



# TITLE I, PART C IDENTIFICATION AND RECRUITMENT HANDBOOK

EDUCATION OF MIGRATORY CHILDREN



**OKLAHOMA**  
**Education**



## Table of Contents

<b>INTRODUCTION</b> .....	4
<b>CHAPTER 1: Purpose of Identification and Recruitment (ID&amp;R)</b> .....	5
1.1 What is ID&R and Why is it Important?.....	5
1.2 How is a Migratory Child’s Eligibility Documented?.....	5
1.3 Overview of the ID&R Process.....	6
<b>CHAPTER 2: Roles and Responsibilities</b> .....	9
2.1. Primary Responsibilities.....	9
2.2 Recruiter Responsibilities.....	9
2.3 Recruiter Characteristics.....	10
2.4 Oklahoma Recruiter Code of Ethics.....	11
2.5 Local Educational Agency (LEA) Responsibilities.....	11
<b>CHAPTER 3: The ID&amp;R Process</b> .....	12
3.1 Properly Determining Eligibility.....	12
3.2 Production/Processing.....	22
3.3 Understanding the Difference between Move, Residence and a Visit.....	30
3.4 Types of Moves.....	41
3.5 Completing the Certificate of Eligibility (COE).....	51
3.6 Quality Control Assurances.....	55
<b>CHAPTER 4: Communication with Parents</b> .....	62
4.1 Benefits to the Families/Youth.....	62
4.2 No Promises.....	63
4.3 Interviews.....	63
4.4 Leading Questions.....	67
4.5 Suspicions of Family/Youth not Providing the Truth.....	68
4.6 Who Determines Eligibility?.....	68
<b>CHAPTER 5: Recruitment Strategies</b> .....	71
5.1 ID&R Action Plans.....	71
5.2 Locating Prospective Migratory Children/Youth.....	71
5.3 Recruiter Tool Kit.....	73
5.4 Safety.....	73
<b>CHAPTER 6: Technical Assistance and On-site Training</b> .....	76
<b>CHAPTER 7: GLOSSARY</b> .....	77
<b>CHAPTER 8: APPENDICES</b> .....	83
APPENDIX A: Certificate of Eligibility.....	84
APPENDIX B: Instructions for Completing the COE.....	85
APPENDIX C: Oklahoma Recruiter Code of Ethics.....	91
APPENDIX D: STAMP of Eligibility.....	92
APPENDIX E: OSY Profile.....	93
APPENDIX F: Qualifying Activity Charts.....	95
APPENDIX G: Eligibility Flowchart.....	98
APPENDIX H: Family Education Rights and Privacy Act (FERPA).....	99
APPENDIX I: COE Checklist.....	101

APPENDIX J: Recruiter Tips.....	102
APPENDIX K: Medical Form.....	104
APPENDIX L: Staff Training Evaluation.....	105
APPENDIX M: Parent Trainings & Activity Survey.....	107
APPENDIX N: Community Resource List.....	109

## INTRODUCTION

Children of migrant workers are affected by educational disruption, cultural and language barriers, social isolation, various health-related problems, and factors that inhibit the ability of such children to succeed in school. Due to these barriers, migrant children run a greater risk of failing to meet the challenging state academic standards which all students are expected to meet. Low academic achievement and frustration with school cause many migrant children and youth to drop out prior to completing high school. In order to reduce the impact of these educational barriers, in 1966 the United States Congress authorized Federal funding to establish the Migrant Education Program (MEP) under the authority of Title I of the Elementary and Secondary Education Act (ESEA). The U.S. Department of Education (herein referred to as “Department”), through the direction of the Office of Migrant Education (OME), currently administers the MEP and is responsible for meeting the unique educational needs of migratory children and youth.

# CHAPTER 1: PURPOSE OF IDENTIFICATION & RECRUITMENT

## 1.1 What is ID&R and Why is it Important?

*Identification* means to determine the location and presence of migratory children/youth.

*Recruitment* means to contact migrant families and youth, explaining the MEP, securing the necessary information to make a determination that the child/youth is eligible for the MEP, and recording the basis of the child's eligibility on a Certificate of Eligibility (COE). Upon successful identification of a migrant family or youth, and after local quality control measures have been completed, eligible children may be enrolled in the MEP.

*Identification and Recruitment (ID&R)* means locating and contacting the family in order to ascertain a child or youth's eligibility for MEP.

As indicated in the Guidance, ID&R activities are 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 SEAs (State Education Authority, i.e. the Oklahoma State Department of Education, OSDE) did not identify and recruit them into the MEP. This is particularly true of the most mobile migrant children who may be more difficult to identify than those who have settled in a community.
- Children cannot receive MEP services without a record of eligibility (COE).

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter III: Identification & Recruitment)

Each State Education Agency (SEA) is responsible for the proper and timely ID&R of all eligible migrant children from birth through 21 years of age residing in the state. The amount of funding allocated to the Oklahoma State Department of Education (OSDE) from the Department is in great part determined by the number of eligible migrant children and youth, ages 3 through 21, within the State of Oklahoma. States are responsible for maintaining documentation of proper eligibility determinations for each migrant child funded.

## 1.2 How is a Migratory Child's Eligibility Documented?

On May 16, 2017, OME issued a national COE form that all states are required to use. Oklahoma must document eligibility determinations in order to comply with 34 CFT 76.731 of the Education Department General Administrative Regulations (EDGAR), which

indicates that “State and a subgrantee shall keep records to show its compliance with program requirements.” Additionally, the Code of Regulations states:

34 CFR § 200.89(c) Responsibilities of SEAs to document the eligibility of migratory children. (1) an SEA and its operating agencies must use the Certificate of Eligibility (COE) form established by the Secretary to document the State’s determination of the eligibility of migratory children. (2) In addition to the form required under paragraph (a) of this section, the SEA and its operating agencies must maintain any additional documentation the SEA requires to confirm that each child found eligible for this program meets all of the eligibility definitions in §200.81.  
(34 CFR Part 200.89)

To comply with Federal regulations, the OSDE recognizes the COE, as the only acceptable document for use in the state to establish eligibility for MEP services. The OSDE uses the MIS2000 program that is an electronic version of the COE required documents.

### 1.3 Overview of the ID&R Process

ID&R of migrant families requires detailed and rigorous efforts. As the migrant population changes, the state and LEAs must adopt ID&R strategies to adequately and accurately reflect the changing demographics of the migrant population. There are several steps that recruiters must follow for effectively recruiting migrant families:

#### Be Prepared

- Understand the purpose of the MEP and its benefits to migrant children and youth.
- Know the definition of migratory children and youth.
- Develop an understanding of MEP eligibility factors.
- Understand the instructions for completing a COE.
- Determine recruitment logistics – when, where, and how to concentrate the ID&R efforts.
- Get to know the area: why migrant families move here; where families reside; and where families obtain Qualifying Work (QW).
- Understand the cultures, languages, and lifestyles of migrant families.



#### Find the Migrant Family, Child/Youth

- Contact employers, agencies, public officials, and service providers to establish a community network.
- Develop and maintain an ID&R network of parents, growers, employers, service providers, etc.
- Canvass the areas in which migrant families and youth are likely to reside and shop.

### **Approach the Families and/or Youth**

- Be sensitive to all socio-economic living conditions.
- Be sensitive to possible legal worries.
- Demonstrate a helpful, non-threatening, non-authoritative demeanor in order to create trust with families.

### **Interview the Family and/or Youth**

- Conduct a face-to-face initial interview in the family/youth's primary language (enlist an interpreter if necessary).
- Use an approved interview protocol.
- Use appropriate conversation, body language, and questioning techniques during the interview.
- Explain in general terms the reason for the interview (without making promises).
- Provide information about the local migrant education program including contact information (leave a flyer/brochure and business card if available).
- Collect all needed information to determine preliminary eligibility.

### **Determine Preliminary Eligibility**

- Determine preliminary eligibility of the child/youth using:
  - Interview responses – Does the information provided make sense? Is it credible?
  - Observational data – Are there any clues that suggest the family is migrant, e.g., out of state license plates, children born in other states, housing is provided by the employer, etc.?
  - Corroborating evidence/documentation – Can the family name other places where they engaged in qualifying work? Can the family indicate where they have applied for Qualifying Work (QW)?
- Develop a Quality Control Plan
- The recruiter, through the proper guidance from the LEA and the local Quality Control Plan with the support of the SEA Migrant Office, determine preliminary eligibility (not the family, child, or youth).
- Refer families who do not qualify to other collaborating agencies for needed services.

### **Complete the COE**

- Properly – Correct information is entered in the appropriate fields.
- Accurately – Names, dates, and locations are correct as verified by the family or youth.
- Neatly – Text needs to be legible in order to keep mistakes to a minimum.
- Timely – Verifying information shall be completed within five working days.



#### **What information does it take to start a COE?**

- 1. Age Birth through 21 years old**
- 2. No high school diploma or GED obtained**
- 3. Made a Qualifying Move in the preceding 36 months with, to-join, or as the Migratory Worker**

**Follow Quality Control Measures**

- Validate information on all questionable COEs.
- Review of all COEs for errors and omissions by at least one additional qualified migrant program coordinator or supervisor to verify that the information entered on the COE is sufficient and that, based on the recorded data, the child is eligible for MEP services.
- Obtain additional guidance on any questionable eligibility decision from the SEA Migrant Office.
- Implement re-certifications to identify if any new Qualifying Moves (QM) have been made.
- Conduct annual re-interviews of currently enrolled migrant families/youth, following the approved OSDE Re-interview Protocol. Properly and promptly remove enrolled families/youth that have been found ineligible.

## CHAPTER 2: ROLES AND RESPONSIBILITIES

The role of a recruiter is a challenging one; however, it is also an honorable and critical part of the Oklahoma Migrant Education Program (OMEPE).

What is a recruiter?

Who can be a recruiter?

What qualities should a recruiter possess?

Where does a recruiter work?

This section attempts to answer these and other questions regarding the complex and challenging job of recruiters. Understanding the important role of a recruiter in the MEP provides a greater appreciation of their efforts and critical contributions to the program, and supports accountability of all staff conducting recruitment efforts in Oklahoma.

### 2.1 Primary Responsibilities

A recruiter's primary responsibilities are: (1) to obtain information provided by parents, guardians, and others regarding the child's eligibility for the MEP; (2) to make determinations of eligibility; and (3) to accurately and clearly record information that establishes a child is eligible for the MEP on a COE. In every case, the recruiter (not the individual interviewed) determines the child's eligibility on the basis of the statutes, regulations, and policies that the SEA implements through formal procedures.

Because the SEA is responsible for all determinations of the MEP eligibility, recruiters must gather and record information from parents, guardians, and Out-of-School Youth (OSY), specific enough to be understood by a knowledgeable independent reviewer in order to make and document proper eligibility determinations.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington D.C., 2017. (Chapter III, A8).

A child's eligibility is confirmed once the district staff has reviewed the COE and the local coordinator/director has signed the form.

### 2.2 Recruiter Responsibilities

Along with completing their primary responsibilities, all Oklahoma recruiters are expected to:

- Actively locate all potentially eligible migrant children and youth in schools, on farms, and the community.
- Conduct initial eligibility interviews with families/youth in person, in their primary language.
- Have a flexible work schedule to accommodate migrant worker hours and harvesting seasons.
- Gather and analyze information given by prospective migrant families/youth.

- Establish proper eligibility determinations based on the guidelines outlined in this manual, Guidance and other statues governing the MEP.
- Record detailed eligibility information adequately and accurately on the COE.
- Follow proper procedures and protocol regarding the review of COEs.
- Maintain detailed work logs regarding all ID&R activities.
- Practice quality control measures required by OSDE Migrant Office.
- Attend state or local annual and on-going recruitment trainings.

Additional duties for recruiters may vary depending on the size of the district's migrant population and their needs, the district's staffing availability and their geographical location.

