

OKLAHOMA STATE DEPARTMENT OF EDUCATION
2500 NORTH LINCOLN BOULEVARD
OKLAHOMA CITY, OKLAHOMA 73105-4599

OKLAHOMA MIGRANT EDUCATION IDENTIFICATION AND RECRUITMENT GUIDE



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Oklahoma Migrant Education Office

2500 North Lincoln Boulevard
Oklahoma City, Ok 73105-4599
Fax: (405) 522-5236

Melissa McGavock, Director

Phone: (405) 521-3196

Rex Wall, Program Specialist

Phone: (405) 522-1935

Becky Nixon, Program Coordinator

Phone: (405) 522-5158

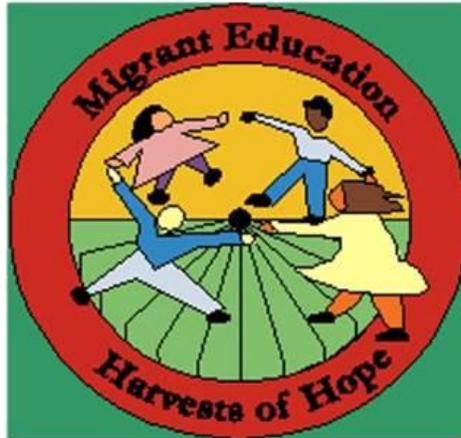
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Introduction

Purpose:

This guide provides basic information regarding the Oklahoma Migrant Education Program (OMEP) and the responsibilities that local recruiters have in the identification and recruitment (ID&R) of migrant children in Oklahoma. It is a reference guide designed to help recruiters.

- Make proper eligibility decisions.
- Complete necessary documentation.
- Support local educational agency (LEA) quality control measures.

Overview:

The goal of Title I, Part C (Education of Migratory Children) of the *No Child Left Behind Act of 2001* is to support high-quality and comprehensive educational programs for migrant children to help reduce the educational disruptions and other problems that result from repeated moves. In addition, Title I, Part C attempts to ensure that migrant children who move between states are not put at a disadvantage because of differences in curriculum, graduation requirements, and content and student academic achievement standards.

Migrant students have many risk factors in common with other disadvantaged students (e.g., poverty, poor health, learning disabilities), but they also face additional challenges unique to their situations (e.g., disruption of education, differences in record-keeping between schools, and cultural and language difficulties and social isolation). Because migrant students usually account for only a small percentage of the total student population, many schools and districts find it difficult to dedicate the level of resources that may be necessary to ensure the best educational experience possible for their migrant students.

Title I, Part C provides state educational agencies (SEAs) with funding through a state formula grant based on each state's per-pupil expenditure and counts of migrant children between 3 and 21 years old.



The role of the recruiter:

Identifying and recruiting eligible migrant children is the cornerstone of the Migrant Education Program (MEP). Identification means determining the presence and location of migratory children. Recruitment means describing the benefits of the MEP to the child and his or her family and obtaining necessary information to document the child's eligibility and enroll the child in the program. Identification and recruitment of migrant children is critical because:

- The children who are most in need of program services are often those who are the most difficult to find.
- Many migrant children would not fully benefit from school, and in some cases, would not attend school at all, if they were not identified and recruited into the MEP.
- Children cannot receive MEP services without a record of eligibility, also known as a certificate of eligibility (COE).

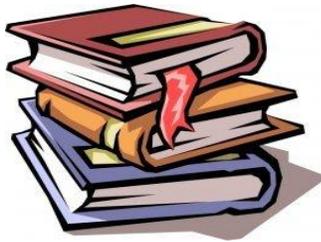
To ensure this, the recruiter must conduct eligibility interviews that reveal accurately whether or not a student qualifies for the program. To be capable of conducting such an interview, recruiters must be highly skilled and must understand the program requirements very thoroughly.

The role of the school district:

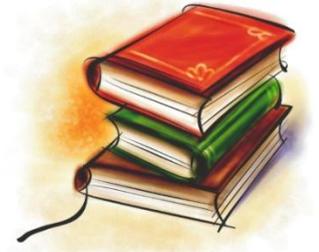
A local school must comply with federal and state ID&R guidelines and standards.

Districts must also follow these guidelines:

1. Provide ample time for the recruiter to conduct ID&R activities. Duties other than ID&R responsibilities should not be assigned to the migrant-funded portion of the recruiter's time.
2. The supervisor must understand the importance of a recruiter being out in the community for long periods of time during the day and not being tied to one location. To be effective, migrant recruiters must work nights and weekends and must have flexible schedules.
3. Eligibility interviews should be held in the dominant language of the interviewee.
4. Flexible work hours are essential including a work schedule to accommodate the parent's work day/shift.
5. A migrant recruiter log or other documentation to justify ID&R activities is required.
6. COEs must be completed accurately according to state and federal guidelines, and must be kept on file according to record retention requirements.



Program Definitions



Overview:

This section provides relevant terminology that will assist you in determining a child's eligibility for the program.

