Utah Migrant Education

Identification & Recruitment Manual 2011/12

For Migrant Education Recruiters

Recruiters' Manual

Prepared using funds from Title I, Part C – Migrant Education

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Section I: Introduction

Under Section 1304(c)(7) of the *No Child Left Behind Act of 2001* (NCLB), the Utah State Office of Education (USOE) is responsible for the identification and recruitment of all eligible migratory children in the state. Identification means determining the presence and location of migratory children within a state. Recruitment means describing the benefits of the Migrant Education Program (MEP) to the child and his or her family and obtaining the necessary information to document the child's eligibility and enroll the child in the program. Identification and recruitment of migrant children is critical because:

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 states failed to 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 within a community; and

3. children cannot receive MEP services without a Certificate of Eligibility (COE).

The purpose of the **Migrant Education Identification and Recruitment Handbook** is to provide migrant coordinators, recruiters, and staff information needed to ensure the child(ren) of migrant families are identified in order to meet the requirements of NCLB.

The information in the manual is not meant to be complete. As the program grows and develops, appropriate changes will be made with respect to procedures and materials. It is meant to function as a workable manual which will guide the recruiters in their daily tasks. As such, it will also function as a training manual. The migrant staff will be required to have first-hand knowledge of all materials in the manual.

Purpose of the Migrant Education Program

The general purpose of the Migrant Education Program (MEP) is to ensure that migrant children benefit from the same free public education provided to other children. To achieve this purpose, the MEP helps states address the special educational needs of migrant children to enable migrant children to succeed academically. More specifically, the purposes of the MEP are to:

- support high-quality and comprehensive educational programs for migrant children in order to reduce the educational disruption and other problems that result from repeated moves;
- ensure that migrant 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;
- ensure that migrant children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- ensure that migrant 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;
- design programs to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment; and
- ensure that migrant children benefit from state and local systemic reforms.

(Section 1301 of NCLB)

Utah Migrant Education Program

Migrant education services are provided for migratory students around the state through local and regional programs. Priority for services goes to migratory children who are failing or most at risk of failing to meet the Utah Core Curriculum Standards, and whose education has been interrupted during the regular school year. Strategies for providing services to meet the needs of the population vary throughout the state depending upon: 1) the availability of other programs and services; and 2) the fiscal resources of the Migrant Education Program (MEP). Based on the number of migratory students in a school district, programs are either offered year-round and/or during the summer. Supplemental services may include but are not limited to: English as a second language instruction; computer literacy instruction; family literacy; General Educational Development (GED) certification preparation; and outreach/advocacy work to increase the quality of nutritional, health, and dental care.

Utah Eligibility and Recruitment

The description below outlines the structure of the migrant education program for recruitment in Utah, and the process for resolving eligibility questions raised by recruiters. Each component is explained below.

A. At the local level the recruiter locates and interviews migrant families. The recruiter collects information for the Certificate of Eligibility (COE) by interviewing the family and makes the preliminary determination of eligibility. These data are entered into the COE.

B. The recruiter submits the documentation to the district migrant coordinator. The coordinator verifies the COE and any supporting documents to confirm or deny the recruiter's placement decision. If the coordinator confirms the information, the child is an eligible migrant student, and the COE is entered into the statewide migrant database.

C. If the eligibility is not clear and/or final determination on eligibility cannot be reached, the coordinator consults with the state director.

D. The state director seeks further assistance from appropriate resources, if needed, for eligibility determinations.

Job Responsibilities of Migrant Personnel

1. **State Director**
   a. Responsible for all MEP programming and services
   b. Approves applications for Title I, Part C, on an annual basis
   c. Serves as a liaison with the United States Department of Education (USED) Office of Migrant Education (OME)
   d. Provides training and technical assistance for coordinators and recruiters
   e. Reviews all migrant data for accuracy and reasonableness
   f. Prepares reports for USED and state purposes
   g. Maintains state budget for Migrant Education
2. **District Migrant Coordinator**
   a. Enters and maintains data on eligible migrant children in the statewide migrant database
   b. Provides technical assistance to all sites on viewing migrant data in the Migrant Student Data Collection (MAPS) system
   c. Employs and dismisses recruiters
   d. Provides ongoing training to recruiters
   e. Explains guidelines and eligibility factors from the state and OME to recruiters
   f. Implements and updates local quality control (QC) procedures
   g. Reviews, evaluates, and provides assistance on the identification and recruitment practices of individual recruiters
   h. Reviews all COEs and re-enrollment COEs and confirms or denies eligibility determinations
   i. Enters COEs, re-enrollment COEs, and withdrawal forms into the MAPS system
   j. Serves as liaison between recruiters, school district administration, local MEP staff, and the state
   k. Coordinates Parent Advisory Council (PAC) activities
   l. Provides requested information to the state
   m. Maintains and updates a list of current eligible migrant students in the MEP, as well as migrant students who are identified as priority for service
   n. Reviews local migrant student data in the MAPS system to ensure accuracy
   o. Reviews monthly participation reports that show participants in the regular and summer/intersession terms to ensure accuracy for the category 1 and category 2 child counts
   p. May submit or provide input on the Title I, Part C, *No Child Left Behind* (NCLB) application for federal funds
   q. Ensures that migrant funds are spent on allowable activities
   r. Ensures that the Title I, Part C, specific assurances found in the Title I, Part A, NCLB application guidelines are carried out
   s. Works with the state director to conduct prospective re-interviewing as required in the Federal Register published July 29, 2008
   t. Works with the state director to implement corrective action if the state finds COEs that do not sufficiently document a child's eligibility for the MEP, or in response to internal state audit findings/recommendations, monitoring, or audit findings of the U.S. Secretary of Education as required in the Federal Register published July 2008

3. Local Recruiters

a. Identifies and determines eligibility for all migrant students in assigned area
b. Submits COEs, re-enrollment COEs, and withdrawal forms for verification to MEP coordinator
c. Attends scheduled local and state trainings
d. Performs other duties assigned by supervisor
e. Assesses other needs of the family
f. Makes appropriate referrals, follows up with families, and provides additional support and referrals as needed
g. Completes all required documentation involving recruitment efforts
h. Interview selected people to explain the recruiter function, open communication channels, and obtain cooperation. (i.e. school attendance officers, principals of all public schools, farm labor office managers, key growers, County Health Department personnel, leaders of local Migrant Ministry and Catholic programs serving migrant people, school bus supervisors and drivers, and other appropriate people.)
i. Obtain information by means of interviews and community contacts about all community services open to migrants. Know the location, hours of operation, phone numbers, names of key persons, and the fee schedule for all services. Record this information for reference.
j. Map the areas served by the school district with all known migrant housing marked.
k. Tour migrant housing regularly. Identify migrant families, families crossing school district lines overnight or longer in order to engage in farm labor or food processing labor. Interview families in order to let them know what services are available to them. Inform them about local ordinances, fees for services where required, and obtain from them information needed by the school district and other service agencies or organizations. Explain the school program for migrant children to each family. Provide aid as needed for shoes, clothing, school supplies, etc. Arrange for school bus stops as needed. Do everything possible to get children into school.
l. Visit classes of migrant children as often as possible and discuss learning problems with teachers, then communicate appropriate information to parents. Check on vision and hearing screening, medical and dental checkups, etc., and arrange for needed visits to clinics, dentists, and the like.
m. Maintain proper records and information as it relates to the job tasks and activities.
n. Coordination, cooperation, communication with schools, farms, families, and agencies are imperative to successful recruiting.

