**Alabama Migrant Education**

**Policy and Procedures Manual**

****

**State Superintendent of Education**

**Alabama State Department of Education**

**Federal Programs Section**

**Migrant Education Program**

**P.O. Box 302101**

**Montgomery, AL 36130-2101**

**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 *Every Student Succeeds Act (ESSA) which reauthorizes the Elementary and Secondary Act (ESEA)* and replaces 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:

Alabama State Department of Education

Federal Programs Section

Post Office Box 302101

Montgomery, Alabama 36130-2101

Telephone: 334-694-4516

Date Revised: June 2020

No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, gender, race, religion, national origin, color, age or genetics. Ref:  Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; The Americans with Disabilities Act of 1990 and The Americans with Disabilities Act Amendments Act of 2008; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972; Title II of the Genetic Information Nondiscrimination Act of 2008:  Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101.

***Sections***

**Part I**

**Mission Statement, Program Goals, Definition of Migrant,**

**Laws and Litigations**

**Part II**

**Recruitment, Identification, Eligibility, Qualifying Activities, Economic Necessity, Quality Control Process**

**Part III**

**MSIX Plan**

**Part IV**

**National Certificate of Eligibility and Completion Directions**

**Part V**

**Service Delivery Plan**

**Part VI**

**State Evaluation Plan**

**Part VII**

**Quality Control Plan**

**Part VIII**

**Migrant Home School Liaison Guide**

**Part IX**

**Procedures & Forms**

PART I

**Mission Statement, Program Goals, Definition of Migrant, Laws and Litigation Related to Migrant Education**

****

**Mission Statement**

TheState 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 engage in 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 engage in 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 *Every Student Succeeds Act (ESSA) which reauthorizes the Elementary and Secondary Act (ESEA*).

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. The information included herein reflects policies and/or procedures related to the identification and recruitment of migrant students in the state of Alabama.

In case of questions, contact the MEP office at:

Alabama State Department of Education

Federal Programs Section

Attn: Peggy Haveard

P.O. Box 302101

Montgomery, AL 36130-2101

Telephone: (334) 242-8199

Web site: [www.alsde.edu](http://www.alsde.edu)

Supplemental materials offered by:

Texas State Migrant Education Office

Washington State Migrant Education Office

California State Migrant Education Office

No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, gender, race, religion, national origin, color, age or genetics. Ref:  Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; The Americans with Disabilities Act of 1990 and The Americans with Disabilities Act Amendments Act of 2008; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972; Title II of the Genetic Information Nondiscrimination Act of 2008:  Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101.

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

PE01460_

## 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 151-152.

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 listed below*:

* 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.

**Additional 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 places 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.

##### Child Eligibility:

**STAMP**

BD06662_

**S**-**School completion**

The child/youth has not graduated from high school

or has not earned a GED.

**T**-**Time of Move**

Both the worker and child’s moves must have occurred in the

preceding 36 months from the eligibility interview.

**A**-**Age**

The child is under 22 years of age.

**M**-**Moves**

Both the worker and the child must make a Qualifying Move:

\*due to economic necessity

\*from one residence to another residence

\*from one school district to another

**P**-**Presently engaged in Qualifying Work**

Soon after the move, the individual engaged in:

\*Seasonal or Temporary

\*Agricultural or Fishing Work

If NOT, the individual:

\*Actively sought qualifying work

AND

\*Has recent history of moves that resulted in engagement of qualifying work

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

**Who** j0232650

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

* **Migratory Child**: The child is not older than 21 years of age; and the child is entitled to a free public education (through grade 12) under State law, or the child is not yet at a grade level at which the LEA provides a free public education, and the child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory worker or a migratory fisher, and the child moved due to economic necessity from one residence to another, and from one school district to another, or in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or resides in a school district or more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence. 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. Only migratory children, ages 3-21, may be counted for state funding purposes.*
* **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.
* **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/Fisher Worker** refers to a person who in the preceding 36 months has made a qualifying move, i.e., due to economic necessity, from one residence to another residence and from one school district to another and engaged in qualifying work soon after the move the move (within 60 days) or actively sought qualifying work and has a recent history of moves (at least 2 moves) that resulted in the engagement of qualifying work.

PE03789_**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, soon after the move engage in ***seasonal*** *or* ***temporary*** work in agriculture or fishing activities or must have actively sought qualifying work and have a recent history of moves that resulted in the engagement of qualifying work.

###### Qualifying Move –

A move due to economic necessity from one residence to another and from one school district to another in the preceding 36 months and have either (1) engaged in new qualifying work soon after the move (60 days), or (2) if the worker did not engage in new qualifying work soon after the move, actively sought (based upon the worker’s statement) such employment and has a recent history of moves (at least 2 in the past 36 months from the eligibility interview) for qualifying work. The recent history of moves does not have to be “qualifying moves” (moves from one school district to another). The history of moves must be a change of residence to another residence that occurs due to economic necessity.

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

1. A change of residence from the migrant worker’s home base to a temporary residence.

2. A change of residence from one temporary residence to another temporary residence.

3. A change of residence from a temporary residence back to the migrant worker’s home base.

PE03759_**Minimum duration for a qualifying move** – A migratory worker and a migratory child must stay in a new place long enough to show that the worker and the child “moved,” (changed residence due to economic necessity. Recruiters should carefully examine and evaluate relevant factors, such as whether the move to work was a one-time act or a series of short duration (e.g., less than a week) that an independent reviewer might question whether the move was a change in residence or “due to economic necessity,” Consistent with the COE instructions, the State also recommends that recruiters explain in the Comments section of the COE why they believe a move of very short duration would be considered a qualifying move.

A single one-day move may not be 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. Also, there are some circumstances where a family will make a qualifying move and have intentions of staying longer than a day but there are extenuating circumstance why they cannot and they will move back. These families aren’t necessarily ineligible.

**Minimum distance for a qualifying move** – A qualifying move must be from one school district to another.

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.

**Qualifying moves** – A qualifying move is not established when the travel is exclusively to visit, vacation, do personal business, or care for ill family or friends.

*Examples: (1) A family picked apples in Skyline. After the season is over, the family goes to Mexico since the job here ended. 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 to pick apples in the fall is a qualifying move and requires a new COE.*

*(2) A family leaves their job at the poultry plant and goes to Mexico to take care of a sick grandmother. 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. If the children have any time left for their term of eligibility, the recruiter should fill out a new COE based upon the previous qualifying move. The children can finish out their remaining eligibility. But the move back was not a qualifying move since the move was clearly to care for the ailing grandmother.*

**International Moves** – A worker who moves from another country to the U.S may qualify if all migrant eligibility criteria are met. A move from the U.S.to another country is not a qualifying move. However, if an individual’s move to another country is a “change of residence,” the individual’s move back to a school district in the U.S. might be a qualifying move.

j0090216**Why**

The next element of the basic eligibility criteria is

***why*** the move took place.

The following criteria may be used to determine if the move was a qualifying move:

1. The worker states he/she moved due to economic necessity from one residence to another and from one school district to another within the preceding 36 months and engaged in new temporary or seasonal employment or personal subsistence in agriculture soon after the move. (Both worker and child must make a “qualifying move. The child may move as a migratory worker or a migratory fisher, or move with or to join a parent/guardian or spouse who is a migratory agricultural worker/fisher.)

Or

2. The worker states that he/she moved due to economic necessity from one residence to

another and from one school district to another within the preceding 36 months, but did not

engage in new temporary or seasonal employment or personal subsistence, but actively

sought such new employment and the individual has a recent history of moves (at least 2)

for temporary or seasonal agriculture employment. *(Soon after the move means that the*

*worker should be engaged in qualifying work within sixty days from the date of the move.)*

Both worker and child must make a “qualifying move. The child may move as a migratory

worker or a migratory fisher, or move with or to join a parent/guardian or spouse who is a

migratory agricultural worker/fisher.) The recruiter should document in the comments

section on page one of the COE the history of moves.

**Economic Necessity**

BS00508_For the purposes of the MEP, “move” or “moved” means “a change from one residence to another residence that occurs due to economic necessity.” The regulations state that when a child and the worker can no longer afford to stay in their current location, then they move because of “economic necessity.” The MEP is premised on the Federal government’s understanding that migratory children have unique needs in view of their mobility, and generally are in low-income families. Economic necessity is integral to a move that makes a child a “migratory child.”

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

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.**

PE01931_

**QUALIFYING ARRIVAL AND RESIDENCY DATES**

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)**. The QAD is the day that the child and worker complete qualifying moves or complete moves to be together. 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 present 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. 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, 2016) and the residency date would be November 12, 2017.
* A child moves with the grandmother to Geneva County on October 20, 2017. The parents move to join (qualifying move) on December 15, 2017. The QAD is December 15, 2017, and the residency date is October 20, 2017.

**“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 of the COE.

j0311832Temporary 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 does not qualify.***

**Year-Round Employment** **or Permanent 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 and the child both make new qualifying moves, then a new COE would be filled out for each qualifying move.

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.

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

* Preparing or clearing land
* Harvesting trees
* Harvesting seafood and preparing it for market
* Cattle operations that have peak periods in which workers are hired temporarily
* Poultry operations that have peak periods when extra workers are needed
* Dairies that require extra workers at certain times.

**Qualifying Seasonal**

**Employment**

BD19992_

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.

j0156463

**Non-Qualifying Conditions**

Non-qualifying purposes for a move are as follows:

* A move to seek political asylum is not a qualifying move, however, the family could in fact have moved for political asylum and engaged in qualifying work soon after their move. We may consider this family eligible as long as all eligibility criteria is met.
* 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.

##### 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/Where – Has moved (a change from one residence to another residence) from one school district to another across school district lines. The qualifying move for the child does not have to be dependent upon the worker’s move.

* Why – Moved due to economic necessity as a migratory agricultural worker or a migratory fisher or did so with or to join a parent/guardian or spouse who is a migratory agricultural worker/fisher.
* 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.

**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 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).

PE01616_

**Migrant Eligibility Checklist**

**Does the “child(ren)” meet the definition of a “Migratory Child”?**

* **AGE**: The child is younger than 22 years of age
* **SCHOOL COMPLETION**: The child is eligible for a free public education under State law

**Qualifying Move for Child** (Does not have to be dependent on worker’s move)

* Due to economic necessity; AND
* From one residence to another residence; AND
* From one district to another; AND
* Took place in the preceding 36 months

**Qualifying Arrival Date for Child (Choose One)**

O as a migratory agricultural worker or a migratory fisher or

O did so with, or

O to join a parent/guardian or spouse who *is* a migratory agricultural worker/fisher

**Does the “worker” meet the definition of “Migratory Agricultural/Fishing Worker”?**

**Qualifying Move for Worker (Does not have to be dependent on child’s move)**

* Due to economic necessity; AND
* From one residence to another residence; AND
* From one district to another; AND
* Took place in the preceding 36 months

**Qualifying Work**

* engaged in new temporary or seasonal employment or personal subsistence in agriculture soon after the move (within 60 days); OR
* did not engage in new temporary or seasonal employment or personal subsistence

o actively sought such new employment; AND the individual has a recent history of moves for temporary or seasonal agricultural employment

* the new qualifying work is seasonal or temporary; AND
* the new qualifying work is agricultural or fishing

**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**;

1. Any activity directly related to the **cultivation or harvesting of trees**;
2. 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

## 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 of 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 –

* Feeding, raising, farming – catfish, crawfish, shrimp, redfish, 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)
* De-barbing (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 theStates 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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Alabama Normal Crop Progress | | | | |
| **Crop** | **Planting Begins** | **Planting Ends** | **Harvest Begins** | **Harvest End** |
| Corn | Mid-March | Early June | Late July | Early November |
| Cotton | Early April | Mid-June | Mid-September | Mid-December |
| Hay/first cutting | ---- | ---- | Early May | Mid-July |
| Peaches | ---- | ---- | Mid-May | Mid-August |
| Peanuts | Late April | Mid-June | Early September | Early November |
| Pecans | ---- | ---- | Early October | Mid-December |
| Spring Potatoes | Mid-January | Mid-March | Early May | Early June |
| Summer Potatoes | Early March | Early April | Early July | Late August |
| Sweet Potatoes  (South) | Mid-March | Late June | Mid-July | Early November |
| Sweet Potatoes  (North) | Mid-May | Early July | Mid-September | Late October |
| Soybeans | Late April | Early July | Late September | Mid-December |
| Wheat | Early October | Late November | Mid-May | Mid-July |
|  |  |  |  |  |

STATE of ALABAMA



Migrant Student

Information Exchange (MSIX)

PLAN

# Executive Summary

In order to be in compliance with the Office of Migrant Education (OME) standards, migrant student records exchange procedures and responsibilities will be discussed in detail. Readers will know their roles and responsibilities with the Migrant Student Information Exchange (MSIX). Regional migrant coordinators will facilitate necessary data entry to maintain data quality on MIS2000, Alabama’s Migrant database, in order for uploads to occur to MSIX. There are detailed procedures mentioned on how to perform a records exchange when users receive an e-mail alert or work list items. There are references and acronyms to assist readers with records exchange terminology.

# Document Overview

The purpose of this document is to provide information about the national implementation of the Migrant Student Information Exchange (MSIX) records exchange initiative. Through this document, Alabama can establish a written and systematic approach to records exchange that will lead to effective execution of inter/intrastate transfer of migrant student records. According to Public Law 107 SEC 1308, the state should develop effective methods for electronic transfer of student records in determining the number of migratory children in each state. In addition, Alabama can deliver professional, accurate, and timely student placement services to a highly mobile student population by following the policies and procedures outlined in this document.

# MEP Records Transfer Requirements

## Federal Level

The Migrant Education Program (MEP) is authorized under ESSA to collect the necessary set of minimum data elements (MDE) to be transferred between state MEPs. The United States Department of Education (USDE) developed and maintains the MSIX that State and Local Education Agencies use to transfer records on a national level.

## State Educational Agencies (SEAs)

In particular, State Education Agencies (SEAs) are required to promote interstate and intrastate coordination by providing educational continuity through the timely transfer of pertinent school records (including health information) when children move from one school to another, whether or not the move occurs during the regular school year.

## Local Educational Agencies (LEAs)

In particular, Local Education Agencies (LEAs) are required to use the MSIX consolidated record for the purposes of enrollment, placement and credit accrual.

**Migrant Student Information Exchange (MSIX)**

## Records Exchange Background

The timely transfer of education records for migrant children between schools has been a longstanding challenge. Migrant children often enroll in multiple schools for varying amounts of time each year as their families migrate in search of temporary or seasonal work in agriculture or fishing. MEP staffs continue to find it difficult to share and consolidate student information that schools, local educational agencies and states collect on migrant children in a timely and meaningful way that helps school personnel make appropriate decisions when the students arrive. These conditions and those shown below prompted the need for an exchange of student records.

* **High Movement** — highly mobile migrant student population
* **Short Notice** — students move from state-to-state often without notice
* **Lack of Data** — timely and accurate educational information not always available
* **Placement Errors** — students placed in incorrect courses or grades
* **Loss of MEP Services** — students not provided the most beneficial MEP services

In response to this challenge and a Congressional mandate to link the existing migrant student information systems, the USDE implemented the Migrant Student Record Exchange Initiative. The goals of this initiative are as follows:

* **Goal 1**: Create an **electronic exchange** for the transfer of migrant student education data among the states.
* **Goal 2**: Promote the **use** of the MSIX application.
* **Goal 3**: Ensure the use of the consolidated migrant student record for the purposes of **enrollment, placement and accrual of credits** of migrant students.
* **Goal 4**: Produce **national data** on the migrant population.

At the heart of this initiative is the Migrant Student Information Exchange (MSIX), an online system containing migrant student records from all participating states to facilitate the national exchange of migrant students' educational information among the states. MSIX is available to state and local Migrant Education Program (MEP) staff along with other users from the MEP community.

