal employment in a qualifying activity. The child must be between the ages of 3 to 21 and has not received a high school diploma or GED. (Note: Other children in the family ages 0 to 2 should be included on the Certificate of Eligibility unless the child was born in the district after the qualifying move. These children are enrolled as "Residency Only" (RO) individuals on the COE.)

Why Give Special Help to Migrant Children?

Most school programs, including those supported by Title I, Part C, are set up on a nine-month academic calendar. However, when migrant children move with their families, their education—as well as their lives—is disrupted, often many times a year. Migrant children may come from large families with inadequate living space and low incomes. Poor nutrition, housing, and sanitary conditions may cause a high incidence of health problems. Migrant children may have limited-English skills and/or little experience with success at school. These problems, combined with irregular school attendance, often lead to overall frustration and low-academic performance, causing many migrant children to drop out of school in their teens. The families' frequent moves result in disrupted education and a lack of knowledge of other kinds of work. Migrant young people often face a high risk of unemployment or become part of the migrant labor force. However, these children can be helped to enjoy school and to overcome their challenges. Through the MEP, they can attain an education and develop their skills and options for the future. In addition, the program helps them to develop self-confidence and self-esteem.

What Are the Laws Concerning School Enrollment and Attendance of Undocumented Children and Young Adults?

The U.S. Supreme Court has ruled in *Plyer v. Doe* [457 U.S. 202 (1982)] that undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents. Like other children, undocumented students are obliged under state law to attend school until they reach age 17.

As a result of the *Plyer* ruling, public schools may **not**:

- Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.
- Treat a student disparately to determine residency.
- Engage in any practices to "chill" the right of access to school.
- Require students or parents to disclose or document their immigration status.
- Make inquiries of students or parents that may expose their undocumented status.
- Require social security numbers from all students, as this may expose undocumented status.

Social Security Numbers for Migrant Students

Migrant students without social security numbers should be assigned a number generated by the school system. Adults without social security numbers who are applying for a free lunch and/or breakfast program on behalf of a migrant student need only indicate on the application that they do not have a social security number.

Documentation of Free Meal Eligibility for Migrant Children

Migrant children in the LEA should be certified for free meals as promptly as possible. The LEA should accept a dated list with each migrant child's name and the signature of the LEA's migrant education coordinator in lieu of the free and reduced-price meal applications. Once documentation is obtained, the LEA must notify the household as soon as possible about the child's free meal eligibility.

Equity Statement

All children, without regard to status—e.g., *homeless, limited-English proficient, migrant*—will be provided a free and appropriate education, including equal and appropriate education opportunities and support services to enable them to achieve state and local content and achievement standards.

**Home School Liaison
Roles
&
Responsibilities**



What Are the Roles and Responsibilities of the Home-School Liaison?

A person hired as a migrant advocate or home-school liaison uses the resources of the home, school, and community to maximize the experience of schooling for eligible migrant students (ages 3-21) in the attainment of a high school diploma or its equivalent. The advocate assists in the identification, recruitment, and enrollment of eligible migrant students residing in the district and maintains communications between families and school. The suggested roles and the responsibilities of the home-school liaison are listed below.

Roles of the Home-School Liaison

- Strives to make education a family affair.
- Works closely with parents to help migrant students overcome educational barriers.
- Assists parents in developing positive parenting skills that increase the amount and quality of time parents interact with their children.
- Enhances the readiness level of preschool-aged children who are unable to participate in programs such as Head Start or Even Start.
- Helps the family, as a whole, reach its goals for education and employment needs.
- Facilitates a stronger communication between parents and schools through adult education and parenting.
- Conducts interviews with the families (after recruitment) to set goals and assess their individual needs and strengths.
- Provides a home-based approach to support the family.
- Assists the migrant children to ensure that educational and educationally related needs are served.
- Selects children to be served based upon the “Priority of Service” criteria.

Responsibilities of the Home-School Liaison

- Promotes the value of education by becoming personally acquainted with each migrant family and with the migrant children that have not graduated from high school.
- Presents personal identification as a representative of the school containing contact address or telephone number.
- Promotes the message that “my job is to help your children succeed in school.”
- Assists with school enrollment and proper grade placement.
- Facilitates access to any and all district, school, and community services or programs.
- Assists with access to appropriate add-on migrant programs when needs cannot be met by existing district/school programs.
- Secures or provides counseling services, in particular for potential dropouts.
- Identifies and retrieves dropouts.

- Assists with credit accrual.
- Assists with a migrant late entry or early withdrawal.
- Provides or secures tutorial services.
- Provides assistance with transitions from elementary to middle to high school.
- Secures postsecondary and scholarship information.
- Assists with the location of community resources.
- Attends training sessions sponsored by the Alabama State Department of Education Migrant Education Program.
- Promotes positive communication between home and school.

How Can the Home School-Liaison Assist Migrant Families?

The home-school liaison should establish contact with migrant families quickly, as they may only be in the area for a short time. Recommendations for providing assistance to migrant families are listed below.

- Establish contact with migrant families quickly, as they may only be in the area a short time.
- Make personal contact since many migrant families do not have telephones and are more receptive to face-to-face communication.
- Plan home visits when both parents are available and be prepared to stay a while and to accept offers of food or drink.
- Become a valuable resource person by providing families with information about the program, as well as other services and programs available in the community.
- Be prepared to complete an informal needs assessment and make appropriate referrals.
- Offer to assist families in making initial contacts with schools and agencies, or in accessing needed resources, if they are new to the area.
- Help families build community support networks so that their children are able to attend school rather than miss valuable time assisting with family needs and business matters.
- Be aware that some parents are illiterate in their native language.
- Encourage parents to contact the home school liaison with questions or needs, as they are generally proud people and would not want to be a burden.
- Be aware that many migrant parents consider their job to be feeding, clothing, and housing their children, and believe that the role of educating children lies with the schools.
- Enlist parents as partners in education, emphasizing their important roles as support systems, teachers, and role models.
- Understand that migrant parents may be uncomfortable in a school setting or trying to help their children, and that they consider educators to be the experts.
- Establish a personal relationship with migrant parents through home visits prior to inviting them to organized school functions.

- Be flexible when scheduling home visits, or parent meetings because many migrant workers work long hours.
- When issuing invitations to parents for school meetings and activities also extend invitations to older members of the immediate or extended family living in the home. Plan to offer transportation and babysitting and have meeting activities translated.
- Stress the importance of educational continuity. Provide families with information regarding the local school district's calendar, policies, and regulations.
- Provide parents with specific information about their child's progress in school. Also suggest ways parents or other family members can assist the child.
- Offer practical suggestions regarding appropriate bedtimes, study times, and the use of television.
- Be sensitive to the fact that difficulties with educational or disciplinary issues may be cause for great emotional displays within the family.
- Inform migrant parents that they do have the right to question the educational system and that their children will achieve more by having informed, involved parents.
- Recognize that some homes do not have access to educational resources. When possible provide the family with such resources and instructions for their use. Try to introduce the family to free local resources such as the public library.
- Assist families who are seeking resources through use of the Internet and other available agencies.
- Promote family literacy by making families aware of available literacy programs, or provide family literacy activities in the home.
- Educate parents about appropriate child developmental stages and assist them with identifying concerns in this area.
- Recognize that some parents see physical or mental handicaps as acts of fate and may be reluctant to seek assistance for these conditions.
- Offer help discreetly to the family of a child who is poorly clothed or has personal hygiene problems.

Migrant Education Supplemental Services



What Is the Definition of Migrant “Services”?

“Services” are those educational activities that directly benefit a migrant child by addressing the needs of a migrant child consistent with the comprehensive needs assessment and service delivery plan. The activities should be grounded in scientifically based research and enable the migrant program to meet its measurable outcomes and contribute to the achievement of Alabama’s performance standards.

What Are Some Examples of Allowable Activities That DO NOT Meet the Criteria for a Migrant Service?

- Activities related to identification and recruitment
- Parental involvement meetings
- Program evaluation
- Professional development
- Administration of the program
- Handing out leaflets to migrant families on available reading programs

When Can Services Be Provided to Migrant Children?

- Extended-day programs
- Before and after school programs
- In-home instruction
- Saturday programs
- Summer or intersession programs

What Services Can the Home School Liaison Provide?

- Supplemental academic programs to assist in the achievement of Alabama’s academic standards
- Instructional training
- Health programs
- Preschool programs (readiness, transitioning to elementary education)
- Family home visiting and academic counseling services
- Migrant student data and collection
- Student leadership opportunities
- Summer school programs
- Secondary credit accrual and exchange
- Grants for supplemental secondary services, dropout prevention, retrieval, and alternative education programs
- Dissemination of information related to available community services and opportunities

What Is a Summer Term?

A summer term occurs only in a school or school system that operates under a traditional calendar school year. (Year-round schools, for the migrant purpose, are not considered to have summer terms.) The summer term is the period of time when the regular term of the school year is not in session. (Note: There should be at least one day between the last day of school in the spring and the beginning of the migrant summer program.)

What Is an Intersession Term?