The following are a few examples:

- Serve as a home-school or community liaison.
- Provide student support services (e.g. assistance with transportation, referrals, etc).
- Help refer migrant parents to community agencies for needed services.

### **2.3 Recruiter Characteristics**

An effective recruiter shall possess certain characteristics. In terms of MEP, an effective recruiter:

- Has good attention to detail in order to accurately and adequately recruit families and youth.
- Maintains a thorough knowledge of the MEP, its definitions and its eligibility guidelines.
- Is honest; families and the MEP expect a recruiter's honesty to ensure objective yet sound eligibility determinations.
- Relates comfortably to the worker or family in a variety of settings.
- Is safety conscious and adheres to safety procedures.
- Can establish rapport with parents, employers, and other community members. Effective rapport with these individuals will facilitate the recruiter's job of finding families and obtaining any information needed to determine proper eligibility.
- Creates a friendly climate in which the family's culture and values are respected in order to establish trust and to gather the most accurate, useful information possible.
- Is knowledgeable of migration patterns, crop seasons, migrant housing, MEP local services, and other resources available in the community.
- Possesses people skills in order to communicate effectively in a variety of settings.
- Can use effective probing techniques such as open-ended and follow-up questions for additional information or clarification when needed.
- Is bilingual, or able to use interpreting and translation services efficiently. Serves as a good-will ambassador and advocate for all migrant families and youth.

## 2.4 Oklahoma Recruiter Code of Ethics

In order to ensure consistency and professionalism throughout Oklahoma, recruiters are expected to follow the guidance of the Oklahoma Recruiter Code of Ethics. The Code of Ethics is found in Appendix C.

This Code will assist all recruiters to understand the State's minimal expectations of how a recruiter shall conduct themselves while they work with and represent the MEP in their local communities.

## 2.5 Local Educational Agency (LEA) Responsibilities

The LEA must comply with all Federal and state guidelines regarding ID&R. The state MEP Office requires that districts:

- Develop and implement a local ID&R Plan.
- Develop and implement written local quality control procedures.
- Prepare a detailed local job description for recruiters.
- Ensure local recruiters attend all recruitment trainings provided by the district and state.
- Provide recruiters ample time to conduct ID&R activities such as: conducting interviews and follow-ups, gathering documentation, and visiting schools and employers.
- Provide flexible work hours to perform ID&R activities during nights and weekends.
- Provide supervision, annual review and evaluation of the ID&R practices of individual recruiters.
- Provide interpreters/translators to assist non-bilingual recruiters during recruitment efforts.
- Demonstrate efforts towards active ID&R of migrant students at all levels and locations of MEP children, including preschool, in-school, and OSY.
- Collect and maintain data on all recruitment efforts.
- Ensure 100% accuracy in all eligibility determinations.
- Implement all MEP quality control measures required by the district and state.
- Submit any documentation and reports requested by the state.

## CHAPTER 3: THE ID&R PROCESS

### 3.1 Properly Determining Eligibility

By properly identifying eligible students for the OMEP, recruiters help to increase the educational resources available to migrant students in Oklahoma. Appropriate recruitment efforts equate to funds allocated from OME. These funds allow OMEP to provide the supplemental educational services to Oklahoma's eligible migrant children and youth. When a recruiter accurately determines eligibility, he/she ensures OMEP resources will benefit children who are legally entitled to them. Recruiters have the opportunity to connect migrant students to educational services by making proper eligibility determinations. It is the responsibility of the OMEP to only provide services to children and youth eligible for the program. Recruiters/advocates have the responsibility of adequately and accurately determining a migrant child/youth's eligibility based on the following guidelines:

*Statute, Code of Federal Regulations, and Guidance on MEP Eligibility Criteria*

There are specific criteria that a child must meet in order to be properly identified as a "migratory child". On July 1, 2017, new statutory provisions authorized by statute – Title, Part C of the ESEA as reauthorized by the ESSA came into effect. The Oklahoma ID&R Manual reflects the changes found under the new provisions.

The ESSA is the current law authorizing the MEP and, as amended defines "migratory child" for the purposes of the program. Simply moving and then working in agriculture or fishing activities, or being in the care of a parent or guardian who works in agriculture or fishing, does not necessarily mean a child is eligible for the MEP.

#### **What is the definition of a "migratory child"?**

According to sections 1115(c)(1)(A) (incorporated into the MEP by sections 1304(c)(2), 1115(b), and 1309(3) of the ESEA, and 34 C.F.R. § 200.103(a)), a child is a "migratory child" if the following conditions are met:

1. The child is not older than 21 years of age; *and*
  - a. The child is entitled to a free public education (through grade 12) under State law, *or*
  - b. The child is not yet at a grade level at which the LEA provides a free education, *and*
2. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; *and*

3. With regard to the qualifying move identified in paragraph 3, above, the child moved due to economic necessity from one residence to another residence, and –
  - a. 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.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington D.C., 2017. (Chapter II, A1).

## Oklahoma Eligibility Vocabulary Terms

Before addressing the MEP eligibility criteria in Oklahoma, readers are encouraged to become familiar with the following eligibility vocabulary terms that are used in determining eligibility for the OMEP. These vocabulary terms meet the eligibility requirements as defined by ESSA and are used throughout the OK ID&R Manual to explain how recruiters are to determine eligibility for the MEP. The terms are listed in alphabetical order for easier reference and are included in the Glossary.

- Actively Sought (AS)** – having taken positive actions to look for qualifying work.
- Economic Necessity (EN)** – moving because an individual had a financial need. For example, not being able to afford to stay in the current location, moving for work or because work has ended.
- Eligibility Interview (EI)** – the date when the recruiter conducts an eligibility interview with an individual. Recruiters must focus on moves that occurred “within the preceding 36 months of the eligibility interview.”
- Engaged (E)** – “Engaged in Qualifying Work” – having already begun working or performing qualifying work by the eligibility interview date. Having started new qualifying work or started orientation. The emphasis is on “having already begun.”
- Individual (I)** – the parent/guardian/spouse *or* the child/youth.
- Migratory Agriculture Worker (MAW)** – an individual who, in the preceding 36 months, made a qualifying move and, soon after the move, engaged in new temporary or seasonal employment or personal subsistence in qualifying work in agriculture.
- Migratory Child (MC)** – a child who is; (1) younger than 22 years of age; (2) entitled to a free public education under State law; (3) made a qualifying move in the preceding 36 months:
- “As” the migratory qualifying worker (MQW); or
  - “with” a migratory qualifying worker, or
  - “to join” or proceed a migratory qualifying worker.
- Migratory Fisher (MF)** – an individual who, in the preceding 36 months, made a

qualifying move and, soon after the move, engaged in new temporary or seasonal employment or personal subsistence in qualifying work in fishing.

**Migratory Qualifying Worker (MQW)** – an individual who is either a migratory agricultural worker or migratory fisher.

**Move (M)** – changing from one residence to another. Traveling from one residence to another. Not a Visit.

**Qualifying Arrival Date (QAD)** – the date that both the child and the migratory qualifying worker completed the qualifying move. The child must have moved “as” the migratory qualifying worker, or “with” or “to join” a parent/guardian/spouse who is a migratory qualifying worker.

**Qualifying Move (QM)** – a move that an individual made under all the following conditions:

- Due to economic necessity,
- From one residency to another, and
- From one school district to another.

The worker has to make a qualifying move. The child has to make a qualifying move.

**Qualifying Work (QW)** – work that is temporary or seasonal employment, or for personal subsistence, in agriculture or fishing.

**Recent History of Moves (RHM)** – moves that resulted in the engagement of new qualifying work that occurred within the preceding 36 months of the eligibility interview.

**Residence (R)** – a place where one lives and not just visits. In certain circumstances, boats, vehicles, tents, trailers, etc., may serve as a residence.

**Residency Date (RD)** – the date when the child moves (establishes residency) into the present school district.

**Soon After the Move (SAM)** – within 60 days.

Having a clear understanding of these eligibility vocabulary terms will assist recruiters or any other staff involved in recruitment-related activities to make proper eligibility determinations. This Manual includes the phrases as well as the related acronyms in order to help readers familiarize with usage of the acronyms.

## Who is Eligible for the OMEP?

The children who meet the eligibility criteria discussed earlier are eligible for the migrant education program. These children are identified by recruitment staff through a school registration process or conducting eligibility interviews at home, in the workplace or throughout the community.

In some cases, special circumstances require additional interpretation of the statute and regulations in order to determine eligibility for certain subpopulations of migrant students. These circumstances are discussed below.

### Preschool Children

Preschool children are considered children from birth to five years-old who are not enrolled in a school setting. If these children meet all the eligibility criteria described above, then they shall be actively recruited by the local school districts. Although services available for this young population vary among districts, local programs shall take the necessary steps to actively identify and recruit this population. Research indicates that children who receive early educational services are more prepared for school, especially children with barriers due to their high mobility. All migrant eligible children, from birth to 21 years old, shall be documented appropriately in Section II (Child Data), Item 1 of the COE.

When recruiting preschool children, recruiters shall make certain that the preschool child did make the qualifying move “with” or “to-join” the worker. Children born after the qualifying move, however, are not eligible for the MEP program and shall be documented in Section IV (Comments) of the COE. These children may be eligible on future qualifying moves, so it is important to keep accurate information of every child in the household in order to identify every eligible migrant child in future qualifying moves.

### Out-of-School Youth (OSY)

For the purposes of the MEP, the Department considers the term “out-of-school youth” to mean children through age 21 who are entitled to a free public education in the State and who meet the definition of a “migratory child,” but who are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are “here-to-work” only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension, or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, OSY who meet the definition of a “migratory child” are eligible for the MEP.



**When interviewing an OSY, information can be verified by asking the same question two or three times in different ways.**

**For example, a recruiter could ask an OSY his/her age, and later on ask for his/her date of birth. By doing so, the recruiter may be able to verify the information provided by the OSY.**

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington D.C., 2017 (Chapter II, A5).

OSY refers to identified school-aged migrant youth, who currently are not enrolled in elementary or secondary schools, and have not graduated from high school nor obtained a GED. Sometimes OSY are also referred to as “emancipated youth.”

**Emancipated Youth** to be children who have not yet reached adult age (in accordance with State law) who are no longer under the control of a parent/guardian and who are solely responsible for their own welfare. Emancipated youth are eligible for the MEP as long as they meet the definition of a “migratory child.”

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington D.C., 2017 (Chapter II, A6-7).

For the purposes of the OMEP, the official term “out-of-school youth” will be used when referring to this population. The OSY population is a dynamic group and the most difficult to recruit, identify, and serve for many reasons. Why target OSY?

- Fastest growing segment of the Migrant Education Program
- More than ever OSY are single instead of moving and living with families
- Unique needs resulting from migrant lifestyle
- High risk of being pushed out and forgotten
- Need advocates to motivate and assist with accessing needed services
- Little to no access to Federal or state resources
- Lack of education and English skills affects economic and social status

### **Oklahoma ID&R Policies Regarding OSY**

- When completing a COE for OSY, certain factors need to be taken into consideration. Is the OSY traveling with another OSY? Is the OSY traveling alone? Is the OSY traveling with a younger child?
- Each OSY must be identified and recruited for the OMEP.
- Recruiters must appropriately document OSY on the COE. When the OSY is the Migratory Qualifying Worker (MQW), his/her name shall be included in:
  - Eligible Child (Section II, No. 1), and
  - Migratory Qualifying Worker (MQW) (Section III, No. 2b).
- Obtain the names of the youth’s biological parents whenever possible. Such information may serve as an identifier for Qualifying Moves (QM). Whenever the biological parent(s) name can be obtained, recruiters shall document this information as the Legal Parent/Guardian (Section I, No. 1, 2) of the COE.
- Any 16-year old youth or older can sign his/her own COE.
- The COE reviewer or coordinator should contact the OMEP Office if a COE is completed for an OSY younger than 16 years old that is traveling on their own.
  - Anyone younger than 16 years old will need someone 18 years old or older (guardian, relative, supervisor, co-worker, roommate, etc.) to sign the COE.