The MSIX does not replace existing state migrant student record systems. Rather, it links them in a minimally invasive manner to collect, consolidate, and make critical education data available. The MSIX also leverages available information provided by the states to USDE’s Education Data Exchange Network (EDEN)/EDFACTS system to ease the data collection burden on states. MSIX offers many benefits to promote its usability.

MSIX assist with the following record elements:

* retrieves and views student information
* contains the minimum data elements necessary for the proper enrollment, grade and course placement and accrual of credits for migrant children
* produces a single “consolidated record” for each migrant child that contains information from each state in which the child was ever enrolled.

# Responsibilities and Rules of Behavior of MSIX Users

MSIX is an information system and is to be used for official use only. Users must read, understand, and comply with these “Rules of Behavior.” Failure to comply with the MSIX “Rules of Behavior” may result in revocation of the MSIX account privileges, job action, or criminal prosecution.

MSIX users must complete a basic security awareness training course prior to being granted access to the system. The security topics addressed in this document provide the required security awareness content, so it is important that users read through the entire text. Users also must complete annual security awareness refresher training. MSIX will prompt you to reread the “Rules of Behavior” annually (or more often due to changes in the system or regulations) to meet this requirement.

Alabama is set up into two regions with designated Regional User Administrators. These regional administrators can create/modify school- or district-level user accounts and reset passwords. Before MSIX users call or e-mail the State User Administrator, they should first contact their Regional User Administrators.

|  |  |
| --- | --- |
| **East/South Region** | **West/North Region** |
| ltaylor@alsde.edu | sevans@alsde.edu |

### Monitoring

MSIX is a U.S. Department of Education computer system. System usage may be monitored, recorded, and subject to audit by authorized personnel. THERE IS NO RIGHT OF PRIVACY IN THIS SYSTEM. Unauthorized use of this system is prohibited and subject to criminal and civil penalties.

System personnel may provide to law enforcement officials any potential evidence of crime found on USED computer systems. USE OF THIS SYSTEM BY ANY USER, AUTHORIZED OR UNAUTHORIZED, CONSTITUTES CONSENT TO THIS MONITORING, RECORDING, and AUDIT.

### 

### MSIX Security Controls

MSIX security controls have been implemented to protect the information processed and stored within the system. MSIX users are an integral part in ensuring that MSIX security controls provide the intended level of protection. It is important to understand these security controls, especially those with directly interface. The sections below provide detail on some of those controls and the expectations for MSIX users.

MSIX security controls are as follows:

* ensure only authorized users have access to the system
* ensure users are uniquely identified when using the system
* tie actions taken within the system to a specific user
* ensure users only have access to perform the actions required by their position
* ensure MSIX information is not inappropriately released
* ensure MSIX is available to users when needed

MISX includes the security control examples listed below:

* Automated Session Timeout – Users are automatically logged out of MSIX after 30 minutes of inactivity. This helps ensure unauthorized users do not gain access to the system.
* Role-Based Access Control – User IDs are assigned a specific role within MSIX. This role corresponds to the user's job function and restricts access to certain MSIX capabilities.
* Audit Logging – Actions taken within MSIX are captured in log files to help identify unauthorized access and enforce accountability within the system.
* Incident Response – If a user suspects his/her user ID has been subject to unauthorized use, contact the MSIX help desk immediately.
* Communication Protection – Traffic between a user's Web browser and the MSIX servers is encrypted to protect it during transmission.

### User Credentials

User credentials are the mechanism by which MSIX identifies and verifies users. These are the user ID and password. User IDs uniquely identify each MSIX user and allow the MSIX System Administrators to attribute actions taken within the system to a specific user. This tracking is important in enforcing accountability within the system. Passwords are used by MSIX to verify a user’s identity. It is important for you to comply with the following rules governing user credentials:

* Protect your log-on credentials at all times.
* Never share your user ID and/or password with anyone else. You are responsible for all actions taken with your user credentials.
* Your passwords must:
  + be changed upon initial log-in to MSIX o contain at least eight characters
  + contain a mix of letters (upper and lower case), numbers and special characters (e.g., #, @)
  + be changed at least every 90 days o not repeat your previous six passwords
* Do not write your password down or keep it in an area where it can be easily discovered.
* Avoid using the “remember password” feature.
* User accounts are disabled after three consecutive invalid attempts are made to supply a password.
* User accounts that have been disabled can only be enabled once per day.
* Reinstatement of a disabled user account can only be reinstated by a regional or state system administrator.

### Protection of MSIX Information

You are required to protect MSIX information in any form. This includes information contained on printed reports, data downloaded onto computers and computer media (e.g., diskettes, tapes, compact discs, thumb drives) or any other format. In order to ensure protection of MSIX information, you should observe the following rules:

* Log out of MSIX if you are going to be away from your computer for longer than 15 minutes.
* Log out of MSIX or lock your computer before you leave it unattended by using the < Ctrl > < Alt > < Delete > key sequence when leaving your seat.
* Media (including reports) containing MSIX information should be removed from your desktops during non-business hours.
* Store media containing MSIX information in a locked container (e.g., desk drawer) during non-business hours.
* Store digital information in an encrypted format where technically possible.
* Media containing MSIX information should be properly cleansed or destroyed.
  + Shred paper media and compact discs prior to disposal.
  + Diskettes and other magnetic media should be cleansed using appropriate software or a magnetic field with sufficient strength so as to make the information unreadable.
    - Note that simply deleting files from magnetic media does not remove the information from the media.
    - Media containing encrypted information can be excluded from the cleansing process, although it is recommended.
* If the access that you have been granted within MSIX is more than required to fulfill your job duties, it should be reported to appropriate personnel.
* Do not disclose MSIX information to any individual without a "need-to-know" for the information in the course of his/her business.

### Other Security Considerations

This section describes some additional security items of which you should be aware.

* Incident Response - If you suspect or detect a security violation in MSIX, contact the MSIX Help Desk immediately. For example, if you suspect someone may have used your user ID to log in to MSIX, you should contact the MSIX Help Desk. Other warning signs that MSIX may have been compromised include, but are not limited to: inappropriate images or text on the Web pages, data formats that are not what is expected, missing data or MSIX is not available. While these may not be attributed to a compromise, it is better to have it checked out and be sure than to take no action.
* Shoulder Surfing - Shoulder surfing is using direct observation techniques, such as looking over someone's shoulder, to get information. An example of shoulder surfing is when a person looks over someone else's shoulder while he/she is entering a password for a system to covertly acquire that password. To protect against this type of attack, slouch over your keyboard slightly when keying in your password to block the view of a possible onlookers.

* Social Engineering - Social engineering is a collection of techniques used to manipulate people into performing actions or divulging confidential information. For example, a typical social engineering attack scenario is a hacker posing as an authorized user calling a system help desk posing as that user. The hacker, through trickery, coercion or simply being nice coaxes the help desk technician into providing the log-in credentials for the user he is claiming to be. The hacker then gains unauthorized access to the system using an authorized user's credentials.

The example above is one example of a social engineering technique. Another is when a hacker calls a user at random and pretends to be a help desk technician. Under the guise of purportedly fixing a problem, the hacker requests the user's login credentials. If provided, the user has unwittingly provided system access to an unauthorized person.

To defeat social engineering, simply question anything that doesn't make sense to you. For example, a help desk technician should never ask a user for his/her log-in credentials to resolve a problem. If you receive a call from someone, and you are not sure who he/she is, ask for a callback number. Hang up and call back to the number provided. Hackers will typically provide a bogus number. Ask questions. If the answers you receive do not make sense, end the call and report the incident to your local security organization.

* Faxing - When faxing MSIX information, call the recipient of the fax and let him/her know it is coming. Ask him/her to go to the fax machine so the item can be pulled off right away so any sensitive information is not left lying around the office.
* Virus Scanning - Scan documents or files downloaded to your computer from the Internet for viruses and other malicious code. Virus scanning software also should be used on e-mail attachments.

**FERPA and the Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) permits SEAs, LEAs and other local operating agencies to use MSIX to exchange personally identifiable information from education records on migratory children, without written parental consent, so long as the information is used only for official MEP purposes in accordance with these Rules of Behavior. See U.S. Department of Education *Memorandum to State Directors of Migrant Education* on FERPA and MSIX dated April 2, 2008, available at the following website: [http://www2.ed.gov/policy/gen/guid/fpco/pdf/ferparegs.pdf.](http://www2.ed.gov/policy/gen/guid/fpco/pdf/ferparegs.pdf) In addition, as a system of records under the federal Privacy Act, authorized users may use and disclose information from MSIX only for the “routine uses” published by USED in its MSIX system of records notice, which allows disclosure to facilitate a student’s:

* 1. participation in the MEP
  2. enrollment in school
  3. grade or course placement
  4. credit accrual
  5. unique student match resolution

See 72 Fed. Reg. 68572-76 (Dec. 5, 2007). *No other disclosures of a student’s name or other personally identifiable information may be made from MSIX without the prior written consent of the parent or student.*

**MSIX Use and Administration**

Online training modules are available and segmented by user type:

|  |  |
| --- | --- |
| **User Type** | **Online Access** |
| **MSIX**  **Government**  **Administrator** | <https://msix.ed.gov/msix/training/gov/msix_user_training.htm> |
| **MSIX Primary User** | <https://msix.ed.gov/msix/training/gov/msix_user_training.htm> |
| **MSIX Secondary User** | <https://msix.ed.gov/msix/training/secondary/msix_user_training.htm> |
| **MSIX State**  **Regional**  **Administrator** | <https://msix.ed.gov/msix/training/sra/msix_user_training.htm> |
| **MSIX Data**  **Administrator** | <https://msix.ed.gov/msix/training/da/msix_user_training.htm> |
| **MSIX User**  **Administrator** | <https://msix.ed.gov/msix/training/ua/msix_user_training.htm> |

Prior to receiving an MSIX account, an application must be completed and the applicant will receive and appropriate training.

## User Manuals

User Manuals are available for the MSIX Application online at the [MSIX Trainer’s Corner](https://msix.ed.gov/msix/training.html) at [https://msix.ed.gov/msix/training.html.](https://msix.ed.gov/msix/training.html)

## Online Help

The MSIX Application provides [online help](https://msix.ed.gov/msix/help/help/Online_Help.htm) to assist in the primary functions of MSIX.

## 

## MSIX Help Desk

The MSIX Help Desk is available for users with issues regarding their accounts such as password resets, updates to personal information, and general MSIX information. To receive a password reset, please contact your MSIX State User Administrator or Regional User Administrator. You can find a User Administrator by using the [User Administrator Search](https://msix.ed.gov/msix/LocateAnAdmin?submit=d) or by contacting the MSIX Help Desk at MSIXSupport@deloitte.com or (866) 8789525. To maintain the security of MSIX data, the MSIX Help Desk cannot reset passwords.

## MSIX Roles and Responsibilities (Table 1.1)

MSIX is used by personnel at the district, region, state, and national levels. MSIX is used mainly by the front-line educators who need migrant student data to make time-sensitive and appropriate decisions on enrollment, grade, or course placement, and accrual of credits. These users are typically the local school registrars, counselors, or LEA migrant personnel.

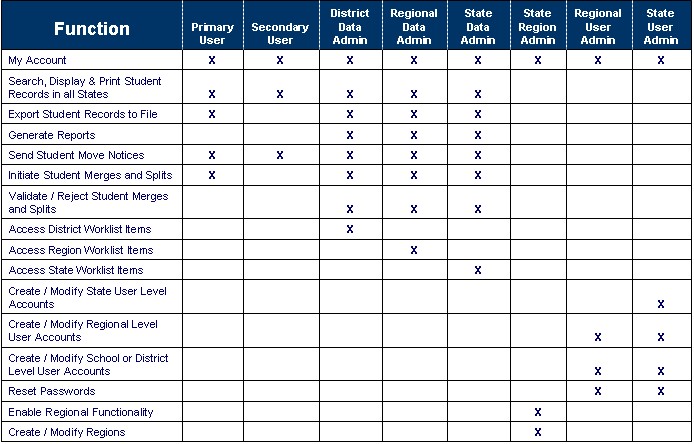
State MEP users also require access to MSIX; some of these users directly interface with migrant students and others provide administrative and technical support to the MEP. USDE personnel are also MSIX users; however, USDE requires MSIX for national trend and statistical analysis purposes only.

The table below identifies the specific user roles and responsibilities for MSIX. It includes a description of the user’s MSIX job responsibilities, role functions available within the system, and the potential kinds of individuals who may perform in each role. A second table follows that provides essentially the same information but in a snapshot, abbreviated form.

**Table 1.1**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **MSIX User Roles and Responsibilities** | | |
| **User Role** | **Description** | **Functions Allowed** | **Potential Users** |
|  | **School- and District-Level Roles** | | |
| **MSIX Primary** | MSIX Primary Users can query student records in all states. These users also can initiate the merge and split process for student records in their states. | * Search, display and print student records for students in all states * Initiate merge and split of student records * E-mail notification of an arrival or departure of a student * Export Student Records to File | * Guidance Counselors * MEP Data Entry Staff * Recruiters * Registrars * Teachers |
| **MSIX Secondary** | MSIX Secondary Users can query student records in all states. | * Search, display and print student records for students in all states * E-mail notification of an arrival or departure of a student | * Guidance Counselors * MEP Data Entry Staff * Recruiters * Registrars * Teachers |
| **District Data Administrator** | District Data Administrators can validate or reject near matches, merges and splits of student records. These users also can initiate the merge and split process for student records in their districts. | * Search, display and print student records for students in all states * Generate Reports * Initiate merge and split of student records * Validate or reject record near matches, merges and splits * Resolve data quality issues * Respond to escalation requests * E-mail notification of an arrival or departure of a student * Export Student Records to File | * State MEP Administrators * MEP Data Entry Staff |
|  | **Regional-Level Roles** | | |
| **Regional Data**  **Administrator** | Regional Data Administrators can validate or reject near matches, merges and splits of student records. These users can initiate the merge and split process for student records in their regions. These users also will serve as secondary points of contact for escalation issues. | * Search, display and print student records for students in all states * Generate Reports * Initiate merge and split of student records * Validate or reject record near matches, merges and splits * Resolve data quality issues * Respond to escalation requests * E-mail notification of an arrival or departure of a student * Export Student Records to File | * State MEP Administrators * MEP Data Entry Staff |
| **Regional User Administrator** | Regional User Administrators establish and manage user accounts for users in their regions. | * Create User accounts * Assign User Role(s) * Update User account information * Deactivate User accounts * Reset passwords |  State-identified |
|  | **State-Level Roles** | | |
| **State Data**  **Administrator** | State Data Administrators can validate or reject near matches, merges and splits of student records. These users can initiate the merge and split process for student records in their states. They also can resolve data quality issues and serve as the primary points of contact for escalation issues. | * Search, display and print student records for students in all states * Generate Reports * Initiate merge and split of student records * Validate or reject record near matches, merges and splits * Resolve data quality issues * Respond to escalation requests * E-mail notification of an arrival or departure of a student * Export Student Records to File | * State MEP Administrators * MEP Data entry staff |
| **State User**  **Administrator** | State User Administrators establish and manage user accounts for users in their state. | * Create User accounts * Assign User Role(s) * Update User account information * Deactivate User accounts * Reset passwords |  State-identified |
| **State Region Administrator** | State Region Administrators establish and maintain the regional structure and associated districts for states that choose to use regions. | * Enable and disable regional structure * Create new regions * Associate districts to regions * Edit regions | * State MEP Administrators * MEP Data entry staff |
|  | **U.S. Department of Education (USED) User Roles** | |  |
| **Government Administrator** | Government Administrators can generate summary level standard and ad hoc queries on a state, regional or national level. |  Generate Reports |  OME |
| **Privacy Act Administrator** | Privacy Act Administrators can enter statements provided by students and parents that formally dispute the data contained in a student's MSIX record. They also can query and view student records from all states in order to comply with the privacy act requirements. | * Search, display and print student records * Enter dispute statements into a student's MSIX record |  OME |

**Table 1.2: MSIX User Roles and Responsibilities – A Snapshot View**



## Creating MSIX Users

When creating a new MSIX account, you must sign the MSIX user application provided by the State User Administrator or Regional User Administrator. The new applicant must also complete the appropriate training and include the certificate after the training. The completed application and certificate must then be sent to the Regional User Administrator for approval and then to the State User Administrator.