****Parents may be apprehensive to answer these questions truthfully, so multiple visits may be required before completing the COE in order to build a relationship of trust. It is an acceptable practice to explain to the families why you are asking these questions about their employment and employment history and what activities qualify as eligible for Migrant Education services. This would also be a great opportunity to explain how Migrant Education can benefit eligible students and their families.****

Section II: Eligibility

Children are eligible to receive Migrant Education Program (MEP) services if they meet the definition of "migratory child" and if the basis for their eligibility is properly recorded on a Certificate of Eligibility (COE) or other written or electronic form. The term "migratory child" is defined in Section 1309(2) of NCLB and Section 200.819d) of the Code of Federal Regulations. Determining whether a child meets this definition depends on a recruiter's assessment of information presented by a parent or other family member, guardian, or other individual responsible for the child.

Migratory Child

According to sections 1115(b)(1)(A) and Sections 1304(c)(2)) and 1309(2) of NCLB and Sections 200.81(e) and 200.103(a) of the Code of Federal Regulations, a child is eligible for the MEP if all of the following conditions are met:

1. The child is not older than 21 years of age; *and*
2. The child is entitled to a free public education (through grade 12) under state law or is below the age of compulsory school attendance; *and*
3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; *and*
4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to seek or obtain qualifying work; *and*
    - *a.* Has moved from one school district to another; *or*
    - *b.* In a State that is comprised of a single school district, has moved from one administrative area to another within such district; *or*
    - *c.* Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in or to accompany or join a parent, spouse, or guardian who engages in a fishing activity.

Factors for Determining Eligibility

1. **Age**: The child is younger than 22 years of age.
2. **School completion**: The child has not graduated from high school and has not earned a GED certificate.
3. **Move across school district boundaries**: The child moved across school district lines.
4. **Date of move**: The child moved within the past 36 months.
5. **Purpose of move**: The purpose of the worker's move was to seek or obtain qualifying work.
    a. Agricultural/Fishing: The work meets the definition of agricultural or fishing work.
    b. Temporary/Seasonal: The employment is temporary or seasonal.

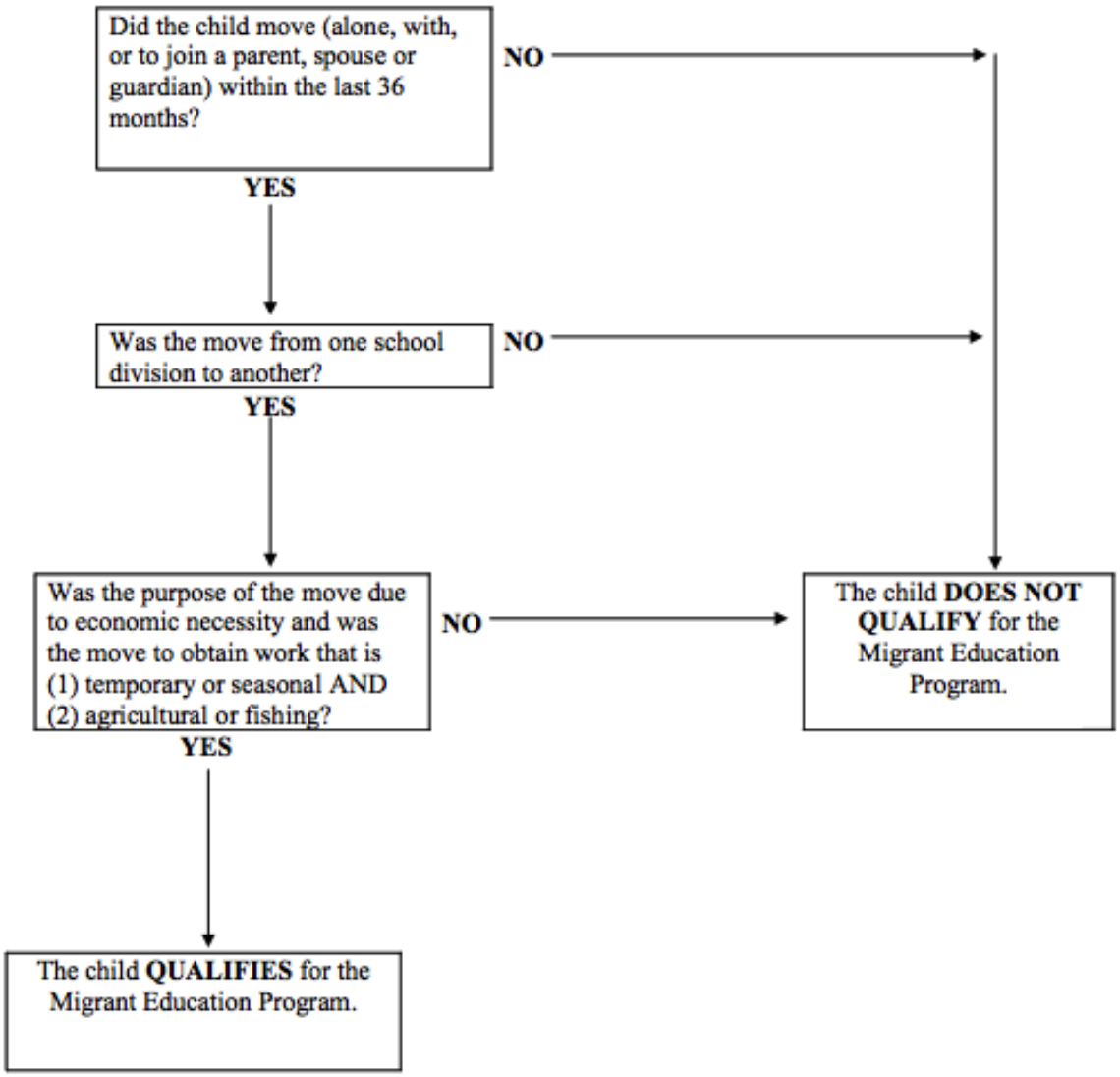
Seasonal (34 CFR **§** 200.81(K)) – employment that occurs only during a certain period of the year due to the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year.