This individual should be able to verify the information documented on the COE.

- In cases where the youth cannot sign his/her own name, the youth may sign his/her name as an “X” and the recruiter will print the youth’s name, write “self” as the relationship to the child, enter date of interview, and include the interviewer’s initials.
- In case the youth refuses to sign the COE, but is not refusing services, the interviewer must document the youth’s refusal and the youth’s name in Section IV Comments. The Signature field along with the relationship to the child and date of interview in Section V should be left blank.

### **Guardians and Spouses as the Migratory Qualifying Worker (MQW)**

There are many different types of scenarios that recruiters must understand in order to make appropriate eligibility determinations. Before making eligibility determinations, recruiters must understand who the Migratory Qualifying Worker (MQW) is, who the Migratory Child(ren) is/are, and their relationship to one another. The recruiter will normally see cases of children migrating with their parents, or as mentioned in the previous section, cases of OSYs, where the Migratory Qualifying Worker (MQW) is the Migratory Child. However, there are also cases when the Migratory Qualifying Worker (MQW) is not a parent, but a guardian or spouse of the Migratory Child (MC).

In cases when the migratory child is traveling with a guardian (who is the Migratory Qualifying Worker (MQW) there are a few things recruiters should remember:

Q: May MEP eligibility be based on a guardian’s status as a migrant worker?

A: Yes, The definition of “migratory child” in section 1309(3) of the ESEA refers to a child who moves with, or moves to join, a parent or spouse who is a migratory agricultural worker or migratory fisher. Section 8101(38) of the ESEA defines “parent” as a legal guardian or other person standing in loco parentis (i.e., in place of the parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare. The Non-Regulatory Guidance and the national COE use the term “parent/guardian” to include guardian within this statutory definition of parent.

The USDE considers a guardian to be any person who stands in the place of the child’s parent (“*in loco parentis*”), whether by voluntarily accepting responsibility for the child’s welfare or by court order. As long as the guardian stands in the place of the child’s parent and accepts responsibility for the child’s welfare, a legal document establishing the guardianship is not necessary. If a working sibling acknowledges responsibility for the child’s welfare and stands in the place of the child’s parent, the child may be eligible based on the working sibling’s qualifying employment and qualifying move.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, B1-4).

A legal document is not necessary to establish guardianship, as long as the guardian stands in the place of a parent to a child and is responsible for the child's welfare. Siblings may act as guardian if the sibling acknowledges responsibility for the children's welfare and stands in the place of a parent.

At times, a migratory child/youth may travel with a "spouse" who is the Migratory Qualifying Worker (MQW). When the recruiter is conducting the interview, he/she is not required to see any legal documentation such as a marriage certificate that confirms the marriage.

Therefore, a migratory child's eligibility determination may be based on the child's parent, him/herself, or a guardian she/she is traveling with or joining. For the purposes of clarifying MEP eligibility in Oklahoma, a guardian is any person who stands in the place of the migratory child's parent. Such guardian may include siblings, aunts/uncles, grandmothers/grandfathers, cousins, or even a crew leader.

### **End of Eligibility**

It is also important to note who is no longer eligible for the OMEP. Those children/youth whose eligibility has ended can no longer be found eligible for the OMEP or served by the OMEP. Some "end of eligibility" situations include:

- Turning 22 years-old
- Completing a High School Diploma or earning a GED
- Ending of the 36-month eligibility period

Under certain circumstances, Section 1304(e) of the statute allows SEAs to continue to provide services to children who are no longer migrant.

Q: A9. Are there circumstances in which a local operating agency may continue to provide MEP services to children who are no longer eligible for the MEP?

A: Yes. The statute provides three circumstances in which a local operating agency may continue to provide services to children whose eligibility has ended:

- (1) A child's eligibility ends during the school term and the agency provides services for the duration of the term (see section 1304(e)(1));
- (2) A child's eligibility ends and the agency provides services for an additional school year because comparable services are not available through other programs (see section 1304(e)(2); and
- (3) A local operating agency continues to serve secondary school students who were eligible for services in secondary school through credit accrual programs until they graduate (see section 1304(e)(3)).

[Note: Before the agency provides services under these provisions, it should consider whether the child's unmet special educational needs are addressed by the general school

program and whether migrant children who have a priority for services have already been served.]

## Qualifying Work (QW)

Qualifying Work (QW) is important criteria for MEP eligibility. If a worker is not currently, or has not previously worked or Actively Sought (AS) work in what the MEP considers qualifying agricultural or fishing work, the worker's status did not change to a Migratory Qualifying Worker (MQW) and therefore the children are not MEP eligible. This section of the manual discussing the eligibility criteria for Qualifying Work (QW).



**For the purposes of the OMEP, livestock does not include animals that are raised for sport, recreation, research, service or as pets.**

Qualifying Work (QW) is defined by regulations as:

- (i) Qualifying work means temporary employment or seasonal employment in agricultural work or fishing work.

(34 CFR Part 200.81)

**Activity is “agriculture” or “fishing” + Activity is “temporary” or “seasonal” = Qualifying Work**

Only such activities that meet the OMEP definition of Qualifying Work (QW) are accepted when properly determining MEP eligibility. Review the Qualifying Activity (QA) Chart annually. The full list of Qualifying Activity charts are posted on the [sde.ok.gov](http://sde.ok.gov) Migrant web page as well as *Appendix F* offers a sample chart.

## Agricultural Work

Agricultural work as defined by the regulations states:

1. The production or initial processing of raw agricultural products, such as crops, poultry, or livestock; dairy work; as well as the cultivation or harvesting of trees, that is –
2. Performed for wages or personal subsistence.

(34 CFR Part 200.81)

## Livestock

For the purposes of determining eligibility in Oklahoma: The term “livestock” refers to any animal produced or kept primarily for breeding or slaughter purposes, including, but not limited to, beef and dairy cattle, hogs, sheep, goats, and horses. For purposes of the MEP, livestock does not include animals that are raised for sport, recreation, research,

services, or pets. The USDE does not consider the term “livestock” to include animals hunted or captured in the wild.

The USDE considers the production of livestock to involve raising and taking care of animals described in the previous question. Such work includes, but is not limited to: herding; handling; feeding; watering; milking; caring for; branding; tagging, and assisting in the raising of livestock; so long as these animals, sometimes referred to as specialty or alternative livestock, are raised for breeding or slaughter purposes and not for sport or recreation.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington D.C., 2017. (Chapter II, F6-8).

When a recruiter comes across a questionable livestock or activity, the recruiter should contact the OMEP Office for assistance in eligibility determination and completing the COE.

### **Cultivating/Harvesting of Trees and Initial Processing of Trees**

Cultivation refers to “work that promotes the growth of trees.” For the OMEP, the following activities may be related to the cultivation of trees:

Soil preparation	Plowing land	Fertilizing land
Sorting seedlings	Planting seedlings	Transplanting trees
Staking trees	Watering	Removing diseased trees
Applying insecticides	Shearing tops and limbs	Trimming trees
Tending trees	Pruning trees	Removing undesirable trees
Topping trees	Skidding	Felling
Gathering	Taking of the tree	

There are also cultivating/harvesting activities in the tree industry that do not qualify for the OMEP. Such activities are clearing trees in preparation for construction; trimming trees to make way for electric power lines, and cutting logs for firewood. Also, the transportation of trees is not agricultural work for the purposes of the OMEP.

With the changes to eligibility under ESSA, the initial processing of trees is now considered agricultural work. However, the transporting of trees from a harvesting site to a processor (sawmill) is not considered agricultural worker for the purposes of the OMEP.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, F14-15).

Whenever an OK Recruiter comes across work activities involving cultivating, harvesting, and initial processing of trees, the recruiter should contact the OMEP for specific guidance on determining eligibility and documenting the COE.

## Decorative Greens

The USDE considers the term “plants” to include decorative greens or ferns grown for the purpose of floral arrangements, wreaths, etc. Therefore, the collection of these plants can be considered agricultural work. For the purposes of the MEP, the collection of these greens for recreation or personal use would not be considered agricultural work.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, F5).

The table below provides examples of plants that ARE considered agricultural work and those that are NOT considered agricultural work. If a specific example is not listed, the recruiter shall contact the OMEP Office for further clarification.

<b>Decorative Greens considered agricultural work</b>	<b>Decorative Greens NOT considered agricultural work</b>
<ul style="list-style-type: none"><li>• Fern (leatherleaf, sword, foxtail, etc.)</li><li>• Palmetto Fan</li><li>• Podocarpus</li></ul>	<ul style="list-style-type: none"><li>• Personal gardens (flower/vegetable)</li><li>• Plants grown for medicinal purposes</li><li>• Plants grown that are regarded as illegal drugs according to OK State Law.</li></ul>
<ul style="list-style-type: none"><li>• Spanish moss</li><li>• Green ivy</li><li>• Pine straw</li></ul>	

## Fishing Work

Fishing work is defined by regulations in this manner:

1. The catching or initial processing of fish or shellfish; as well as the raising or harvesting of fish or shellfish at fish farms, that is –
2. Performed for wages or personal subsistence.

(34 CFR Part 200.81)

A fish farm is a tract of water (pond, floating net pen, tank, or raceway) reserved for the raising or harvesting of fish and shellfish. Fish species raised on fish farms may include, but are not limited to, catfish, salmon, cod, carp, eels, oysters, and clams. The fish are artificially cultivated rather than caught in open running water as they are in a fishing activity. According to the regulations, work on fish farms are considered qualifying fishing work. They include, but are not limited to, raising, feeding, grading, collecting, and shorting fish, removing dead or dying fish, and constructing net, long-lines, and cages. Such work on a fish farm is considered Qualifying Work (QW), as long as all the other criteria for eligibility are met. However, recruiters may not consider work involved in the

raising of fish or shellfish for sport, recreation, research, service, or pets as Qualifying Work (QW) for the purposes of the OMEP.

While the Federal definition provides special definitions regarding migrant fishers who move within large size districts, none of them are applicable to Oklahoma. Workers involved in fishing activities in Oklahoma *must make a Qualifying Move (QM) move across school district lines* to establish their status as a Migratory Qualifying Worker (MQW).

The catching fish or shellfish for recreational or sport purposes is not considered “fishing work” for the OMEP. Individuals who charter fishing boats for recreation or sporting trips may not be considered Migratory Qualifying Workers (MQW).

## 3.2 Production/Processing

### Production

The USDE considers agricultural production to mean work on farms, ranches, dairies, orchards, nurseries, and greenhouses engaged in the growing and harvesting of crops, plants, or vines and the keeping, grazing, or feeding of livestock or livestock products for sale. The term also includes, among other things, the production of bulbs, flower seeds, vegetable seeds, and specialty operations such as sod farms, mushroom cellars, and ranberry bogs. The USDE considers a crop to be a plant that is harvested for use by people or by livestock.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, F2-3).

### Initial Processing

The USDE considers “initial processing” to be work that (1) is beyond the production stage of agricultural work and (2) precedes the transformation of the raw product into something more refined. It means working with raw agricultural or fishing product.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, F20).