The SDE will have copies of all MSIX user applications and certificates.

In Alabama, all recruiters have access to MSIX. Anyone who works with migrant students and families could potentially gain access to MSIX if the reasoning is valid and supported.

|  |  |
| --- | --- |
| **MSIX Users** | |
| Only staff identified by the State User Administrator will have access to MSIX in order to protect student information. Statutory Requirements: In accordance with the Privacy Act of 1974, the Family Educational Rights and Privacy Act (FERPA) and the Federal Information Security Management Act (FISMA). | |
|  | **MSIX Users** |
| **New Accounts** | If a new account is needed, an SEA, LEA, or LEA user should contact the MSIX State User Administrator to receive instructions on what documentation is needed in order to gain access. |
| **Passwords** | Passwords are to be changed at least every 60 days, or they will automatically expire. Password resets can be done by your State User Administrator or Regional User Administrator. |
| **Closing Accounts** | State MSIX users that no longer need access must notify the MSIX State User Administrator or District Regional User Administrator, who will delete the user’s account. |

# MSIX Record Maintenance

## SEA Data Upload Schedule

|  |  |
| --- | --- |
| **SEA Upload Times** | The state MIS2000 server machine uploads to the MSIX on a daily basis at 5 a.m. ET. Any new or changed information that has been uploaded to the state MIS2000 server will be uploaded to MSIX. |
| **Regional Uploads/MEP Staff Upload Times** | The MEP/Regional sites upload manually upon completion of any migrant data entry. |

# Records Transfer Procedures

1. Managing Student move alerts from MSIX e-mails: When a regional coordinator or recruiter receives a move alert from MSIX, he/she notifies the correct district of the move in order to sign up the family. Follow-up e-mails or phone calls should be sent to the person notifying the state as a form of courtesy.
2. Work list maintenance such as response and resolution times, delegation of work list items and escalation process.
   * Work list items are to be completed by the Regional User Administrators.
   * Work list items should take no more than two weeks to complete.

|  |  |
| --- | --- |
| **Records Transfer Inter/Intrastate Collaboration** | |
| **Alerting student moves via MSIX e-mails** | If a local operating MEP is aware of a migrant student relocating, the program should designate a MSIX user to send the receiving state/LOA an e-mail notification via MSIX. Additionally, the sending user will notify the receiving state/LEA, when possible, of the child’s move. The MSIX e-mail to the receiving state/LEA should provide as much information as possible to ensure that the proper family and student(s) are efficiently and effectively assisted. Staff must be cautious to not enter social security numbers (SSNs) or other personal identifiable information (PII) in their e-mail message. When sending move alerts from Alabama, be considerate of other states’ guidelines when transmitting move alerts. The MSIX identification number and name will automatically be generated. You may want to include your name and number for the correspondent to notify you for further questions. |
| **E-mails on student moves**  **E-mail notification** | When an MSIX user receives notification from a state/LEAs that worklist items need to be addressed in MSIX, initial contact such as a simple reply to the sender of the MSIX e-mail should be done within a 24-hour period, when possible. All items should be resolved within five business days, and when possible, no later than two weeks. |

# 

# Minimum Data Elements (MDEs)

|  |
| --- |
| **Minimum Data Elements** |
| Minimum Data Elements (MDEs) are data fields that Alabama must collect and maintain in the migrant student databases, MIS2000, in order to transfer that data to other states via MSIX. The MDEs are transmitted on an agreed schedule from MIS2000 to MSIX. Most states transmit the MDE nightly on any new migrant student or for students whose information has changed since it was originally transmitted to MSIX. Alabama’s submissions are daily at 5:00 a.m.    The MDE will enable SEAs to exchange a minimum set of data elements that have been identified as necessary for fulfilling the requirements of the MEP for continuity of instruction. |

|  |  |
| --- | --- |
| **Term** | **Definition** |
| ID&R | Identification and Recruitment |
| SDE | Alabama State Department of Education |
| LEA | Local Education Agency |
| MDE | Minimum Data Elements |
| MEP | Migrant Education Program |
| MSIX | Migrant Student Information Exchange |
| PII | Personal Identifiable Information |
| REACTS | Records Exchange Advice, Communication and Technical Support |
| REI | Records Exchange Initiative |
| SSN | Social Security Number |
| USDE | U.S. Department of Education |

Acronyms

OMB Control No.: 1810-0662

Exp. 06/30/2023

Education of Migratory Children under Title I, Part C of the

Elementary and Secondary Education Act of 1965



**NATIONAL**

**CERTIFICATE OF ELIGIBILITY (COE)**

**INSTRUCTIONS**

U.S. Department of Education

Office of Elementary and Secondary Education

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0662. Public reporting burden for this collection of information is estimated to average 1 hour and 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary, but the information is needed to obtain or retain benefit under Title I, Part C of ESEA, as amended (P.L. 115-64). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application, or survey, please contact the Office of Migrant Education (202-260-1164) directly.

The National

Certificate of Eligibility

Purpose

The State Education Agency (SEA) is required to document every migratory child’s eligibility for the Migrant Education Program (MEP) 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. A child must have an SEA-approved COE before MEP services may be provided.

**Table of Contents**

[Overview 1](#_Toc478055477)

[Electronic COEs 2](#_Toc478055478)

[General instructions 3](#_Toc478055479)

[Completing the Required Data Elements of the COE (part I) 3](#_Toc478055480)

[Family Data. 3](#_Toc478055481)

[Child Data. 4](#_Toc478055482)

[Completing the Required Data Sections of the COE (part II) 6](#_Toc478055483)

[Qualifying Moves & Work Section. 6](#_Toc478055484)

[Comments Section 11](#_Toc478055485)

[Interviewee Signature Section. 12](#_Toc478055486)

[Eligibility Certification Section. 13](#_Toc478055487)

[Attachments 14](#_Toc478055488)

# 

# Overview

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. Required Data Elements must be worded as they appear in these instructions, and cannot be changed or shortened, with specific exceptions noted (e.g., Multiple Birth Flag may be shortened to “MB” and Birth Data Verification Code may be shortened to “Code”.);

(2) **Required Data Sections**,which States can place according to State preference and need, but that must be maintained in whole and unaltered (e.g., order, numbering, and wording of items within the Qualifying Moves and Work section must remain the same), with specific exceptions noted (e.g., the Comments section must be self-contained and include at a minimum, the required comments, but may be divided into subsections for each required comment); and

(3) **State Required/Requested Information**, where space is available, that States can use to collect other data. State-specific required/requested information may be placed anywhere on the COE, *except* inside any of the Required Data sections. State instructions may neither negate nor contradict any of the Required Data Elements or Required Data Sections. States may choose their own header (e.g., State name) on the COE, as long as it identifies the form as the Certificate of Eligibility. States may also include their State logos or seals.

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).

Attached are two documents. The first summarizes the required data elements and required data sections in a one-page format. The second is a template that demonstrates how the required data elements and required data sections might be arranged on the COE. Note that this template does not necessarily include elements that are required to be collected for other ED data collections. States can either use the template as-is, or they can modify it, within the parameters explained in (1), (2) and (3) above, to collect this or any other State required/requested information.

# Electronic COEs

States may use paper or electronic versions of the COE. For purposes of the MEP, an electronic COE is one for which information is entered by the recruiter/interviewer at the time of interview using an electronic device (e.g., tablet). COEs that are completed on paper at the local level and entered electronically for transmission to the State, are not electronic COEs for the purposes of the MEP. States must collect the required information, including required signatures, in a manner that follows the COE instructions, regardless of whether they use paper or electronic COEs. States should also be able to print the COE according to the requirements outlined in the instructions.

Each State has its own procedures for ensuring that electronic signatures are valid and authentic.  ED would consider an electronic signature captured via stylus or PIN code to be equally acceptable for audit purposes, and would hold States accountable for any failure to implement its own procedures.  We recommend that States:

* Consult with the State’s auditors, Attorney General, or other appropriate State personnel who know and understand electronic signatures, to validate that the State will be able to rely on such signatures for purposes of identifying the person signing the document; and
* Keep the assurance referenced above on file for audit purposes.

# General instructions

* A COE must be completed every time a child makes a new qualifying move that would renew the child’s eligibility for the MEP.
* All attempts should be made to complete all data elements and sections of the COE. In cases where a response may not be required or does not apply, flexibility has been built into the instructions. In these cases, the recruiter must write a dash (-) or “N/A” in the appropriate blank. All other information must be provided.
* With the exception of the “Qualifying Moves 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 recommend that recruiters record the first and last names of the child’s legal parent/guardian(s) in the Comments section if different from the current parent/guardian(s). However, if the State includes data elements for legal parent/guardian 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 as the worker. The QAD is the date that both the child and worker completed moves to the same school district (listed in #1 of the Qualifying Moves and Work section.) There are special cases that are described in the instructions for the section titled “Qualifying Moves and Work Section.” If more than one COE is necessary, the recruiter must complete all sections on each form.
* The recruiter must not include any child who:
  + Was born after the qualifying move described on the COE in #1 of the Qualifying Moves and Work section;
  + Is not eligible to receive a free public education through grade 12 under State law; or
  + Did not make the qualifying move described on the COE in #1 of the Qualifying Moves and Work section.

# Completing the Required Data Elements of the COE (part I)

Family Data. In this section of the COE, the recruiter will record the contact information for the child(ren) and name of the child(ren)’s parent(s)/guardian(s).

* *Parent/Guardian 1 [Last Name(s), First Name].* Record thename of the individual (if any) currently responsible for the child(ren).Record this individual’slegal last name (or names) and legalfirst name. If the parent/guardian has two last names or a hyphenated last name, record the individual’s last name(s) as it legally exists. The term “parent/guardian” on this form and in other sections of these instructions includes a legal guardian or other person who is standing in the place of the parent (*in loco parentis*)*,* such as a grandparent, or stepparent with whom the child lives. If the child(ren)’s legal parent/guardian is different from the current parent/guardian, we recommend providing the name of the child(ren)’s legal parent/guardian in the Comments section. If there is no parent/guardian information disclosed, or if the child is responsible for his or her own welfare (e.g., emancipated youth), write a dash (-) or “N/A.”
* *Parent/Guardian 2 [Last Name(s), First Name].* Record the name of the second individual (if any) currently responsible for the child(ren). Record this individual’s legal last name (or names) and legal first name. If the parent/guardian has two last names or a hyphenated last name, record the individual’s last name(s) as it legally exists. The term “parent/guardian” on this form and in other sections of these instructions includes a legal guardian or other person who is standing in the place of the parent (*in loco parentis),* such as a grandparent or stepparent with whom the child lives. If the child(ren)’s legal parent/guardian is different from the current parent/guardian, we recommend providing the name of the child(ren)’s legal parent/guardian in the Comments section. If there is no parent/guardian information disclosed, or if the child is responsible for his or her own welfare (e.g., emancipated youth), write a dash (-) or “N/A.”
* *Current Address.* Record the physical address, including the complete name of the street or road where the child(ren) currently resides. In cases where a formal physical address is not available, include as much other identifying information as possible (e.g., trailer number, rural route, migrant camp, landmark). If the physical address is different from the mailing address, we recommend providing 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. Child 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.

* *Residency Date.* Record the date (*MM/DD/YY*) that the child(ren) moved to (i.e., arrived in) 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, 2016, would be written as 05/20/16. 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. Note, although it is possible to record a residency date that precedes the QAD, a COE cannot be filled out and a child cannot be enrolled in the MEP until after the child and worker each make a qualifying move.
* *Last name 1.* Record the legal last name of each eligible child in the family. If the child has a multiple or hyphenated last name (e.g., Ramírez-García), record the first part of the name (i.e., Ramírez).
* *Last name 2.* If the child has a multiple or hyphenated last name (e.g., Ramírez-García), record the second part of the name (i.e., García). If the child does not have a multiple or hyphenated name, write a dash (-) or “N/A.”
* *Suffix*. Where applicable, record the child’s generation in the family (e.g., Jr., Sr., III, 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.”
* *Sex*. Record the child’s sex: “Male” or “Female”. States may abbreviate these responses as “M” or “F”, respectively.
* *Birth Date*. Record the month, day and year the child was born. Use the two-digit number that refers to the month and day, and the last two digits of the year. For example, September 20, 2003, would be written as 09/20/03.
* *Multiple Birth Flag (MB)*.Record “Yes” if the child is a twin, triplet, etc. Write “No” if the child is not a twin, triplet, etc. States may abbreviate these responses as “Y” or “N”, respectively.
* *Birth Date Verification Code (Code)*. Record the four numbers that correspond to the evidence used to confirm each child’s birth date (see the codes and corresponding evidence listed below). States may choose to abbreviate the codes listed below by recording only the last two digits.

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

* 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; or
* 9999 – other.

If written evidence is not available, the interviewer may rely on the interviewee’s verbal statement. In such cases, the interviewer should record “1007” – the number that corresponds to “parent’s affidavit.”

# Completing the Required Data Sections of the COE (part II)

Qualifying Moves & Work Section. In this section, record the qualifying move and qualifying work information which the State believes documents the child’s eligibility for the program. 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.

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

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

* *from a residence in \_\_\_\_\_\_\_\_\_* (*School District/City/State/Country)*. This location is the child(ren)’s last place of residency immediately prior to the qualifying move. Note that the child(ren) might have made subsequent non-qualifying moves.
* *to a residence in \_\_\_\_\_\_\_\_\_\_ (School District/City/State).* This location is where the child(ren) resided immediately following the qualifying move as the worker, or with or to join, the worker. A qualifying move can never be made to a country outside of the United States. As mentioned previously, the child(ren) might have made subsequent non-qualifying moves.
* **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:
  + Record the name of the school district where the child(ren) resided immediately prior to and immediately following the qualifying move, 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:
  + Record the full legally or commonly used name of the administrative areas where the child(ren) listed resided immediately prior to and immediately following the qualifying move.

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 from one school district to another 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 the worker moved from different previous residences, record the child’s prior residence in response to #1 and record the worker’s prior residence in the Comments section.

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

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

* Mark the box “as a worker” if the child moved as the worker.
* Mark the box “with the worker” if the child(ren) moved with the worker.
* Mark the box “to join or precede the worker” if the child(ren) moved either before or after the date the worker moved. If this box is marked, also complete “i” under 2b.

*b. The worker, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (First and Last Name of Worker),* (Continued below)

* Record the first and last name of the individual who is a migratory agricultural worker or migratory fisher (i.e., the child(ren)’s parent/guardian or spouse, or the child – if the worker).

(Continued from above) … ** *is the child or the child(ren)’s  parent/guardian  spouse. [Mark only one box]*

* Mark the box that indicates whether the worker is the child or the child(ren)’s relationship to the worker (i.e., parent/guardian or spouse).

*(Complete 2bi if “to join or precede” is checked in 2a.)*

*i. The child(ren) moved on \_\_\_\_\_\_\_\_\_\_ (MM/DD/YY). The worker moved on\_\_\_\_\_\_\_\_\_\_ (MM/DD/YY). (provide comment)*

* If the worker moved separately from the child(ren), record the date that the child(ren) moved to the school district listed in #1, and record the date the worker moved to the school district listed in #1. Also record the reason for the different move dates, and whether the worker moved from a different location than the child(ren), in the Comments section.

1. *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, 2016, would be written as 05/20/16.