- You find the family currently working in seasonal work
- In your conversations with the family, you find that they intended to work in seasonal work.
    - If the worker has been employed in the past 36 months in one of these types of activities or tells you that they intend(ed) to work in one of these activities then they qualify for MEP services.

Temporary (34 CFR **§** 200. 81(k)) – Employment [i.e., activity] that lasts for a limited period of time, usually a few months, but no longer than 12 months. It typically includes employment where the employer states that the worker was hired for a limited time frame; the worker states that the worker does not intend to remain in that employment indefinitely; or the SEA has determined on some other reasonable basis that the employment is temporary…

- Again, students can be determined eligible by
    - Worker's statement
    - Employer's statement
    - State Office decision
        - In other words, if the employer says that these workers usually don't stay working in these activities longer than 12 months, or that he/she doesn't plan to have them be employed in this activity for longer than 12 months, then the students qualify for Migrant Education services.
        - More commonly, if the employee responds in a similar manner as explained above, then their students qualify for Migrant Education services.

Eligibility for Migrant Education Program for Children Ages 3-21



Required Elements for the Migrant Education Program

The following is a list of definitions to aid recruiters in determining the required elements for the Migrant Education Program.

Agricultural Work:

Agricultural work means the production or initial processing of crops, dairy products, poultry, or livestock, as well as the cultivation or harvesting of trees. It consists of work performed for wages or personal subsistence.

Certificate of Eligibility (COE):

A COE is a form most states use to document MEP eligibility decisions. A state must document eligibility determinations to comply with Section 1304 (a)(6) of NCLB.

Change in Residence:

For purposes of qualifying for the MEP, a change in residence means moving to a different school district. This may involve:

- a change of residence from the migrant worker's home base to a temporary residence where the worker seeks or obtains qualifying work; or
- a change in residence from one temporary residence to another residence where the worker seeks or obtains qualifying work, or
- a change in residence from a temporary residence back to the migrant worker's home base so long as the move back to the home base is not a permanent relocation and the purpose of the move is to seek or obtain qualifying work in the home base.

Emancipated Youth:

An emancipated youth is a child under the age of majority (for a given state) who is no longer under the control of a parent or guardian and is solely responsible for his or her own welfare.

Fishing Work:

Fishing work is the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. It consists of work performed for wages or personal subsistence.

Identification and Recruitment:

Identification means determining the location and presence of migrant children. Recruitment means making contact with migrant families, explaining the MEP, and securing the necessary information.

Required Elements for the Migrant Education Program—continued

In Order to Obtain:

When used to describe why a worker moved, "in order to obtain" means that one of the purposes of the move is to seek or obtain qualifying work.

1. If a worker states that a purpose of the move was to seek any type of employment, (i.e., the worker moved with no specific intent to find work in a particular job), the worker is deemed to have moved with a purpose of obtaining qualifying work if the worker obtains qualifying work soon after the move.
2. Notwithstanding the introductory text of this definition, a worker who did not obtain qualifying work soon after a move may be considered to have moved in order to obtain qualifying work only if the worker states that at least one purpose of the move was specifically to seek qualifying work, and –
    i. The worker is found to have a prior history of moves to obtain qualifying work, or
    ii. There is other credible evidence that the worker actively sought qualifying work soon after the move but for reasons beyond the worker's control the work was not available.

Intent:

According to Section 1309(2) of NCLB, a move only qualifies if it is made "in order to obtain (or seek) temporary or seasonal employment in agricultural or fishing work." The only way to determine whether this was the reason for the move is to determine the worker's intent.

International Move:

A move from Mexico to a school district in the United States is considered the same as a move from one school district to another within the United States. The reason for this is that there is a historical pattern of migration from Mexico to the U.S. to perform temporary or seasonal work in agriculture.

Migratory Agricultural Worker:

A person who, in the preceding 36 months, has moved from one school district to another in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.

Migratory Fisher:

A person, who, in the preceding 36 months, has moved from one school district to another in order to obtain temporary employment or seasonal employment in fishing work.

Required Elements for the Migrant Education Program—continued

Move:

Move or moved means a change from one residency to another residency that occurs due to economic necessity.

Qualifying Move:

A move qualifies if:

1. It is a move across school district boundaries; *and*
2. It involves a change of residence; *and*
3. The purpose of the worker's move is to obtain qualifying work in agriculture/fishing; *and*
4. The purpose of the worker's move was not to relocate on a permanent basis; *and*
5. It occurred within the preceding 36 months; *and*
6. It was due to economic necessity.

Qualifying Work:

Qualifying work is temporary employment or seasonal employment in agricultural/fishing work.

Seasonal Employment:

Seasonal 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.

Temporary Employment:

Temporary employment lasts for a limited period of time, usually a few months, but no longer than 12 months. It typically includes employment where the employer states that the worker was hired for a limited time frame; the worker states that the worker does not intend to remain in that employment indefinitely; or the state has determined on some other reasonable basis that the employment is temporary.

To Join:

In situations where the child and parent do not move together, the "to join" date is the date that the child and worker complete the move to be together. If the child's move precedes the worker's move, the qualifying arrival date is the date that the worker arrived. The reason for this is that a move does not qualify until the worker arrives in the school district and begins to seek qualifying work. Therefore, it is only at this point that the child meets the definition of "migratory child." On the other hand, if the child's move followed the worker's move, the qualifying arrival date is the date the child arrived. The reason for this is that the child does not establish eligibility as a migrant child until he or she physically arrives at the receiving school district.

Considerations for Eligibility

During the course of an interview, there are a few "red flags" that should alert the recruiter for the need to ask additional probing questions related to the family's eligibility. These "red flags" do not automatically mean that the family is not eligible, but rather that additional clarifying questions need to be asked before deciding whether the family is eligible.
The Title I, Part C, Education of Migratory Children Non-Regulatory Guidance, 2003, lists possible "red flag" alerts. Further information and inquiry may be necessary to establish eligibility. It is the responsibility of the Identification and Recruitment staff to identify and gather the additional information to provide evidence for any eligibility decision made. The "red flags" are:

- First agricultural or fishing move – The family has not performed agricultural or fishing work before;
- Moves from urban or nontraditional migrant areas – The family moves from an urban or other area where migrant activities do not generally occur;
- Households where some members have nonagricultural/fishing occupations – Some members of the household are employed in occupations unrelated to agriculture or fishing;
- Worker has an occupation that is not related to agriculture or fishing for part of the year (especially if he or she goes back to this job regularly);
- Lifestyle where migration does not seem to be an important factor in the family's life (non traditional migrant housing, no school interruptions); or
- Nonentry-level occupation, especially for the nonqualifying work – The worker or other family members have positions that are not entry-level or positions that require training or higher education.