For the purposes of determining eligibility in Oklahoma, the following are examples of qualifying initial processing work:

#### **Poultry and Livestock**

- stunning
- slaughtering
- skinning

#### **Crop Industry**

- cleaning
- weighing
- cutting

#### **Fishing Industry**

- scaling
- cutting
- dressing

- eviscerating
- splitting carcasses
- hanging
- cutting
- trimming
- deboning
- enclosing raw products in a container
- grading
- peeling
- sorting
- freezing
- enclosing raw product in a container
- enclosing raw product in a container

**Examples of Activities Not Directly Related to Production or Processing:**

- cooking
- baking
- marinating
- curing
- dehydrating
- breeding
- labeling boxes
- commercial transporting or hauling
- selling an agricultural or fishing product
- landscaping
- managing/crew leading
- providing care for children of workers
- working in a bakery or restaurant
- oil field work
- providing accounting, bookkeeping, or clerical services
- repairing/maintaining equipment
- cleaning or sterilizing farm machinery or processing equipment

Therefore, work up to (but not including) the start of the transformation process is agricultural or fishing work for the purposes of eligibility in Oklahoma. It is recommended that recruiters consult with the OMEP Office for further clarification determining whether if an activity is production or initial processing.

When recruiting for the OMEP, it is important that the Qualifying Work (QW) truly meets the definitions of production and processing. Recruiters must fully investigate the worker’s responsibilities with respect to these activities, because not all tasks meet the definition.

**Drivers**

Oklahoma recruiters need to be careful when determining if activities such as “*hauling*” and “*driving*” can be considered Qualifying Work (QW) when determining eligibility for the MEP.

Q: Is hauling a product on a farm, ranch or other facility considered agricultural work?

A: Yes. The USDE considers hauling a product on a farm, ranch, or other facility

an integral part of production or initial processing and therefore, is agricultural work. However, it does not consider transporting a product to a market, wholesaler, or processing plant to be production or initial processing. “Shipping and trucking” is work that is often carried out by a third-party retailer, wholesaler, or contractor paid to transport various products. Therefore, the service these companies or contractors provide is “shipping” or “trucking” and not production or initial processing.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, F26).

For the purposes of the OMEP, *transporting, shipping, trucking* all refer to activities related to moving a product to an off-site destination. An example of this activity would be a truck driver (usually requiring a Commercial Driver’s License [CDL]) transporting oranges from the orange grove to an orange processing facility.

Activities related to moving the product from one location to another location on the same farm site is still an integral part of production or initial processing of the products/crops. Therefore, these activities are considered possible Qualifying Work (QW) for the OMEP. An example of this activity would be worker operating/driving the farm truck loading oranges in the orange grove onto a truck.

### **Crew Leaders/Field Walkers/Mechanics**

A crew leader, field walker, field mechanic, or truck driver (or similar position) is not eligible for the OMEP. In the case where the worker in question is *only dedicated* to leading crews, working as a mechanic, or driving, he or she may not be considered to be performing Qualifying Work (QW).

Q: May a worker who performs both qualifying and non-qualifying work still be eligible for the MEP?

A: Yes. A worker is only required to meet the definition of a migratory agricultural Worker or migratory fisher as defined in section 1309(2) and (4) of the ESEA. Provided that the move was a qualifying move under section 1304(5) of the ESEA, the fact that the worker performs non-qualifying work in addition to qualifying work has no bearing on his or her eligibility for the MEP.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, F27).

## Wages or Personal Subsistence

“Personal subsistence” means 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.

Q: May a worker who is “self-employed” qualify as a migratory agricultural worker or migratory fisher?

A: Generally, no. The USDE believes that, in general, if a worker is self-employed in a business that operates, or is available, on a year-round basis (e.g., workers who own their own farm, crop-dust planes, or combines), that worker would not move and engage in new employment that is seasonal or temporary. The definitions of seasonal or temporary employment provide that the worker’s employment be seasonal or temporary, not that the agricultural work or fishing work that is performed be seasonal or temporary. However, while some workers, such as those who glean leftover crops from fields or fish for their own consumption, might consider themselves “self-employed,” for the purposes of MEP eligibility the USDE considers qualifying work performed for personal subsistence to mean that to the extent that gleaners and fishers consume the food they gather as a substantial portion of their food intake, they are engaged in personal subsistence in agricultural work or fishing.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, F27).

## Seasonal Employment

As defined above, Qualifying Work (QW) must be based on the fact that it is *both* agricultural or fishing, *and* seasonal or temporary. Seasonal employment/work, whether agricultural or fishing, can easily be determined since it is an activity dependent upon natural cycles and can only occur during certain times of the year. Seasonal employment may not last longer than 12 months.

*Seasonal employment* means 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.

(34 CFR 200 Part 81)

*Cycles of nature* is used to describe the basis for why certain types of employment in agricultural or fishing work only occur during certain, limited periods in the year. The length of “seasonal” employment is based on the distinct period of time associated with the cultivation and harvesting cycles of the agricultural or fishing work, and is not employment that is continuous or carried on throughout the year.

Like temporary employment, seasonal employment may not last longer than 12 months.

A worker's employment is seasonal if:

1. It occurs during a certain period of the year; and
2. It is not continuous or carried on throughout the year.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, G1-4).

### Examples of Seasonal Employment in Agricultural and/or Fishing:

#### Seasonal Agricultural Work

- planting
- picking
- cultivating
- pruning
- weeding
- harvesting
- processing seasonal/vegetable fruit

#### Seasonal Fishing Work

- planting and harvesting clams & oysters
- seasonal runs of fish
- seasonally related food processing

### Temporary Employment

Again, Qualifying Work (QW) must be based on the fact that it is *both* agricultural or fishing, *and* seasonal or temporary. Temporary employment/work, whether agricultural or fishing, can easily be determined since it is an activity that may not last longer than 12 months.

*Temporary Employment* means “employment that lasts for a limited period of time, usually a few months, but no longer than 12 months.”

(34 CFR 200 Part 81)

Section 200.81(p) of the regulations identifies three ways in which an SEA may determine that employment is temporary:

- Employer Statement – The employer states that the worker was hired for a limited time frame, not to exceed 12 months;
- Worker Statement – The worker states that he or she does not intend to remain in that employment indefinitely (i.e., the worker's employment will not last longer than 12 months);
- State Determination – The SEA has determined on some other reasonable basis that the employment will not last longer than 12 months.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, G5-6).

Unlike seasonal work, temporary employment does not always have a clear beginning and/or end date corresponding to particular times of the year or dependent on cycles of nature. Activities not dependent upon a natural cycle of events may occur at any time and be for varying lengths of time, e.g., mending fences, digging irrigation ditches, or plucking chickens. Because certain jobs may be considered either permanent or temporary, recruiters must pay special attention to this classification of MEP eligibility.

In general, the USDE believes that a determination about the temporary nature of a worker's employment is best obtained through a recruiter's interview with the worker or with the employer. However, 34 CFR. § 200.81(p) authorizes an SEA to make its own determination that employment is temporary so long as the SEA has some other reasonable basis for determining that the employment will not last more than 12 months.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, G10).

The definition of temporary employment includes employment that is constant and available year-round (more than 12 months) **only if** the OMEP documents that, given the nature of the work and based on an approved attrition study, such work is considered "temporary employment" for purposes of the MEP. Recruiters are to base the temporary nature of the worker's employment based on the recruiter's interview with the worker or with the employer. If a worker or employer statement is not available, the recruiter must contact the OSDE Office to seek guidance on determining the temporary nature of the worker's employment.

### **Work that is constant and available year-round**

The USDE recognizes that some agricultural and fishing jobs may appear to be constant and available year-round. In Oklahoma these jobs may be found in nurseries, on dairy farms, and at fern farm nurseries. In these cases, due to the nature of the work, workers typically do not stay long at these jobs. However, as stated above, employment that appears to be constant and available year-round, recruiters must base their determination solely on whether:

- 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.

To make proper temporary eligibility determinations, the recruiter must understand whether the work is available on a year-round basis. If it is, additional information must be carefully documented so that the reasons for the determination can be readily understood. The recruiter must indicate in Section III, Item 6 of the COE, whether the

worker's statement or employer's is being provided. The recruiter must document in Section IV Comments the worker's statement indicate he/she intends to remain no longer than 12 months or the employer's statement verifying that the worker was hired for a limited time frame. All other cases must be referred to the OSDE Office.

**Jobs occurring only certain times of the year because of holidays**

Jobs that occur only at certain times of the year due to the holidays (Thanksgiving, Christmas, etc.) shall be considered temporary employment because the time of the year that the work is performed is not dependent on the cycles of nature, but rather the holiday or event. In such cases, the recruiter shall document the worker's or employer's statement indicating the work will not last longer than 12 months.

**Still employed after 12 months**

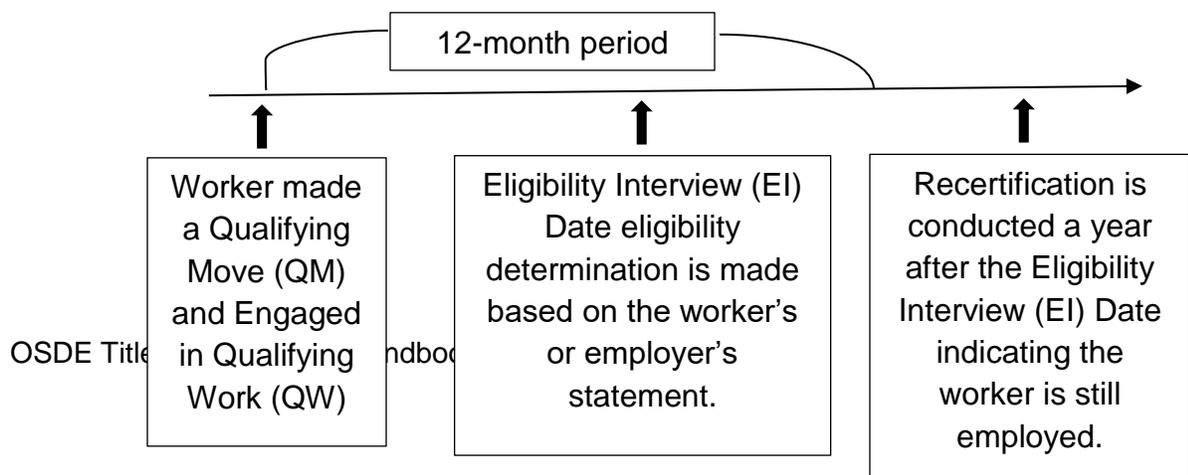
Q: What do you do if the worker is still employed at the same worksite for more than 12 months prior to signing them up?

A: Workers who are hired to work for more than 12 months by the same employer regardless of how many different jobs they perform are not employed on a temporary or seasonal basis as defined in 200.81(j) and (k) of the regulations.

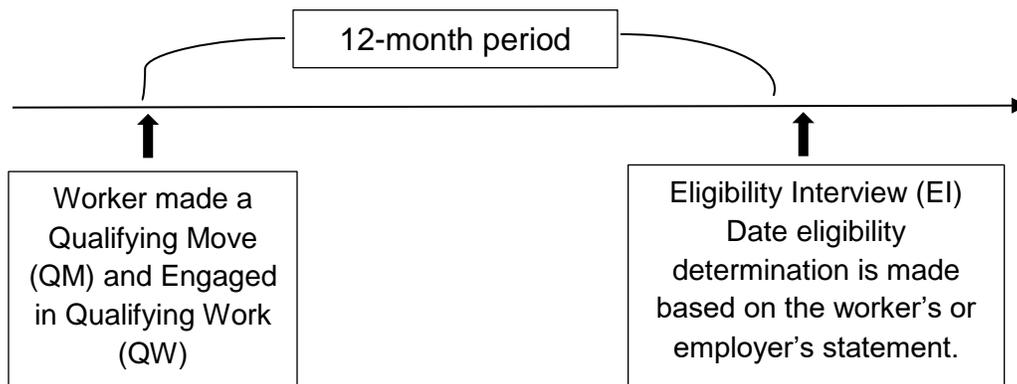
*U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, Guidance for the Title I, Part C Education of Migratory Children, Washington, D.C., 2017. (Chapter II, G7).*

OMEP policy is to interpret this as depending on the timing when the family/OSY was first identified.