The QAD is the date that both the child and worker completed the move to the school district listed in #1. The child must have moved as a worker, or with or to join a parent/guardian or spouse who is a migratory agricultural worker or migratory fisher. As referenced in #2a, the child and worker will not always move together, in which case the QAD would be the date the child joins the worker who has already moved, or the date the worker joins the child who has already moved. The QAD is the date that the child’s eligibility for the MEP begins. The QAD is not affected by subsequent non-qualifying moves. For more information on determining the QAD, see the chart below.

| **Type of Qualifying Move**  The child. . . | **Qualifying Arrival Date (QAD)--Eligibility Begins**  The QAD is. . . |
| --- | --- |
| . . .moved with the worker. | . . .the date the child and worker both arrived in the district. |
| . . .moved before the worker moved. | . . .the date the worker arrived in the district where the child was residing. |
| . . .moved to join the worker afterthe worker moved. | . . .the date the child arrived to join the worker. |

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

*a.  engaged in new qualifying work soon after the move (provide comment if worker engaged in qualifying work more than 60 days after the move), OR*

* Mark this box if the individual listed as the worker in #2b moved due to economic necessity from a residence in one school district to another, and, soon after doing so, engaged in new temporary or seasonal employment (or personal subsistence) in agriculture or fishing.
* Explain in the Comments section if the worker is determined to be a migratory agricultural worker or migratory fisher based on his or her engagement in new qualifying work more than 60 days after the qualifying move described in #4.

*b.  actively sought new qualifying work AND has a recent history of moves for qualifying work (provide comment)*

* Mark this box if the individual listed as the worker in #2b, moved due to economic necessity from a residence in one school district to another and actively sought new qualifying work before or after the qualifying move described in #4, and has a recent history of moves for qualifying work.
* Explain in the Comments section how and when the worker actively sought new qualifying work. For example, the individual stated that he or she (or someone on his or her behalf) applied for qualifying work at a particular agricultural or fishing job site, or applied at a center that coordinates available qualifying work.
* Explain in the Comments section the worker’s recent history. For example, the recruiter could write, “worker moved from Brownsville, Texas, to Decatur, Michigan, and planted tomatoes in May 2016, and moved from Decatur, Michigan to Presque Isle, ME, and picked potatoes in October 2016.”

1. *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; grape pruning; detasseling corn; catching chickens; planting oysters; walking (weeding) soybeans; and crab harvesting.

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

1. * 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. (34 C.F.R. § 200.81(o)).
* Mark the box for “temporary employment” if the employment lasts for a limited period of time, usually a few months, but not longer than 12 months. It typically includes employment where the worker states that the worker does not intend to remain in that employment indefinitely, the employer states that the worker was hired for a limited time frame, or the SEA has determined on some other reasonable basis that the employment is temporary. (34 C.F.R. § 200.81(p)).

1. (Continued from above)…* agricultural OR  fishing work.*

* Mark the box for “agricultural work” if the work involves the production or initial processing of raw agricultural products such as crops, poultry, or livestock, dairy work, as well as the cultivation or harvesting of trees. (Section 1309(2) and 34 C.F.R. § 200.81(a)). The work may be performed either for wages or personal subsistence.
* Mark the box for “fishing work” if the work involves the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. (34 C.F.R § 200.81(c)). The work may be performed either for wages or personal subsistence.

*\*If applicable, check:*

*🞎 personal subsistence (provide comment)*

(\*) Mark the box for “personal subsistence” if “…the worker and the worker’s family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch” (34 C.F.R. § 200.81(m)). Also provide a comment in the Comments section.

1. (Only complete if “temporary” is checked in #5a) *The work was determined to be temporary employment based on:*
2. *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.

1. *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.

1. * State documentation for* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(employer).*

* Mark this box upon verification that the State has current documentation to support that the work described in #5 is temporary employment for this particular employer.
* *Employer.* Identify the employer, whether it is the name of or code for a farmer, a grower, a business, or a corporation, where the worker engaged in qualifying work.

Comments Section (Must include 2bi, 4a, 4b, 5, 6a and 6b of the Qualifying Moves & Work Section, if applicable.). The “Comments section” of the COE allows the recruiter to provide additional information or details that clarify the reasons for the recruiter’s eligibility determination. The recruiter should write clear and detailed comments so an independent party who has no prior knowledge of the eligibility determination can understand the recruiter’s reasoning for determining that the child(ren) is eligible. At a minimum, the recruiter must provide comments that clearly explain items 2bi, 4a, 4b, 5, 6a and 6b of the Qualifying Moves & Work Section, if applicable. The Comments section must be self-contained and include at a minimum, the required comments, but States may choose to divide required comments into subsections. As mentioned previously, these items include the following scenarios documented in the Qualifying Moves and Work Section:

* #2bi: The child(ren) and worker moved separately. If the child(ren) joined or preceded the worker, record the reason for the child’s later move or the worker’s later move. If the worker moved from a different school district than the child(ren), record the name of the school district in which in the worker resided immediately prior to the move.
* #4a: The worker engaged in new qualifying work more than 60 days after the qualifying move.
* #4b: The worker did not engage in new qualifying work soon after the qualifying move. In this case, the recruiter must document that:
  + The worker actively sought new qualifying work; AND
  + The worker has a recent history of moves for qualifying work
* #5: The worker is a migratory agricultural worker or migratory fisher on the basis of “personal subsistence,” meaning “that the worker and the worker’s family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch.” (34 C.F.R. § 200.81(m)).
* #6a or 6b: The employment is temporary based on the worker’s statement or the employer’s statement. In particular, record the information provided by the worker or employer regarding how long they expect the employment to last. The comment should be of sufficient length to adequately document how the recruiter came to the eligibility decision.

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

* The information on the COE needs additional explanation to be clearly understood by an independent outside reviewer.
* The basis for the preliminary eligibility determination is not obvious. For example, the work is unusual enough that an independent reviewer is unlikely to understand that it is qualifying work. An explanation is needed to enable a reviewer to understand how the preliminary eligibility determination was made.
* The work could be part of a "series of activities" that, viewed together, would constitute year-round employment (e.g., mending fences on a dairy farm and bailing hay could be two parts of year-round ranching with one employer).
* The work may be viewed by an independent reviewer as either temporary or year-round employment (e.g., collecting eggs or milking cows).
* A "move" is of such brief duration that one could question whether it was a move from one residence to another residence, due to economic necessity.
* An interviewee uses a symbol such as an “X” or other valid mark as a signature.
* The person who provided the information on the COE form (interviewee) is not the worker.
* The mailing address is different from the child(ren)’s physical residence.
* The child(ren)’s legal parent/guardian(s) differ from the current parent/guardian(s) listed.

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

If a State chooses to include other statements that require, for example, a parent/guardian signature specifically, the State can include those statements separately from the Interviewee Signature. ED strongly recommends that States obtain the approval of their legal counsel to ensure that additional statements they add to this section comply with the applicable Federal, State, and local laws and policies.

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

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

*Signature of Interviewer, Date*

*Signature of Designated SEA Reviewer, Date*

At least one SEA-designated reviewer 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.

NOTE: If an SEA wishes to add to any portion of the Eligibility Certification Section, it must submit its proposed statement to the Office of Migrant Education for approval.

# 

# Attachments

**REQUIRED DATA ELEMENTS**

**Family Data Child Data**

Parent/Guardian 1 Last Name Residency Date

Parent/Guardian 1 First Name Last name 1

Parent/Guardian 2 Last Name Last name 2

Parent/Guardian 2 First Name Suffix

Current Address First name

City Middle name

State Sex

Zip Birth Date

Telephone Multiple Birth Flag (or MB)

Birth Date Verification Code (or Code)

**REQUIRED DATA SECTIONS**

**Qualifying Moves & Work Section**

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

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

a. 🞎 as the worker, OR 🞎 with the worker, OR 🞎 to join or precede the worker.

b. The worker, First Name and Last Name of Worker , is 🞎 the child or the child’s 🞎 parent/guardian 🞎 spouse.

i. (Complete if “to join or precede” is checked in #2a.) The child(ren) moved on MM/DD/YY .

The worker moved on MM/DD/YY . (provide comment)

1. The Qualifying Arrival Date was MM/DD/YY .
2. The worker moved due to economic necessity on MM/DD/YY , from a residence in School District/ City/ State/ Country to a residence in School District/ City/ State , and:

a. 🞎 engaged innew qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move), OR

b. 🞎 actively sought new qualifying work AND has a recent history of moves for qualifying work (provide comment)

1. The qualifying work,\* describe agricultural or fishing work was (make a selection in both a. and b.):

a. 🞎 seasonal OR 🞎 temporary employment

b. 🞎 agricultural OR 🞎 fishing work

\*If applicable, check:

🞎 personal subsistence (provide comment)

6. (Complete if “temporary” is checked in #5a) The work was determined to be temporary employment based on:

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

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

c. 🞎 State documentation for ­­­­­­­­­­­­­ Employer .

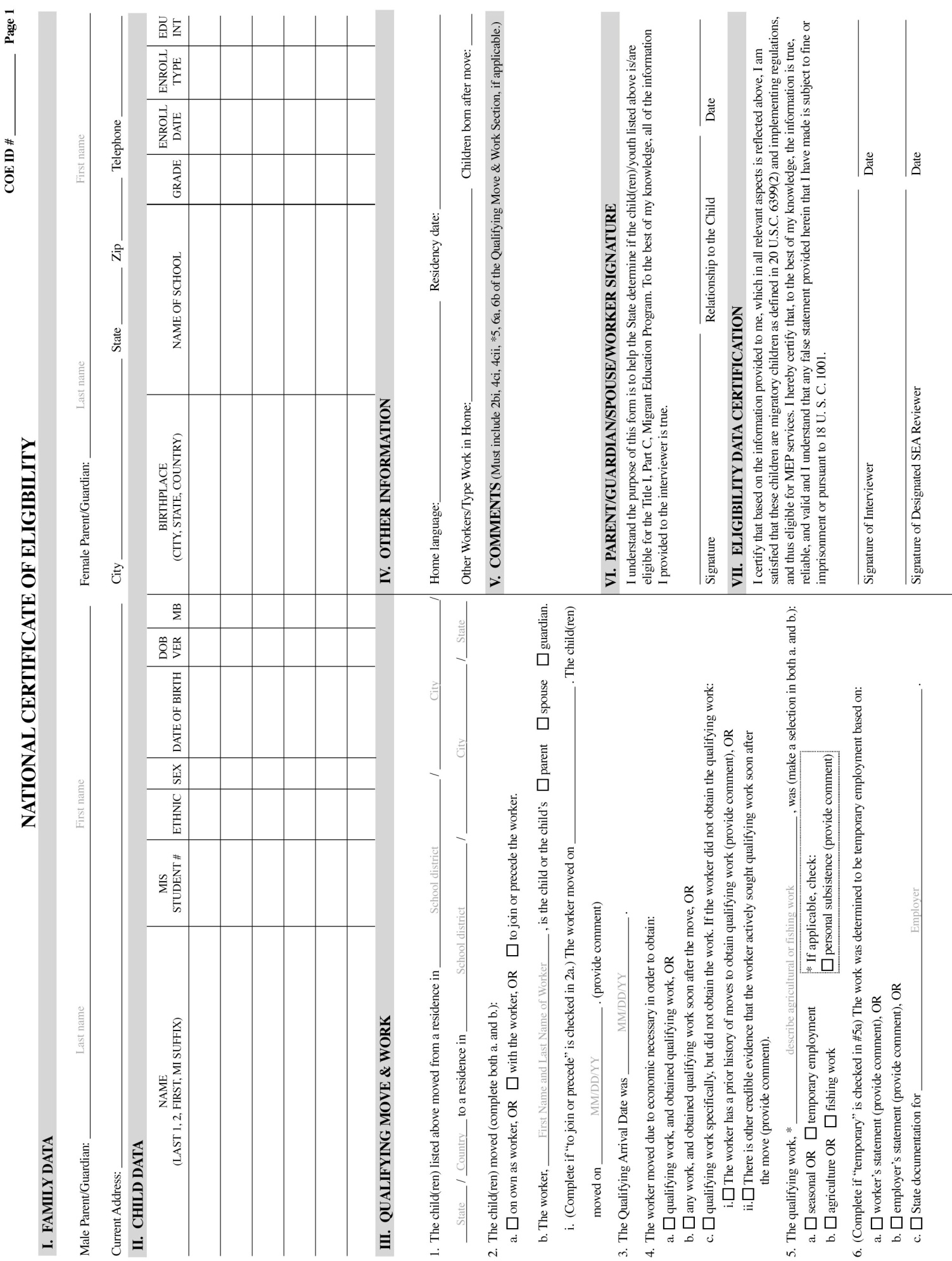
**Comment Section (Must include 2bi, 4a, 4b, 5, 6a and 6b of the Qualifying Move & Work Section, if applicable)**

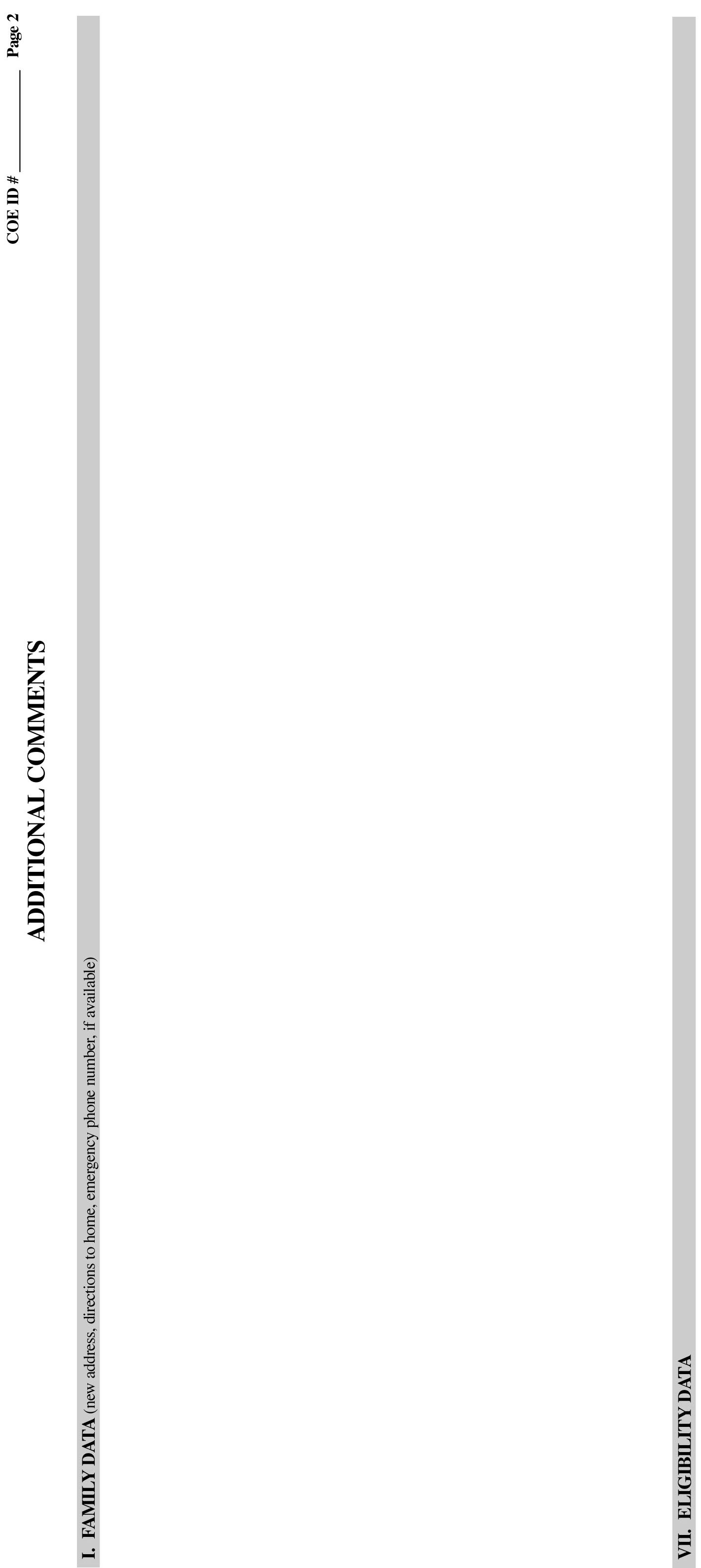
Interviewee Signature Section

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. *[This section must include fields labeled “Signature,” “Relationship to the child(ren),” and “Date”.]*

Eligibility Certification Section

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399 and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001. *[The section must include fields labeled “Signature of Interviewer,” “Signature of Designated SEA Reviewer,” and “Date” for each signature.]*



****

**Alabama Migrant Education Program**

**Service Delivery Plan**

******

**Title I Part C Education of Migratory Children**

**Alabama State Department of Education**

**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 results 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; and
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 school districts in the state who have 50 or more migrant students receive funding to administer the program in their district. The state has been divided into three sections and each section has a regional coordinator who monitors the migrant program in the systems that are assigned to her. There is currently two state migrant recruiters to recruit in the systems that do not received funding.