Examples of Agricultural Harvest Dates in Utah						
Crop	**January**	**February**	**March**	**April**	**May**	**June**
Asparagus						
Strawberries						
Sweet Cherries						
Green Beans						
Summer Squash						
Sweet Corn						
Raspberries						
Sour Cherries						
Apricots						
Potatoes						
Tomatoes						
Cantaloupes						
Melons						
Peaches						
Onions						
Winter Squash						
Peppers						
Grapes						
Pears						
Apples						

Examples of Agricultural Harvest Dates in Utah						
Crop	**July**	**August**	**September**	**October**	**November**	**December**
Asparagus						
Strawberries						
Sweet Cherries						
Green Beans						
Summer Squash						
Sweet Corn						
Raspberries						
Sour Cherries						
Apricots						
Potatoes						
Tomatoes						
Cantaloupes						
Melons						
Peaches						
Onions						
Winter Squash						
Peppers						
Grapes						
Pears						
Apples						

*Information provided by Rowley Orchard, Santaquin, Utah

Section III: Recruitment

Finding the Migratory Child

Recruitment and enrollment of eligible migratory children are conducted throughout the year. Through continuous recruitment efforts, the migratory children who may be moving from district to district are less likely to be overlooked. The responsibility of the recruiters is to conduct an interview with the parent/guardian, gather information regarding statements received and make eligibility determinations based on the facts.

Recruiters should:

- attend training prior to recruitment. Training may be at the state, district level, or online.
- arrange all materials needed in a folder. Materials may include the following: brochures and other forms that explain the program, maps of the areas, a dictionary in English and the language the parent speaks, Certificates of Eligibility, local school information, and the Utah Recruiter's Manual for the Identification and Recruitment of Migratory Children.
- make travel arrangements to identify migratory families ensuring efficiency and accuracy.
- inform the public that the recruitment is being conducted.
- notify newspapers, place posters in grocery stores, laundromats, or other public sites.
- know the instructional programs and support services available to migratory students and parents in the district.
- provide additional information on other services that a parent may need, such as: names, addresses, phone numbers of local community agencies such as health facilities and migrant health clinics, social services agencies, Head Start and other preschool program.
- provide parents information on parental involvement activities, facts about the school system, local churches, and anything else of general interest.
- prepare for some common erroneous assumptions such as:
    1) all workers in a certain place automatically qualify,
    2) the children in the family moved with the family, or
    3) migrants belong (or don't belong) to a certain ethnic group.

To assist in locating migrant families, contact leads such as the following:

- Charitable organizations
- Clergymen and church bulletins
- Community Agencies (health clinics, community centers, etc.)
- Employers and team leaders
- Community Head Start programs
- Even Start programs
- Farm workers labor unions
- K-mart and Wal-Mart store managers
- Landlords of itinerate residential areas
- Laundromat owners
- Meat or fish processing plants
- Other migratory parents

- Owners of small stores
- Parent network
- Post Office workers (small towns)
- Radio and televisions stations
- School administrators
- School attendance offices
- School custodians
- School secretaries and nurses
- Students
- Teachers and librarians
- Utility companies

Recruiting Tips

Start early – Finding families before the school year starts facilitates enrollment of the migrant child, and immediate access to migrant services. The recruiter can be at the school the first few days to identify eligible students and to assist the families.

Recruit at school registration – The migrant education coordinator should collaborate with schools in the district during the student registration period for the upcoming school year. Each school district may allow migrant information to be shared with parents during the registration period to determine eligibility for the MEP. The information presented should include all necessary paperwork and forms required for identification and enrollment of migratory students. Follow-up visits with migratory families should be scheduled as needed.

Student handbook and policies – Recruiters must be knowledgeable about school and district level policies. As part of the reference materials, the recruiter must have a copy of the local school board policy on attendance, discipline, etc. The recruiter should also have a copy of the student handbook for each school in the district.

Welcome Wagon approach – A packet of information for newly arrived families including emergency phone numbers, directories of social services agencies, schools, churches, businesses, etc., are helpful. This information should be kept in a folder and distributed to new families as they arrive.

Take school officials on home visits – The federal program director (such as the Title I coordinator, or the Title I, Part C, coordinator) superintendent, principal, or other administrators may be invited to accompany the recruiter on a home visit. These visits will help increase awareness of the diverse needs of migrant students.

Visit with an experienced home visitor – If you are a new recruiter, find an experienced recruiter and ask if you may accompany him or her on some visits. After a few visits ask if you can conduct the parent interview and have the experienced recruiter observe and provide feedback.

Employers and team leaders – Enlist the help of the employer or team leader to recommend that the parent or guardian send their children to school rather than letting them work.

Working with the Schools to Recruit Migrant Students

These are some tips to follow when recruiters make visits to the schools to gather information on migratory families:

1. Call ahead of time, and try to make an appointment, especially during school hours.
2. Follow all school sign-in procedures.

3. Wear your identification (ID) badge at all times.
4. Give each school a list of eligible migrant children who are attending the school.
5. Work closely with the school registrar or student information systems designee. He/she is the key person for keeping you informed of withdrawals and new arrivals who may be migrant students. The school registrar or student information systems designee should also be informed of any new student identified as migrant so that he/she can enter them as a migrant student into the student information system.
6. Leave your contact information with school personnel.
7. Keep a list of school addresses, phone numbers, contacts and school principals in your district for easy reference. Migrant parents may also find school boundary information helpful.
8. Be a visible presence in the school and community. Try to get involved with school meetings, Parent Teacher Association (PTA), parents' in-service, parents activities, community events, etc.

Recruiting Out-of-School Youth

Eligible Ages

The Title I, Part C, Migrant Education Program regulations state that all children, ages 0-21, are eligible to qualify for the Migrant Education Program. Sections 1115(b)(1)(A) and 1309(2) of NCLB have further defined school age children to be between the ages of 3 and 21.

Out-of-School Youth

Out-of-school means youth up through age 21 who are entitled to a free public education in the state and who meet the definition of "migratory child," but who are not currently enrolled in a K-12 institution. This could include students who have dropped out of school, youth who are working on a GED certificate outside of a K-12 institution, and youth who are "here-to-work" only. It does not include preschoolers, who are counted by age grouping.

Ungraded

Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded, or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a GED certificate through a K-12 institution, or those in a correctional setting. (Students working on a GED certificate outside of a K-12 institution are counted as out-of-school youth.)