Agricultural work	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)	The primary document used to collect information regarding and certify eligibility for the migrant education program.
Fishing work	The catching or initial processing, the raising or harvesting of fish or shellfish at fish farms. It consists of work performed for wages or personal subsistence.
Migratory agricultural worker	Someone who, in the preceding 36 months, has moved from one school district to another to obtain temporary employment or seasonal employment in agricultural work, including dairy work.
Migratory child	<ol style="list-style-type: none"> 1. Who is a migratory agricultural worker or a migratory fisher; or 2. Who, in the preceding 36 months, moved from one school district to another in order to accompany or join a spouse, parent, or guardian who is a migratory agricultural worker or migratory fisher. 3. Between the ages of 3 and 21. 4. Has not completed high school or equivalent.
Migratory fisher	Someone 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.
Move or Moved	A change from one residence to another residence that occurs due to economic necessity; specifically from one school district to another.
Move to join/Preceding move	<ul style="list-style-type: none"> - The to join date is the date either before or after the date the parent, guardian, or spouse moves to seek qualifying work. - When the child's move precedes the worker's move, the QAD and residency dates are the date the worker arrived. - When the child's move follows the worker's move,

Move to join/Preceding move (Continued)	<p>the QAD and residency dates are the date the child arrived.</p> <p>- As a rule of thumb, the child's move should be within a year of the worker's move.</p>
Out-of-school youth (OSY)	<ol style="list-style-type: none"> 1. Who is a migratory agricultural worker or a migratory fisher under the age of 22; and 2. Has not received a high school diploma or equivalent; and 3. Who, in the preceding 36 months, moved from one school district to another in order to obtain or seek qualifying work as a migratory agricultural worker or migratory fisher.
Personal subsistence	<p>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.</p>
Priority for service (PFS)	<ol style="list-style-type: none"> 1. Children who are failing or most at risk of failing to meet the state's challenging state academic content and academic achievement standards. AND 2. Whose education has been interrupted during the school year.
Qualifying arrival date (QAD)	<p>The QAD is the date the family unit or the child (where the child is the worker) arrives at the place where qualifying work is sought. If the child moves to join (moves within a year of the worker's arrival), the QAD is the date the child arrived. If the child makes a preceding move (moves before the worker's arrival), the QAD is the date the worker arrives.</p>
Qualifying work	<p>Temporary or seasonal employment in agricultural or fishing work. Work that is on-site to enable the agricultural or fishing operation to take place.</p>
Residency Date	<p>The date the child enters the school district. The residency date is always <u>the same as</u> or <u>after</u> the date of the qualifying arrival date.</p>
Seasonal employment	<p>Employment that 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.</p>
Temporary employment	<p>Employment that lasts for a limited period of time, usually a few months, but no longer than 12 months (based upon the worker or employer's statement).</p>



Eligibility

Overview:

In order to determine eligibility, a recruiter must determine if the worker is looking for or performing work that the MEP deems to be “qualifying work” *and* if the worker had the correct circumstances surrounding his/her move to acquire the work. This requires that the recruiters perform sometimes simple, sometimes complex investigations about the family’s intention to perform qualifying work prior to the move and about their intentions to continue migrating for agricultural/fishing purposes when that employment is finished. With such challenges, it is essential that all recruiters have a thorough understanding of what terms define child eligibility and that they have the ability to apply those terms to the circumstances of parents’/guardians’ lives.

Elements of eligibility:

There are basic criteria that must be met before a child may be enrolled in the MEP. It is most important that the information obtained from the parents or child be as accurate as possible. Keep in mind that the documentation submitted by the recruiter will be reviewed at the state level and possibly by federal reviewers as well. Reporting false information may result in the school district being asked to repay some or all of the funds it receives. Before completing a COE, a recruiter should be asking questions that will answer the following questions:

1. Is the child at least 3 years of age and under 22 years of age? **AND**
2. Has the migrant child not completed high school or obtained a GED? **AND**
3. Has the child or family moved between school districts/states/countries within the past 36 months? **AND**
4. Was the reason for the move to obtain qualifying work? **AND**
 - a. Was the work obtained or sought temporary or seasonal agriculture or fishing related? **OR**
 - b. Did they move to find any work, have a history of qualifying work and then later found temporary or seasonal work in agriculture or fishing?

If the answer to all of the questions is “yes,” then the child appears to be eligible. Schedule or complete an interview.

The Eligibility Interview

Overview:

In order to determine if a child/young adult is eligible for the Migrant Education Program; the recruiter must conduct an eligibility interview. This interview must be conducted with the child's/young adult's parent or guardian, or, in the case of children/young adults living or traveling on their own, with the child/young adult himself or herself.

The purpose of the interview is to establish whether the child/young adult qualifies for the Migrant Education Program. Only after making a determination that the child/young adult is eligible is the eligibility documented on a COE. The COE is not used to conduct the eligibility portion of the interview.

The recruiter, not the parent or child, determines that the child/young adult qualifies for the program. When eligibility is determined, the recruiter, not the parent, guardian, self, or child, completes the COE. The recruiter functions as an agent for the Oklahoma State Department of Education and certifies, by his or her signature on the COE, the child qualifies for the program based on information obtained in the eligibility interview.



Conducting the interview:

It is the responsibility of the recruiter to seek out the parent, guardian, or young adult in order 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 and 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 parent. Also, recruiters must not put themselves in situations that are unsafe.

Most commonly, interviews are conducted in the family's home. The home is the place where the parent 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 sending a message to the parent that the school respects and values the position of the parent. 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.



The Dos and Don'ts of Successful Interviewing:

DO ...	DON'T ...
Dress appropriately. Be prepared, and make a positive first impression. This will help create a relaxed, yet professional climate.	Show up for an interview unprepared or inappropriately dressed (overdressed or with questionable attire).
Carry proper identification (name tag or calling cards). Adequately explain the program and your purpose for asking about the family.	Assume the family understands your affiliation with the district or region or the purpose for your visit.
Show courtesy and respect for the migrant families and for their right to privacy.	Make the family feel pressured, threatened or inferior in any way.
Conduct the interview in person and with the worker, whenever possible.	Conduct interviews by telephone.
Use multiple words to explain the eligibility terminology (e.g., “move,” “go,” and “travel”).	Use only one word to explain the eligibility terminology.
Gather all <u>detailed</u> information through the interview and record it carefully on the COE.	EVER ask the parent to fill out the COE form.
Consider eligibility requirements and know when more open-ended, probing questions are needed to elicit all relevant information.	Only use scripted questions and simply take note of the responses, whether or not the information provided is complete.
Scan the surroundings and be attentive to details that may provide relevant information.	Overlook nonverbal cues or surrounding details that may convey important information about the family's situation

Sample interview process:

Introduction and screening

The recruiter should briefly introduce himself/herself and explain the program. The following sample for the introduction may be used:

Good morning (afternoon, etc.). My name is _____ and, as I explained when I contacted you earlier, I represent the _____ school district. Is this still a convenient time to discuss if our program services might be available to your children?