For schools on a year-round calendar, an intersession term is one of the periods throughout the year when the school or school system (or part of the school) is not in session or does not provide academic instruction. Any break in the regular term of a year-round school is considered an intersession term, regardless of the season of the year in which it occurs.

Ideas for Provision of Migrant Services

1. Summer Shared Reading Programs—Get the family involved with books and stories. Schedule a family night visit to the local library during the summer.
2. Summer Instructional Programs—Migrant students are invited to attend summer school at a selected site. A thematic, hands-on approach to instruction is used, with a focus on math, reading, science, and language.
3. Extended-Day Programs— Before or after school programs that provide supplemental instruction designed to meet the specific needs of migrant children in Grades K-12.
4. Computer Labs—Open computer labs at the schools for migrant students to visit and work on credit classes they have failed in previous years.
5. Summer Institutes—Plan a summer institute for a six-week program at a local college.
6. Home-Based Instruction Programs—Home-school liaisons provide reading material and educational workbooks for migrant students during the summer months. Plan at least two or three visits. On the first visit, deliver the age-appropriate educational materials to each child in the home and explain to the parents how to assist their child with the learning materials. Follow up with a second and third visit to check on the progress of the student and to provide any assistance needed.
7. *Motheread, Inc.*—Trained home-school liaisons provide a preschool curriculum for teaching literacy skills to adults and children.
8. Book Talk—Provides services to students attending summer school in small group reading sessions conducted by the home school Liaison. At the end of each session, each student is provided a copy of the book used in the reading session to take home and finish reading.
9. *Lightspeed*—A take-home computer program that supports classroom and home implementation. This program supports the accelerated learning of migrant students.
10. Migrant Education Even Start—Designed to include parents in the education of their

pre-school children.

11. Reading is Fundamental Book Distribution
12. Environmental/Outdoor Education
13. Grade 9 Transition Academy
14. Writing Skills Workshop
15. Career Awareness and/or Educational Fairs
16. Food Service (USDA Food Services Program)—The USDA program assists with food for summer programs for students who are eligible for free or reduced-priced meals
17. Basic Skill Development for Out-of-School Youth
18. Saturday School Classes—Classes emphasize English language development, reading, and writing skills.
19. Portable Assisted Study Sequence (PASS)—The PASS program is offered to high school migrant students in Grades 9-12 to provide an opportunity to “catch up on credits” by working with a teacher in individual units and then passing required exams. Students can receive necessary credits toward graduation.
20. Adult English as a Second Language Class
21. Transportation—Support services to transport students who participate in migrant programs.
22. Referrals—Support services to provide referrals to other community agencies.

Summer Programs

Questions to Address When Planning for a Migrant Summer School

- What is the target population? (Priority 1, 2, and/or 3)
- How many students can be served?
- What are the best dates and times for the session(s)?
- What funds are available?
- What transportation issues must be resolved?
- Will instruction be remedial and/or enrichment?
- How will student progress be evaluated? (Pre/Post Tests)
- What are the target areas of instruction?
- How will the students be fed?
- How will the parents be involved?
- Will the program be of sufficient duration to ensure academic progress of the targeted population?

What Is a School-Based Summer Program?

- Summer program is located in a school building
- Must last a minimum of two weeks (10 days)
- Instructional funding often shared with other programs
- Coordinated and approved by district administrators

What Is a Home-Based Summer Program?

- Home school liaison works with students in or near the home

- Home school liaison sets up routes to serve the maximum number of students on each day's route

What Is a Special Summer Program?

- Focuses on special topics or units: Space Camp, Computer Camp, Super Days, Family Days, 4H Camp, Summer Institutes, etc.
- May vary in the number of instructional days and hours

What Is a Combination-Based Program?

- Includes a combination of some or all of the above summer school models

Priority for Services

Who is on the “Priority for Services” list? All migrant students in Grades K-12 who are enrolled during the regular school year are on the list.

When is the “Priority for Services” list made? The list is made at the beginning of the school year and updated as new migrant students are recruited throughout the school year.

Where is the “Priority for Services” list kept? The “Priority of Services” list should be readily available for review in the local migrant office and in the office of each school that has identified migrant students. The school principal and the teachers should be aware of the migrant student's priority status.

Tier I:

Migrant students in grades K-12 who are failing or most at risk of failing to meet Alabama's challenging content and performance standards AND whose regular school year has been interrupted. (All of these students should be served.)

Failing or at Risk of Failing: The student's academic performance on *Alabama's State Assessments* within the past 12 months should be examined as the first determination for Tier I failing or at risk of failing status. If no state assessment data is available (e.g., the child was not present in the district when the state assessment was administered, the state's assessment is not in place for a particular grade, or the child attends school, but is too young to be included in the state assessment), then other relevant information should be used. Other data which could be examined to determine if the child is at risk of failing to meet Alabama's state standards are as follows: local assessment data such as grades or tests, retention or overage for grade level, eligibility for free or reduced price lunch, or limited-English proficient.

Educational Interruption: “Educational interruption” means that a student in the preceding 12 months changed schools or missed a “significant” amount of school time (e.g., ten days or more) during the regular school year (usually defined as August or September through May or June) due to the child’s or family’s migrant lifestyle.

To determine the “educational interruption,” first determine when the qualifying move was made. If the move was within the last 12 months and **occurred during the school year**, then the child has an interrupted school year.

Tier 2:

Migrant students in Grades K-12 who are failing or most at risk of failing to meet Alabama’s challenging content and performance standards. (These students are served if funding allows after Tier I students have been served.)

Failing or at Risk of Failing: The student’s academic performance on Alabama’s state assessment within the past 12 months should be examined as the first determination for Tier 2 failing or at risk of failing. If no state assessment data is available (e.g., the child was not present in the district when the state assessment was administered, the state’s assessment is not in place for a particular grade, the child attends school, but is too young to be included in the state assessment), then other relevant information should be used. Other data which could be examined to determine if the child is at risk of failing to meet Alabama’s state standards are as follows: local assessment data such as grades or tests or other risk factors, such as being retained in grade/overage for grade, eligible for free/reduced price lunch, or limited English-proficient.

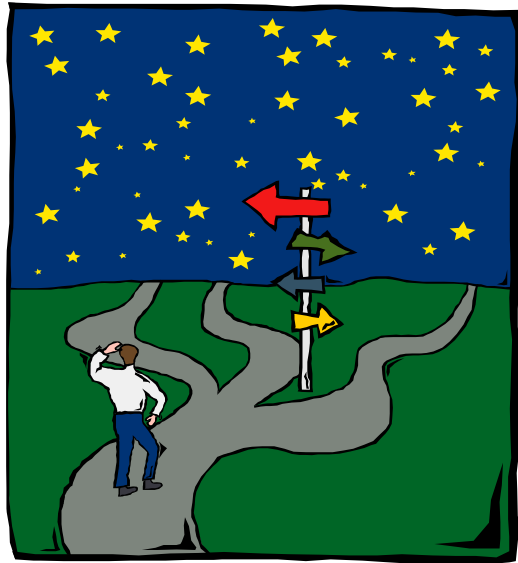
Educational Interruption: The student has NOT had an “interrupted education” during the preceding 12 months.

Tier 3:

All other migrant students in Grades K-12. (These students are served as funding allows, usually in enrichment type activities.)

OUT-OF-SCHOOL YOUTH

AGES 16-21



Out-of-School Youth (OSY) Services

The MEP for *Out-of-School Youth* (OSY) includes emancipated youth and dropouts. The program is designed for young migrant adults who are not currently enrolled in school, who **are between the ages of 16 and 21** and have not graduated from high school or obtained a GED.

Migrant young adults usually have many obstacles to overcome in order for them to continue their education. They may need support services such as – medical, dental, transportation to an educational site, and/or help in securing child care (if they are also parents of young children). Migrant young adults who are not attending school may be difficult to locate if they do not have younger brothers and sisters in the school system. Some have not had the opportunity to attend school or have very little schooling and do not speak English. Many migrant young adults, who have attended school in the United States, dropped out because of frequent moves due to work, poverty, and feelings of isolation in the schools they did attend. There have been four major barriers identified to completion of high school by migrant students: economic necessity, negative attitude schools have toward the migrant student, complexity of curriculums and school requirements for graduation, and limited access to many special education services due to the mobile lifestyles of migrants.

The intent of the migrant program is to provide the resources available to OSY that meet their needs and to motivate them to pursue their education and options. Below are examples of services that may be provided to the ***Out-of-School Youth***:

- Educational and job training resources
- Assessment of needs
- Workshops and mini conferences relating to vocational and career programs
- Academic and vocational counseling
- Early intervention and dropout prevention strategies and programs
- Referrals to educational programs and other agencies
- Urgent medical and dental services
- Emergency food and clothing
- Preschool programs for qualifying children of Out-of-School Youth.