A.1: If the recruiter first identifies and recruits a family/OSY within 12 months from the established QAD, the recruiter may determine the work temporary based on the worker's statement or the employer's statement and must document this statement in the comment section of the COE. When a worker qualifies based on temporary employment with a documented (worker or employer) statement, yet is found to still be employed at the same worksite after 12 months, the OMEP may continue serving these children. They can keep them on its student MEP counts for the remainder of their 36-month eligibility period. However, the local MEP shall examine and document the reasons why the worker has remained employed, and contact the OSDE Office with such information. The following diagram illustrates this scenario:



A.2: If the recruiter first identifies and recruits a family/OSY after the 12-month period, and the worker is still employed at the same worksite, the OSDE finds it difficult to determine that the intentions of the worker were to gain temporary employment since the worker has already been employed at the same worksite for more than 12 months. In such situations, the recruiter should inquire about any previous moves where the worker engaged in Qualifying Work (QW). The following diagram illustrates this scenario:



Attention must be given when a recruiter completes a new COE for a family that has been residing in the district for an extended period of time. If the worker arrived into the district and engaged in Qualifying Work (QW) more than 12 months prior, the question arises as to the temporary nature of the employment. In this case, the employment is most likely to be permanent.

### Eligibility Red Flags

During the course of the eligibility interview, there are occasionally “red flags” which will prompt the recruiter to ask additional probing questions related to the child’s eligibility. These red flags do not automatically mean that a family/youth is not eligible; rather, they will trigger the need for additional clarifying questions to help the recruiter decide whether the family/youth is eligible. Each red flag example listed below may indicate possible misidentification of migratory children. Further information may be necessary to establish eligibility. It is the responsibility of the local recruiter to identify and gather the additional information to provide evidence for any eligibility decision made. A final decision on eligibility will be made by the OSDE Migrant staff.

**“Red Flags” are warning signs to alert the recruiter for the need to ask additional clarifying questions during an interview.**

Red Flags to be aware of include:

1. First agricultural or fishing move in work history – the family/youth has not performed agricultural or fishing work before
2. Move from urban or non-traditional migrant areas

3. Household in which some members have non-agricultural or non-fishing occupations
4. Housing that appears to have a longstanding history or residency
5. Worker that has a non-agricultural or non-fishing occupation for part of the year (especially if he or she goes back to this job regularly)
6. Lifestyle where migration does not seem to be an important factor in the family's life (e.g., housing, no school interruptions)
7. Move with guardian or on own instead of with parent
8. Off-timing or off-season moves
9. Short-term or short-distance moves
10. No qualifying activities taking place

If a recruiter has a question regarding any “red flag” scenario, they shall contact their supervisor. If further clarification is needed, the supervisor shall contact the OSDE Office before making a final eligibility determination. Once guidance has been provided from the OSDE Office, recruiters shall document the basis of their determination in the COE Section IV Comments.

### **Qualifying Move (QM)**

In order to make adequate and accurate decisions regarding eligibility, the recruiter must gather as much relevant information as possible. Because there are a variety of scenarios that may appear as a Qualifying Move (QM), it is important that recruiters understand all the various elements and factors that make up the complete definition of a Qualifying Move (QM).

### **3.3 Understanding the Difference between Move, Residence, and a Visit**

The first step in defining a *Qualifying Move* (QM) is to understand that even the word ‘move’ can be interpreted differently by different people. In the OMEP we recognize there may be cultural differences in how people describe their relocations. The recruiter must confirm exactly what type of “move” has occurred to be sure they are making their eligibility determination based on proper evidence. For example, terms such as “move”, “residence”, and “visit” are all used by migrant families and youth when describing a change in location. However, depending on the circumstances of the change in location, the relocation may or may not be considered a Qualifying Move (QM). Therefore, it is up to the recruiter to confirm they are interpreting the word in the same manner as the family/youth.

*Move* – Under statute 200.81(j) of the regulations, “move” or “moved” means “a change from once residence to another residence that occurs due to economic necessity.” In Oklahoma, a “move” is also expressed as “travel.”

*Residence* – Oklahoma follows OME Guidance regarding “residence”.

There is no statutory or regulatory definition of a residence for purposes of the MEP. However, the USDE views a “residence” as a place where one lives and not just visits. In certain circumstances, boats, vehicles, tents, trailers, etc., may serve as a residence.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, D2).

*Visit*– For the purposes of the OMEP, a “visit” is traveling from one’s residence to another place for a short-term basis, without the intentions of establishing residency. The SEA defines a short-term basis as a two week visit or less.

### Qualifying Move (QM)

Under Section 1309(5) of the ESSA, a Qualifying Move (QM) is:

1. Made due to economic necessity; *and*
2. From one residence to another residence; *and*
3. From one school district to another school district.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, D1).

The following emphasizes the importance of the elements, which must **all** be present in order to constitute a Qualifying Move (QM).

√	Due to Economic Necessity, and
√	From one residence to another, and
√	From one school district to another.
=	<b>Qualifying Move (QM)</b>

The Department (USDE) considers this to mean that the child and the worker (if the child is not the worker) move because they could not afford to stay in the current location. The MEP is premised on the Federal government’s understanding that migratory children have unique needs in view of their mobility, and generally are in low-income families. However, the statutory requirement that a qualifying move be made due to economic necessity clarifies that, under ESEA, economic necessity is integral to a move that makes a child a “migratory” child.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, G10).

A person who leaves the place where he or she lives on a short-term basis for any of the following reasons is interpreted to **not have moved or changed residence due to economic necessity**, but rather to have made a visit. Leaves to:

- Visit family or friends
- Attend a wedding or other event
- Take a vacation
- Have an educational or recreational experience
- Take care of a legal/health matter
- For other personal reasons

Similarly, this person would not have changed residence due to an economic necessity upon returning home from one of these trips.

The OSDE does not recognize a move for vacation purposes as a qualifying move, even if the worker engages in qualifying work during the vacation. However, in certain cases family's state they are 'going on vacation' but instead, they are actually going to live with another family member while they search for employment or in between seasons. Therefore, recruiters must probe the worker's story carefully to determine what is meant when they assert that their family has 'moved' or say they are leaving for or returning from a vacation. A few questions a recruiter can use to determine if the family/youth moved due to a vacation are:

*If work was available, would you have still moved?*

*Did you take time off from work?*

*Did you have paid time off from work?*

However, there are times workers and their families move out of an area because they lack the economic means to sustain themselves until they can secure qualifying work again. Due to the lack of work during the off-season, the worker may not be able to afford housing or provide for the basic needs of his/her family, and may decide to move back to their home base where perhaps they own a home, rent is cheaper, or to live with relatives or friends. Once the season starts, these workers may return looking to engage in qualifying work.

For example, if a migrant family loses their job at the end of the harvesting season and they are unable to find other work and pay rent during the off-season, the family may move to Mexico to live with relatives. When the next season is about to begin, the family may return to the same district to find qualifying work. During the eligibility interview, the recruiter must establish that the worker moved out of the district due to "economic necessity" *and* return to engage in qualifying work. In this case the recruiter shall determine the family is eligible for the OMEP, assuming all other eligibility factors are met.

A recruiter must take caution when a move is of short duration (e.g., less than 10 days). In this case, an independent reviewer might question whether the move was really "due to economic necessity." Any move that occurred less than 10 days, the recruiter must document a comment explaining how the move was due to **economic necessity** in the Comment Section IV of the COE.

Q: If a worker and his or her children go on vacation and the worker engages in qualifying work during the vacation, would the children qualify for the MEP?  
A: The USDE does not view a move for a vacation (e.g., a visit to family and friends, a trip for entertainment purposes, etc.) as a move due to economic necessity. In these cases, the family is not moving because it cannot afford to stay and live in the current location (or any other reason based on economic need). Therefore, even if the worker engages in qualifying work, that work did not follow the “qualifying move” as the term is defined in Section 1304(5) of the ESEA.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, D4).

As explained by the Guidance, even if the worker engages in qualifying work, the move itself is not considered a qualifying move. Therefore, the worker’s status would not change to a Migratory Qualifying Worker after moving for a vacation.

### **Migratory Qualifying Worker (MQW)**

ESSA did make statutory changes in ways that SEAs and their recruiters are to determine the eligibility of migratory children. The USDE feels that these changes should make SEA eligibility determinations much clearer and easier to document. One of the main eligibility changes that ESSA makes is how the MEP defines the migratory worker in relation to the “migratory child.”

The USDE uses two terms to identify a worker who has engaged in qualifying work. They are:

Under section 1309(2) of the ESEA (as amended by ESSA), a “migratory agricultural worker” is a person who, in the preceding 36 months, made a qualifying move and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in agriculture (which may be dairy work or the initial processing of raw agricultural products).

Under section 1309(4) of the ESEA (as amended by ESSA), a “migratory fisher” is a person who, in the preceding 36 months, made a qualifying move, and after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, C1-2).

Section 1309(2 & 4) provides that an individual who did not engage in such new employment soon after a qualifying move may still be considered a “migratory agricultural worker” if he or she meets both of the following criteria:

1. The individual actively sought such new employment; *and*
2. The individual has a recent history or moves for temporary or seasonal agricultural employment.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, C1-2).

For the sake of simplifying these two terms, the OMEP will use the term, *Migratory Qualifying Worker* to mean a *Migratory Agricultural Worker* or a *Migratory Fisher*.

**Migratory Agricultural Worker = Migratory Qualifying Worker**  
**Migratory Fisher = Migratory Qualifying Worker**

### **Preceding 36 months**

Under section 1309(2) and 1309(4), a “migratory agricultural worker” or “migratory fisher” is a person who, in the preceding 36 months, made a qualifying move and, after doing so, engaged in new temporary or seasonal employment.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, C1-2).

Therefore, recruiters may ask about all qualifying moves a worker made preceding 36 months of the eligibility interview date.

### **Soon After the Move**

For the purposes of the MEP, the USDE recommends that “soon after the move” be within 60 days of the worker’s move. The 60-day window allows for extenuating circumstances which would delay an individual’s engagement in new qualifying work immediately after a qualifying move (e.g., local conditions in agricultural or fishing operations, illness or other personal circumstances), while still provide a reasonable temporal connection between the move and the worker’s engagement in qualifying work.

Consistent with the COE’s instructions, recruiters must note in the Comments Section IV of the COE why they determined an individual to be a migratory agricultural worker or migratory fisher, if the individual engaged in new qualifying work more than 60 days after the individual’s qualifying move.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, C5).

Oklahoma recruiters are responsible for determining whether, in the preceding 36 months, the worker engaged in qualifying work soon after the move, *or* actively sought new qualifying work *and* has recent history of moves of qualifying work. If the recruiter cannot determine that the worker has not engaged or actively sought in qualifying work within 60 days of the qualifying move, then the recruiter cannot determine that the worker's status has changed to a migratory qualifying worker.

### **Engaged in Qualifying Work**

In order for a worker's status to change to a migratory qualifying worker, soon after the qualifying move the worker must engage in qualifying work. In the regulation and Guidance, the term "engage" is used in the past tense form, therefore implying that the worker must have already started the qualifying work or started orientation, by the time the recruiter is conducting the eligibility interview. Therefore, the recruiter should use appropriate eligibility questions to help determine if the worker has already begun the qualifying work. Such questions may look like (but not limited to):

*Where are you working?*  
*Where do you work?*  
*When did you start working?*  
*What kind of work do you do?*

Using these questions, the recruiter will be able to determine if the worker has engaged in new qualifying work soon after the move. It is imperative that the recruiter only continue with the eligibility interview if the worker engaged in new qualifying work soon after the move. In Oklahoma, the amount of time to be considered "soon after the move" is defined as 60 days. Therefore, the worker should have engaged in new qualifying work within 60 days of the qualifying move in order for the worker's status change to a migratory qualifying worker.