(Some recruiters may wish to elaborate on the benefits of the program. However, it is advised that the explanation of program services be kept to a minimum until eligibility has been established.)

The Migrant Education Program is a federally funded program that helps children of farmworkers overcome the challenges of mobility and other difficulties associated with a mobile lifestyle, in order to help them succeed in school, and to successfully transition to postsecondary education or employment.

As I explained when we spoke earlier, the school district referred us to you because of the family survey that you completed stating that you have moved in the last three years to do agricultural work. May I ask you some questions regarding the work that was done?

If it is determined that the family may be eligible for the MEP based on the responses obtained from using the Eligibility Screening Tool, then the recruiter should proceed with completing the COE. When requesting information from the family, the recruiter should always be courteous and not offend the family in any way.



The Interview:

Recruiters are responsible for determining whether the child qualifies for the MEP. These “determinations” follow the same line of questioning that any other investigator or reporter uses. If a migratory child is described by each of the questions (**WHO, WHERE, WHEN, WHY** and **WHAT**) according to the definitions of MEP eligibility, then the recruiter’s questions will result in eligibility documentation. The questions that establish the boundaries of eligibility are as follows:

Who made the move?

Who are the children who traveled with or joined the worker? (or which child(ren) traveled on their own?)



Sections I and II of the COE.

Where did the family move from?

Where did you live before this move?



Section III (part 1) of the COE.

When was the move made?

Establish the Qualifying Arrival Date (QAD) and the “to and from” information surrounding the move.

Do you remember the date when you ARRIVED in the area/city/town where the work occurred? When did the children arrive?



Section III (parts 2 and 3) of the COE.

Why did the family or child move?

Establish the purpose of the move by asking the worker why the move took place.

What was the purpose of your move?

- If one of the purposes of the move was to find agriculture or fishing work, then proceed with the interview.
- If the worker moved with no specific intent to find work in a particular job, ask: *What kind of work did you find?* If the work is potentially qualifying (agricultural/fishing work), then ask the following: *How soon after you moved did you obtain this work?*
- If the worker indicates that he/she had specific intent to obtain work that does not qualify for the MEP (e.g., construction, restaurant, landscaping, etc.) then he/she does not qualify for the MEP. At this point, it is time to end the interview.



Section III (part 4) of the COE.

What work was obtained or being sought?

Establish the duration and nature of the work (temporary vs. seasonal).

When did the work begin and when did it end? Was this the only work that you did?

(If the work is temporary, be sure to document the reason the family is eligible.)

- Establish if the activity is a qualifying agricultural or fishing activity.

What type of work did you obtain?

- If the family moved with the intent to find qualifying work but have yet to obtain the work, be sure to ask them what work they are looking for.

What kind of work are you looking for?

- Ask about all the moves the family has made. Again, this information will be needed to document the eligibility determination.

Besides the work we're discussing today, have you ever done any other agricultural work?

What type of work did you do?

To where were the other moves?

When were your moves?

- Determine if anyone in the family has other work/jobs in addition to this qualifying work.

What other work (jobs) support the whole family?

(Does the qualifying work comprise a substantial portion of the family's earnings?)



Section III (parts 5 and 6) of the COE.



Closing the Interview:

1. Review information entered on the COE with the parent.
2. Explain the Family Educational Rights and Privacy Act (FERPA) before obtaining a signature.
 - The following conditions and FERPA rights must be explained to parents:
 - The parents' right to have access to and inspect their child's education records.
 - The parents' right to seek to have the records amended.
 - The parents' right to consent prior to the disclosure of information from education and health records.
3. Collect the needed signatures.
4. Provide a copy of the COE to the parent.
5. Be sure to inform the parent(s) of your district's parent involvement activities and parent advisory council (PAC).

Close by saying ...

The information that you have provided to us is confidential. By signing the COE you give us permission to enroll your child(ren) into the Migrant Education Program and to share your child's records with other educational institutions (schools if they should move or the national migrant database known as MSIX [Migrant Student Information Exchange Initiative]).

The Certificate of Eligibility (COE):

Before a child/young adult can be counted for funding purposes, or served by the Migrant Education Program, his or her eligibility must be documented on a COE and certified by OMEP. Specific instructions for completing the COE are provided later in this guide.

- A. In determining the eligibility of a migrant student, the Oklahoma State Department of Education (SDE) and the local educational agency (LEA) may seek and obtain credible information from any source, including that provided by the migrant student or his or her parent or guardian. Neither the SDE nor the LEA is required to obtain documentary proof of either the migrant student's eligibility or immigration status from the migrant student's parent or guardian.
- B. SDE implements procedures to ensure the correctness of the information on which the SDE staff and the Migrant Information System (MIS2000) or other systems rely. In doing so, the state shall:
 1. Ensure the information is recorded on the COE.
 2. Ensure the completed COE contains accurate information in sufficient detail to explain to an independent reviewer the basis for the determination that the student is a migratory child/young adult.
 3. As the state's representative to identify and recruit migrant students, the recruiter is responsible for determining a migrant student's eligibility and for documenting that eligibility by completing a COE. Oklahoma's COE complies with the requirements of the national COE and was adapted to reflect Oklahoma's needs.