Recommendations to Assist High School and Out-of-School Youth

- Conduct individual needs assessments on secondary in-school students in a timely manner to identify subjects students are failing or in danger of failing.
- Increase parent support by making school a welcome environment for parents. Prepare materials in the parents' native languages.
- Provide school counseling services on careers, job and college opportunities, postsecondary financial aid, scholarships, leadership conferences, etc.
- Involve students in school and community activities to foster a sense of belonging.
- Arrange tutoring for students who are failing or in danger of failing. This provides academic as well as emotional support.
- Introduce students to college early and often during high school.

- Make sure students are taking high school courses which will enable them to attend college.
- Provide tutoring for basic skills in reading, vocabulary, and other language skills.
- Provide tutoring and academic interventions for credit deficient students and students who are failing.
- Contact students who leave school before graduation and make them aware of their options.

What Are the Options for Out-of-School Youth?

For *Out-of-School Youth* who have left school prior to graduation, career education counseling should be accompanied by programs that provide training in basic literacy, English as a second language (when needed), and content area studies. Following is a brief description of some existing programs:

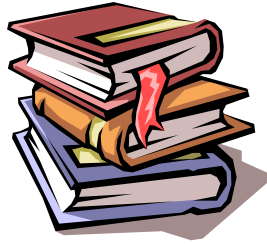
1. **Adult Basic Education** (ABE)—The goal of the Adult Basic Education (ABE) Program is to provide instruction in the basic skills of reading, writing, and mathematics to adult learners to prepare them for transitioning into the labor market or academic or vocational training.
2. **General Equivalency Diploma** (GED)—The GED Tests measure high school-level skills and knowledge. The GED credential offers adults a powerful second chance at attending college or pursuing a career.
3. **Portable Assisted Study Sequence** (PASS)—PASS is a program for students who did not wish to leave school, but encountered severe difficulties in completing the course credits due to frequent moves. *PASS* provides units that may be completed independently or with the help of a tutor. Upon completion of a given course of study, the PASS sponsoring school issues high school credit.

Out-of-School Youth (OSY): How can you serve them?

Listed below are additional ideas collected at the National ID&R Conference.

- Free physical referrals
- ESL teachers and classes
- Special housing
- Information regarding insurance (health, life, accident)
- Private funding foundation to meet insurance needs
- Laptop computers
- Provide sports equipment
- Identify places to play sports
- Meals on wheels
- Teach nutrition
- Survival skills class
- Directory of churches in the area
- Information regarding GED, Adult Classes, Vocational Training
- Counseling— academic and vocational
- Parenting skills classes
- Reading is Fundamental books

- Free books from Mexico
- Spanish/English resource guide
- Free materials from hospitals and churches
- Pesticide materials and information
- Personal hygiene items
- Towels
- AIDS Education
- Tapes and tape recorders with ESL materials, Spanish dictionary
- Sunscreen, lip balms, UV protective sunglasses
- Gloves
- Backpacks
- Writing tablets, pens, pencils
- Blankets, coats
- Connection information to Mexican Counsel
- Health Clinic Information
- Connection to job training agencies
- Childcare
- Invitation to serve on parenting committee
- Test in Spanish for proficiency to take GED in Spanish
- Needs assessment
- Pocket flashlight



What Are the Dropout Indicators for Migrant Students?

- Grade retention and overage factors
- School interruption and poor attendance
- Lack of credit accrual
- Low academic performance
- Lack of participation in extracurricular activities
- Low teacher expectations
- Teenage parenthood
- Limited English proficiency (LEP)
- Lack of career planning
- Low self-esteem
- Lack of parental support for education

MIGRANT PARENTS



How Can the Home-School Liaison Help Migrant Parents?

- At the start of school, hold an in-school session to have parent(s) complete forms. Translators should be available. This is a good opportunity to share information on school supplies and other expectations. Try to enlist parents and guardians as school/classroom volunteers.
- When dealing with family members with little or no English proficiency, providing forms and notes in their native language is very helpful. When translating, caution should be taken to ensure that the correct phrases are used. When using district translators, accuracy, due to dialect, is sometimes an issue. Some translators do a great job of oral translations but their translation of written material may not be proficient.
- Arrange for parent teacher conferences at times that are convenient for parents. Many parents of migrant students may work evening shifts. Make sure that you send home conference notices in the home language and tell them that translators will be on-hand. Follow-up with a telephone call in the home language in case parent(s) are not able to read.
- Schedule parent-teacher conferences so that parents can make one trip to the school covering all their children's conferences.
- Parent nights are a useful way to engage family members in school activities. When organizing such events it is helpful to keep the following in mind.
 1. Involve your migrant students as part of the program to encourage family member attendance.
 2. Send home bilingual notes announcing parent nights. In addition, personal contact with the families is also beneficial.
 3. Greet and say good-bye to all attending families.
 4. Celebrate the achievements of outstanding migrant students.
 5. Survey those attending, asking for input on student programming, adult programming, and satisfaction with the current programming efforts.

- To build rapport between the parents and teachers, parents could be asked if they would be willing to give lessons on ethnic dancing or music or cooking ethnic recipes.
- Gain an understanding of the community needs that the immigrant families have. Non-English speaking families in a new community need community support mechanisms. It is helpful to find someone within the community to mentor the new families.
- Community support involves being aware of the following areas: health services, shopping, basic living tips, migrant services, and translator services. Besides identifying service providers, school staff can help the families get to know the providers.
- A district with significant immigrant populations might involve other community organizations, such as a YMCA, churches, etc. in after-school activities.

Important Messages the HSL Can Share with Parents

- You are your child's first and most important teacher.
- As you move from one district to another, take all-important papers with you to enroll your children in school. You will need birth certificates, most recent report cards, shot records, and proof of address.
- Encourage your children to do well in school.
- Show them that you are interested in what they learn.
- Make sure they are attending school every day.
- Meet with your children's teachers. Discuss with them how you can help your child at home.
- Attend parent-teacher conferences and special events at the school.
- Join a Parent Advisory Council (PAC) or Parent Teachers Association (PTA). In PAC and PTA meetings, you will meet people who share your special concerns.
- Your attitude toward school attendance sets the tone of your child's attitude. Be positive.
- Regardless of your child's age, set a regular bedtime or curfew. The proper amount of sleep helps avoid "sleeping late."
- Allow plenty of time for getting ready in the mornings.
- Provide an alternate plan for getting your child to school on time if the bus or ride is missed in spite of your best efforts.
- Make every possible effort to schedule doctor, dentist, and other appointments before and after school hours.
- When you must schedule appointments during the school day, try to stagger them so that your child does not miss the same class every time.
- If your child must be out of school for an appointment, make every effort to get her/him back to school for at least part of the school day.
- Refuse to view tardiness as acceptable behavior.
- Refuse to write excuses for anything other than a legitimate absence.
- Discourage early checkouts.
- Talk to your child about responsibility and the need to develop good work habits and positive attitudes now.
- Plan family vacations in accordance with the school calendar as much as possible.
- If you know in advance that your child must be absent, notify his/her teacher(s) and make sure that your child understands her/his responsibility for making up work that is missed.
- If your child is a teenager who drives to school, make him/her accountable for attendance.
- Do not send a sick child to school.

Migrant Preschoolers



What Can Preschoolers Ages P3-P6 Do to Learn to Read and Write?

- Enjoy listening to and discussing storybooks.
- Understand that print carries a message.
- Engage in reading and writing attempts.
- Identify labels and signs in their environment.
- Participate in rhyming games.
- Identify some letters and make some letter-sound matches.
- Use known letters or approximations of letters to represent written language.

What Can Kindergarten Students Do to Learn to Read and Write?

- Enjoy listening to storybooks.
- Retell simple narrative stories or informational texts.
- Use descriptive language to explain and explore.
- Recognize letters and letter-sound matches.
- Show familiarity with rhyming and beginning sounds.
- Understand left-to-right and top-to-bottom orientation and familiar concepts of print.
- Match spoken words with written ones.
- Begin to write letters of the alphabet and some high-frequency words.

What Can First Grade Students Do to Learn to Read and Write?

- Read and retell familiar stories.
- Use strategies (re-reading, predicting, questioning, contextualizing) when comprehension breaks down.
- Use reading and writing for various purposes on their own initiative.
- Orally read with reasonable fluency.
- Use letter-sound associations, word parts, and context to identify new words.
- Identify an increasing number of words by sight.
- Sound out and represent all substantial sounds in spelling a word.
- Write about topics that are personally meaningful.
- Attempt to use some punctuation and capitalization.

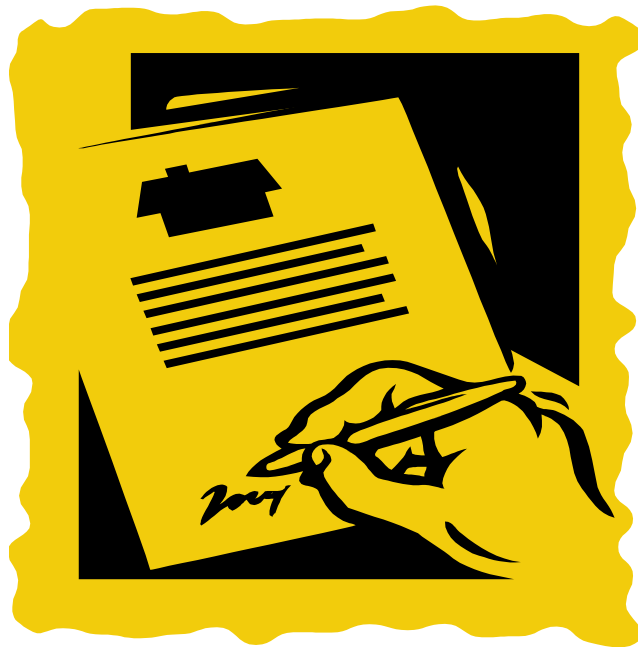
What Can Second Grade Students Do to Extend and Refine Reading and Writing Skills?