The recruiter verifies through the eligibility interview and then documents that the worker had engaged in new qualifying work soon after the move in Section III, No. 4 of the COE. The recruiter does not document actual date when the worker engaged in new qualifying work. Instead, by completing and signing a COE, the recruiter indicates that he/she has verified through the eligibility interview that the worker has in fact engaged in new qualifying work within 60 days of the worker's qualifying move. The recruiter should not complete a COE without first verifying that the worker engaged in new qualifying work.

A worker who did not engage in new qualifying work soon after a qualifying move may still be considered a migratory qualifying worker if the worker:

- Actively sought new qualifying work soon after the move, and
- Has recent history of moves that resulted in the engagement of qualifying work soon after the move.

Q: If an individual did not engage in agriculture or fishing work soon after a

qualifying move, may such an individual be considered a migratory agricultural worker or migratory fisher?

A: Yes. The USDE interprets the definitions of migratory agricultural worker and migratory fisher in section 1309(2) and (4) of the ESEA to also apply to individuals who did not engage in personal subsistence in agriculture or fishing soon after a qualifying move. In order to be considered a migratory agricultural worker or migratory fisher, such individuals must have actively sought personal subsistence in agriculture or fishing, and have a recent history of moves for personal subsistence in agriculture or fishing.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, C8).

### **Actively Sought New Qualifying Work**

If the worker did not engage in new qualifying work soon after the move, the recruiter must inquire if the worker took positive actions to find new qualifying work soon after the move.

Q: What does the phrase “actively sought” mean in reference to qualifying work?

A: While an individual may actively seek employment in a variety of ways, the phrase “actively sought” implies the need to take positive actions to seek such work. For example, the individual (or someone on his or her behalf) may have: applied for qualifying work at a particular agricultural or fishing job site, applied at a center that coordinates available temporary or seasonal employment, applied for such employment before moving, or have moved reasonably believing, based on newspaper ads or word of mouth, that such work would be available after the move.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, C10).

The recruiter should ask appropriate questions to inquire what actions the worker took to find qualifying work. Such questions may look like, but are not limited to:

*Where have you applied for work?*

*When did you apply for work?*

*Who have you spoken with regarding work?*

It is important for recruiters to ask appropriate questions inquiring how the worker has actively sought new qualifying work because the recruiter must document the responses in the Comment Section, Section IV. For example, the individual (or someone on his or her behalf) may have:

- Applied for qualifying work at a particular agricultural or fishing job site,

- Applied at a center that coordinates available temporary or seasonal employment,
- Applied for such employment before moving, or
- Have moved reasonably believing (based on newspaper ads, word of mouth, or the worker's own experience) that such qualifying work would be available after the move.

Recruiters are encouraged to ask appropriate eligibility questions to inquire how exactly the worker actively sought new qualifying work soon after the move. Recruiters may rely on the worker's statement regarding his or her attempts to obtain new qualifying work. Credible evidence is not a requirement for completing comments for actively sought. The following are examples of what a statement explaining how the worker actively sought new qualifying work may look like.

*"The worker was told by relatives about possible work picking oranges in Arcadia County."*

*"After arriving, the worker spoke with a local crew leader about working the crew harvesting watermelon."*

*"The worker applied for work but was told all the workers needed for the harvest were hired."*

### **Recent History of Moves for Qualifying Work**

As mentioned earlier, if the work did not engage in new qualifying work soon after the move, the recruiter must inquire if the worker took positive actions to find new qualifying work soon after the move *and* have recent history of moves for qualifying work.

The USDE interprets the phrase "recent history of moves for" qualifying work to mean a recent history of moves that resulted in temporary or seasonal agricultural or fishing employment (i.e., qualifying work).

Based on the USDE's interpretation of this second eligibility criterion (i.e., where an individual has not engaged in qualifying work "soon after a qualifying move"), only those individuals who in the recent past have moved and then been employed on a temporary or seasonal basis in agriculture or fishing would be considered a "migratory agricultural worker" or "migratory fisher."

The USDE believes that the period of one's "recent history" should not exceed 36 months prior to the date of the recruiter's interview. The USDE believes it is difficult to reasonably consider a period longer than 36 months to be "recent."

Given the plural form of the word "moves," an individual must have made at least two moves for qualifying work.

The statute uses the phrase "recent history of moves," but does not state that these moves must be "qualifying moves," i.e., moves from one school district to another (except in special circumstances, see Chapter II, D1). Therefore, an individual's

recent history of moves for qualifying work does not have to be from one school district to another.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, C13-18).

The recruiter should ask appropriate questions to inquire about the worker's recent history of moves for qualifying work. Such questions may look like, but are not limited to:

*What kind of work have you done in the past?*

*When did you work in agricultural or fishing work in the past?*

*Where did you work in agricultural or fishing work in the past?*

It is important for recruiters to ask appropriate questions inquiring about the worker's recent history of moves for qualifying work because the recruiter must document the responses in the Comment Section, Section IV of the COE. Recruiters may rely on the worker's statement regarding his or her recent history of moves for qualifying work. Credible evidence is not a requirement for completing comments for recent history of moves. Statements for recent history of moves must include the following information for each of the two recent moves:

- The month and year of the move,
- The "from" and "to" locations of the move, and
- The qualifying work the worker engaged for each of the two moves.

The following are examples of what a statement explaining the worker's two recent history of moves for qualifying work may look like:

*"The worker has returned to Plant City from Georgia for the strawberry harvest every year (October 2017 and October 2016)."*

*"The worker moved to Georgia in July 2017 to pick watermelon. The worker also moved to Maine in July 2016 to rake blueberries."*

*"The worker picked oranges in California in May 2016 and planted strawberries in Florida in September 2017."*

Therefore, in Oklahoma, a Migratory Qualifying Worker means a person who, in the preceding 36 months, made a qualifying move and soon after the move engaged in new qualifying work *or* actively sought new qualifying work *and* has two recent history or moves for qualifying work.

Oklahoma recruiters are responsible for determining whether, in the preceding 36 months, the worker engaged in qualifying work soon after the move, *or* actively sought new qualifying work *and* has recent history of moves of qualifying work. If the recruiter cannot determine that the worker has engaged or actively sought in qualifying work within 60 days of the qualifying move, then the recruiter cannot determine whether that the worker's status has changed to a migratory qualifying worker.

According to ESSA, part of documenting the eligibility of the “migratory child” is to document on the COE when and how the worker’s status changed to a migratory qualifying mover. The recruiter should document the date the worker made a qualifying move and soon after the move (within 60 days), the worker engaged in qualifying work in Section III, No. 4.

## **Migratory Child**

Determining whether the worker’s status changed to a migratory qualifying worker is the first step in determining whether a child/youth can be identified as a migratory child.

According to sections 1115(c)(1)(A) (incorporated into the MEP by sections 1304(c)(2), 1115(b), and 1309(3) of the ESEA, and 34 CFR § 200.103(a)), a child is a “migratory child” if the following conditions are met:

1. The child is not older than 21 years of age; *and*
2. (a) The child is entitled to a free public education (through grade 12) under State law, *or* (b) The child is not yet at a grade level at which the LEA provides a free public education, *and*
3. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; *and*
4. With regard to the qualifying move identified in paragraph 3, above, the child moved due to economic necessity from one residence to another residence, *and*
  - a. 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.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, A1).

Once the recruiter determines whether the worker’s status changed to a migratory qualifying worker, the recruiter must then determine if the child/youth has made a qualifying move, in the preceding 36 months of the eligibility interview date:

- “as” the migratory qualifying worker
- “with” the migratory qualifying worker, or
- “to join or precede” the migratory qualifying worker.

Refer to the Eligibility Flowchart in *Appendix G*.

## **Qualifying Arrival Date**

Dates are extremely important when determining MEP eligibility as they determine the length of supplemental educational service a migratory child/youth is eligible to receive. Dates in the MEP also help to determine the seasonal or temporary nature of one's employment, as well as, help establish a history of a migratory lifestyle. Therefore, it is important to adequately and accurately identify the various dates related to one's eligibility. One of the most important duties of a recruiter is establishing the qualifying arrival date.

Qualifying arrival date refers to the:

- Date when *both* the child *and* the migratory qualifying worker or the youth as the migratory qualifying worker have completed the qualifying move. This is the date when they each complete the move and are *together* in the school district;
- Date that is entered in Section III, No. 3 of the COE;
- Date that begins the migrant child/youth's 36 month eligibility period, and the date the child/youth was identified as a "migrant child."



**Since eligibility does not start until a Qualifying Move is complete, correctly identifying the Qualifying Arrival Date is crucial when completing a COE.**

The following example provides a clear picture of a Qualifying Arrival Date (QAD).

On May 23, 2017, a family with two school-aged children moved into an Oklahoma school district. Soon after the move (within 60 days), the father engaged in qualifying work harvesting oranges. The family moved, traveled, and arrived into the OK school district *together*. If all eligibility factors are present, the children's QAD would be May 23, 2017. Again, this is the date that is entered in Section III, No. 3 of the COE.

### **Residency Date (RD)**

While the QAD refers to the date when the child and the migratory qualifying worker complete qualifying moves, the residency date refers *only* to the date when the child/youth established residency into the new school district. Recruiters shall document the Residency Date in Section III, Item 4 of the Oklahoma COE.

Using the previous example again, the QAD was determined to be May 23, 2017, because this is the date when the child and the worker moved *together* into the school district to seek or obtain qualifying work. However, the Residency Date (RD) is also May 23, 2017, since this is also the date when the child moved into the school district. In this case, the RD and QAD are the same because the migratory qualifying worker *and* the child/youth arrived *together* at the school district on the same date which is also the date the child established residence in the school district.

However, there are special circumstances when the migratory qualifying worker and the migratory child *do not* arrive on the same date. These circumstances will be discussed later under "Types of Moves" section in this manual.

In all instances, the recruiter should always remember that the qualifying arrival date (QAD) is dependent on when the migratory child (MC) *and* the migratory qualifying worker (MQW) complete the qualifying move (QM). The Residency Date (RD) is dependent on the child's/youth's move only.

***QAD = Date when MC and MQW complete a QM***  
***RD = Date when MC establishes residency in the district***

The importance of establishing and documenting when the Residency Date (RD) and QAD take place cannot be emphasized enough. The QAD entered in the COE must be correct because it affects the child/youth's eligibility and length of eligible MEP service.

### **Home Base**

Many migrant families have a home base or home town where they live for much of the year. They travel or migrate from this home base to other places for work for temporary or seasonal work out of economic necessity. For example, a migrant family might consider Florida to be their home base. They may live in Florida all winter and work through the citrus harvest in the spring, and then they move to South Carolina to work during the peach harvest. They might also travel to other states or locations and then return to their home base in Florida in the fall.

Therefore, a move to the home base may qualify if the move is due to economic necessity, from one residence to another, from one school district to another, and the child(ren) traveled with or to join/precede a qualifying worker. If the child(ren) does/do not move with or to join/precede the qualifying worker, then it is not a qualifying move just to return to the home base.

## **3.4 Types of Moves**

### **Previous Qualifying Moves**

Previous qualifying moves refers to any qualifying move that a child/youth has made within the last 36 months, and occurs prior to the most recent move into the school district where the recruiter has identified the child/youth. Determining that a child/youth is eligible for the MEP based on a previous qualifying move is not an easy task. It requires strong knowledge of eligibility factors and even stronger interview skills. The recruiter must accurately document on the COE the necessary information to corroborate such a scenario.

When a recruiter interviews a family and determines that the move to the present school district is not a qualifying move, the recruiter should ask additional probing questions to find out if the child/youth has made any previous qualifying moves *as/with/to join or precede* the migratory qualifying worker within the preceding 36 months of the eligibility interview. If there is previous qualifying moves made prior to arriving to the current school district, then it may be used to determine the child or youth’s eligibility for the OMEP, as long as all other eligibility criteria were also met during the previous qualifying move.