Location

For the purpose of this section, the middle or secondary age youth are addressed. To locate these youths it is important to consider that they may be living alone or with others of similar age. Driving around the community may yield some leads in observing places where these youths may gather, such as:

- Laundromats
- Adult Basic Education Classes/ESL Classes
- Food stores
- Migrant housing

- Migrant health clinics
- Motels
- Community centers

Posters may be left at these locations with name, address, and phone numbers where the recruiter may be reached. When these out-of-school youths are interviewed, they should be asked if they know of others who may be out of school and may qualify for the program.

Conducting the Interview

It is the responsibility of the recruiter to seek out the parent or guardian or the young adult to conduct this interview. The parent, guardian, or young adult should not feel obligated to meet the recruiter's conditions for the interview.

Recruiters may choose to use the telephone to make appointments for an interview or perform preliminary prescreening, but the eligibility interview itself may not be conducted over the telephone. It must be conducted face-to-face. Once an interview has been conducted, it is permissible to call on the telephone for additional information or for clarification of facts.

An eligibility interview may be conducted at any time and place that is convenient for the parent, guardian, or young adult. Certain times and locations, however, are more desirable than others. Recruiters should avoid situations that might inconvenience or embarrass the interviewee. Also, recruiters should not put themselves in situations that are unsafe.

Recruiters are encouraged to conduct interviews at times that several families will be together, such as when they come to the school to register their children. This enables them to maintain their safety and to use their time more efficiently.

Most commonly interviews are conducted in the family's home. The home is the place where the interviewee or guardian most often can be found with enough time for the interview. An important advantage of the recruiter going to the home for the interview is he or she sends a message to the interviewee that the school respects and values the position of the interviewee. Going into the home also allows the recruiter to become personally acquainted with the family and its situation and to establish a personal relationship with family members.

Interview techniques

- Introduce yourself
- Make the family feel comfortable
- Smile
- Make small talk
- Tell them what a nice neighborhood they live in
- Compliment their plants/pictures/dishes, etc.
- Ask where they are from
- Try to find some common ground you can talk about
- Start by saying "I do not want to take up too much of your time."

- Also state you have another appointment after this one. This gives you an excuse to shorten the interview when it is going too long
- Review the information you have on the family which you obtained from the phone conversation with them
- State you want to make sure all the information is correct
- Ask for the children's information after it is determined the family qualifies for migrant services
- Review this information for correctness
- Fill out the Certificate of Eligibility with the information you have received and reviewed
- Tell the parent/guardian that they can contact you or the MEP office if they have any questions

Sample Migrant Interview Script

Buenas(os) dia, me llamo _____.
(Good morning, my name is _____.)

Yo trabajo con un programa de educación con las escuelas.
(I work with an education program with the schools.)
**You should say this instead of Migrant Education because some people think it is immigration instead of migrant.

Ofrecemos servicios a familias quien vinieron aqui a _____ en busca de ciertos trabajos.
(We offer services to families who come here to _____ looking for specific types of work.)

Ayudamos con cosas de la escuela, ofrecemos interpretes y voluntarios para ayudar a los niños con tareas.
(We help with school-related things, offer interpreters and tutors to help children with their homework.)

Ud. tiene hijos? (puede ser que ya sabes· preguntele si tiene más que quien conoces) Cuantos anos tienen ellos?
(Do you have any children? Ask even if you know the child--it could be that they have more children. How old are they?)

Bueno, ¿puedo hacerle algunas preguntas para ver si califican para nuestros servicios?
(Could I ask you a few questions to see if they qualify for our services?)

No voy a preguntarle nada de sus papeles, porque servimos a todos con o sin documentos quien califican para nuestros servicios, pero el calificar depende de su trabajo.
(I am not going to ask you anything about papers, because we serve all who qualify regardless of documentation. Qualifying depends on the kind of work you do.)

¿Esta bien, entonces, si yo le hago algunas preguntas?
(Is it ok then if I ask you a few questions?)

¿Cuanto tiempo tiene Ud., de vivir aqui en_____? 3 yrs. = no
(How long have you been living in _____ ?)

¿Vinieron los niños con Ud. o llegaron ellos más tarde? joined within a year =continue
(Did your children come with you or arrive later?)

OK, ¿dónde trabaja Ud. o su esposo/a?
qualifying work or plant?
(Ok. where do you or your husband/wife work?)
¿Por cuánto tiempo ha trabajado allá?
(For how long have/has you/he/she worked there?)
(took the job shortly after moving?)

If the child(ren) do not qualify for migrant services with their current job, continue your interview to see if their past work history would be a means of qualification.
¿Por qué vinieron a _____?
(Why did you come to _____?

¿Dónde buscó/aplicó para trabajo cuando vinieron?
(Where did you look for work/apply when you came?)
(intent to work at qualifying job)

¿Dónde vivieron antes de venir aqui a _____ ?
(Where did you live before arriving here?)

¿Y que hicieron allá?
seasonal or temporary agricultural work?
And what kind of work did you do there?
(trabajo del campo, "el labor," sembrando, cosechando, piscando)

¿Vivieron en otros lugares antes de ir a _____?
Did you live in other places before moving to _____?

Y que trabajo hicieron allá?
(What work did you do there?)

Once you have found the child(ren) eligible for migrant services you may stop the interview.
Bueno, yo pienso que Uds. van a calificar par nuestro programa. Me gustaría pasar por su casa algun día para darle más información y ver sl Ud. tiene más preguntas. Que dia sería bien para que yo visito?
(I think that you will qualify for our program. I would like to come to your house to give you more information or to see if you have more questions. What would be a good day to visit?)

If the child does not qualify for migrant services, you may end the interview.

Lo siento mucho, pero Uds. no califican para nuestro programa. Solo calificamos a los que se han mudado para trabajar en trabajos agrícolos. Pero, allá en la escuela hay algunas maestras quien van a ayudar a sus hijos--sus maestras de clase y otra maestra quien trabaja especialmente con los niños quienes están aprendiendo el inglés.
I am sorry, but you do not qualify for our program. We can only qualify those who have moved to do agricultural or fishing work. But in the school there are some teachers who are going to help your children--your children's teachers and a teacher who works especially with those children who are learning English.)

Utah Re-enrollment Procedures

A revised COE must be completed for all students who remain in the school district or the state and continue to be eligible for the migrant program, and receive services the next semester or school year. Recruiters or coordinators conduct another interview with the family to check accuracy of the data on the original COE. Changes, if any, are noted on the updated COE. Changes may include a new address, new telephone number, or a new school.

Section IV: Migrant Program Forms

Certificate of Eligibility

Migrant recruiters in Utah use a standardized interview format to complete a Certificate of Eligibility (COE) to document each qualifying family. The COE records the name, birth date, and other significant demographic and eligibility information for each child. After reviewing the COE at the district level, the original COE is verified and maintained at the MEP. Copies are also kept in the student's academic record file, and given to families at the time of their withdrawal. Migrant coordinators are responsible for ensuring that migrant records are entered into the MAPS system within five working days after COEs have been reviewed and verified.