- Read with greater fluency.
- Use strategies more efficiently (re-reading, questioning, etc.) when comprehension breaks down.
- Use word identification strategies with greater facility to unlock unknown words.
- Identify an increasing number of words by sight.
- Write about a range of topics to suit different audiences.
- Use common letter patterns and critical features to spell words.
- Punctuate simple sentences correctly and proofread their own work.
- Spend time reading daily and use reading to research topics.

What Can Third Grade Students Do to Extend and Refine Reading and Writing Skills?

- Read fluently and enjoy reading.
- Use a range of strategies when drawing meaning from the text.
- Use word identification strategies appropriately and automatically when encountering unknown words.
- Recognize and discuss elements of different text structures.
- Make critical connections between texts.
- Write expressively in many different forms (stories, poems, reports).
- Use a rich variety of vocabulary and sentences appropriate to text forms.
- Revise and edit writing during and after composing.
- Spell words correctly in final writing drafts.

**Eligibility
&
Enrollment**



What is the “End of Eligibility” for Migrant Students?

Migrant eligibility terminates in one of the three ways listed below:

1. Three years from the last qualifying arrival date.
2. The student graduates from high school or receives a GED.
3. The student turns age 22.

Guidelines for withdrawing a student in grades K through 12 whose eligibility ends: A migrant child’s eligibility ends three years from the date of the “qualifying arrival date.” If the end of eligibility occurs during the first semester or term, then the student is withdrawn from the program at the end of the first semester or term. If the end of eligibility occurs during the second semester or term, then the student is withdrawn from the program at the end of the second semester or term. The student is not eligible for summer services. If the end of eligibility ends during the summer or intersession, the student is withdrawn at the end of the spring semester or term, if the student is **not** receiving summer services. If the student **is** receiving summer services, then the student is withdrawn at the end of the summer term or intersession. The student is not eligible for the fall semester or term. *

NOTE: A migrant student who turns age 22 is withdrawn on the 22nd birthday.

***NOTE:** After a student has reached the “end of eligibility” he/she is no longer eligible for migrant services until a **new** qualifying move is made. (See exception below—Continuation of Services)

CONTINUATION OF SERVICES: Under Section 1304(e) (2), children who cease to be eligible for migrant services may be served for one additional year if **comparable services** are not available through other programs. Section 1304(e) (3) allows continuation of services to secondary students who were eligible for services in secondary school through **credit accrual** programs until graduation. Students who receive “continuation of services” are not counted in child count since they do not meet the definition of a “migratory child.”

Migrant Enrollment Types

| Enroll Type | Time Frame | Age/Grade Level | Code |
|-----------------------|--|---|-----------|
| <i>Regular</i> | Typically August through May (Regular School Year) | <u>K-12</u> Served in the Migrant Program with Migrant Funds | RE |
| <i>Regular</i> | Typically August through May (Regular School Year) | <u>*Ages 3-5</u> Housed and Served in a Title I School and part of the Title I Plan and Served with Migrant Funds (*Few Schools) | RE |
| <i>Participating</i> | Typically August through May (Regular School Year) | <u>Ages 3-5</u> Served through the Migrant Education Program/Head Start/Even Start, etc. with Migrant Funds <u>Ages 16-21</u> Out-of-School Youth and Dropouts Served through Adult Literacy Programs with Migrant Funds | PA |
| <i>Summer</i> | Typically June through July | <u>K-12</u> Served in the Migrant Program with Migrant Funds | SU |
| <i>Summer</i> | Typically June through July | <u>Ages 3-5</u> Served in the Summer with Migrant Funds | SU |
| <i>Summer</i> | Typically June through July | <u>Ages 16-21</u> Out-of School Youth or Dropouts Served through Adult Literacy Programs with Migrant Funds | SU |
| <i>Residency Only</i> | Anytime of the Year | <u>Ages P0-P2</u> <u>Ages P3-P6</u> Not served with Migrant Funds <u>Ages 16-21</u> Out-of-School Youth and Dropouts not served through Adult Literacy Programs with Migrant Funds | RO |

Enrollment Dates for the Certificate of Eligibility: The COE enroll date will be the date the student is recruited.

Grade Promotions: Grade promotions occur at the beginning of the fall term. For the purposes of summer migrant programs, the migrant child is considered in the grade he/she completed in the spring.

State Department of Education



What Should the Home Liaison Expect from the State Department of Education?

- Training
- Site visits
- Assistance with recruitment and recruitment questions
- MIS2000 assistance
- MIS2000 data entry
- Re-interviews of migrant families as required
- Assistance with the selection of materials for use with migrant students and parents
- Assistance with other MEP questions and issues

Migrant Children And Homelessness



Migrant Children and Homelessness

Migrant children and youths face many educational challenges resulting from mobility and poverty. Migrant youth face the following particular challenges: moving from one school to another several times during the year, facing difficulties in enrollment or being placed in inappropriate classes due to missing school records, losing instructional and curricular continuity, poor attendance or non-attendance, language barriers, and social isolation. Cited below are two important legislative supports that address these challenges for the benefit of migrant students who are experiencing homelessness.

McKinney-Vento Act Definition of Homeless Children and Youths

The *McKinney-Vento Homeless Education Assistance Act* reauthorized as Title X, Part C, of the *No Child Left Behind Act of 2001*, includes in the definition of homeless children and youths a wide array of circumstances. Explicitly included are children in migratory families who fit the categories of homelessness in the definition.

Rights of Children and Youths Experiencing Homelessness

When migrant students are identified as eligible for services under the *McKinney-Vento Act*, they are ensured many rights. Like all students experiencing homelessness, migrant children and youths who are covered by the definition have the following rights:

- Go to school, no matter where they live or how long they have lived there.
- Access the same public education, including preschool education, provided to other children.
- Enroll in school without giving a permanent address.
- Enroll immediately and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Attend a public school and participate in public school programs with children who are not homeless.
- Receive the same special programs and services as provided to all other children served.
- Receive transportation to school and to school programs comparable to transportation services received by all other children in the school district.
- Continue in the school they attended before becoming homeless or the school they last attended if possible and if desired by the parent(s).
- Receive transportation to the school they attended before the family became homeless if requested by the parent.

*“The McKinney-Vento Homeless Education Assistance Act also applies to **unaccompanied youths** and **migrant youths** not in the custody of a parent or guardian. Each school district has a local homeless education liaison that is the point of contact for families and unaccompanied youths experiencing homelessness. The liaison is responsible for identifying children and youths who may be covered by the McKinney-Vento Act and ensuring that these children and youths receive services relating to educational, health, or basic needs.*

What is the McKinney-Vento Definition of Homeless Children and Youths?

*“The term **“homeless children and youths”**—(A) means individuals who lack a fixed, regular, and adequate nighttime residence; and (B) includes—(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) **migratory children** who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii)” [725(2)]*

Youths Experiencing Homelessness:

Determining eligibility for and Accessing Services through the McKinney-Vento Act— Despite the specificity of the McKinney-Vento definition, difficulties may arise in determining whether or not a child or youth should be covered by the *McKinney-Vento Act*. Identification must take place on a case-by-case basis. Homeless education liaisons are required to identify homeless students and should collaborate with migrant staff to work through case-by-case determinations. Many migrant children and youths, by virtue of their family’s transient lifestyle, are likely to fit the McKinney-Vento definition of homeless and to be eligible for services. However, the decision to provide services should be based on the student’s needs and access to school services. The migrant recruiter or local homeless education liaison should determine whether a migrant student is accessing appropriate school services. If not, the migrant recruiter and homeless liaison should determine whether the *McKinney-Vento Act* should be used to increase the students’ access to educational opportunities. Of particular relevance to migrant students, coverage by the *McKinney-Vento Act* facilitates immediate enrollment by eliminating barriers related to records required at the time of enrollment. In addition, by facilitating access to services that meet the particular needs of migrant youths, the *McKinney-Vento Act* may play a critical role in encouraging migrant youths who are not attending school to enroll and attend regularly.

How can a child in a migrant family or unaccompanied migrant youth access services through the *McKinney-Vento Act*?

If migrant recruiters identify children or youths who are not accessing needed educational services, they should contact the local homeless education liaison to discuss ways that the rights and services provided through the *McKinney-Vento Act* might complement services provided through the migrant education program. Services can be provided through both the migrant education program and homeless education program under federal law. It is a strategy for ensuring that migrant students and unaccompanied youths are provided a full range of services. The collaboration between the migrant and homeless education programs also ensures that services are not duplicated.