**When determining eligibility based on a previous QM, make sure the previous QAD is within the last 36 months.**

Accurately documenting the QAD, Residency Date (RD), and the Qualifying Move (QM) when the worker became a migratory qualifying worker (MQW) is critical when completing a COE based on a previous qualifying move (QM).

As mentioned earlier, the QAD and Residency Dates (RD) are usually the same. However, these dates are not the same when the eligibility determination is based on a previous qualifying move. In other words, the move to where the child last made a qualifying move *as/with/to join or preceded* the migratory qualifying worker and the current school district are *not* the same school districts.

In order for eligibility determination to be made on a previous qualifying move, all eligibility factors must be met *at the time* of the qualifying move. When reviewing multiple qualifying moves, recruiters should document the most recent qualifying move the child/youth made *as/with/to join or precede* the migratory qualifying worker. The recruiter will document this date in Section III, No. 1 through 3 on the COE.

As mentioned earlier, part of documenting the eligibility of the “Migratory Child” is to document on the COE when and the worker’s status changed to a Migratory Qualifying Worker (MQW). Therefore, the recruiter should document the Qualifying Move (QM) the worker made and engaged in Qualifying Work (QW) soon after the move. Recruiters should document the most recent move the worker made *as/with/to join or precede* the child. The recruiter would document this information Section III, No. 4 through 6 on the COE.

The Residency Date (RD) would be when the child/youth enters the current school district.

A child is a “migratory child” if the child made a Qualifying Move (QM) the preceding 36 months *as/with/to join or precede* a Migratory Qualifying Worker (MQW).

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, A1).

Therefore, a recruiter may go as far back as 36 months of the eligibility interview date to determine if the child/youth made any previous qualifying move *with/as/to join or precede* the migratory qualifying worker.

The recruiter must contact the OSDE if further guidance is needed to determine eligibility and documenting the COE based on a previous Qualifying Move (QM).

### **“To Join” Moves**

Q: Must a child move at the same time as the worker to be eligible for the MEP?

A: No. Section 1309(3) of the ESEA provides that if the child is not the migratory agricultural worker or migratory fisher, the child must move “with, or to join” a parent/guardian or spouse who is a migratory agricultural worker or fisher. The USDE considers this provision to mean that the child’s move may either precede or follow the worker’s move. For example, the child may move before the worker in order to start the school year on time, or the worker may move before the child in order to secure housing. In either case, the fact that the child and his or her parent/guardian or spouse do not move at the same time does not nullify the child’s eligibility for the MEP.

Consistent with the COE instructions, the USDE requires an explanation in the Comment section of the COE if the child preceded the worker, or joined the worker at the later date.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, E2).

There are times when a child *does not* travel *with* their parent/guardian/spouse. Different scenarios may encourage a parent to travel first, such as: to canvass new environments, solicit and secure work and housing, and establish adequate child care. Other scenarios may force parents to stay behind while their children move first to a new area or to move back to their home base. These scenarios may include: parents finishing up harvest work, waiting to be paid for the season, lack of adequate child care, or the need to enroll children in school. These types of moves are identified as “to join” moves. To accurately determine eligibility in a “to join” situation, recruiters must make sure that both the migratory qualifying worker and the child made the qualifying move by the time the recruiter conducts the eligibility interview. Also, it is important for the recruiter to document the QAD, the qualifying move when the worker’s status changed to a migratory qualifying worker, and the residency date appropriately.

The child’s eligibility is not established until the child physically arrives in the new school district. If the Migratory Qualifying Worker has already moved into the school district prior to the child/youth, the child is not a migratory child until the child/youth completes the qualifying move.

If the child made the Qualifying Move *before* the Migratory Qualifying Worker, the QAD and the Residency Date are different dates. The date when the child completes the Qualifying Move into the school district is different from when the Migratory Qualifying Worker completes the Qualifying Move. The child's eligibility is not established until the worker physically arrives in the new school district. Even though the child has already moved into the school district prior to the worker, the child is not a migratory child until the migratory qualifying worker completes the qualifying move.



**When documenting “to join” moves, the QAD is the date when *both* the child or youth *and* the qualifying worker complete the Qualifying Move into the school district.**

Whether the child moved *before* the migratory qualifying worker or the worker moved *before* the child, the recruiter must document both dates in the respective fields in Section III, No 2bi of the COE. Also, the recruiter must include a comment explaining why the child and Migratory Qualifying Worker moved on different dates.

If a recruiter interviews a family and the Migratory Qualifying Worker (MQW) has not arrived yet, the recruiter must ascertain when the worker is expected to arrive.

- The recruiter may inquire about previous Qualifying Move (QM) the child made *with/to join or precede* the Migratory Qualifying Worker (MQW).
- The recruiter may decide to visit the family after the worker has arrived and complete the COE using the worker's arrival as the QAD.

Although the child's move may precede or follow the worker's move, the child's eligibility is not established until the Migratory Qualifying Worker (MQW) worker arrives in the school district.

#### Time limit on “To Join” Moves

Q: How much time may separate the worker's move from a child's move “to join” a worker?

A: The USDE believes that, as a best and safe practice, the child's move should generally occur within 12 months of the worker's move, and that after one year it is difficult to link the child's move to the worker's move.

Nonetheless, there may be unusual circumstances that prevent a child from moving within 12 months of the worker's move, or vice versa. In these cases, consistent with the COE instructions, the USDE recommends that an SEA document in the Comment section of the COE the basis for determining that the child moved to “join” a worker after such a prolonged period of time between the two moves, or that the worker moved to join the child after a similarly prolonged period.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, E4).

The more time that occurs between the child's and the Migratory Qualifying Workers (MQW) moves, the more difficult it is to establish a credible relationship between the child's move and the MQW's move. Through the eligibility interview, recruiters shall be able to determine the time between the child's move and the worker's move. Anytime there is a child that moves to join or precede the Migratory Qualifying Worker, recruiters must document in the COE and explanation for the separate moves.

The OSDE has established a 12-month time limit regarding "to join" moves. As a rule of thumb, any "to join" move that takes more than 12 months to complete is not considered eligible for the OMEP. However, there may be unusual circumstances that prevent a child from moving within 12 months of the worker's move, or vice versa. The OSDE will review the specific information with the recruiter and assist in making the eligibility determination on a case-by-case basis.

The following examples will assist recruiters making proper eligibility determinations when conducting interviews:

### **Early Moves**

The ESEA, as reauthorized prior to the ESSA, defined a migratory child as one "who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work – has moved from one school district to another..." This long-standing definition established, as an eligibility criterion, the intent of the worker in making a move – a factor that, in practice, has proven very difficult for SEAs to document and confirm. ESSA has eliminated this criterion. Now, the worker must only have moved due to economic necessity from one residence to another and from one school district to another (subject to specific exceptions for school districts of more than 15,000 square miles or States of a single school district), and have either (1) engaged in new qualifying work soon after the move, or (2) if the worker did not engage in new qualifying work soon after the move, actively sought such employment and had a history of moves for qualifying work. See C1, C2, and C4 of this Guidance.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, A Note on ESSA and Child Eligibility under the MEP).

According to the above Guidance, "Now, the worker must only have moved due to economic necessity from one residence to another and from one school district to another, have either (1) engaged in new qualifying work soon after the move, or (2) if the worker did not engage in new qualifying work soon after the move, actively sought such employment and had a history of moves for qualifying work." Therefore, by removing the "intent of the worker in making a move" criterion from the MEP eligibility, recruiters may

not determine a worker has engaged in qualifying work if the work has not yet started, or if the worker “plans” to start work later past the eligibility interview date.

Recruiters have the following options:

- Inquire if the worker has actively sought new qualifying work **and** has two recent history of moves for the migratory qualifying worker. If the worker has taken positive actions to find new qualifying work (even if it’s the work that is supposed to start at a later date) **and** has two recent history of moves for qualifying work, then the recruiter may determine that the worker’s status changed to a migratory qualifying worker. In this case, the recruiter would document the date of the worker’s most recent qualifying move and check Section III, No. 4b, in the COE. Also, the recruiter will document the qualifying work the worker was looking for in Section III, No. 5 of the COE. Lastly, the recruiter will also need to include a comment for Actively Sought and a comment describing the worker’s two recent history moves.
- Inquire if the worker has engaged in any other qualifying work. Even if the worker plans on engaging in a specific qualifying work that starts at a later date, the worker may have engaged in other qualifying work since the move, prior to the eligibility interview date. If the worker has engaged in any other qualifying work, then the recruiter may determine that the worker’s status changed to a migratory qualifying worker. In this case, the recruiter would document the date of the worker’s most recent qualifying move and check Section III, No. 4a, in the COE. Also, the recruiter will document the qualifying work the worker engaged in Section III, No. 5 of the COE.
- Inquire about previous qualifying moves that the child/youth has made *as/with/to join or precede* the migratory qualifying worker.
- Inquire when the qualifying work is expected to begin. The recruiter may conduct a follow-up visit AFTER the expected start date and complete the eligibility interview then. Recruiters should use this as a last resort. It is already very difficult to identify potential migratory children, and the recruiter runs the risk of unable to relocate the family at a later date, if they need to return to complete the eligibility interview. In such cases, the recruiter must remember that the COE cannot be completed unless the recruiter can determine and document that the worker’s status has changed to a migratory qualifying worker, and the child has made a qualifying move *as/with/to join or precede* the worker, as well as other eligibility criteria is present.

## International Moves

Q: May an individual’s move to the United States from another country qualify for the MEP?

A: Yes. The only criteria for being considered a migratory child, migratory agricultural worker, or migratory fisher are those established in sections 1115(c) and 1309 of the ESEA, and in applicable regulations in 34 CFR §§200.81, 200.89(c) and 200.103. The law does not establish additional criteria based on the individual’s country of origin.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, D13).

There have been historical patterns of migration from Mexico, Guatemala and Canada to the U.S. to engage in temporary or seasonal work in agriculture and fishing. A child's and a migratory qualifying worker's move from any country to any school district in the U.S. is considered the same as a move from one school district to another *within* the U.S. as long as all of the other eligibility criteria is present. These moves are also considered the same move from one school district to another *within* Oklahoma.

Moves from a school district in the U.S. to a school district *outside* the U.S. in Mexico or Canada to engage in qualifying work *do not* qualify. The MEP is meant to benefit families who perform qualifying work *within* the U.S. The Federal statute does not authorize moves to another country to engage in temporary or seasonal employment in agriculture or fishing work to be considered qualifying moves.

Q: Is a move from the United States to another country a qualifying move?

A: No. The MEP was established to benefit families who perform qualifying work in the United States. Therefore, the USDE does not interpret the MEP statute as authorizing moves to another country as qualifying moves. However, if an individual's move to another country is a "change of residence," the individual's move back to a school district in the U.S. might be a qualifying move.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, D15).

There are cases when OSY/workers and their families move back to their native countries at the end of the temporary or seasonal employment. These moves *back* to their native countries may be considered a qualifying move (due to economic necessity, from one residence to another, from one school district to another). Subsequently, the child's and the migratory qualifying worker's move from another country back to a school district in the U.S. could be a qualifying move if all of the eligibility requirements are present.



**Recruiters should be careful in making these determinations and should document the basis for their decision in Section II, #16 and Section IV Comments of the COE.**

## H-2A Workers

Q: Does an individual's visa status as an H-2A temporary agricultural worker have any impact on whether he or she may be considered a migratory child, migratory agricultural worker, or a migratory fisher?

A: No. The only criteria for being considered a migratory child, migratory

agricultural worker, or migratory fisher are those established in sections 1115(c) and 1309 of the ESEA, and in applicable regulations in 34 CFR § 200.81, 200.89(c), and 200. 103.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, D14).