A COE must be filled out for each eligible migrant child from birth through 22 years. Children should be enrolled in the migrant program when they arrive in the district and withdrawn when they leave or the school term ends. They should be re-enrolled for subsequent eligible terms if they remain in your service area. Re-enrollments, and withdrawals are done for the regular school term and summer school separately. A new COE should only be completed when a qualifying move has occurred.

COEs, re-enrollments, and withdrawals are completed by terms. A term is defined as the regular school year or the summer session. Migrant students can be enrolled for the regular term, the summer term, or both terms.

Children are eligible to be served for three years from the date of their last qualifying move. Continuation of Services is allowable under Section 1304(e) of NCLB. This provision allows migrant students to still receive services after their three-year eligibility has run out. Continuation of Services is allowed for three reasons:

1. A child who ceases to be a migratory child during a school term (eligibility runs out) shall be eligible for services until the end of the term.
2. A child who is no longer a migratory child may continue to receive services for one additional school year only if comparable services are not available through other programs.
3. Secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

Children under the age of three can be served though they are not considered migrant eligible and they will not count towards funding. They should be listed on their own COE and a withdrawal form should be completed if the student was enrolled and withdrew. If they turn three during the term they were found eligible, they will be counted toward funding for that and subsequent terms.

However, a child born after the last Qualifying Arrival Date (QAD) cannot be served or considered migrant eligible unless the family moved and establishes a new QAD.

Guidance provided in the Title I, Part C, Non-Regulatory Guidance on the "to-join" move states: to be considered a "to join" move children should join the worker within about a year. There is

no definite rule and it is understood that the process of bringing children to join the family often takes longer than one year. If the time exceeds one year, the recruiter will need to ascertain that the family continues to have migratory tendencies.

If a recruiter qualifies someone on the intent to do migrant work, the recruiter must specify where and when he/she applied for migrant work, and, if appropriate, why he/she did not obtain work. To do so may require follow-up with the family to determine the outcome of the individual's employment search.

If a recruiter qualifies someone for a seasonal agricultural job, the activity indicated must be appropriate for the time of year according to the QAD.

Section V: Questions and Answers

About Eligibility

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

   No. An attrition rate study is one way an SEA might determine and document that of those agricultural and fishing workers whose children were previously determined to be eligible. Attrition Rate is the process of going back after a year and determining how many of the workers are still working in the same activity. OME has set the attrition rate at 90% turnover in this new Guidance.

2. **May an SEA base a child's eligibility on a qualifying move that occurred in another State within the past 36 months?**

   Yes. The recruiter must record the date on which the qualifying move occurred and other information that establishes the child's eligibility for the MEP. SEAs are also encouraged to call the State in which the qualifying move occurred to verify that the move qualified. The child is eligible for the MEP for the remainder of the 36-month period.

3. **May a recruiter rely on an eligibility determination made by another State?**

   No. Although recruiters are encouraged to share information with other States and may use this information to determine whether a child is eligible for the MEP, they must decide independently that the child is eligible for the MEP in their State.

About Certificate of Eligibility (Refer to Appendix B: Certificate of Eligibility)

4. **Can the Qualifying Move & Work section be modified in terms of how it is formatted?**

   SEAs can only make certain formatting modifications to the Qualifying Move & Work section. For example, they can change the font size and type based on State requirements or State preference. However, SEAs cannot rearrange the placement or order of the elements within the section, and they cannot add elements to the section. For example, States cannot reorganize numbers 2 and 3 to be on the same line.

5. **Can SEAs change the numbering of the Qualifying Move & Work section?**

No. The numbering of the Qualifying Move & Work section was approved as it exists on Attachment 1 of the COE Instructions, Summary of Requirements.

6. **Can an SEA renumber the "Sections" of the COE?**

   Yes. The COE only has names of sections, not numbers for these sections. Attachment 2 of the COE Instructions, National COE Template, is only a template for States to consider. States do not have to use the template; they simply have to follow the instructions and include the requirements summarized on Attachment 1 of the COE instructions.

7. **Where can the SEA include its State required/requested information; should the SEA include that when they modify the COE?**

   SEAs can include their required/requested information anywhere on the COE *with the exception of* inside any of the "required data sections." The template included as part of Attachment 2 of the COE Instructions is not the template that States necessarily must follow. It is simply one option for States to consider. SEAs are free to modify the COE, where applicable.

About Certificate of Eligibility Questions and Answers—continued

8. **Why does the National COE require "mailing address" given the difficulties of collecting this information in cases where families may live; for example, at a migrant camp with no mailing address?**

   The National COE requires States to collect "current address." Page 3 of the COE Instructions indicate that recruiters should record the following for "current address": *Record the physical address, including the complete name of the street or road where the child(ren) currently resides. In cases where a formal physical address is not available, include as much other identifying information as possible (e.g., trailer number, rural route, migrant camp, landmark). If the physical address is different from the mailing address, provide the mailing address in the Comments section of the COE.*

   The description for "current address" allows for situations in which the family's physical address is different from the family's mailing address. While we recognize that not every family will have a mailing address, it is necessary to require a family's physical address as a means of locating the family. Without an address for a family, the MEP would not be able to locate that family and provide services.

9. **Why doesn't the National COE include space for a child's grade?**

   Collecting a child's grade is not necessary for determining eligibility. The "required data elements" and "required data sections" portions of the National COE only include

information pertinent to eligibility. States can collect "grade" as part of the "State required/requested information." This information can be collected anywhere on the COE with the exception of the "Qualifying Work & Move" or signature sections. There are some exceptions for modification to the Parent/Guardian/Spouse Worker Signature section. States should refer to this section of the COE instructions for more information about these exceptions.

10. Will the National COE be translated into Spanish?

Yes. The COE is currently being translated into Spanish and will be distributed to States upon completion.

Appendices

Appendix A……..Identification and Recruitment Suggestions and Ideas

Appendix B…….. The National Certificate of Eligibility Guidelines

Appendix C…….. National Certificate of Eligibility

APPENDIX A
Identification and Recruitment Suggestions and Ideas

Presented by:
Futures Through Training, Inc.
Utah Farmworker Program

Outreach & Recruitment Overview:

- What is Outreach & What Does It Have To Do With Recruitment?
- Purpose
- The 4 B's of Outreach
- Outreach Methods
- Choosing The Right Method For Your Population
- Putting It Into Practice
- Improvements

What is Outreach?

- Getting Out of Your Office to Reach Potential Clients!

What Does Outreach Have To Do With Recruitment?