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

* + - 1. Program overview
      2. Results of the Statewide Comprehensive Needs Assessment
      3. The 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 A Comprehensive Needs Assessment**

The Alabama State Migrant Program conducted a Comprehensive Needs Assessment with the assistance of ESCORT. The major findings of this needs assessment are as follows:

1. Generally, Migrant students have lower scores on state assessments when compared to their non-migrant peers.
2. In general, Migrant parents lack skills which limit their ability to assist with academic, supplemental, and enrichment programs that students need from pre-school through grade twelve and do not participate in school activities as frequently as non-migrant parents.
3. Migrant students drop out of school at a greater rate than non-migrant students.
4. Migrant preschool children more frequently lack school readiness skills and are not as prepared for entrance to kindergarten as their non-migrant peers.

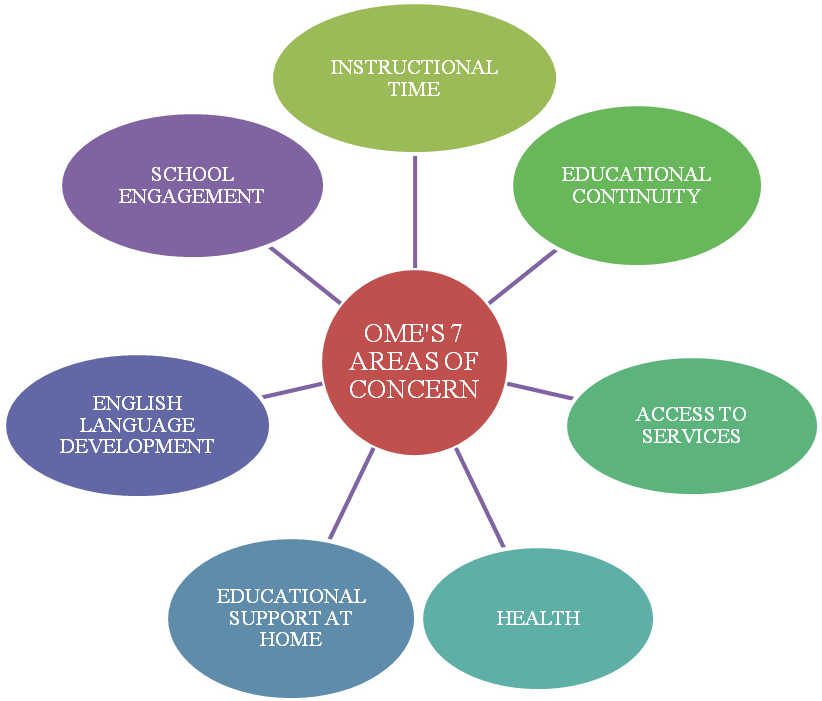
5. Migrant “Out of School Youth” are often not identified and recruited and therefore not provided

information about services and programs available to them.

**Five Areas of Concern as Determined by a Comprehensive Needs Assessment (CAN)**

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 student nationally. The areas of concern 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 Migrant Performance Goals Based Upon the CNA**

**Performance Indicator 1.1:** The gap between migrant students and their non-migrant peers will decrease on the ACT Aspire in grades 3 through 8 in reading.

**Need 1:** Migrant students have lower scores on state assessments when compared to their non-migrant peers.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Identified**  **Need** | **State Performance**  **Goal** | **Measurable**  **Outcome** | **State of Alabama**  **Evaluation**  **Results** | **Suggested Strategies to Address Needs** |
| Grade 3-8 Reading Gaps in Testing between Migrant Students and All students | To raise migrant student achievement in reading through improved access to services. | Baseline data from the ACT Aspire will be determined from the spring 2015 testing data and will be available by December 2015.  The gap between migrant and non-migrant students will decrease by 2-3 percentage points annually. The data will be based upon “Meeting or Exceeding” state standards on the ACT Aspire. | The scores for migrant  students will be compared to all students each year. The gap between migrant students and all students will be compared. | Identify existing supplemental programs and resources  Use evidence-based instructional strategies for reading  Match academic supplemental services to students needs  Increase academic support through after school programs, tutoring, academic summer schools, credit accrual and/or in school tutoring  Provide summer school programming that focuses on academic interventions to meet migrant student needs  Improve communication with migrant parents regarding supplemental academic programs available  Build MEP staff awareness of possible programs to increase access for migrant students  Provide supplemental instruction in English language acquisition for migrant students identified as LEP |

**Performance Indicator 1.2:** The gap between migrant students and their non-migrant peers will decrease on the ACT Aspire in grades 3 through 8 in mathematics.

**NEED 1:** Migrant students have lower scores on state assessments when compared to their non-migrant peers.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Identified**  **Need** | **State Performance**  **Target** | **Measurable**  **Outcome** | **State of Alabama**  **Evaluation**  **Results** | **Suggested Strategies to Address Needs** |
| Grade 3-8 Mathematics Gaps in Testing between Migrant Students and All students | To raise migrant student achievement in mathematics through improved access to services. | Baseline data from the ACT Aspire will be determined from the spring 2015 testing data and will be available by December 2015.  The gap between migrant and non-migrant students will decrease by 2-3 percentage points annually. The data will be based upon “Meeting or Exceeding” state standards on the ACT Aspire. | The scores for migrant students will be compared to all students each year. The gap between migrant students and all students will be compared. | Identify existing supplemental programs and resources  Use evidence-based instructional strategies for reading  Match academic supplemental services to students needs  Increase academic support through after school programs,  tutoring, academic summer schools, credit accrual and/or  in school tutoring  Provide summer school programming that focuses on academic interventions to meet migrant student needs  Improve communication with migrant parents regarding supplemental academic programs available  Build MEP staff awareness of possible programs to increase access for migrant students  Provide supplemental instruction in English language acquisition for migrant students identified as LEP |

**Performance Indicator 2:** The percent of migrant parents who participate in school functions and/or migrant program activities will increase.

**NEED 2:** Migrant parents lack skills which limit their ability to assist with academic, supplemental, and enrichment programs that students need from pre-school through grade twelve and do not participate in school activities as frequently as non-migrant parents.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Identified**  **Need** | **State Performance**  **Target** | **Measurable**  **Outcome** | **State of Alabama**  **Evaluation**  **Results** | **Suggested Strategies to Address Needs** |
| Increase educational support in the home by increasing the percentage of migrant families who participate in school events | Each year the percentage of migrant parents who participate in school functions and/or migrant program activities will increase. | The percentage of migrant parents with children in grades K-12 who participate in school-sponsored events will increase by 10% to reach a target of 25%. Baseline data will be determined in spring of 2016. | The number migrant parents who participate in Parent Conferences, “MotherRead”, PTA/PTO Meetings, Sporting Events, Volunteer Events, Open Houses, School  Counselor Visits, Migrant Meetings or Events, Field Trips, and Student Orientations or Transfer Events will be collected beginning in the fall of 2015. | MEP staff use of “MotherRead” or researched based preschool program.  Transition field trips (kindergarten, middle school, high school, college)  MEP staff to encourage parent participation in all school activities  Target the migrant students with the greatest need (PFS)  MEP staff to facilitate better communication between home and school to help migrant parents understand school expectations, setting goals with their children, and supporting academics in the home  MEP staff to improve communication skills to reach low-literacy, language-minority parents  Provide parent education regarding high school graduation, GED, and post-secondary opportunities |

**Performance Indicator 3.1:** The percentage of students who graduate from high school each year with a regular diploma disaggregated by migrant status will increase.

**NEED 3:** Migrant students drop out of school at a greater rate than non-migrant students.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Identified**  **Need** | **State Performance**  **Target** | **Measurable**  **Outcome** | **State of Alabama**  **Evaluation**  **Results** | **Suggested Strategies to Address Needs** |
| Increase  Migrant High School Graduation  Rate | The graduation rate for migrant students will be at the state goal of 90% | The graduation rate of migrant students will improve each year to meet the state goal of 90% or show improvement from the previous year beginning in 2016. | The baseline data will be collected for 2014-15 school year. The evaluation results will be determined from the migrant students who enter grade 12 and actually graduate. | Increase academic support through after school programs, tutoring, academic summer schools,  credit accrual, and/or in school tutoring  Offer supplemental credit accrual and credit recovery options leading to graduation  Provide supplemental tutorials to increase math and reading proficiency  Provide tutorials to increase proficiency in English/language arts  Provide educational opportunity and/or career path development  Provide referrals to social services as needed  Provide opportunities for participation in college/career readiness activities  Provide supplemental advising and counseling strategies to encourage graduation and discourage dropping out |

**Performance Indicator 3.2:** The percentage of students who graduate from high school each year with a regular diploma disaggregated by migrant status will increase.

**NEED 3:** Migrant students drop out of school at a greater rate than non-migrant students.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Identified**  **Need** | **State Performance**  **Target** | **Measurable**  **Outcome** | **State of Alabama**  **Evaluation**  **Results** | **Suggested Strategies to Address Needs** |
| Lower the dropout rate for migrant students. | The dropout percentage rate for migrant students will decrease each year. | The dropout rate for migrant students in grades 9-12 will decrease by 5% each year beginning in 2016. | The dropout rate will be determined in 2015 and each year thereafter from MIS2000. | Increase academic support through after school programs, tutoring, academic summer schools,  credit accrual, and/or in school tutoring  Ensure that at-risk migrant students participate in any available dropout prevention activities  Ensure that at-risk migrant students are aware of counseling services at the school level  Increase awareness of credit recovery options, tutorial programs, and remedial courses available to the at-risk migrant student  MEP staff to assist the migrant student and family on transcript review |

**Performance Indicator 4:**  The number of migrant preschool children attending a high-quality preschool program will increase.

**Need 4:** Migrant preschool children more frequently lack school readiness skills and are not as prepared for entrance into kindergarten as their non-migrant peers.

.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Identified**  **Need** | **State Performance**  **Target** | **Measurable**  **Outcome** | **State of Alabama**  **Evaluation**  **Results** | **Suggested Strategies to Address Needs** |
| To increase the school readiness skills of migrant preschoolers | Each year the number of migrant students attending a high quality, organized center-based preschool program, “Mother Read*”*, or research based preschool program will increase by 5%. | The number of migrant preschool children will be compared to the number of migrant preschoolers attending a high-quality preschool program. The number of preschoolers served will increase by 5% each year beginning in 2016. | The baseline data will be determined from the 2014-15 school year and summer program data. | Provision for an organized center-based preschool program  Use of “MotherRead” or research based preschool programs  Encourage parent participation in school activities  Provide activities to involve parents such as parent night, open house, parent-teacher conferences, family literacy night, parent library, etc.  Provide educational materials for home use  Increase awareness of available migrant preschool programs and by collaborating with existing preschool programs  Provide opportunities to understand the school experience through scheduled classroom visits, kindergarten information events, and access to preschool literature  Coordinate with other early childhood service providers to provide opportunities for parent training on early literacy and school readiness  Facilitate the transition from summer programs to kindergarten |

**Performance Indicator 5:** The number of migrant “Out of School Youth” identified and recruited will increase.

**Need 5:** Migrant “Out of School Youth” are often not identified and recruited and therefore not provided information about services and programs available to them.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Identified**  **Need** | **State Performance**  **Target** | **Measurable**  **Outcome** | **2008**  **State**  **Evaluation**  **Results** | **Suggested Strategies to Address Needs** |
| Increase the number of “Out of School Youth” identified and recruited to ensure that they receive information about services and programs available to them. | Each year the number of  “Out of School Youth” identified and recruited will increase. | The number of “Out of School Youth” identified and recruited will increase by 5% beginning in 2016. | The baseline data will be determined from FY2015. | Provide OSY recruitment strategies to LEAs  Collaborate with GED services and adult basic education  Identify “Out of School Youth” and provide services to re-engage them in school or work toward a career |

STATE OF ALABAMA

MIGRANT PROGRAM

***EVALUATION PLAN***



## EVALUATION PLAN

***STATE PERFORMANCE GOALS***

The Alabama State Migrant Program is evaluated each year in late November or early December. The goals of the plan were developed using the results from the Alabama State Needs Assessment conducted during 2013-14. The State Migrant Committee is responsible for each evaluation and determines the baseline data using results from testing, surveys, information from MIS2000, and data collected from the reports for all districts with a funded Migrant Program. Once baseline data is determined for all performance goals, data will be evaluated annually to determine if goals are met. Baseline data for testing (ACT Aspire) was determined using the results from the spring testing in 2014. The baseline data for other goals will be determined using information from data collected during the 2015-16 school year. All evaluations of the goals as outlined in this plan will continue until all goals are met and/or exceeded.

**Performance Indicator 1.1:**

The gap between migrant students and their non-migrant peers will decrease on the ACT Aspire in grades 3 through 8 in reading.

The ACT Aspire is given each spring and the scores are disaggregated 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 Migrant Education Program (MEP). These deficiencies will be addressed in both reading and math.

**Performance Indicator 1.1:**

**Need 1:**

Migrant students have lower scores on state assessments when compared to their non-migrant peers.

**Baseline Data:**

Baseline data from the ACT Aspire was determined from the spring 2014 testing data and was available by December 2014. The data was based upon “Meeting or Exceeding” state standards on the ACT Aspire. See chart on the next page:

|  |  |  |  |
| --- | --- | --- | --- |
| **ACT ASPIRE READING TEST SCORES FY2014** | | | |
|  | **All**  **Students** | **Migrant** | **Gap** |
| **Grade 3** | 35% | 15% | -20% |
| **Grade 4** | 45% | 35% | -10% |
| **Grade 5** | 39% | 34% | -5% |
| **Grade 6** | 43% | 29% | -14% |
| **Grade 7** | 31% | 17% | -14% |
| **Grade 8** | 29% | 13% | -16% |

**Performance Target – Reading:**

Starting in year 2015, the gap between migrant students and their non-migrant peers will decrease on the ACT Aspire in grades 3-8.

**Measurable Outcome Grade 3 Reading:**

The percent gap of 20% proficiency in grade 3 reading will decrease by 2% each year. The MEP program will be evaluated in November of each year.

**Measurable Outcome Grade 4 Reading:**

The percent gap of 10% proficiency in grade 4 reading will decrease by 2% each year. The MEP program will be evaluated in November of each year.

**Measurable Outcome Grade 5 Reading:**

The percent gap of 5% proficiency in grade 5 reading will decrease by 2% each year. The MEP program will be evaluated in November of each year.

**Measurable Outcome Grade 6 Reading:**

The percent gap of 14% proficiency in grade 6 reading will decrease by 2% each year. The MEP program will be evaluated in November of each year.

**Measurable Outcome Grade 7 Reading:**

The percent gap of 14% proficiency in grade 7 reading will decrease by 2% each year. The MEP program will be evaluated in November of each year.

**Measurable Outcome Grade 8 Reading:**

The percent gap of 16% proficiency in grade 8 reading will decrease by 2% each year. The MEP program will be evaluated in November of each year.

**Performance Indicator 1.2:**

The gap between migrant students and their non-migrant peers will decrease on the ACT Aspire in grades 3 through 8 in mathematics.

**Need 1:**

Migrant students have lower scores on state assessments when compared to their non-migrant peers.