Quality Control:

OMEP has a quality control system in place so that the information entered into the state's database is accurate. Below is a chart and explanation of the state's quality control system. It is required that all recruiters follow this system:

I. **Interview**

District recruiter interviews the prospective family, completes the Certificate of Eligibility (COE), and obtains the parent/guardian's signature. Recruiter signs the COE.

II. **District Review**

District migrant administrator reviews the COE for completeness and accuracy. At this stage, several outcomes are possible:

1. The COE is approved by the district and sent to the state office.
2. The COE is rejected and returned to the recruiter.
 - a. Further documentation regarding eligibility is needed.
 - b. The family is determined ineligible.
 - c. The COE contains errors that must be corrected.

III. **State Review
(Coordinator)**

COEs that pass district review are sent to the state office where they are reviewed by the Migrant Education Program Coordinator. Any errors noted are recorded, and the COE is sent back to the district with a letter of explanation directing the district to correct the errors and resubmit.

IV. **State Review
(Specialist)**

COEs that pass Coordinator review are next reviewed by the Migrant Education Program Specialist. Any errors noted are recorded, and the COE is sent back to the district with a letter of explanation directing the district to correct the errors and resubmit.

V. **State Review
(Director)**

COEs that pass Specialist review are finally reviewed by the Director of Bilingual/Migrant Education. Any errors noted are recorded, and the COE is sent back to the district with a letter of explanation directing the district to correct the errors and resubmit. If no errors are found, the COE is finalized in the state database and a printed copy is sent to the district via certified mail.

Recruiter Effectiveness

To ensure that the highest quality data possible is entered into the state's database, it is necessary for OMEP staff to monitor the effectiveness of the recruiters in the field. This monitoring of effectiveness is accomplished through a variety of methods:

Training

New recruiters are required to attend an initial 8-hour training session held at the State Department of Education. This initial training is supplemented with a further 4 hours of telephone, point-to-point videoconferences or onsite visits. This process is used to ensure that all recruiters are knowledgeable in regards to ID&R and related state and federal procedures and guidance.

Other training and professional development opportunities are offered on at least a bi-annual basis. Such trainings might include: state and federal conferences, on-site technical assistance visits, videoconferences, webinars and one-on-one training as needed.

Recruiters are encouraged to e-mail or call the OMEP office with any and all questions pertaining to the Migrant Program.

Quality Control

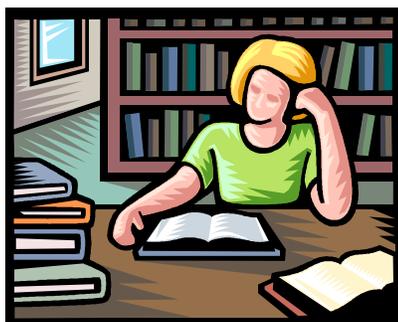
As part of the state's quality control mechanism, all COEs are reviewed by the Program Coordinator, Program Specialist and Program Director before receiving final approval.

If a recruiter is noted to make repeated errors (three consecutive errors), they are contacted and training is scheduled (through an onsite visit or point to point videoconference) to assist that person with the specific area that they need clarified. Districts are instructed to cease recruitment activities until such time as the recruiter completes this targeted training.

As part of the district's quality control process, all COEs are signed by the recruiter and endorsed by the local Program Director or other local staff before COEs are submitted to the state office.

Monitoring

As part of the state onsite monitoring process, state monitors will ensure that each district has an ID&R plan that is current and being followed, that recruiters are familiar with MEP eligibility definitions and have all the necessary training and tools to ensure the success of their recruiting endeavors.





Documentation:

Because of the nature of the MEP and the process that is used to determine eligibility, it is important that recruiters adequately record the basis on which eligibility determinations were made for each child who is enrolled in the MEP. This includes all eligible children in a family who arrived on the same date in the district where the child, parent, guardian, or spouse obtained or sought qualifying work. It is mandatory to maintain a separate record for each child of a family who has a different qualifying arrival date (QAD) or a different residency date.

All information obtained to fill out the COE must be recorded on an interview or log sheet by the recruiter/interviewer. Interviewers then base their determination of whether the family qualifies for the program. If the interviewer/recruiter is not absolutely certain of qualification, they are instructed to contact the state MEP office for resolving the eligibility questions. Difficult eligibility determinations will be made at the state level. If the Oklahoma State Department of Education (OSDE) is unable to answer the question, it will be referred to the Migrant Education Office within the United States Department of Education. The family will not be considered eligible until a confirmation is received.

When completing the COE, the interviewer/recruiter must fill in all information applicable to that family. *The following list contains circumstances which warrant further explanation on a COE:*

- The household is supported, at least in part, by nonagricultural work, but the qualifying work is still the principal means of livelihood;
- A move is of such brief duration or for such a short distance, or both, that one could question whether any migration had occurred;
- The worker did not obtain employment as a result of the move;
- The recorded agricultural activity may be unusual enough that a reviewer is unlikely enough to understand that it is a qualifying activity;
- The worker's qualifying move is from a country other than Mexico or Canada;
- The worker's "activity" recorded on the COE could logically be a part of a series of activities that, viewed together, would constitute permanent employment;
- The worker's recorded "activity" might be viewed by an independent review as either temporary or permanent employment.

While COE comments do not need to be extensive, the interviewer's comments should clarify, for anyone who later reviews the document, the circumstances that led the interviewer to believe the child is eligible. Additional clarification is warranted in cases where standard information may not clearly establish the child's eligibility.