How can migrant and homeless education staff target resources to students with the greatest needs?

The *McKinney-Vento Act* provides rights to access educational services as well as supplemental support services. In the broadest interpretation of the McKinney-Vento definition of homeless, most migrant students could be covered by the Act. Those who have encountered barriers accessing school services will benefit from the *McKinney-Vento Act's* immediate enrollment provisions. Most migrant students could also benefit from supplemental services provided through both migrant education and homeless education resources.

Collaboration between Migrant and Homeless Education Staff--Critical to the determination of McKinney-Vento eligibility and provision of services to mobile migrant children and youth is the collaboration between migrant education recruiters or home-school consultants and local homeless education liaisons at the regional or school district level. On the state level, migrant education directors and homeless education coordinators collaborate as well.

Migrant education staff can provide the following to homeless education liaisons:

- Insights on the work patterns of local migrant communities.
- Understanding of education, health, emotional or social needs unique to migrant children.
- Locations of migrant camps and communities.
- Contact and communication with migrant families (in the native language when necessary) whose children may need educational services provided by the *McKinney-Vento Act* (e.g., students who are barred from enrolling while awaiting an immunization record or students who are denied entry because they do not have proof of residency or guardianship).
- Contact and communication with migrant employers that may result in their cooperation with identifying children who may be covered by the Act and in posting notices of rights under the *McKinney-Vento Act*.

Local homeless education liaisons can provide the following to migrant education recruiters and home-school consultants:

- Understanding of the provisions of the *McKinney-Vento Act* and ways it may be used to provide services to migrant children identified as eligible.
- Assistance with integrating migrant children into the public school system and accessing federal, state, school district, and community resources, including services through Title IA funds reserved for students experiencing homelessness.

At the state level, migrant directors and homeless coordinators should work together to provide services to migrant and homeless students:

- Review and revise policies that may serve as barriers to both migrant and homeless students.
- Establish educational policies that will meet the needs of both populations.
- Communicate these policies to regional and school district staff and ensure that policy notices “trickle down” to staff responsible for enrolling students, (e.g., school secretaries and counselors).
- Require and facilitate collaboration between regional and school district migrant and homeless education staff that results in targeting resources to students most in need.

High School Graduation Requirements



What are the Alabama High School Graduation Requirements?

The Alabama High School Diploma requires the passing of 24 credits of coursework—mathematics (4), science (4), social studies (4), English (4), computer applications (0.5), physical education (1), health education (0.5), arts education (0.5), and electives (5.5). It also requires the passing of 5/5 sections of the AHSGE. An Alabama High School Diploma may have no endorsements or any of the four endorsements listed below:

| <i>ENDORSEMENT</i> | <i>REQUIREMENTS</i> |
|--|--|
| Advanced Academic Endorsement | Requires passing all standard coursework including algebra II with trig., two foreign languages, and an online experience, and passing 5/5 sections of the AHSGE |
| Advanced Career and Technical Endorsements | Requires passing the same coursework as the Advanced Academic Endorsement with the exception of foreign language and passing three career and technical courses (or two career and technical courses and another course related to the student’s career choice). In addition, 5/5 sections of the AHSGE also must be passed. |
| Career and Technical Endorsement | Requires passing all standard coursework, passing three career and technical courses, and passing 5/5 sections of the AHSGE. |
| Credit-Based Endorsement | Requires passing all standard coursework and passing 3/5 sections of the AHSGE, including reading, mathematics, and one other section. |

A diploma with or without an endorsement signifies completion of high school and all requirements associated with the awarding of the diploma by the Alabama State Department of Education.

The Alabama Occupational Diploma

The Alabama Occupational Diploma (AOD) is achieved through the standard curriculum or an alternative that is aligned with the Alabama courses of study. The recipients of this diploma are students with some form of learning disability. Those who receive the AOD must take the AHSGE but are not required to pass in order to receive the Alabama Occupational Diploma.

Mexico



What is the Structure of Schooling in Mexico?

| Preschool and Primary (Ages 4-Grade 6) | Middle Grades (Grades 7-9) | High School (Grades 10-12) |
|--|---|---|
| <p><i>Pre-escolar</i> Federally funded programs for children ages 4 and 5</p> <p><i>Primaria</i> Schools with grades 1-6 and at least one teacher per grade</p> <p><i>Multigrades</i> One-room schools with one teacher for grades 1-6 or multi-grade schools with several teachers, each teaching more than one grade</p> | <p><i>Secundarias</i> Schools that enroll most non-rural students, including those who are college-bound</p> <p><i>Tecnicas</i> Schools that provide vocational training for students who are not going to college</p> <p><i>Telesecundarias</i> Rural schools offering a televised curriculum that enroll a majority of rural students</p> | <p><i>Preparatorias and Bachilleratos</i> Schools for college-bound youth, where students must choose one of four professional areas: physical-mathematics chemical-biological economic-administrative humanities</p> <p><i>Technologicas and Comercios</i> Schools for students who have a particular career in mind</p> |



What is School Life Like in Mexico?

Mexican schools have much in common with ones across the country. The sense of time and pacing can differ greatly from U.S. schools, where time is tightly scheduled and recreational activity is closely monitored.

Classroom life tends to be more informal than in U.S. schools. In many schools, students engage in frequent group work, often involving a great deal of student interaction and movement. Parents usually assume that teachers will make the best decisions for their children and it is not the norm for parents to intervene in school matters unless asked. (Mexican immigrant children are not accustomed to the long hours, the decreased time for social interaction, and the more rule-driven culture of most U.S. schools.)

Appendices

Appendix A

Procedures and Forms

**Alabama State Department of Education
Employment Survey Form Completion and Collection Procedures
For Systems Not Receiving Migrant Funding**

1. **All** school districts are **required** to complete an Employment Survey on all enrolling students. Enrolling students include all students entering kindergarten and any new student enrolling in your school district. If a student enrolls in your school district anytime during the year, this survey **must** be completed as part of the enrollment process.
2. The Employment Survey is posted in the Document Library in eGAP in the Title I, Part C, Education of Migratory Students section. This form is the most current form and **must** be used by every school district. The state is required to have a uniform Employment Survey for use statewide, so the form may not be included as part of another document or altered from the document posted in any way. No electronic version is available and no electronic version will be accepted.
3. Your individual schools should collect the survey forms, count them, and send them to a designated person at the Central Office. The LEA should have them available for collection in the fall (September/October) and again in the spring (April) for students enrolling during the school year.
4. The SDE representative picking up the forms will take **all** the forms from the LEA and leave a signed statement indicating the date and total number of Employment Surveys collected. The number of surveys collected should be the number of kindergartners plus the number of new students enrolled in the school district. (ex. 625 kindergartners + 75 new students = 700 completed surveys to be collected) **STI data will be used to verify the number of forms collected match the number of new students in the district.**
5. None of the collected Employment Survey Forms will be returned to the LEA. The Verification Form left with the LEA is all that will be needed to show compliance with the policies and procedures for the Employment Surveys. This form should be kept on file with the LEA and available during monitoring by either state or federal representatives.
6. The state will then process the surveys and make a determination concerning a student's possible migrant eligibility status. The state will then provide the LEA's federal programs director with a list of any eligible migrant students. This list should be given to the system's nutritionist to verify of the student's free lunch status.

Note: There is no need to retain a copy of these forms for your records. They are strictly for use by the State of Alabama, Migrant Education Program.

If your LEA is not contacted by a state representative for Employment Form collection, please contact the State Department of Education's Migrant Education Coordinator, Peggy Haveard, at 334-242-8199.

Alabama State Department of Education
Employment Survey Form Completion and Collection Procedures
For Systems Receiving Migrant Funding

1. **All** school districts are **required** to complete an Employment Survey on **all** enrolling students. Enrolling students include **all** students entering kindergarten and any new student enrolling in your school district. If a student enrolls in your school district anytime during the year, this survey **must** be completed as part of the enrollment process.
2. The state has an Employment Survey posted in the Document Library in eGAP and this form is the form that **must** be used. The state is required to have a uniform Employment Survey for use statewide, so the form may not be included as part of another document or altered from the document posted in any way. No electronic version is available and no electronic version will be accepted.
3. Your individual schools should collect the forms, count them, and send them to a designated person at the Central Office, and have them available for collection in the fall (September/October) and again in the spring (April) for students enrolling during the school year.
4. Once the surveys have been collected from every school, the LEA should separate the forms into two stacks. One stack will contain the forms that are marked “No.” The LEA will hold these forms for collection by the Regional Migrant Coordinator. This collection will take place during the months of October and April. The second stack will be the forms marked “Yes.” These forms will be retained at the district level for recruitment purposes.
5. The SDE representative picking up the forms will take forms marked “**No**” from the LEA and leave a signed statement indicating the date and total number of Employment Surveys collected. The number of surveys collected should be the number of kindergarteners plus the number of new students enrolled in the school district (example 625 kindergarteners + 75 new students = 700 completed surveys to be collected). **STI data will be used to verify the number of forms collected that match the number of new students in the district.**
6. None of the collected Employment Survey Forms will be returned to the LEA. The Verification Form left with the LEA is all that will be needed to show compliance with the policies and procedures for the Employment Surveys. This form should be kept on file with the LEA and available during monitoring by either state or federal representatives.
7. The migrant recruiters will use the forms marked “Yes” to recruit and make determinations concerning a student’s possible migrant status. Any new Certificates of Eligibility completed will be submitted for approval by the SDE. If the COE is approved, the migrant program director/coordinator will ensure that the system’s nutritionist has been notified of the migrant children’s free lunch status.