**Baseline Data:**

Baseline data from the ACT Aspire was determined from the spring 2014 testing data and was available by December 2015. The data was based upon “Meeting or Exceeding” state standards on the ACT Aspire. See chart below:

|  |  |  |  |
| --- | --- | --- | --- |
| **ACT ASPIRE MATH TEST SCORES FY2014** | | | |
|  | **All**  **Students** | **Migrant** | **Gap** |
| **Grade 3** | 52% | 30% | -22% |
| **Grade 4** | 38% | 22% | -16% |
| **Grade 5** | 34% | 23% | -11% |
| **Grade 6** | 42% | 21% | -21% |
| **Grade 7** | 35% | 22% | -13% |
| **Grade 8** | 48% | 23% | -25% |

**State Performance Target – Math:**

Starting in year 2015, the gap between migrant students and their non-migrant peers will decrease on the ACT Aspire by 2% in grades 3-8.

**Measurable Outcome Grade 3 Math:**

The percent gap of 22% proficiency in grade 3 math will decrease by 2% each year. The MEP program will be evaluated in November of each year.

**Measurable Outcome Grade 4 Math:**

The percent gap of 16% proficiency in grade 4 math will decrease by 2% each year. The MEP program will be evaluated in November of each year.

**Measurable Outcome Grade 5 Math:**

The percent gap of 11% proficiency in grade 5 math will decrease by 2% each year. The MEP program will be evaluated in November of each year.

**Measurable Outcome Grade 6 Math:**

The percent gap of 21% proficiency in grade 6 math will decrease by 2% each year. The MEP program will be evaluated in November of each year.

**Measurable Outcome Grade 7 Math:**

The percent gap of 13% proficiency in grade 7 math will decrease by 2% each year. The MEP program will be evaluated in November of each year.

**Measurable Outcome Grade 8 Math:**

The percent gap of 25% proficiency in grade 8 math will decrease by 2% each year. The MEP program will be evaluated in November of each year.

**Performance Indicator 2:**

The percent of migrant parents who participate in school functions and/or migrant program activities will increase.

**Need 2:**

Increase educational support in the home by increasing the percentage of migrant families who participate in school events.

**Baseline Data:**

The number of migrant parents who participate in Parent Conferences, “MotherRead,”

PTA/PTO Meetings, Sporting Events, Volunteer Events, Open Houses, School

Counselor Visits, Migrant Meetings or Events, Field Trips, and Student Orientations or Transfer Events will be collected beginning in the fall of 2015 and will be determined in spring of 2016.

**State Performance Target:**

Each year the percentage of migrant parents who participate in school functions and/or migrant program activities will increase.

**Measurable Outcome of Migrant Parent Involvement 2:**

The percentage of migrant parents with children in grades K-12 who participate in school-sponsored events will increase by 10% to reach a target of 25%.

**Performance Indicator 3.1:**

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

**Need 3.1:** Migrant students drop out of school at a greater rate than non-migrant students.

**Baseline Data:**

The baseline data will be collected for 2014-15 school year. The evaluation results will be determined from the migrant students who enter grade 12 and actually graduate.

**State Performance Target:**

The graduation rate for migrant students will be at the state goal of 90%.

**Measurable Outcome of Migrant Parent Involvement 3.1:**

The graduation rate of migrant students will improve each year to meet the state goal of 90% or show improvement from the previous year beginning in 2016.

**Performance Indicator 3.2:**

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

**Need 3:**

Migrant students drop out of school at a greater rate than non-migrant students.

**Baseline Data:**

The dropout rate will be determined in 2015 and each year thereafter from MIS2000.

**State Performance Target:**

The dropout percentage rate for migrant students will decrease each year.

**Measurable Outcome 3.2:**

The dropout rate for migrant students in grades 9-12 will decrease by 5% each year beginning in 2016.

**Performance Indicator 4:**

The number of migrant preschool children attending a high quality preschool program will increase.

**Need 4:**

Migrant preschool children more frequently lack school readiness skills and are not as prepared for entrance into kindergarten as their non-migrant peers.

**Baseline Data:**

The baseline data was determined from the 2014-15 school year and summer program data.

**State Performance Target:**

Each year the number of migrant students attending a high quality, organized center-based preschool program, “Mother Read,” or research based preschool program will increase by 5%.

**Measurable Outcome 4:**

The number of migrant preschool children will be compared to the number of migrant preschoolers attending a high-quality preschool program. The number of preschoolers served will increase by 5% each year beginning in 2016.

**Performance Indicator 5:**

The number of migrant “Out of School Youth” recruited will increase.

**Need 5:**

Migrant “Out of School Youth” are often not identified and recruited nor are they provide information about services and programs available to them.

**Baseline Data:**

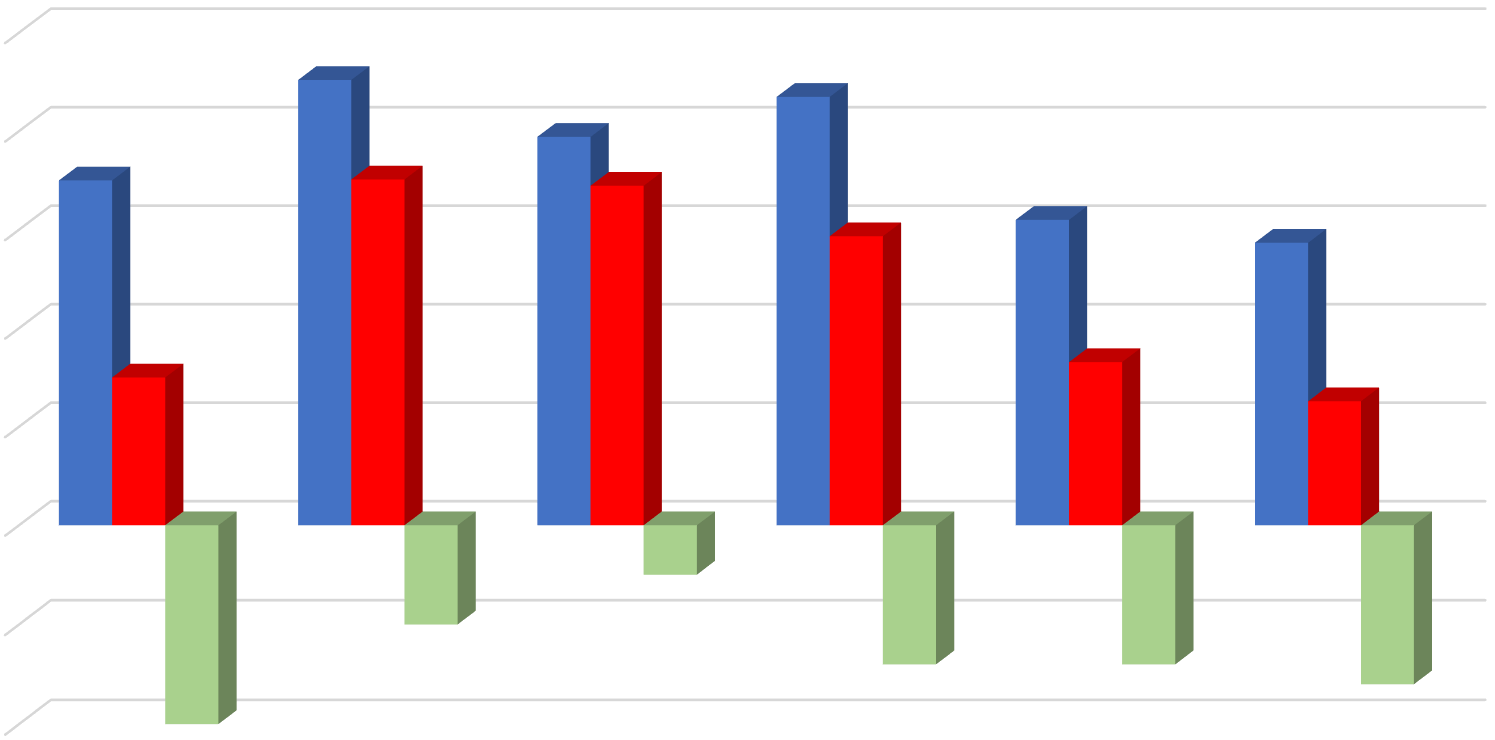
The baseline data will be determined from FY2015.

**State Performance Target:**

Each year the number of “Out of School Youth” recruited will increase.

**Measurable Outcome 5:**

The number of “Out of School Youth” recruited will increase by 5% beginning in 2016.



%

-20

-10

%

%

0

%

10

%

20

30

%

%

40

%

50

**Grade 3**

**Grade 4**

**Grade 5**

**Grade 6**

**Grade 7**

**Grade 8**

Grade 3

,

35

%

Grade 4

,

45

%

Grade 5

,

39

%

Grade 6

,

43

%

Grade 7

,

%

31

Grade 8

,

29

%

Grade 3

,

15

%

Grade 4

,

%

35

Grade 5

,

34

%

Grade 6

,

29

%

Grade 7

,

17

%

Grade 8

,

%

13

Grade 3

,

-

%

20

Grade 4

,

-

%

10

Grade 5

,

-

5

%

Grade 6

,

-

14

%

Grade 7

,

-

14

%

Grade 8

,

-

16

%

**ACT ASPIRE READING TEST SCORES**

**GRADES THREE**

**-**

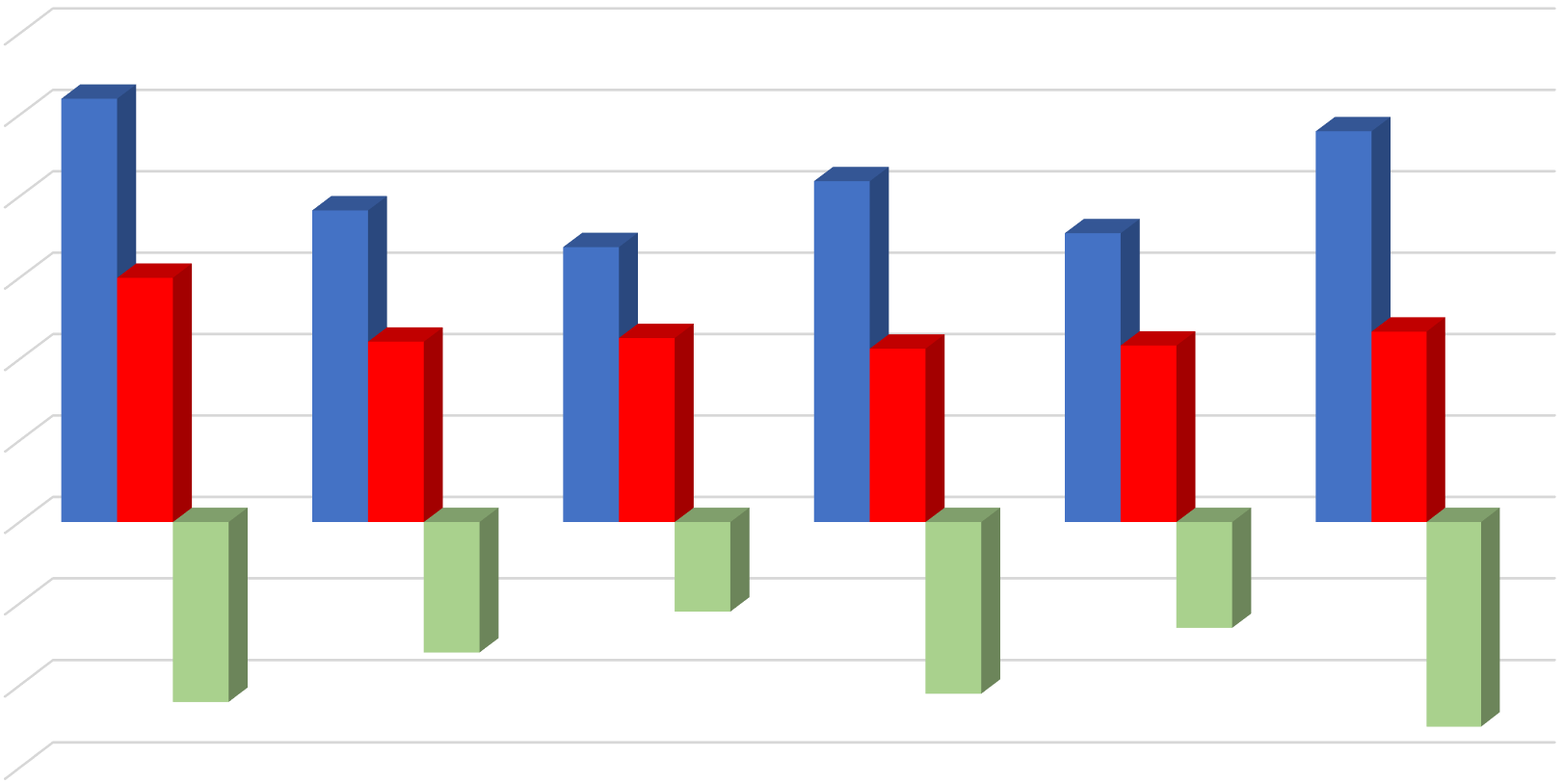
**EIGHT**

**FY2014**

All Students

Migrant

Gap



-30

%

%

-20

%

-10

%

0

%

10

%

20

30

%

40

%

50

%

%

60

**Grade 3**

**Grade 4**

**Grade 5**

**Grade 6**

**Grade 7**

**Grade 8**

Grade 3

,

52

%

Grade 4

,

38

%

Grade 5

,

34

%

Grade 6

,

%

42

Grade 7

,

%

35

Grade 8

,

%

48

Grade 3

,

%

30

Grade 4

,

%

22

Grade 5

,

23

%

Grade 6

,

%

21

Grade 7

,

%

22

Grade 8

,

23

%

Grade 3

,

-

22

%

Grade 4

,

-

16

%

Grade 5

,

-

11

%

Grade 6

,

-

%

21

Grade 7

,

-

%

13

Grade 8

,

-

25

%

**ACT ASPIRE MATH TEST SCORES**

**GRADES THREE**

**-**

**EIGHT**

**FY2014**

**All Students**

**Migrant**

**Gap**

GRAPHS

ACT ASPIRE FOR

GRADES 3-8



\*Note: Only levels 3 and 4 of the ACT Aspire were used in developing the following graphs, since these are the levels that signify that a student has met the state’s performance goal for the ACT Aspire.

**State of Alabama**

**Migrant Education Quality Control Plan**

******

**QualityControl Plan**

This Quality Control Plan was produced by the Alabama State Migrant Education Program by regular and contract staff. 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:

Alabama State Department of Education

Attn: Federal Programs

50 North Ripley Street

Montgomery, AL 36104

Telephone: (334) 694-4516

***State of Alabama Quality Control Plan***

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 State of Education Migrant Education Program. The procedures of this plan are outlined below:

1. ***Training to ensure that recruiters and all other staff involved in determining eligibility and in conducting quality control procedures know the requirements for accurately determining and documenting child eligibility under the MEP***.

Recruitment is conducted only by trained recruiters. Before recruiters are allowed to recruit, they must receive training through the SEA. Training is provided on interview protocol, ID& R guidelines, and correct COE completion. New recruiters demonstrate that they can conduct interviews with migrant families and complete a COE. Annual SEA meetings also provide opportunities for additional training on recruitment and eligibility.

2***. Supervision and annual reviews and evaluation of the identification and recruitment practices of individual recruiters***.

SEA monthly meetings are held to review COEs as needed. The staff also discuss the practices of individual recruiters. Any recruiting or

COE completion issues that arise are discussed individually with the recruiter and additional recruitment training is provided if needed. An SEA Regional Migrant Coordinator provides assistance to the LEA recruiters to ensure effective recruitment practices.

3. ***A formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all local operating agencies***:

Any LEA recruiter eligibility issues or questions are sent to the Regional Migrant Coordinator. If the Regional Migrant Coordinator cannot provide the answer, the issues and questions are forwarded to the SEA migrant director. If the SEA staff is unable to provide answers, the questions are forwarded to the Office of Migrant Education (OME). The answer is provided to the LEA recruiter. All efforts are made to provide correct information to the recruiters.