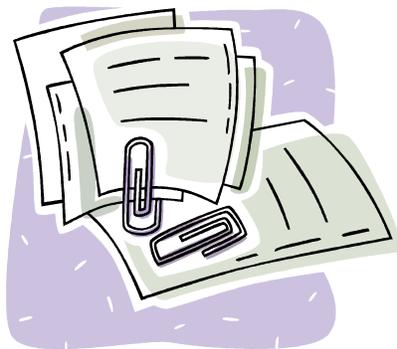
The State Department of Education MEP requires the parent or guardian to sign the COE for the following reasons:

- A signature allows the parent or guardian to state that the information he or she provided is accurate (quality control);
- A parent signature identifies who provided the information (that can be verified at a later date [quality control]); and
- A parent signature may be used to confirm that the recruiter informed the parent or guardian about the MEP and explained the Family Educational Rights and Privacy Act (FERPA).

The State Department of Education MEP requires the district or state recruiter to sign the COE for the following reasons:

- The signature certifies that the children are eligible for the MEP;
- The information upon which the recruiter based the eligibility determination is correct to the best of his or her knowledge;
- The parent or guardian agrees to allow the child to participate in the MEP, unless permission is withdrawn; and
- The recruiter's signature on the COE is a necessary element within a quality control system.

As part of a sound system of quality control, the State Education Agency (SEA) ensures that qualified individuals at the local **and** state level review each COE to verify that the information supports a proper determination of eligibility.





Recruiting

Overview:

Recruiting is a very important component of the Migrant Program. Recruiters perform the service that allows schools to provide services to the local migrant population. In order for recruiters to locate and recruit migrant families, they must be out in the community as much as possible. Recruiting is the cornerstone of the program, and without active recruiting, the program will not be available for students and their families. It is unreasonable to expect eligible families to seek out the recruiter, and school-based recruiting misses a great deal of potentially eligible people by excluding the out-of-school youth (OSY) population as well as those families that move into the community for a short time as is the case for seasonal workers.

The Dos and Don'ts of Successful Recruiting:

Once the recruiter has located prospective migratory children, he or she must establish trust and a good rapport with the children and family in order to gather the information needed to determine if the children are eligible for the MEP. Additional guidelines for successful recruiting are outlined below.

DO ...	DON'T ...
Invite school personnel to join in on home visits as a way to help break down barriers between school and family.	Neglect to foster strong communication between the home and school with every possible opportunity.
Demonstrate an appreciation for each individual family's culture, language, lifestyle, and unique background.	Assume migrants belong (or don't belong) to a certain ethnic group
Consider each prospective worker on an individual basis regarding migrant history, purpose for moving, length of time at job.	Assume all workers in a certain place automatically qualify for the MEP.
Be sure to confirm that <u>each</u> child in the migrant family meets eligibility criteria.	Assume the children in the family moved with the worker.
Network and coordinate with local/regional organizations that provide services to migrant families.	Limit resources to those only provided through the school system.
Enlist the help of a parent advocate for the MEP when working with a hesitant family.	Quickly give up on identifying or helping a prospective migrant family when faced with a parent's reluctance to participate.

Recruitment Strategies:

Below are some ideas on being a successful recruiter:

1. Place a family questionnaire in district enrollment packets.
(A survey is provided on page 21 of this guide.)
2. Communicate with the school secretary regularly.
3. Check school enrollments for new students.
4. Make home visits and phone calls.
5. Set up a table at all district events.
6. Join forces with child development programs.
7. Be available to parents.
8. Collaborate with preschools.
9. Focus recruiter time and job description on recruitment only.
10. Spend as much time as possible recruiting.
11. Engage in summer recruitment.
12. Schedule time each day to make phone calls.
13. Continue to work with parents for referrals.
14. Ask parents to let others know about the MEP.
15. Provide flex time for evenings/weekends to reach more families.
16. Minimize recruiter's time doing clerical work.
17. Inform counselors and all staff of the MEP program and the recruiter's role.
18. Give presentations: Adult School, ESL classes, and local companies.
19. Call/e-mail/send letters to local organizations.
20. Check LEP, Free lunch, and Title I enrollment as crossover occurs.
21. Present at school staff meetings to raise awareness of the program.

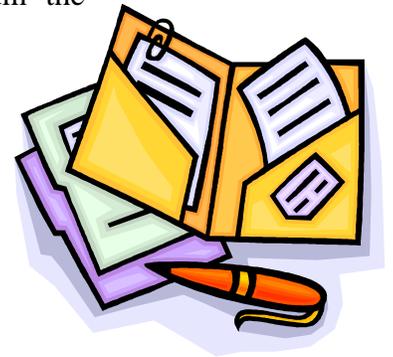


Recruiter Log:

All Recruiters must maintain a daily activity log which must be kept on file.

The district may use the recruiter contact log (page 18 of this packet) or may develop its own. If developing an original, the district's form must have as a minimum the following information:

1. Recruiter's name
2. School district
3. Date of activity (month/day/year)
4. Starting and ending time of activity
5. Purpose of activity
6. Location or phone number
7. Person contacted
8. Recruiter's signature with date
9. Reviewer/supervisor signature with date



This procedure is a mandate of the state and must be filed monthly. All recruiters must have some form of accountability document submitted either daily, weekly, or monthly which delineates their daily activities.

All activity logs must be reviewed by their supervisor and kept on file by each district office as required by records retention policy.



Parent Involvement

Overview:

Parental involvement is an integral part of all Title I programs, including the Migrant Education Program. Research shows that parents play a significant role in the academic achievement of their children. Therefore, it is important for parents and schools to develop partnerships and build ongoing dialogues to improve student achievement.

Authority:

The Elementary and Secondary Education Act (ESEA) has strengthened and expanded the requirements for involving the parents of Title I students. In Section 1118 of the ESEA, these requirements add parent consultation and information by explicitly requiring the district and schools to develop a written parental involvement policy.