Note: There is no need to retain a copy of the Employment Surveys for your records. They are strictly for use by the State of Alabama, Migrant Education Program.

If your LEA is not contacted by a state representative for Employment Survey collection, please contact the State Department of Education’s Migrant Education Coordinator, Peggy Haveard, at 334-242-8199.

ALABAMA STATE DEPARTMENT OF EDUCATION EMPLOYMENT SURVEY

SCHOOL SYSTEM: _____ SCHOOL YEAR: _____

SCHOOL: _____ GRADE: _____

Dear Parents or Guardians:

Please, complete the following survey. The results of this survey will be used to determine if you are possibly eligible for the Migrant Education Program.

Student Name: _____

Name of Parent or Guardian: _____

Address: _____

Telephone Number: _____

1. Have you moved during the last three years **to work or to seek work** even if it was for a short period of time? YES ____ NO ____

2. Are you or your spouse **working or have you worked** in an activity directly related to some of the following? Please, check (✓) all applicable:

- The production or process of harvests, milk products, poultry farms, poultry plants, cattle farms
- Fruit farms
- The cultivation or cutting of trees
- Work in nurseries or sod farms
- Fish or shrimp farms
- Worm farms
- Catching or processing seafood (shrimp, oysters, crabs, fish, etc.)

3. From what city, state, or country did you come from? _____

4. What type of work did you or your spouse do before coming here?

SECRETARIA DE EDUCACION DEL ESTADO DE ALABAMA ENCUESTA DE EMPLEO

SISTEMA ESCOLAR: _____ AÑO ESCOLAR: _____

ESCUELA: _____ GRADO DE LA ESCUELA: _____

Estimado Padre o Guardián:

Por favor de completar la siguiente encuesta. Los resultados de ésta encuesta serán usados para determinar si son posiblemente elegibles para el Programa de Educación para Migrantes.

Nombre del niño: _____

Nombre del padre o guardián: _____

Dirección: _____

Teléfono: _____

1. ¿Se ha mudado usted en los últimos tres años **para trabajar o buscar trabajo** aunque haya sido por un tiempo corto? **SI** _____ **NO** _____

2. ¿Usted o su cónyugue **trabajan o han trabajado** en una actividad directamente relacionada an algunas de las siguientes? Por favor de marcar (✓) los aplicables:
 - La producción o proceso de cosechas, productos de lechería, aves, polleras o ganado.
 - Huertas de frutas.
 - La cultivación o corte de árboles.
 - Trabajo en Invernaderos o granjas de Césped
 - Granjas de pescados o camarones
 - Granjas de gusanos
 - La pesca o proceso de mariscos (camarones, ostiones, cangrejos, pescados, etc.)

3. ¿De que ciudad, estado o país se mudaron? _____

4. ¿Que tipo de trabajo hizo usted o su cónyugue antes de mudarse aquí?

**ALABAMA STATE DEPARTMENT OF EDUCATION
STATE MIGRANT EDUCATION PROGRAM**

Employment Survey Verification for Collected Forms

This document with a signature and date provides verification that the _____ School System has submitted the “**Employment Surveys**” completed by parents of new students to the Alabama State Department of Education via one of the Regional Migrant Coordinators or the State Migrant Recruiter. The “Employment Surveys” will not be returned to the system.

System Count/Total Number of Surveys Submitted to SDE: _____

School System Migrant Contact Person Date

SDE Regional Migrant Coordinator/State Migrant Recruiter Date

Regional Migrant Coordinators:

| | | |
|-------------------|---------------|---|
| Northwest Alabama | Sandra Evans | sevans@alsde.edu |
| Northeast Alabama | Linda Taylor | ltaylor@alsde.edu |
| South Alabama | Barbara Brown | bbrown@alsde.edu |
| State Recruiter | Ray Sosa | mency35@localnet.com Revised 7/1/09 |

ADDITIONAL COMMENTS

I. FAMILY DATA (new address, directions to home, emergency phone number, if available)

VII. ELIGIBILITY DATA

**Migrant Program
Individual Assessment of Needs and Services
(In-School Academic Supplemental Support Referral Form)**

Complete this form for each child referred to you for supplemental academic support during the school day. Give a copy to your regional coordinator for data entry. Keep a copy for your records. REMEMBER –The migrant student must be failing or at risk of failing before this process can begin.

School Year: _____ District: _____ QAD: _____ EOE: _____

Student Name: _____ Grade: _____ DOB: _____

A Parent's Name: _____ Telephone: _____

Name of School: _____ Name of Teacher: _____

Priority I: _____ Priority II: _____

Place a check for services delivered by the school district:

Additional Tutoring: In School _____ In Home _____ Extended Day: Reading _____ Math _____

Title I _____ Spec. Ed. _____ Even Start/Head Start _____ ESL/Title III _____ Preschool _____ GED _____

| <u>Check all that apply.</u> | <i>Needs Assessment</i> |
|---|---|
| _____ Special Education | _____ Credit Deficiency (Grades 9-12, failed a course/ not on track for graduation) |
| _____ Health Nutrition | _____ State Tests (K-12) (does not meet state standards) |
| _____ Low grades – (K-8) (any grading period in core subjects) | _____ Over-age for grade |
| _____ Retained (repeating same grade as last year) | _____ Limited-English Proficient (based on school district assessment) |
| _____ Poor attendance | _____ Education interrupted (changes school districts or absences from “regular school” due to migrant lifestyle) |
| Teacher Comments: _____ _____ _____ | |

Teacher or Counselor: _____

Date: _____

BBSST Representative: _____

Date: _____

SUMMER PROGRAM STUDENT INFORMATION

Student's Name: _____

Date of Birth: _____ MIS Student #: _____

Check each migrant funded service provided during the summer.

- _____ 102 – Reading (by certificated personnel only)
- _____ 103 – Math (by certificated personnel only)
- _____ 104 – General Tutorial
- _____ 105 – Preschool (Site-Based)
- _____ 106 – Preschool (Home-Based)
- _____ 107 – Vocation/Career Education
- _____ 108 – Guidance/Counseling (by certificated personnel only)
- _____ 109 – Social Services/Advocacy
- _____ 110 – GED
- _____ 111 – Health Services Referral
- _____ 112 – Pupil Transportation
- _____ 113 – Needs Assessment
- _____ 114 – Student Services/Enrollment
- _____ 115 – Distance Learning
- _____ 116 – Translation/Interpreting
- _____ 117 – ELL
- _____ 118 – Enrichment Activities
- _____ 119 – School Supplies
- _____ 120 – HS Credit Accrual

Served in Site Based Summer School _____ (Yes/No)

***Served by Home Visits Only** _____ (Yes/No)

***Dates of Home Visits** (Must Be A Minimum of Three {3} Summer Visits):

**Alabama State Department Of Education
Alabama State Migrant Education Program (MEP)
Supplemental Services – Codes and Descriptions**

In order for any of these activities to be checked on the Supplemental Services list, the service should be either fully funded or funded in part by the migrant program, or the activity should be provided by migrant staff.

| SUPPLEMENTAL SERVICE CODE # AND TITLE | DESCRIPTION |
|---------------------------------------|---|
| 102 – READING | Instruction in reading for an individual student and/or group of students. In order for this service to be a migrant service, it must be funded fully or in part by the migrant program. For example, a teacher paid by the MEP can perform this service or the MEP can pay for the migrant student to attend summer school, extended day, or other programs designed to meet the reading needs of students. <i>This instruction must be delivered by a certified teacher.</i> |
| 103 – MATH | Instruction in math for an individual student and/or group of students. In order for this service to be a migrant service, it must be funded fully or in part by the MEP. For example, a teacher paid by the MEP can perform this service or the MEP can pay for the migrant student to attend summer school, extended day, or other programs designed to meet the math needs of students. <i>This instruction must be delivered by a certified teacher.</i> |
| 104 – GENERAL TUTORIAL | Supplemental instructional assistance provided. This supplemental instruction such as homework assistance can be provided by a teacher or paraprofessional employed by the MEP. It can also be provided in extended day, summer school, or in situations where the MEP pays part or all of the tuition or fees for the migrant student. |
| 105 – PRESCHOOL (SITE-BASED) | Developmental services for pre-kindergarten children (ages 3 to 5) in a formal setting such as a school. These services can be provided through play school, pre-kindergarten, or head start programs. |
| 106 – PRESCHOOL (HOME-BASED) | Developmental instruction provided to pre-kindergarten children (ages 3 to 5 years) and their parents in their homes. These services are provided by the home-school liaison using a program such as “Motherhead” or a state- approved pre-school program. They are provided in the homes of identified migrant families with MEP funding. |
| | |