Some populations can't or won't walk through your door and it is still expected or statutorily mandated to serve these populations.

Purpose:

- To Contact
- To Educate
- To Recruit
- To Take Services to the Population(s) You Will Serve

The 4 B's:

- Be Respectful

- Be Friendly
- Be Brief
- Be Sure To Leave Something

Outreach Methods:

- Presentations
- Health & Service Fairs
- Flier & Brochure Dispersal
- Outreaching to “Influential People”
- Worksite Visits
- Home Visits
- Other Ideas

Presentations:

Pros:

- You get to talk to a lot of people the information all at once.
- It is usually a formal setting so you get & keep their attention.
- Opportunity to answer questions once.
- You will have some time to talk more in depth about your services.
- Transfer of Trust from the Host.

Cons:

- Impersonal setting
- People are less likely to admit their needs in a group.
- Farm worker Meetings can be rare and difficult to locate/schedule

Keys To Success:

Develop Trust!

Be Informative!

Have A Way For You and The Interested Participants To Contact Each Other!

Health & Service Fairs:

Pros:

- Public Setting
- Table space for display, applications, fliers
- Opportunity to learn about other agencies & available services
- Opportunity to teach other agencies & available services
- There are usually lots of people

Cons:

- Few Farm workers attend
- People get a lot of information and don't always remember or review it when they leave.
- Short time with people
- Difficult to get and keep people's attention in this setting

Keys to Success:

Have a Great Board!

Be Assertive & "Sell" Your Services & Booth!

Make Sure People "Tell Their Friends" Even If They Don't Qualify

Flier & Brochure Dispersal:

Pros:

- No wasted time talking to people who can't qualify
- Information is available to people even if you're not around to talk to.
- Conversation starter

Cons:

- High illiteracy rate
- Most Farm workers are more likely to trust people than paper promises.
- If you don't have the right location – no one will ever see them.

Key to Success:

Have Great Brochures or Fliers!

Use Appropriate Language.

Place Where Farm workers Go

Outreaching to "Influential People":

Pros:

- Transfer of Trust with a referral
- Volunteer Outreach Worker
- Able to "Get The Word Out" better than anyone you could hire…
- Available during regular business hours

Cons:

- Relationship Maintenance
- Developing trust requires time & effort
- Loss of trust is transferred to the population
- You don't talk directly with Farm workers
- Some people will try to change your program without understanding the laws and regulations.

Keys to Success:

Identify People Trusted By Farm workers

Convince Them of the Value & Validity of Your Services

Say What You'll Do & Do What You Say!

Educate Your Influential People of Your Potential & Limitations – Avoid Surprises.

Worksite Visits:

Pros:

- You know you are talking to Farm workers!
- Visits are viewed as proof that you care and are there for Farm workers.
- Increased trust
- Firsthand knowledge of Farm worker's work & schedules.
- Able to do outreach during regular business hours.

Cons:

- It's on work time!
- Limited time to talk with Farm workers
- Time loss = income loss
- Possibility of getting Farm workers in trouble.

Keys to Success:

Develop Trust with the Farmers and Farm Workers

BE BRIEF!

Home Visits:

Pros:

- More time to talk
- "Home Court Advantage"

- Makes private & personal conversations possible
- Hours when Farm workers are home.

Cons:

- No guarantee who will answer the door.
- It takes time to research & locate where Farm workers are living.

Interagency Outreach :

Pros:

- Share Expenses
- Experts From Various Programs
- 2 Heads Are Better Than 1
- Shared Community Trust

Cons:

- Scheduling Conflicts
- Shared Community Trust – Loss of Trust For One May Be Loss of Trust For All.

Farm Worker Appreciation Day:

Pros:

- Fun & Informal Atmosphere
- Decreases Community Fear
- Increased Visibility
- Help Develops Trust

Cons:

- Advertising

- Scheduling
- Funding

Review of Outreach Methods:

- Presentations
- Health & Service Fairs
- Flier & Brochure Dispersal
- Outreaching to "Influential People"
- Worksite Visits
- Home Visits
- Other Ideas

"The Indispensable First Step In Getting What You Want In This Life Is This…

First Decide What You Want."-Ben Stine

Choosing The Right Method For Your Population & Purposes

- How Much Time Do I Have?
- How Can I Contact the MOST Farm workers In That Time?
- Do I Want A Direct or Indirect Approach?

Putting It Into Practice:

- Schedule Regular Outreach Activities
- Prepare in Advance

JUST DO IT!!!

Improvements:

Outreach Is Something You Can ALWAYS Improve…

After Every Outreach – Review the Results & Make Modifications For Next Time…

For more information, please contact:

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APPENDIX B
The National
Certificate of Eligibility

Purpose

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

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Qualifying Move & Work Section. 6

Comments Section 14

Parent/Guardian/Spouse/Worker Signature Section. 15

Eligibility Certification Section. 16

Attachments ..... Error! Bookmark not defined.

Overview

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

(1) **required data elements**, which States can organize according to State preference and need;

(2) **required data sections,** which States can place according to State preference and need, but that must be maintained in whole and unaltered; and

(3) **State required/requested information**, where space is available, that States can use to collect other data.

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

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 OME or 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.

General instructions

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

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

- With the exception of the "Qualifying Move and Work Section," if the instructions ask for additional information in the Comments section and the State has required this information as a State data element, the recruiter does <u>not</u> need to provide the information again in the Comments section. For example, the instructions prompt the recruiter to record the first and last names of the child's legal parents in the Comments section if different from the current parents. However, if the State includes data elements for legal parent information, the recruiter would not have to repeat this information in the Comments section.

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

- The recruiter must not include any child who:

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

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

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

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

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

- *Female Parent/Guardian [Last Name(s), First Name]*. Record the name of the female (if any) currently responsible for the child(ren). Record this individual's legal last name (or names) and legal first name. If the female parent has two last names or a hyphenated last name, record the female parent's last name(s) as it legally exists. The term "parent" on this form and in other sections of these instructions includes a legal guardian or other person who is standing in the place of the parent or *in loco parentis* (such as a grandparent, spouse, or stepparent with whom the child lives who is responsible for the welfare of the child). If the child has more than one female parent or if the child's legal parent is different from the current parent, provide the name of the child's legal female parent in the Comments section.

If there is no parent information disclosed, write a dash (-) or "N/A." If the "child" is the worker and a female, write the child's name for this data element.

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

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

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

- *Zip*. Record the five or nine-digit zip code where the child(ren) currently resides. The U.S. Postal Service has an online zip code directory service at http://zip4.usps.com/zip4/welcome.jsp.

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

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

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

- *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."

- *Suff*. 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: "M" for male or "F" for female.