The Local Parent Advisory Council (PAC):

A PAC advises the local educational agency on concerns of migrant parents that relate to the planning, operation, and evaluation of MEP programs and projects in which their children participate. In particular, the SEA and local operating agency must consult with the PAC about:

1. The comprehensive assessment of the needs of migratory children to be served.
2. The design of the comprehensive service delivery plan.

Having a PAC does NOT meet all the requirements of Section 1118. However, an active PAC may be an appropriate focal point of a district's parental involvement efforts. For example, PACs may be used to:

1. Ensure full parental participation in MEP project planning, design, and implementation.
2. Convene an annual meeting of parents, at which school officials explain the MEP projects.
3. Provide opportunities for regular parent meetings to gather input.

Obtaining parent involvement is not always easy; however, it is important that each district and school attempt to gain the participation of parents. *Be creative!*



Oklahoma Migrant Education Program

Identification & Recruitment

Parent Survey

Address/Domicilio _____

How long has your family lived at your present address?/¿Cuánto tiempo ha vivido su familia en su domicilio actual? ____years/años ____months/meses

Has your family moved in the last 3 years?/¿Se ha movido su familia en los tres años pasados?
 Yes/SÍ No/No

Has anyone in your family worked in anything related to the jobs listed below?/ ¿Alguien en su familia ha trabajado en cualquier cosa relacionada con los trabajos mencionados abajo?
 Yes/ SÍ No/No



Feed Cattle, Processing, Packing/La alimentación de ganado, Procesamiento, Embalaje



Dairy/ Lácteos



Eggs/ Los Huevos



Cultivation, Preparation of soil/ Cultivo, Preparación la tierra



Fishing/Pesca



Harvest (fruit and vegetables)/ Cosecha (frutas y verduras)



Milling, Cotton/ Molienda, Algodón



Trees, Planting, Cutting/ Arboles, Plantando, Cortando



Greenhouse, Nursery, Sod/ Invernadero, Vivero, Césped

Name of Parents/Nombres de los padres _____

Please list all children under 21 years of age/ Por favor anote todos los niños más joven de 21 años:

First/Nombre	Last/Apellido	Sex/Sexo (M/F)	School/Escuela	Grade/Grado	Date of Birth/ Fecha de Nacimiento

Telephone Number/Teléfono: _____

Best time to call/ La mejor hora de llamar: _____



**Oklahoma Migrant Program
Recruiter Contact Log**

Project/District: _____

Recruiter Signature: _____

DATE / TIME	CONTACT	PERSON / AGENCY CONTACTED	PURPOSE	NARRATIVE / COMMENT
From: _____ To: _____	<input type="checkbox"/> Face to Face <input type="checkbox"/> School <input type="checkbox"/> Home <input type="checkbox"/> Agency <input type="checkbox"/> Phone <input type="checkbox"/> Other: _____		<input type="checkbox"/> COE Completion <input type="checkbox"/> Home School Liaison <input type="checkbox"/> Social Service <input type="checkbox"/> Referral/Assistance <input type="checkbox"/> Active ID&R <input type="checkbox"/> Other: _____	
From: _____ To: _____	<input type="checkbox"/> Face to Face <input type="checkbox"/> School <input type="checkbox"/> Home <input type="checkbox"/> Agency <input type="checkbox"/> Phone <input type="checkbox"/> Other: _____		<input type="checkbox"/> COE Completion <input type="checkbox"/> Home School Liaison <input type="checkbox"/> Social Service <input type="checkbox"/> Referral/Assistance <input type="checkbox"/> Active ID&R <input type="checkbox"/> Other: _____	
From: _____ To: _____	<input type="checkbox"/> Face to Face <input type="checkbox"/> School <input type="checkbox"/> Home <input type="checkbox"/> Agency <input type="checkbox"/> Phone <input type="checkbox"/> Other: _____		<input type="checkbox"/> COE Completion <input type="checkbox"/> Home School Liaison <input type="checkbox"/> Social Service <input type="checkbox"/> Referral/Assistance <input type="checkbox"/> Active ID&R <input type="checkbox"/> Other: _____	
From: _____ To: _____	<input type="checkbox"/> Face to Face <input type="checkbox"/> School <input type="checkbox"/> Home <input type="checkbox"/> Agency <input type="checkbox"/> Phone <input type="checkbox"/> Other: _____		<input type="checkbox"/> COE Completion <input type="checkbox"/> Home School Liaison <input type="checkbox"/> Social Service <input type="checkbox"/> Referral/Assistance <input type="checkbox"/> Active ID&R <input type="checkbox"/> Other: _____	
From: _____ To: _____	<input type="checkbox"/> Face to Face <input type="checkbox"/> School <input type="checkbox"/> Home <input type="checkbox"/> Agency <input type="checkbox"/> Phone <input type="checkbox"/> Other: _____		<input type="checkbox"/> COE Completion <input type="checkbox"/> Home School Liaison <input type="checkbox"/> Social Service <input type="checkbox"/> Referral/Assistance <input type="checkbox"/> Active ID&R <input type="checkbox"/> Other: _____	
From: _____ To: _____	<input type="checkbox"/> Face to Face <input type="checkbox"/> School <input type="checkbox"/> Home <input type="checkbox"/> Agency <input type="checkbox"/> Phone <input type="checkbox"/> Other: _____		<input type="checkbox"/> COE Completion <input type="checkbox"/> Home School Liaison <input type="checkbox"/> Social Service <input type="checkbox"/> Referral/Assistance <input type="checkbox"/> Active ID&R <input type="checkbox"/> Other: _____	

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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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 200.89(c).