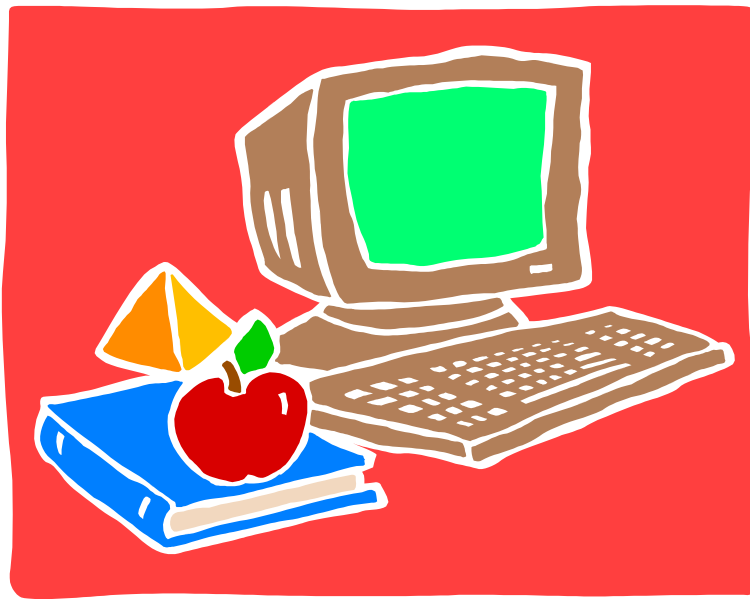
| | |
|--|---|
| <p>107 – VOCATIONAL/ CAREER EDUCATION</p> | <p>Vocational – <i>This service should be provided by a certified professional and is instruction designed to provide training skills that are required for gainful employment in a skilled or technical occupation.</i></p> <p>Career Education – <i>These are services designed to provide an awareness of career options, work values, work seeking, and work-getting skills delivered by a certified professional.</i></p> |
| <p>108 – GUIDANCE/ COUNSELING</p> | <p>Activities that provide advisement to students and/or parents in order to enhance educational or personal development, prevent life problems, or handle personal crisis situations – <i>Guidance and counseling should be provided by certified professionals who will provide advisement in areas related to goal setting, health issues, careers, and postsecondary options to both individuals and/or group of students. This service can only be counted as a supplemental service if the counselor is funded by the MEP or if fees for the service are provided through the MEP.</i></p> |
| <p>109 – SOCIAL SERVICES/ ADVOCACY</p> | <p>Coordination, referral, and linkage with other agencies or school services to ensure that children receive available services – Examples of this service are securing emergency food and clothing for students, translation of school forms, interpretation for parent-teacher conferences, school-home linkage/visits, social service referrals, arranging for health or dental visits, and referring students to other educational programs such as Head Start, Even Start, and Pre-K. These services may be provided by the home-school liaison and/or migrant recruiter.</p> |
| <p>110 – GED</p> | <p>Coordination, referral, and successful placement in GED classes – No migrant funds need be expended for this to be a migrant-funded process if migrant staff is involved in the process.</p> |
| <p>111 – HEALTH SERVICES REFERRAL</p> | <p>Immunizations, screenings, and medical appointments – The home-school liaison/migrant recruiter can help parents set up these services. The staff may even provide city or county transportation if such is available. It is not advisable to use a personal vehicle for transporting students or parents. This service can be used as migrant activities since migrant staff is involved in the process.</p> |
| <p>112 – PUPIL TRANSPORTATION</p> | <p>Transporting students to and from school activities – This service can be either between school and home, on field trips related to school activities, or the provision of support services such as rides to the doctor (see above as per personal vehicles). If these services are provided by migrant staff and/or funded either fully or in part by the MEP, they are considered migrant funded.</p> |

| | |
|--|---|
| <p>113 – NEEDS ASSESSMENT</p> | <p>An assessment of the needs of enrolled migrant students – The needs assessment is a system responsibility and should be conducted annually for the regular school year and in the summer for students attending summer school. Migrant staff must be involved in the process if the service is checked as a migrant supplemental service.</p> |
| <p>114 – STUDENT SERVICES/ ENROLLMENT</p> | <p>Assisting students and/or parents in enrollment activities at the schools – In order for this to be a MEP activity, migrant personnel must assist the student and/or parent during enrollment in school by helping fill out papers, interpreting, and translating.</p> |
| <p>115 – DISTANCE LEARNING</p> | <p>Distance learning via internet – Several schools in Alabama are piloting a distance learning program; however, even if your system is participating in this pilot, the funding must be provided by the MEP in order for the service to be considered a migrant funded supplemental service.</p> |
| <p>116 – TRANSLATION/ INTERPRETING</p> | <p>Translating and interpreting services for migrant families – These services may be provided by the home-school liaison and/or the migrant recruiter. Translating and interpreting should relate mostly to school activities. Translating personal and legal papers should be kept to a minimum.</p> |
| <p>117 – ELL</p> | <p>Instruction adapted to English language proficiency of students and to helping students master the English language skills of listening, speaking, reading, and writing – This instruction should be conducted by certified personnel. This service can only be counted as a supplemental service if the teacher is funded by the migrant program or if fees for the service are provided through the migrant program.</p> |
| <p>118 – ENRICHMENT ACTIVITIES</p> | <p>Activities designed to help create a background of experience for migrant students – These activities will include field trips, unusual subject matter activities, computer skills, art and music activities, etc. If this service is provided by migrant staff or migrant funds were used to fund the activities for migrant students, this service can be checked as a supplemental service</p> |
| <p>119 – SCHOOL SUPPLIES</p> | <p>Purchasing school supplies for migrant students – This item should be checked when migrant funds are used by the school system to purchase school supplies for eligible migrant children.</p> |
| <p>120 – HS CREDIT ACCURAL</p> | <p>Assisting students in passing course in high school so that they will have enough credits to pass to the next grade – These activities should be conducted by certified personnel and may include in-school tutoring, after-school tutoring, or any activity that will assist students in passing courses (especially core courses) that will ensure they have enough credit to pass to the next grade. Students in ninth grade should be the main focus of this effort but all students in Grades 9-12 should be included.</p> |

Appendix B

Resources

Resources



Resources

- Adult Education (Office of Vocational and Adult Education)—This Web site has information, research, and resources to help prepare young people and adults for postsecondary education, successful careers, and productive lives. www.ed.gov/about/offices/list/ovae/index.html?src=mr
- Alabama Humanities Foundation—Supports the *Motheread* program through many avenues. The Foundation strives to create and foster opportunities for the public to explore human values and meaning through the humanities. www.ahf.net The lending library fax number for ordering books for use in *Motheread* is 205-558-3981.
- ASPIRA—Non-profit organization that aims to empower Latino youth through education and leadership development. www.aspira.org/
- Beyond the Borders, Inc.—Advances the rights of children to be free from abuse and exploitation. www.beyondborders.org/
- Bilingual Education—The mission is to identify major issues affecting the education of English language learners, and to assist and support state and local system reform efforts. www.ed.gov/about/offices/list/oela/index.html
- Bi-National Migrant Education—The program helps to support and strengthen the efforts of states participating in the U.S. Bi-national Migrant Education Program, through the interstate coordination of programs, to support a continuing dialogue and sharing of information between educators of migrant students in the U.S. and Mexico and to contribute to and promote the implementation of bi-national cooperation in the field of education within the context of the United States-Mexico Memorandum of Understanding on Education. www.ed.gov/admins/tchrqual/learn/binational.html
- Children's Defense Fund—The mission of the Children's Defense Fund is to Leave No Child Behind® and to ensure every child a Healthy Start, a Head Start, a Fair Start, a Safe Start, and a Moral Start in life and successful passage to adulthood with the help of caring families and communities. www.childsdefence.org/
- Civics Education—To learn more about English literacy through Civics Education Grants Programs. www.ed.gov/about/offices/list/ovae/pi/AdultEd/elctopic.html
- Education Publications Center (ED PUBS)—Source for ordering U.S. Department of Education publications. www.edpubs.org/