4. ***An examination by qualified individuals at the SEA or local operating agency level of each COE to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligibility for MEP services***.

All COEs are reviewed by the SEA. When a COE is approved, it is sent to the MIS2000 server at the Alabama State Department of Education for approval by the SDE reviewer. If the COE is approved, the children are listed as migrant and eligible for services. If a COE is denied due to errors or eligibility issues, the COE, the LEA recruiter is contacted for correction or clarification and the progression for approval of the COE begins again. If the family on the COE does not qualify for the migrant program, the LEA is notified and the COE is rejected.

5. ***A process for the SEA to validate that eligibility determinations were properly made, including prospective re-interviewing as described in paragraph (b)(2)***.

Each year a random list of 150 migrant students is printed from MIS2000. The list will be generated from August 1 to July 31 of the chosen year. The parents of at least 50 migrant students will be re-interviewed. The SEA will assign a re-interviewer to conduct the re-interviews, complete the “re-interview form, and determine if the worker/family meets eligibility criteria. Re-interviews will be conducted between June and October of each year. Questions of eligibility from the re-interviews are brought before the SEA staff for discussion. Documentation of each re-interview is retained for verification. The number of children determined “not eligible” are documented. If recruitment errors are found, corrective action is taken. The SEA will contract with an independent re-interviewer on a determined basis every three years.

6. ***Documentation that supports the SEA’s implementation of this quality control system and of a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so.***

COEs are maintained at the LEA level. Re-interview documentation is kept for verification purposes. A record of actions will be provided where periodic reviews and evaluations indicate a need.

7. ***A process for implementing corrective action if the SEA finds COEs that do not sufficiently document a child’s eligibility for the MEP, or in response to internal State audit findings and recommendations or monitoring or audit findings of the Secretary***.

If recruitment errors are found where children are not eligible, corrective action is taken. Identification and recruitment training is provided as needed.

# State of Alabama

Re-interview – Quality Control Process

A random list of 150 migrant students will be generated from MIS2000. At least 50 re-interviews are conducted.

Selected SDE staff conduct the re-interviews, except every three years when an independent consulting agency conducts the re-interviews.

The re-interviewer contacts the parent, emancipated youth, guardian, or other member of the household via home visit to conduct a re-interview to verify the information on the COE. Normally, three attempts are made to reach the family.

If there is a discrepancy in the information given by another family member, the parent, guardian, or emancipated youth must be contacted for clarification.

The re-interviewer explains to the family the purpose of the interview and then verifies the pertinent information on the COE using the Quality Control Re-interview Form

If a discrepancy is found and the re-interviewer determines that the information on the COE is not accurate, the issues are presented to the State Migrant Team

The re-interviewer determines if the information on the COE is accurate and/or complete

If the family is found to be ineligible, the LEA is notified and has the option of using the appeal process if they disagree with the decision of the team.

A copy of the Quality Control Re-interview Forms is kept on file for state and federal reviews.

If there is no appeal the LEA is notified that ineligible student(s) are to be removed from all migrant rosters.

**The ineligible migrant students are removed from MIS2000 and INow.**

**Other Quality Control Procedures:**

The MIS2000 list of migrant students for each system will be compared to INOW (LEA student tracking system) to confirm that all students enrolled in the Alabama State Migrant Program are identified as migrant on the state student database. This justification will be performed at least 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 State of Alabama State migrant program.

**Appeal Process When a Family is Found Ineligible**

When there is a discrepancy on the COE as determined by the quality control re-interview process, the information must be presented to the SEA Migrant Team for resolution. After reviewing the information collected re-interviewer, the SEA Migrant 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. The LEA must state the reason for the appeal and give documentation to support their appeal. The Coordinator will present the appeal to the SEA Migrant Team and a final decision will be rendered. If the family is still found ineligible, the family will be removed from MIS2000 database and INow. If the LEA is still not satisfied with the decision, they may follow the Alabama State Complaint Procedures.

***rem***

**State of Alabama**

# Certificate of Eligibility Quality Control Process

Identification of Possible Migrant Student

The recruiter completes COE and obtains parent/guardian signature

If the COE is not complete and/or accurate the LEA Reviewer contacts the recruiter for more information.

The recruiter uploads the COE to the LEA Reviewer

If the Migrant Team determines the family ineligible, the COE is rejected. The reason is noted on the COE.

COE is reviewed by the

Alabama State Migrant Team as needed.

The COE is approved or rejected and uploaded to the state MIS2000 database.

**Alabama Migrant Education Program**

**Re-interview Form**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | | **Qualifying Arrival Date (QAD):** | | | |
| **District:** | | | | | | **DOB** | | | **Grade:** |
| **Address: Same as on COE Different from COE** | | | | | | | | | |
|  | | | | | | | | | |
| Home  Declined Interview  Moved Away | Attempt # 1 | | | Attempt # 2 | | | | Attempt # 3 | |
| Date: | | | Date: | | | | Date: | |
| Time: | | | Time: | | | | Time: | |
| Indicate reason for no interview: New occupant in residence Residency Empty/abandoned Neighbors indicated family moved Other (Explain Below) | | | | | | | | | |
|  | | | | | |  | | | |
|  | | | | | |  | | | |
| **Interviewer:** | | | | | | **Date of interview:** | | | |
| **Person Interviewed:** | | | Check relationship to student:  Father Mother Guardian  Self Spouse (Other Explain) | | | | | | |
| 1. How long have you and your family lived at this address?   ***(If the family has lived at this address less than 36 months then skip question 2. If the family has lived there more than 36 month go on the question 2.)*** | | | | | | | *(Less than 36 months)*  Yes No | | |
| 1. Have you recently traveled with your family to other cities or states or out of the area to work? | | | | | | | *(Within the last 36 months)*  Yes No | | |
| 1. Where did you live before you moved here? | | | | | | | | | |
| **From** | | **To** | | | **Why** | | | | |
|  | |  | | |  | | | | |
|  | |  | | |  | | | | |
|  | |  | | |  | | | | |
|  | | | | | |  | | | |
|  | | | | | |  | | | |
| 1. When you moved on \_\_\_ (QAD), did the child listed above move with you***? (If yes, skip question # 5.)*** | | | | | | *(Within the last 36 months)*  Yes No | | | |
| 4a. List the name and ages of all the children who made the move on the QAD:  **(Are all the children listed above under the age of 22?)**  Yes No | | | | | | | | | |
| **Student Name** | | | | | | **QAD:** | | | |
|  | | | | | |  | | | |
|  | | | | | |  | | | |
| 1. If the child(ren) did not move with you, what date did the child(ren) move? | | | | | | *(Within the last 12 months)*  Yes No | | | |
| 1. If applicable, have any of the children graduated from high school or obtained a GED? | | | | | | Yes No | | | |
| 1. Why did you/your family move from   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  on \_\_\_\_\_\_\_\_ (QAD) | | | | | | Move Based on Economic Necessity  Yes No  Seek or obtain  Yes No | | | |
| 1. What type of work were you (or other family member) looking for when you moved to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   ***If this move does not qualify, ask if there have***  ***been other moves that may qualify.)*** | | | | | | Agriculture or Fishing  And  Seasonal or Temporary | | | |
| 1. Were you able to get a job in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?   ***(State the qualifying work they mentioned before.)*** | | | | | | Yes No  *(If no, why not?)* | | | |
| 1. What is the name of the employer? | | | | | | | | | |

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

*Signature of the person interviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Signature of the re-interviewer:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*For Official Use Only Review Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

|  |  |  |  |
| --- | --- | --- | --- |
| *Eligible* | *Not Eligible* | *Corrections Needed* | *Need more information* |

*Remarks:*

# Migrant

# Home School Liaison

# Guide

MCj04359970000[1]

Alabama State Department of Education

Migrant Education Program, Federal Programs Section

5348 Gordon Persons Building

50 North Ripley Street

Montgomery, Alabama 36104

(334) 242-8199

# Introduction

BD06451_

**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

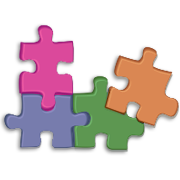
All children, without regard to status—e.g., ***homeless, limited-English proficient, migrant***—will be provided a free and appropriate education, including equal and appropriate education opportunities and support services to enable them to achieve state and local content and achievement standards.

# 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 for 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.
* Be 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 in order to assist 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.
* Consider scheduling home visits, parent meetings, or other activities, during evenings or times of the year when migrant workers are not working late.
* Extend invitations to older members of the immediate or extended family living in the home, as well as to the parents. Plan to offer transportation and babysitting and to have meeting activities translated.
* Stress the importance of educational continuity and 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 and 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.
* Instill in 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. Provide the family with such resources and instructions for their use, when possible, in addition to introducing the family to free local resources such as the public library.
* Assist families who are seeking resources through use of the Internet and available agencies.
* Promote family literacy by making families aware of available literacy programs or providing 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. Many migrant homes do not have proper facilities and many children ready themselves for school in the morning.

# Migrant Education

# Supplemental

# Services

PE02638_

# 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 as part of an effort to increase the reading skills of migrant children

# 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 Instructional and Support Services

# Can the Home-School Liaison Provide?

Instructional and support services for migrant children and their families may be provided in addition to academic services. Examples of these services are listed below.

**Instructional Services** (e.g., educational activities for preschool-age children and instruction in elementary and secondary schools such as tutoring before and after school, in-home instruction, summer or intersession programs, or Saturday programs).

**Support services** (e.g., educationally related activities, such as advocacy for migrant children, health, nutrition, social services for migrant families, necessary educational supplies, and transportation).

# 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—Getting the family involved with books and stories. Schedule a family night visit to the local library during the summer.
2. Summer Instructional Program—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 Program— Before- and/or after-school programs to 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 Program—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 by the parent.
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. *Lightspan*—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 breakfasts

and lunches.

17. Basic Skill Development for Out-of-School Youth

18. Saturday School Classes—Classes emphasize English Language Development, reading,

and writing skills. All of the family members can enjoy Saturday sessions of learning

and fun.

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-Center-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

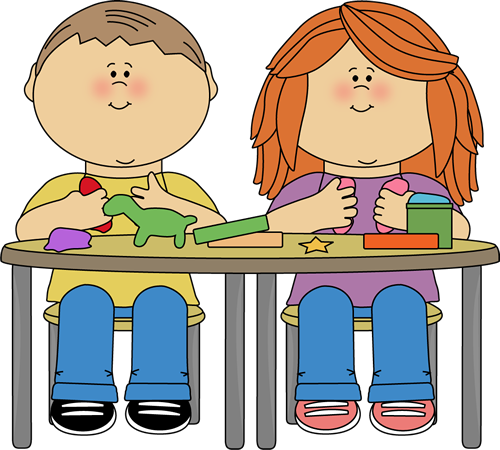
# What Is a Special Summer Program?

* 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***

******

# Priority for Services

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

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

**Where is the 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 1: Priority for Services***

**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 school year has been interrupted. *(All of the PFS students receive educational services as appropriate and available.)***

**Determining Failing or at Risk of Failing:**

**1)** Failing to meet state standards on *Alabama’s State Assessments.* 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).

**2)** The student’s academic grades are below average within the past 12 months.

**NOTE:** Other data/sources which could be examined to determine if the child is at risk of failing to meet Alabama’s state standards are as follows:

\* retention in grade

\* below modal grade (older than the typical student in that grade),

\* failed one or more courses in high school

\* special education

\* discipline incidents such as suspensions or expulsions

\* chronic absenteeism or truancy

\* limited English proficiency

\* involvement in the juvenile justice system

\* foster care

\* pregnancy/teen parenthood

\* reports of substance abuse

\* teacher/staff reports of problems (e.g. academic, social, emotional, etc.)

**Determining 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) due to the child’s or family’s migrant lifestyle (a Qualifying Move or a move related to the migrant lifestyle). To determine the “educational interruption,” first determine when the qualifying move was made. If the move was within the last 12 months, then the child has an interrupted school year.

**Moves Into/From Other School Districts during the School Year:**

If a migrant student is identified as a PFS student and moves into/from another school district during the school year, the student is still considered a PFS and should continue receiving extra educational services as appropriate and available. A migrant student once identified as PFS for the current school year could possibly identified as PFS for the following school year if the interruption in education happened in the last 12 months and the criteria indicating that the student is at risk of failing are also met. Thus, a migrant student can be served as PFS for two school years in a row.

***Tier 2: At Risk***

**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.)***

**Determining Failing or at Risk of Failing:**

**1)** Failing to meet state standards on *Alabama’s State Assessments.* 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).

**2)** The student’s academic grades are below average within the past 12 months.

**NOTE:** Other data/sources which could be examined to determine if the child is at risk of failing to meet Alabama’s state standards are as follows:

\* retention in grade

\* below modal grade (older than the typical student in that grade),

\* failed one or more courses in high school

\* special education

\* discipline incidents such as suspensions or expulsions

\* chronic absenteeism or truancy

\* limited English proficiency

\* involvement in the juvenile justice system

\* foster care

\* pregnancy/teen parenthood

\* reports of substance abuse

\* teacher/staff reports of problems (e.g. academic, social, emotional, etc.)

**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

BD04912_++

# Out-of-School Youth (OSY) Services

The Migrant Education Program 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: (1) economic necessity, (2) negative attitude schools have toward the migrant students, (3) complexity of curriculums and school requirements for graduation, and (4) 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 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 Out-of-School Youth with qualifying preschool children.

# 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 courses 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.
* 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.
* Credit deficient students and students who are failing should receive priority for migrant tutoring and school sponsored academic interventions.
* Students who leave school before graduation should be contacted and made aware of their options.

Many resources are available online at ***osymigrant.org*.** Included on this site are student friendly lessons and connections for OSY. Lessons include health information, workers’ rights, financial information, state contact information as well as other useful and easy to access resources.

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

For ***Out-of-School Youth*** who have left school prior to graduation, career education counseling must 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 in order to prepare them for transitioning into the labor market or academic or vocational training.

2. **General Equivalency Diploma** (GED)—The GEDTests 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)—PASSis a program for students who did not wish to leave school, but who 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, Chap Stick, 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

j0185604

|  |
| --- |
| **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 and 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 parent 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 popular ethnic recipes. * Gain an understanding of the community needs that the immigrant families have. Non-English-speaking families 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: health services, shopping, basic living tips, migrant services, and translator services. Besides identifying service providers, school staff can help the families get to know them as well. * A district with significant immigrant populations might involve other community organizations, such as a YMCA, 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 and/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 being read to and allow them to 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 (rereading, 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 (rereading, 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 their own writing during and after composing.
* Spell words correctly in final writing drafts.