General Instructions

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

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

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

- *Male Parent/Guardian [Last Name(s), First Name].* Record the name of the male (if any) currently responsible for the child(ren). Record this individual’s legal last name (or names)

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

- *Female Parent/Guardian [Last Name(s), First Name]*. Record the name of the female (if any) currently responsible for the child(ren). Record this individual's legal last name (or names) and legal first name. If the female parent has two last names or a hyphenated last name, record the female parent's last name(s) as it legally exists. The term "parent" on this form and in other sections of these instructions includes a legal guardian or other person who is standing in the place of the parent or *in loco parentis* (such as a grandparent, spouse, or stepparent with whom the child lives who is responsible for the welfare of the child). If the child has more than one female parent or if the child's legal parent is different from the current parent, provide the name of the child's legal female parent in the Comments section. If there is no parent information disclosed, write a dash (-) or "N/A." If the "child" is the worker and a female, write the child's name for this data element.
- *Current Address*. Record the physical address, including the complete name of the street or road where the child(ren) currently resides. In cases where a formal physical address is not available, include as much other identifying information as possible (e.g., trailer number, rural route, migrant camp, 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*. 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."

- *Enrollment Date.* , record the date (MM/DD/YY) that the child(ren) enrolled in the present school district. This is not necessarily the same date as the residency date and is not before the QAD.
- *Last name 1.* Record the legal last name of each eligible child in the family. If the child has a multiple or hyphenated last name (e.g., Ramírez-García), record the first part of the name (i.e., Ramírez).
- *Last name 2.* If the child has a multiple or hyphenated last name (e.g., Ramírez-García), record the second part of the name (i.e., García). If the child does not have a multiple or hyphenated name, write a dash (-) or "N/A."
- *Suffix.* Where applicable, record the child's generation in the family (e.g., Jr., Sr., III, 3rd). Otherwise, write a dash (-) or "N/A."
- *First name.* Record the legal first name of each eligible child in the family. This is the name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Ale or Alex for Alejandra).
- *Middle name.* Record the legal middle name of each eligible child in the family. This is the secondary name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Ale or Alex for Alejandra). If the child does not have a middle name, write a dash (-) or "N/A."
- *Sex.* Record the child's sex: "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 (Code).* Record the last two numbers that correspond to the evidence used to confirm each child's birth date (see the codes and corresponding evidence listed below).

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

- 1003 – baptismal or church certificate;
- 1004 – birth certificate;
- 1005 – entry in family Bible;
- 1006 – hospital certificate;
- 1007 – parent’s affidavit;
- 1008 – passport;
- 1009 – physician’s certificate;
- 1010 – previously verified school records;
- 1011 – State-issued ID;
- 1012 – driver’s license;
- 1013 – immigration document;
- 2382 – life insurance policy; 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.”

- *Race.* Record the race code of each child; the codes are as follows:
 1. Native American
 2. Asian/Pacific Islander
 3. African American
 4. Hispanic
 5. Caucasian
- *Grade.* Record each child’s current, school grade level. Grades must be entered as two digits. The following is a list of valid grades:

° Primary/Intermediate

- PK
- KG
- 01
- 02
- 03
- 04
- 05

° Middle School/High School

- 06 10
- 07 11
- 08 12
- 09

° Other

R (residency)

- *Accredited Site Code (ASC)*. Record the accredited site code for each school attended.

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 following) for how to document these exceptions.

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

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

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

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

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

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

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

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

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

Type of move	The child’s residence immediately prior to the qualifying move	The child’s residence immediately following the qualifying move
The child(ren) moved...	The child(ren) moved from a residence in _____ <i>(School District/City/State/Country)</i>	The child(ren) moved to a residence in _____ <i>(School District/City/State)</i>
...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	Administrative Area, City	Administrative Area, City

another within a U.S. State comprised of a single school district (exception)		
---	--	--

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

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

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

b. *The worker, _____ (First and Last Name of Worker), (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 <u>with</u> the worker.	. . .the date the <u>child and worker both arrive</u> in the district where the worker will look for qualifying work.
. . .moved <u>before</u> the worker moved.	. . .the date the <u>worker arrives</u> in the district to look for qualifying work.
. . .moved to join the worker <u>after</u> the worker moves.	. . .the date the <u>child arrives</u> to join the worker.

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

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

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

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

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

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

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

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

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

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

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

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

- *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. **It is necessary for the recruiter to ask for and document (in the comments section) how long, in months, the worker and their family plan to remain in the area.**

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 including how long, in months, the worker plans to remain in the district.**

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).*

- [Note: this box is not used in the state of Oklahoma. Only “a” or “b” are to be used.]

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 from different previous residences. Record the parent's previous *School District/City/State/Country* of residence.

FERPA Statement and Signature. The recruiter reads the FERPA statement to the parent (and translates if necessary) and asks the interviewee to sign the statement.

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.