- ESCORT (Migrant Education Hotline)—ESCORT conducts professional and program development activities for state and local education agencies and schools to help improve services to migrant children and other English Language Learners. ESCORT also provides technical and logistical support to the U.S. Office of Migrant Education on a wide variety of interstate coordination activities. www.escort.org
- Farmworker Justice Fund—The Farmworker Justice Fund, Inc. (FJF) is a nonprofit organization and has been helping empower migrant and seasonal farm workers to improve their wages and working conditions, labor and immigration policy, health and safety, and access to justice. www.fwjjustice.org
- Federal Resources for Educational Excellence—A Web site for teaching resources. Free offers and quick access to more than 1,500 resources in the arts, sciences, history, and other subjects. (Examples: U.S. Constitution, First Person Accounts of Slavery, 100 Milestone documents in U.S. History, Maps, Themes in American Art, Key Concepts in Earth Science, and Mathematics. www.ed.gov/free/index.html
- Feed the Children—Feed the Children is a Christian, international, nonprofit relief organization with headquarters in Oklahoma City, Oklahoma, that delivers food, medicine, clothing, and other necessities to individuals, children and families who lack these essentials due to famine, war, poverty, or natural disaster. www.fulfillment@feedthechildren.org
- Fit Source: A Web Directory for Providers—Contains a wide variety of tools that can be used to incorporate physical activity and nutrition into childcare and after-school programs. Provides links to activities and game ideas, curricula and lesson plans, campaigns, healthy menus and recipes, and funding strategies information for parents. www.nccic.caliber.com/fitsource/index.cfm
- Food Stamp Program—Educational materials are available free of charge, including posters, flyers, and pamphlets to educate low-income people about food stamps. Some materials are available in Spanish. www.fns.usda.gov/fsp/info.htm
- Geneseo Migrant Center—The Geneseo Migrant Center is an organization that provides opportunities for migrant farm workers and their families to achieve their full potential. The Center is committed to equity for migrant farm workers and their families by valuing diversity and understanding the value of their work and through advocacy on their behalf. www.migrant.net
- Guys Read—A Web-based literacy program for guys. The program is to motivate boys to read by connecting them with materials they will want to read. Offers leadership, practical solutions, a forum, and support to get guys reading. www.guysread.com

- Hablemos en Confianza-Your Fountain of Resources—The product “Hablemos en Confianza,” is a bilingual (English/Spanish) Web site of communication materials designed to initiate dialogue between Spanish-speaking Hispanic/Latino parents and their children about the dangers of substance abuse. www.hablemos.samhsa.gov/default.aspx
- Harvest of Hope Foundation—Supports migrant farm workers and their families with emergency aid; issues small grants to programs that assist migrant families; provides financial aid to migrant students attending college via the Paths To Scholarships Fund; heightens awareness of the plight of migrant farm workers in the country; and coordinates with agencies assisting migrant families and their children with education, immunizations and medical needs, and social services. www.harvestofhope.net
- Harvest of Hope: Guide to Program Services of the Office of Migrant Education—Provides a brief description of programs administered by the Office of Migrant Education at the U.S. Department of Education. This guide also includes contact information that readers can use to obtain services. www.edpubs.org/webstore/Content/search.asp
- Immigration and Naturalization Service—The USCIS is responsible for the administration of immigration and naturalization adjudication functions and establishing immigration service’s policies and priorities. www.ins.usdoj.gov
- Kid’s Café-Food Bank Network—One of the largest free meal service programs for children in the U.S. Its primary goal is to provide free and prepared food and nutrition education by utilizing existing community entities. Functions in emergency mode in times of disaster. www.secondharvest.org/childhunger/kidscafe.html
- League of United Latin American Citizens (LULAC)—The Mission of the League of United Latin American Citizens is to advance the economic condition, educational attainment, political influence, health, and civil rights of the Hispanic population of the United States. www.lulac.org/
- Mexican American Legal Defense and Educational Fund (MALDEF)—A civil rights organization, the MALDEF is the leading nonprofit Latino litigation, advocacy, and educational outreach institution in the United States. The mission is to foster sound public policies, laws, and programs to safeguard the civil rights of the 40 million Latinos living in the United States and to empower the Latino community to fully participate in our society. www.maldef.org/about/indez.htm

- Migrant Clinicians Network—The Mission of the Migrant Clinicians Network is to positively impact the physical, mental, and environmental health of migrants and other mobile, underserved populations. The Network helps to facilitate care for migrant patients with TB and diabetes. Clinicians throughout the U.S. and Mexico can call MCN’s 1-800 number to request copies of a patient’s medical records. These records are then faxed or mailed to the clinic, health department, or provider. www.migrantclinician.org/
- Migrant Health Program—The Health Resources and Services Administration (HRSA) provides grants to community nonprofit organizations for a broad array of culturally and linguistically competent medical and support services to migrant and seasonal farm workers (MSFW) and their families. Migrant Health Centers are currently authorized under the Health Centers Consolidated Care Act of 1996, section 330(g) of the *Public Health Service Act*. www.bphc.hrsa.gov/migrant/
- Motheread—A private, non-profit literacy development organization, established in 1987, working through the United States to integrate literature-based curriculum and training into literacy, early childhood education, and family support programs. www.motheread.org/
- National Center for Education Statistics—NSES is the primary federal entity for collecting and analyzing data that are related to education in the U.S. and other Nations. www.nces.ed.gov/
- National Center for Family Literacy—The mission of the National Center for Family Literacy is to create educational and economic opportunity for the most at-risk children and parents. www.famlit.org
- National Center for Farmworker Health—The National Center for Farmworker Health (NCFH), established in 1975, is dedicated to improving the health status of farm worker families by providing information services and products to a network of more than 500 migrant health center service sites in the United States as well as other organizations and individuals serving the farm worker population. www.ncfh.org
- National Center for Children in Poverty—Identifying and promoting strategies that prevent child poverty in the U.S. and that improve the lives of low-income children and families. www.nccp.org
- National Clearinghouse for English Language Acquisition—The National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA) supports the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited-English Proficient Students (OELA) in its mission to respond to Title III educational needs, and implement NCLB as it applies to English language learners. www.ncbe.gwu.edu

- National Council of La Raza— The National Council of La Raza (NCLR) is the largest national constituency-based Hispanic organization and the leading voice in Washington, D.C. for the Hispanic community. www.nclr.org
- National Farmworker Jobs Program—The National Farmworker Jobs Program (NFJP) under section 167 of the *Workforce Investment Act* assists migrant and other seasonally employed farm workers and their families achieve economic self-sufficiency through job training and other related services that address their employment related needs. The NFJP serves those economically disadvantaged farm workers who are primarily employed in agricultural labor that is characterized by chronic unemployment and underemployment. Assistance from the NFJP is accessed through the NFJP grantee partners and local One-Stop Centers. www.doleta.gov/msfw/
- New Eyes for the Needy—This agency seeks to improve the vision of the less fortunate by providing assistance for the purchase of new eyeglasses in the United States and recycling used eyeglasses for distribution overseas. www.neweyesforthe-needy.org---Telephone: (973) 376-4903
- National Middle School Association—Since its inception in 1973, the National Middle School Association (NMSA) has been a voice for those committed to the educational and developmental needs of young adolescents. www.nmsa.org
- No Child Left Behind—NCLB is built on four principles: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research. For more information. www.nochildleftbehind.gov
- The Office of Migrant Education Office—The (OME) administers four grant programs that provide academic and supportive services to the children of families who migrate to find work in the agricultural, fishing, and timber industries. The programs are designed to help migrant children, who are uniquely affected by the combined effects of poverty, language and cultural barriers, and the migratory lifestyle, to meet the same challenging academic content and student academic achievement standards that are expected of all children. The migrant education program is based on the premise that, with the right supportive services, migrant children can achieve at the same level as their peers. www.ed.gov/about/offices/list/oese/ome/index.html
- PBS-Clifford: Taking Learning to New Heights—Learn how to use the “Clifford” program and Web site to engage early learners. www.pbs.org/teachersresource/prek2/
- PBS Happenings: A Ready to Learn Resource—New and exciting resources for educators, children, and parents. www.pbs.org/teachersource/prek2/happen/index.shtm

- PBS Kids Are Ready to Learn: Nurturing Creativity—Collection of activities designed to make the home a place where creativity flourishes. www.pbs.org/parents/creativity
- Scholastic Literacy Partners—To help support the literacy efforts of organizations nationwide, Scholastic has developed the Scholastic Literacy Partners Program. Through this program, Scholastic offers eligible organizations deep discounts on a wide range of quality children's paperback and board books. www.scholastic.com/literacypartners or 1-800-724-2222
- SERVE—Since 1995, SERVE has worked closely with state and regional policymakers to provide timely, cogent, research-based information and to assist them as they consider such issues as developing rigorous standards for achievement; closing achievement gaps; funding an adequate and equitable education for all students; and training, hiring, and retaining highly qualified teachers. SERVE's policy work focuses primarily on identifying, analyzing, synthesizing, and disseminating research-based information in order to better inform district, state, regional, and national policymakers. www.serve.org
- Sight for Students—Sight for Students is a VSP charity that provides free vision exams and glasses to low-income, uninsured children. The program operates nationally through a network of community partners who identify children in need and VSP network doctors who provide the eye care services. www.sightforstudents.org---or--1-888-290-4964
- U.S. Department of Labor—The Department of Labor fosters and promotes the welfare of the job seekers, wage earners, and retirees of the United States by improving their working conditions, advancing their opportunities for profitable employment, protecting their retirement and health care benefits, helping employers find workers, strengthening free collective bargaining, and tracking changes in employment, prices, and other national economic measurements. In carrying out this mission, the department administers a variety of federal labor laws including those that guarantee workers' rights to safe and healthful working conditions; a minimum hourly wage and overtime pay; freedom from employment discrimination; unemployment insurance; and other income support. www.dol.gov