# Eligibility

# &

# Enrollment

BS00458_

# 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. 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 intercession. 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** |
| *Regular* | Typically  August through May  (Regular School Year) | **K-12**  Served in the Migrant Program with Migrant Funds | **RE** |
| *Regular* | Typically  August through May  (Regular School Year) | **\*Ages 3-5**  Housed and Served in a Title I School and part of the Title I Plan and Served with Migrant Funds (\*Few Schools) | **RE** |
| *Participating* | Typically  August through May  (Regular School Year) | **Ages 3-5**  Served through the Migrant Education Program/Head Start/Even Start, etc. with Migrant Funds  **Ages 16-21**  Out-of-School Youth and  Dropouts Served through Adult Literacy Programs with Migrant  Funds | **PA** |
| *Summer* | Typically  June through July | **K-12**  Served in the Migrant Program with Migrant Funds | **SU** |
| *Summer* | Typically  June through July | **Ages 3-5**  Served in the Summer with Migrant Funds | **SU** |
| *Summer* | Typically  June through July | **Ages 16-21**  Out of School Youth or Dropouts  Served through Adult Literacy Programs with Migrant Funds | **SU** |
| *Residency Only* | Anytime of the Year | **Ages P0-P2**  **Ages P3-P6**  Not served with Migrant Funds  **Ages 16-21**  Out-of-School Youth and Dropouts who 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. Particular challenges include 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 right to:

* 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)]* **t 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**:

* 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



ALABAMA HIGH SCHOOL GRADUATION REQUIREMENTS

Clarified March 2017

|  |  |  |
| --- | --- | --- |
| *(Alabama Administrative Code 290-3-1-02(8) and (8)(a))* | | |
| Effective for students in the ninth grade in the 2013-2014 school year, all students shall earn the required credits for the Alabama High School Diploma. A local board of education may establish requirements for receipt of diplomas and endorsements, but any diploma or endorsement shall include the requirements of the Alabama High School Diploma. The Alabama courses of study shall be followed in determining minimum required content in each discipline. | | |
| **COURSE REQUIREMENTS** | | |
| **English Language Arts** | **Four credits to include:** | **Credits** |
| English 9 | **1** |
| English 10 | **1** |
| English 11 | **1** |
| English 12 | **1** |
| English Language Arts-credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses. |  |
|  | **English Language Arts Total Credits** | **4** |
| **Mathematics** | **Three credits to include:** | **Credits** |
| Algebra I or its equivalent/substitute | **1** |
| Geometry or its equivalent/substitute | **1** |
| Algebra II w/Trigonometry or Algebra II, or its equivalent/substitute | **1** |
| Mathematics-credit eligible options may include: *Career and Technical Education*/Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses. |  |
| **One credit from:** |  |
| *Alabama Course of Study: Mathematics* or mathematics-credit eligible courses from Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses. | **1** |
|  | **Mathematics Total Credits** | **4** |
| **Science** | **Two credits to include:** | **Credits** |
| Biology | **1** |
| A physical science (Chemistry, Physics, Physical Science) | **1** |
| Science-credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses. |  |
| **Two credits from:** |  |
| *Alabama Course of Study: Science or science-credit eligible courses from Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.* | **2** |
|  | **Science Total Credits** | **4** |
| **Social Studies\*** | **Four credits to include:** | **Credits** |
| World History | **1** |
| United States History I | **1** |
| United States History II | **1** |
| United States Government | **0.5** |
| Economics | **0.5** |
| Social Studies-credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses. |  |
|  | **Social Studies Total Credits** | **4** |
| **Physical Education** | Lifelong Individualized Fitness Education (LIFE) or one JROTC Credit | **1** |
| **Health Education** | | **0.5** |
| **Career Preparedness** | | **1** |
| **Career and Technical Education (CTE) and/or Foreign Language and/or Arts Education** | | **3** |
| **Electives** | | **2.5** |
|  | **Total Credits** | **24** |

The Alabama High School Graduation requirements provide the opportunity for students to pursue multiple pathways to earn a diploma. Students will have options to pursue areas of interest through expansion of elective credits. Flexibility in course offerings allows for personalized education plans for all students. Though these options allow increased flexibility, high expectations for Alabama students remain the standard. The ninth graders of 2013-2014 are **required** to follow the new graduation requirements. Alabama has one high school diploma, with three pathways: General Education pathway, Essentials pathway, and Alternate Achievement Standards pathway. Only students who complete the requirements for the General Education pathway will count in the United States Department of Education (USDOE) Four-Year Graduation rate for 2017 and beyond. The ALSDE recognizes that you have students who will graduate with an Alabama High School Diploma (AHSD), but will not count in the graduation rate for the USDOE. These students will be considered non-graduates, but will **not** count in the systems drop-out rate.

Each high school student is required to have a four-year plan. It is critical that the plan reflects the student’s aspirations for life after high school. Careful consideration should be given to the selection of electives and specific credit-eligible courses to ensure that a student is prepared for postsecondary school, four-year college, and work. Administrators and counselors should continue to review NCAA requirements for prospective student athletes before approving their electives and specific credit eligible courses.

For clarification purposes, the following definition will apply to specific credit eligible courses:

* Credit eligible course – the course is approved as an appropriate replacement, but may not include a 90% match in standards.

The Alabama Department of Education (ALSDE) will continue to expand credit eligible course offerings. Local Education Agencies (LEAs) that would like to have a course considered for a specific credit should follow the process below for approval:

* Locally-developed Career and Technical Education (CTE) courses must be submitted to the CTE Section.
* Locally-developed core courses (Mathematics, English, Science, and Social Studies) must be submitted to the Instructional Services Section.
* Once submitted to either section, a cross-sectional team will review courses for alignment to standards and approval for credit.

# Other Clarifications: Mathematics

It is imperative that a student’s plans for college or postsecondary should be considered when selecting a mathematics- credit eligible course. The Mathematics Pathways memo <http://www.alsde.edu/sec/sct/COS/Mathematics%20Pathways.pdf>is a document that provides possible mathematics pathways for students, parents, and counselors to consider when preparing for high school mathematics course credits. In an effort to offer more flexibility to school systems, the Flexibility in Awarding Credit for Algebra I and Geometry memo,

http://www.alsde.edu/sites/memos/Memoranda/FY13-2121.pdf#search=Flexibility%20in%20Algebra%20I explains how Algebra I and Geometry may be offered to students in Grades 7 and 8, respectively, for high school credit and to meet graduation requirements.

If you have questions, please contact Michele Matin at [mmatin@alsde.edu](mailto:mmatin@alsde.edu) or Dawn Morrison at [dmorrison@alsde.edu](mailto:dmorrison@alsde.edu) .

# Arts (includes Dance, Music, Theater, and Visual Arts)

The current Alabama Course of Study: Arts Education was written to satisfy the previous graduation requirements of 0.5 credit for Arts. There are several options (listed below) for students currently wishing to follow an arts pathway and/or take their electives in arts.

* Students may take the half-credit courses back-to-back in one year to meet the one-full credit course.
* Teachers may add new content to the 0.5 credit course to allow it to count as a one credit course. (A sufficient amount of additional/new content must be documented and kept on file.)
* Courses that are used as arts-credit eligible options must contain the three strands—Produce, Respond, and Understand as found in the *Alabama Course of Study: Arts Education.* These courses may serve for any of the three credits required under the “CTE, Foreign Language, or Arts” category. Arts courses lacking these three strands may serve only as a general elective credit (the 2.5 credit category).

Please contact the SDE for additional information.l

# Science

The following Career and Technical Education courses are science-credit eligible. Teachers holding the appropriate science certifications and those with appropriate Career and Technical Education certification may teach the courses below for science credit.

* Forensic and Criminal Investigations (410025)
* Plant Biotechnology (420053)
* Aquaculture Science (420037)
* Introduction to Biotechnology (490041)
* PLTW Principles of Engineering (560016)

The following Career and Technical Education courses contain similar content as courses in the 2015 Alabama Course of Study: Science. Students may not receive science credit for both courses.

* Chemistry of Food (510013)—similar content as Chemistry (220061)
* Environmental Management (420026)—similar content as Environmental Science (220029)
* Human Body Structures and Functions (490015)–similar content as Human Anatomy and Physiology (220026)
* PLTW Human Body Systems (490043)–similar content as Human Anatomy and Physiology (220026)

Please contact the SDE for additional information.

# Essentials Pathway

Effective with the 2017-2018 school year, only students with disabilities will be allowed to enroll in Essentials courses. Careful consideration should be given before a student is allowed to enroll in one of the Essentials Pathway courses. If a student takes four or more core courses on the Essentials Pathway he or she is required to complete the work component requirements of this pathway. It is important for each student to pursue the coursework that is appropriate for his or her desired post-school outcome. These courses may or may not be accepted by four-year colleges, and will not be accepted by the **National Collegiate Athletic Association (NCAA).** Students who plan to attend a postsecondary institution must meet the admission requirements of the selected institution. For May 2017 graduates, only students who completed the course requirements for the general education pathway which is fully aligned with the state's academic standards will count in the USDOE 2017 Graduation Rate for Alabama. Students who followed the Essentials Pathway and/or the AAS Pathway will not count as graduates in the USDOE Four-Year Cohort Graduation Rate. They will, however, receive an AHSD.

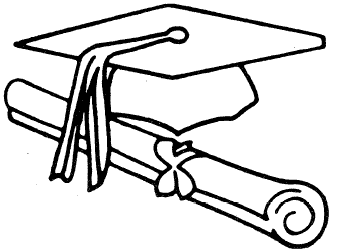
*The Courses for the Alabama High School Diploma Pathways* and the *Work Component Requirements* can be found in the Preparing for Life Transition Planning Guide, [http://www.alsde.edu/sec/ses/Pages/transition-all.aspx?navtext=Secondary%20/%20Post%20Secondary:% 20Transition.](http://www.alsde.edu/sec/ses/Pages/transition-all.aspx?navtext=Secondary%20/%20Post%20Secondary:%25%2020Transition.)

The Alabama Occupational Diploma is no longer an option for students after the ninth grade cohort of 2012-2013. Some students under this diploma option may continue to be in schools until they reach the age of 21.

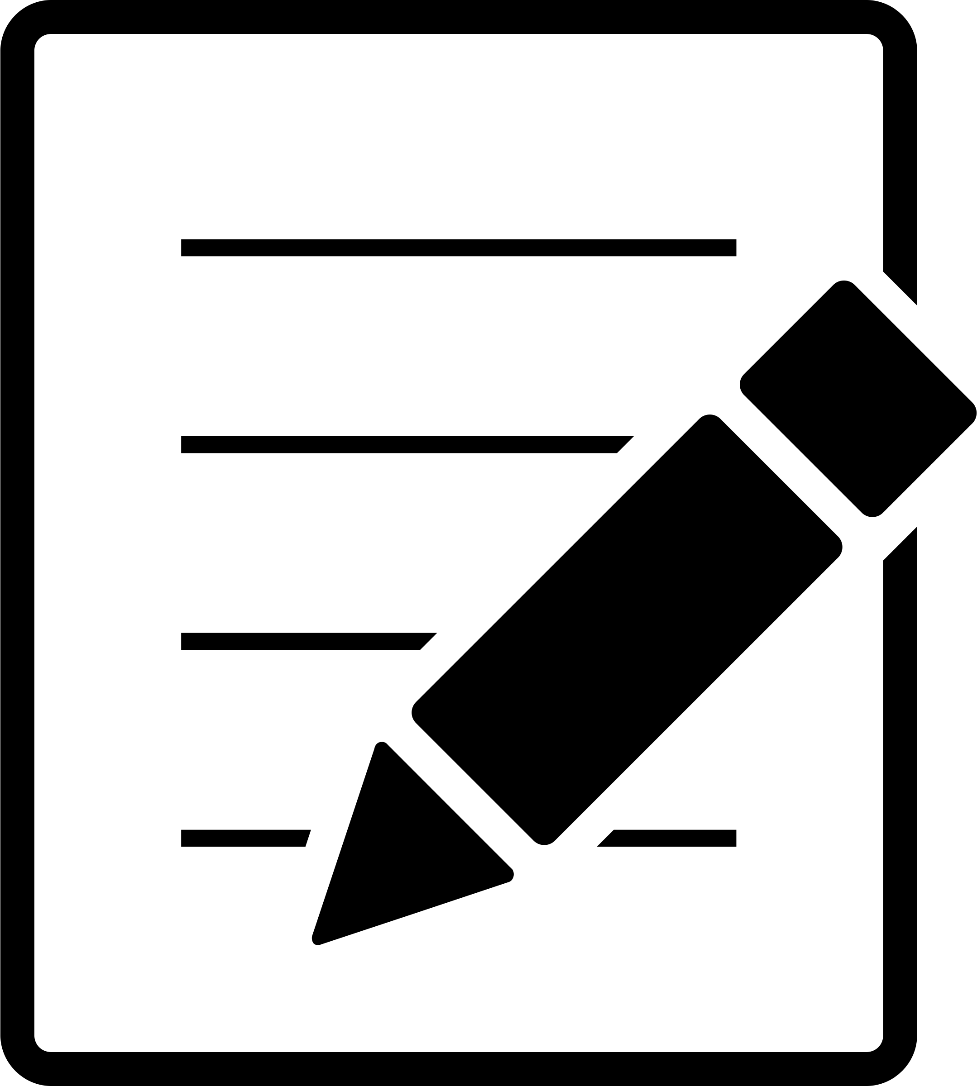
Please contact SDE for additional information.

# Waivers

Waivers for the LIFE PE course are still required to substitute Band, Athletics, etc. The standards from the LIFE PE course must be included in the course. A student [roster is no lon](mailto:nray@alsde.edu)ger required to be included in the waiver letter. Please contact the SDE for information.



**Procedures & Forms**

****

**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 kindergarteners 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 and for migrant coding into STI.

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 at 334-694-4516.

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:  (a) 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 and (b) 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 kindergartners + 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 and that the children have been coded as migrant in STI.

**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, at 334-694-4516.

**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Telephone No: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell Telephone No: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Have you **moved** during the last 3 years **to work or to seek work** even

if it was for a short period of time? **YES \_\_\_\_ NO \_\_\_\_**

**If so, what type work are you** or **your spouse doing now:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

2. If you marked “**yes**” on question number 1, what city, state, or country did you move from? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Have you or your spouse **ever worked** in an activity directly related to

any of the following? Please **check (√)** all that apply:

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……)

**SECRETARIA DE EDUCACION DEL ESTADO DE ALABAMA**

**ENCUESTA DE EMPLEO**

SISTEMA ESCOLAR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ AÑO ESCOLAR: \_\_\_\_\_\_\_\_

ESCUELA: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ GRADO: \_\_\_\_\_\_\_\_\_

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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Celular:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ¿Se ha **mudado** usted en los últimos tres años **para trabajar o buscar trabajo**

aunque haya sido por un tiempo corto? **SI \_\_\_\_\_\_ NO \_\_\_\_\_\_**

**Si marcó Sí.** ¿**Que tipo de trabajo hace usted o su esposa(o) ahora?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

2. Si marcó **Sí** en la pregunta número 1. ¿De que ciudad, estado o país vinieron?

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

3. ¿Usted o su esposa(o) **trabajan o han trabajado** en una actividad

directamente relacionada a algunas de las siguientes? Por favor de marcar

(**√**) todos 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…)

**ALABAMA STATE DEPARTMENT OF EDUCATION**

**STATE MIGRANT EDUCATION PROGRAM**

**Employment SurveyVerification 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](mailto:sevans@alsde.edu)

Northeast Alabama Linda Taylor [ltaylor@alsde.edu](mailto:ltaylor@alsde.edu)

Southeast Alabama Mary Cameron [marycameron@bellsouth.net](mailto:marycameron@bellsouth.net)

South Alabama Jeanne Jeff [jjeff@alsde.edu](mailto:jjeff@alsde.edu)

**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. *This instruction must be delivered by a certified teacher.* |
| **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*. This instruction must be delivered by a certified teacher.* |
| **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, and 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 “Motheread” or a state- approved pre-school program. They are provided in the homes of identified migrant families with MEP funding. |
| **107-**  **VOCATIONAL/CAREER EDUCATION** | **Vocational-***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.  **Career Education-***These are services designed to provide an awareness of career options, work values, work seeking, and work-getting skills delivered by a certified professional.* |
| **108- GUIDANCE/**  **COUNSELING** | **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-**  *Guidance and counseling services should be provided by a certified professionals* who will provide advisement in areas related to goal setting, health issues, careers, and postsecondary options to both individuals and/or groups 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. |
| **109 – SOCIAL**  **SERVICES/**  **ADVOCACY** | **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. |
| **110 – GED** | **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. |
| **111 – HEALTH**  **SERVICES**  **REFERRAL** | **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. |
| **112 – PUPIL**  **TRANSPORTATION** | **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. |
| **113 – NEEDS**  **ASSESSMENT** | **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. |
| **114 – STUDENT**  **SERVICES/**  **ENROLLMENT** | | **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. |
| **115 – DISTANCE**  **LEARNING** | | **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. |
| **116 – TRANSLATION/**  **INTERPRETING** | | **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. |
| **117 – ELL** | | **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. |
| **118 – ENRICHMENT**  **ACTIVITIES** | | **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. |
| **119 – SCHOOL**  **SUPPLIES** | | **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. |
| **120 – HS CREDIT**  **ACCURAL** | | **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. |