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

Oklahoma Qualifying Activity Codes – Seasonal

<p><u>ALFALFA</u> AM-00 Alfalfa Mill AM-01 Planting AM-02 Cutting AM-03 Chopping AM-04 Bailing AM-06 Spraying AM-07 Pellet Production AM-08 Irrigation AM-09 Other (Specify)</p> <p><u>CORN</u> CO-00 Corn CO-01 Bed Preparation CO-02 Planting CO-03 Cultivating CO-04 Irrigation CO-05 Harvesting CO-07 Other (Specify)</p> <p><u>COTTON GIN</u> CG-00 Cotton Gin CG-01 Suction CG-02 Seeding CG-03 Bailing CG-04 Loading CG-05 Other (Specify)</p> <p><u>COTTON</u> CO-00 Cotton CO-01 Bed Preparation CO-02 Planting CO-03 Chopping Weeds CO-04 Irrigation CO-05 Harvesting CO-06 Other (Specify)</p> <p><u>ELEVATOR</u> E-00 Elevator E-01 Grain Hauler E-02 Application E-03 Grain Drying E-04 Feed Mixing E-05 Load/Unload Grain E-06 Other (Specify)</p> <p><u>FARM HAND (Crops)</u> FH-00 Gen Farm Hand FH-01 Gen Farm Labor FH-02 Other (Specify)</p> <p><u>FERTILIZER</u> F-00 Fertilizer Plant F-02 Application F-03 Other (Specify)</p>	<p><u>HAY</u> H-00 Hay H-01 Cutting H-02 Raking H-03 Bailing H-04 Stacking H-05 Other (Specify)</p> <p><u>MELONS</u> M-00 Melons M-01 Bed Preparation M-02 Planting M-03 Harvesting M-04 Loading M-05 Unloading M-06 Other (Specify)</p> <p><u>MILO</u> M-00 Milo M-01 Bed Preparation M-02 Planting M-03 Cultivating M-04 Irrigation M-05 Harvesting M-07 Other (Specify) M-08 Roguing</p> <p><u>MUSHROOMS</u> MR-00 Mushrooms MR-01 Bed Preparation MR-02 Planting MR-03 Cultivating MR-04 Climate Control MR-05 Harvesting MR-06 Packaging MR-07 Other (Specify)</p> <p><u>NURSERY</u> N-00 Nursery N-01 Irrigation N-02 Potting N-03 Cultivating N-04 Fertilizer Application N-05 Weeding N-06 Thinning N-07 Pruning N-08 Other (Specify)</p> <p><u>PECANS</u> OP-00 Pecans OP-01 Harvesting</p> <p><u>PEANUTS</u> PN-00 Peanuts PN-01 Planting PN-02 Chopping Weeds PN-03 Harvesting PN-04 Sorting</p>	<p><u>PEANUTS</u> PN-05 Loading PN-06 Unloading PN-07 Sacking PN-08 Shelling PN-09 Other (Specify)</p> <p><u>SOD FARM</u> SD-00 Sod Farms SD-01 Planting SD-02 Cutting SD-03 Irrigation SD-04 Other (Specify)</p> <p><u>SOY BEANS</u> SO-00 Soybeans SO-01 Bed Preparation SO-02 Planting SO-03 Cultivating SO-04 Irrigation SO-05 Harvesting SO-07 Other (Specify)</p> <p><u>TRUCK FARMING</u> TF-00 Truck Farming TF-01 Turnips TF-02 Beets TF-03 Tomatoes TF-04 Sweet Corn TF-05 Lettuce TF-06 Onions TF-07 Cucumbers TF-08 Carrots TF-09 Potatoes TF-10 Strawberries TF-11 Melons TF-12 Beans TF-13 Peppers TF-14 Squash TF-15 Spinach TF-16 Okra TF-17 Other (Specify)</p> <p><u>VINEYARD</u> V-00 Vineyard V-01 Harvesting V-02 Pruning V-04 Processing V-05 Other (Specify)</p> <p><u>WHEAT</u> WH-00 Wheat WH-01 Bed Preparation WH-02 Planting WH-03 Cultivating WH-04 Irrigation WH-05 Harvesting WH-07 Other (Specify)</p>
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Qualifying Activity Codes – Temporary Activities Only

<p><u>BEEF PRODUCTION</u></p> <p><u>Slaughter/Kill Floor</u> BP-00 Beef Processing BP-01 Pen Rider BP-02 Cattle Sorter BP-03 Slaughter (i.e., gutter, hoofs) BP-04 Skinner</p> <p><u>Processing</u> BP-05 Meat Cutter BP-06 Packager BP-08 Rover BP-09 Other (Specify)</p> <p><u>CHICKEN PRODUCTION</u> PY-00 Poultry Processing PY-01 Slaughter PY-02 Meat Cutter PY-03 Packager PY-05 Other (Specify)</p> <p><u>DAIRY FARMS</u> D-00 Dairy Farms D-01 Milking D-02 Feeder D-03 Herdsman D-05 Other (Specify)</p>	<p><u>FEED LOT</u> FL-00 Feed Lot FL-01 Cowboy FL-02 Pen Cleaner FL-03 Feeder FL-04 Feed Preparation FL-06 Other (Specify)</p> <p><u>FOOD PRODUCTION</u> FP-01 Processing (Specify) FP-02 Other (Specify)</p> <p><u>HOG FARMS</u> HF-00 Hog Farms HF-01 Feeder HF-02 Feed Preparation HF-03 Washing Hogs HF-04 Maternity-Nursery HF-06 Other (Specify)</p> <p><u>PORK PRODUCTION</u> Slaughter/Kill Floor PR-00 Pork Processing PR-01 Slaughter (i.e., gutter, hoofs) PR-02 Skinner Processing PR-03 Meat Cutter PR-04 Packager PR-06 Other (Specify)</p>	<p><u>RANCHING (Livestock only)</u> R-00 Ranching R-01 Working/Herding Livestock R-02 Feeding R-03 Fencing R-05 Other (Specify)</p> <p><u>RENDERING PLANT</u> RP-12 Preparation RP-13 Other (Specify)</p> <p><u>TANNING</u> T-01 Other (Specify)</p> <p><u>EGGS</u> EG-00 Eggs EG-01 Other (Specify)</p>
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NOTES: If an activity is not listed, in a few words write what the activity is in comment section of the COE.
All codes ending in “-00” designate “in order to obtain” qualifying work.

If you have any questions about Qualifying Activities, please call the Migrant Education Office at 405/522-5158.