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

- *Multiple Birth Flag (MB)*. Record "Y" for "yes" if the child is a twin, triplet, etc. Write a dash (-) or "N/A" for not applicable (i.e., the child is not a twin, triplet, etc.).

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

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

  - 1003 – baptismal or church certificate;
  - 1004 – birth certificate;
  - 1005 – entry in family Bible;
  - 1006 – hospital certificate;
  - 1007 – parent's affidavit;
  - 1008 – passport;
  - 1009 – physician's certificate;

- 1010 – previously verified school records;
- 1011 – State-issued ID;
- 1012 – driver's license;
- 1013 – immigration document;
- 2382 – life insurance policy; or
- 9999 – other.

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

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

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

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

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

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

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

- If the child(ren) moved from a residence in one school district to a residence in another school district within the same U.S. city –
  - *from a residence in _____ (School District/City/State/Country)* — Record the full legally or commonly used name of the school district where the child(ren) listed resided immediately prior to the qualifying move. Also record the name of the city from which the child(ren) listed moved.
  - *to a residence in _____ (School District/City/State)* — Record the full legally or commonly used name of the school district where the child(ren) listed

resided immediately following the qualifying move. Also record the name of the city from which the child(ren) listed moved.

- If the child(ren) moved from a residence in one school district to a residence in another school district <u>within the same U.S. State (and these school districts are not within the same U.S. city)</u> –
  - *from a residence in* _____ (*School District/City/State/Country)* - Record the name of the city where the child(ren) listed resided immediately prior to the qualifying move.
  - *to a residence in* _____ *(School District/City/State)* — Record the name of the city where the child(ren) listed resided immediately following the qualifying move.

- If the child(ren) moved from a residence in <u>one U.S. State to a residence in another U.S. State</u> –
  - *from a residence in* _____ (*School District/City/State/Country)* — Record the name of the city and State where the child(ren) listed resided immediately prior to the qualifying move.
  - *to a residence in* _____ *(School District/City/State)* — Record the name of the city and State where the child(ren) listed resided immediately following the qualifying move.

- If the child(ren) moved from a residence in <u>a country other than the U.S. to a residence in the U.S.</u> –
  - *from a residence in* _____ (*School District/City/State/Country)* — Record the name of the State (within the other country) if available and the name of the country where the child(ren) listed resided immediately prior to the qualifying move.
  - *to a residence in* _____ *(School District/City/State)* — Record the name of the city and State in the U.S. where the child(ren) listed resided immediately following the qualifying move.

- **Exception.** If the child(ren) migrated a distance of 20 miles or more to a temporary residence in a school district of more than 15,000 square miles (NOTE: this exception only applies to the children of migratory fishers or children who are migratory fishers) –
  - *from a residence in* _____ (*School District/City/State/Country)* — Record the name of the city where the child(ren) listed resided immediately prior to the qualifying move. Also record the name of the school district within which this city is located. (NOTE: school district name is requested in order to identify this move as one that meets the 20 miles criterion).
  - *to a residence in* _____ *(School District/City/State)* — Record the name of the city where the child(ren) listed resided immediately following the qualifying move. Also record the name of the school district within which this city is located. (NOTE: school district name is requested in order to identify this move as one that meets the 20 miles criterion).

- **Exception**. If the child(ren) moved from a residence in one administrative area to a residence in another administrative area within a U.S. State that is comprised of a single school district –
    - *from a residence in* _____ *(School District/City/State/Country)* — Record the full legally or commonly used name of the administrative area where the child(ren) listed resided immediately prior to the qualifying move. Also record the name of the city from which the child(ren) listed moved.
    - *to a residence in* _____ *(School District/City/State)* — Record the full legally or commonly used name of the administrative area where the child(ren) listed resided immediately following the qualifying move. Also record the name of the city from which the child(ren) listed moved.

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

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

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

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

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

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

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

i. *The worker, _____ (First and Last Name of Worker),* (Continued below)

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

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

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

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

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

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

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

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

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

   a. ☐ qualifying work, and obtained qualifying work, OR

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**If applicable, check:*

☐ personal subsistence (provide comment)

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

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

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

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

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

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

   c. ☐ *State documentation for _____ (employer).*

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

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

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

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

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

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

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

    - the worker has a prior history of moves to obtain qualifying work;
    - OR there is other credible evidence that the worker actively sought qualifying work soon after the move, but, for reasons beyond the worker's control, the work was not available;
    - OR both. Examples of credible evidence include a statement by a farmer that the worker applied for qualifying work but none was available, or a newspaper clipping regarding a recent drought in the area that caused work not to be available.

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

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

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

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

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

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

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

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

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

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

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

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

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

Signature, Relationship to the child, Date

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

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

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

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

Signature of Interviewer, Date

Signature of Designated SEA Reviewer, Date

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

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.

APPENDIX C
REQUIRED DATA ELEMENTS

Family Data
Male Parent/Guardian Last Name
Male Parent/Guardian First Name
Female Parent/Guardian Last Name
Female Parent/Guardian First Name
Current Address
City
State
Zip Code
Telephone

Child Data
Residency Date
Last name 1
Last name 2
Suffix
First name
Middle name
Sex
Birth Date
Multiple Birth Flag
Birth Date Verification Code

REQUIRED DATA SECTIONS

Qualifying Move & Work Section

1. The child(ren) listed above moved from a residence in _____School district___/_____City_____/___State___/____Country_____ to a residence in _____School district__ / ____City_____/___State_____.

2. The child(ren) moved (complete both a. and b.):
   a. ☐ on own as worker, OR ☐ with the worker, OR ☐ to join or precede the worker.
   b. The worker, _____First Name and Last Name of Worker_____, is the child or the child's ☐ parent ☐ spouse ☐ guardian.
      i. (Complete if "to join or precede" is checked in 2a.) The worker moved on ___MM/DD/YY___. The child(ren) moved on ___MM/DD/YY____. (provide comment)

3. The Qualifying Arrival Date was _____MM/DD/YY_____.

4. The worker moved due to economic necessity in order to obtain:
   a. ☐ qualifying work, and obtained qualifying work, OR

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

   c. ☐ qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:

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

      ii.☐ There is other credible evidence that the worker actively sought qualifying work soon after the move

      (provide comment).

5. The qualifying work,* _____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, 4c, 5, 6a and 6b of the Qualifying Move & Work Section, if applicable)**

Parent/Guardian/Spouse/Worker Signature Section

I understand the purpose of this form is to help the State determine if the child(ren)/youth listed above is/are eligible for the Title I, Part C Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true. *[This section must include fields labeled "Signature," "Relationship to the child," 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(2) and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001. *[The section must include fields labeled "Signature of Interviewer," "Signature of Designated SEA Reviewer," and "Date" for each signature.]*