According to the U.S. Department of Labor, “The H-2A temporary agricultural program allows agricultural employers who anticipate a shortage of domestic workers to bring nonimmigrant foreign workers to the U.S. to perform agricultural labor or services of a temporary or seasonal nature. Employment is of a seasonal nature where it is tied to a certain time of year by an event or pattern, such as a short annual growing cycle, and requires labor levels above what is necessary for ongoing operations. Employment is of a temporary nature when the employer’s need to fill the position with a temporary worker will, except in extraordinary circumstances, last no longer than 1 year.”

Recruiters are strongly encouraged to utilize the Department of Labor Employment and Training Administration online database (<https://seasonaljobs.dol.gov>) as a resource to identify potential migratory qualifying workers.

### **Annual Migration to the Same Farm**

An annual migration to perform temporary or seasonal work for the same farmer is not considered permanent employment. This is true even if the farmer guarantees the worker employment each year and reserves the same temporary residence for the worker. Therefore, the worker is eligible.

### **Short Duration Moves**

Although the statute and regulations are silent on the duration of a qualifying move, a migratory worker and a migratory child must stay in a new place long enough to show that the worker and the child “moved,” i.e., changed residence due to economic necessity. Recruiters should carefully examine and evaluate relevant factors, such as whether the move to work was a one-time act or a series of short moves to work in order to augment the family’s income. With respect to moves of such short duration (e.g., less than a week) that an independent reviewer might question whether the move was a change in residence or “due to economic necessity,” The USDE recommends that the SEA establish a written policy for determining and documenting when and why these moves qualify for the MEP. Consistent with the COE instructions, the USDE also recommends that the recruiters explain in the Comments section of the COE why they believe that a move of very short duration would be considered a qualifying move.

 **Short duration moves consisting of ten days or less are Red Flags! Further probing questions are necessary.**

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, D5).

The regulations do not indicate a minimum duration for a qualifying move; however, the move must be due to economic necessity. In addition, prior Guidance indicated that a move must be of sufficient duration to establish residency.

In Oklahoma, any one-time short-duration move of less than 10 days requires supporting documentation on the COE to explain the recruiter's determination of eligibility. Additionally, when determining eligibility based on short duration moves, recruiters shall ascertain if there has been a *series* of short moves within the same season or period. The Oklahoma MEP has determined that a *series of moves* consists of at least three moves.

The following information obtained through the interview *must* be documented in the COE:

- where the children resided (Section III, No. 1)
- whether the worker engaged in qualifying work, or actively sought new qualifying work and has recent history moves (Section III, No. 4)
- type of qualifying work (Section III, No. 5)
- series of short duration moves of three qualifying arrival dates within a season or a 6-month period (Section IV)
- Comment indicating how the worker actively sought as qualifying work soon after the move and two recent history of moves, if applicable. (Section IV)

### **Short Distance Moves**

In accordance with Section 1309(5)(B) of the ESEA, the only minimum-distance requirement governing a qualifying move is for a move of a least 20 miles to a temporary residence within a school district of more than 15, 000 square miles (e.g., in Alaska). In all other situations, the move must simply be from one school district to another, or, in a State that is comprised of a single school district (e.g., Hawaii, Puerto Rico, the District of Columbia), be across the established boundaries of the district's administrative areas.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, D6).

Any move that occurs within the same school district boundaries is not a qualifying move for the OMEP. All qualifying moves must occur across school district lines for the purposes of eligibility. Moves for relocation within a school district are not considered qualifying moves. Guidance requires that a qualifying move meet three criteria: (1) due to economic necessity, (2) from one residence to another, and (3) from one school district to another. A move across school district lines **ONLY** to establish a new residence does not meet the criteria of a qualifying move, since the move was not due to economic

necessity. If the qualifying move is of a very short distance, the recruiter shall contact the OSDE to seek further guidance. The recruiter should be able to explain the basis for determining that the moves meets *all three* criteria for qualifying moves; (1) due to economic necessity, (2) from one residence to another, and (3) from one school district to another. The final eligibility determination will be made with the OSDE MEP Office and on a case-by-case basis.

### **Daily Commuting**

Q: Has a worker who travels back and forth between a residence and agricultural or fishing job within the same day made a qualifying move?

A: No. Such a worker is a “day-haul” worker whose travel is a non-qualifying commute, not a qualifying migration involving a change of residence.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, D7).

Commuting, regardless of whether it is across school district lines, is NOT a qualifying move. The worker is not changing their residency to engage in qualifying work. Such a worker is a “day-haul” worker and his/her travel is a commute, not a move or change of residence. This type of travel is not considered a qualifying move for the purposes of eligibility for the MEP.

### **Moving on a Boat**

Q: Are there special issues that affect only the moves of a migratory fishers who travel by boat?

A: No. These workers’ moves must be from one school district to another, whether the moves are accomplished by water or by land. As with any other MEP eligibility determination, the SEA must maintain documentation of school district boundaries as they extend into the water. In addition, all other eligibility criteria must be met.

A fisher who travels by boat to a new school district, must have stayed in the new place long enough to confirm that the worker “moved,” i.e., changed residence, and that this move was due to economic necessity.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, D5).

As mentioned before, one of the requirements for a qualifying move is that the move be across school district lines. Such boundaries are easy to determine on land, however there are special issues that affect the moves of migratory fishers who move on a boat. These workers must also travel across school district lines, whether the moves are by land or by water. Therefore, local school districts must maintain documentation of school

district boundaries as they extend into the water. In addition, all other eligibility requirements must be met.

### 3.5 Completing the Certificate of Eligibility

States are required to use the COE form issued by the USDE to document the basis of their child eligibility determinations for the MEP. As such, the COE is the legal document used in Oklahoma to enroll children and youth into our migrant program. The COE serves as the official record of eligibility for the OMEP. The COE used in the State follows the requirements from the national form. Detailed information about the national COE, including how to complete a COE and specifics about how a state may design its COE to be in compliance with the May 10, 2016 CFR, is available on the USDE website at <http://results.ed.gov/legislation>.

Oklahoma LEAs are responsible for documenting every migrant child's eligibility on the COE. Because the COE establishes the basis for migrant education eligibility, it is imperative that the information on the COE is correct.

When completing the COE, the following general guidelines must be followed:

- The form ***must*** be completed by a trained recruiter. The interviewer must be knowledgeable about eligibility criteria in order to make correct eligibility determinations and to convey information about available services for eligible students. Educational and support services ***cannot*** be provided until the COE form is completed *and* the child has been determined eligible by the local COE review process.
- A COE must be completed every time a child makes a new qualifying move that would renew the child's eligibility for the MEP.
- Each section must be completed. Do not leave any section blank. Use "N/A" or dashes to acknowledge that an inquiry has been made. Use "Same" to indicate that the information is equivalent to that of the previous item.
- The completed form shall include the names of all eligible children who moved/traveled with the family. This includes preschool children, children attending school, and children not attending school.
- If the recruiter completes a COE for a family, the recruiter must fill out a separate COE for any child who has a different QAD for any child who has different eligibility criteria than the rest of the children in the family, such as an OSY who may have moved on his or her own.
- If more than one COE is necessary for a family because not all the children have the same eligibility information (e.g., one child moved with the worker and the sibling moved to precede the worker), the recruiter must complete all sections on each form. Also, the recruiter must refer to the other COE by documenting the unique preprinted COE number in Section II, No. 16 of the COE.
- The recruiter must ***not*** include in the **Child Data Section of the COE (Section II)** 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]
- (3) did not make the qualifying move described on the COE\*
- The completed form shall be submitted within five (5) business days to the District Migrant Program Director for certification of eligibility.

*\*Children born after the move or children who did not make the qualifying move described in the COE shall be included in the Child/Family Data Comments Section (Section II, No. 16) of the Oklahoma COE.*

It is important that the COE be properly reviewed, filed, secured, and maintained so it is available for review at any time. The completed form shall be submitted within five (5) business days to the District Migrant Program Director for certification of eligibility.

Instructions for completing the COE are found in Appendix B.

### **Additional Comments on the COE**

A recruiter shall provide additional comments on the COE when circumstances require the recruiter to clarify why he or she found a particular child to be eligible for the MEP. At a minimum, the recruiter must provide comments that clearly explain items 2bi, 4c, 5\*, and 6a or 6b in Section III qualifying moves and work, if applicable. Comments must explain the circumstances that led the recruiter to believe the child was eligible. The mandatory comment sections are outlined in detail in the COE instructions in the Appendix B.

The following are circumstances that require further explanation on the COE:

- The household is supported, at least in part, by non-agricultural/non-fishing work.
- A “move” is of such brief duration (10 days or less) and/or of such a short distance that one could question whether any migration has occurred (e.g., intra-city or intra-town move that is across school district boundaries).
- 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 child and the worker moved from different locations.
- The worker did not engage in new qualifying work soon after the move. In this case, the recruiter must document:
  - How the worker actively sought new qualifying work soon after the move, *and*
  - Two recent history of moves for qualifying work.
- The worker is unusual enough that an independent reviewer is unlikely to understand that it is a qualifying activity.
- The child(ren) qualified on the basis of “personal subsistence.” In Oklahoma, there are no documented cases of families qualifying under “personal subsistence”. Recruitment staff shall contact the OSDE Office if they encounter family or youth

that may qualify under “personal subsistence” for clarification on how to determine eligibility and document the COE.

Personal subsistence means 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.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, F28).

- The work could be part of a “series of activities” that, viewed together, would constitute year-round employment (e.g., mending fences and haying could be two parts of year-round ranching with one employer).
- The work is temporary or could be perceived as year-round employment (e.g., collecting eggs or milking cows).
  - In these cases, the work must be confirmed as temporary either by the worker’s statement, the employer’s statement.

## **Signatures on the COE**

Federal regulations now require a parent/guardian signature on a COE except for a few limited exceptions. Therefore, OMEP also requires a signature upon completion of the COE. The person who signs the COE must be the source of the information contained in the document and shall verify any information provided by another source. By signing the COE, the parent or guardian confirms that the information he or she provided is accurate.

If the parent/guardian/spouse/youth is unable to sign his or her name, they shall place an “X” on the signature line. The recruiter should then print the name of the person on the line, write the person’s relationship to the child(ren), and include the recruiter’s initials.

If a parent/guardian/spouse/youth refuses to sign his or her name, the recruiter must document “REFUSED TO SIGN” in Section IV Comments and print the interviewee’s name in the Signature field in Section V. The recruiter should include their initials.

Anyone younger than 16 years old will need someone 18 years old or older (guardian, relative, supervisor, co-worker, roommate, etc.) to sign the COE. The individual should be able to verify the information on the COE. Refer to *Oklahoma ID&R Policies Regarding OSY* (page 17) for further guidance on youth younger than 16 years old traveling on their own.

Obtaining the parent/guardian/spouse/youth signature is a good practice for the following reasons:

- A signature allows the parent/guardian/spouse/youth to attest that the information he or she provided is accurate (which promotes quality control).
- An interviewee signature identifies who provided the information so that the recruiter can verify it at a later date, if necessary.

- The parent/guardian/spouse/youth agrees to allow the child to participate in the OMEP for the duration of the eligibility period, unless permission is withdrawn.
- The parent/guardian/spouse/youth gives permission for the child to be given emergency medical referral services.
- A parent/guardian/spouse/youth signature may be used to confirm that the recruiter informed the parent/guardian/spouse/youth about the MEP and about his or her rights regarding the transfer of school records under the Family Educational Rights & Privacy Act (FERPA). More information on FERPA is found in Appendix H.

In addition to the parent/guardian/spouse/youth signature, the recruiter's signature is also required under Federal regulations. The recruiter's signature at the end of the COE certifies that:

- The recruiter received all the information on the COE directly from the family/youth.
- The recruiter collected all the documentation needed to make a proper eligibility determination.
- The information upon which the recruiter based on the eligibility determination is correct to the best of his or her knowledge.
- The children are eligible for the MEP.
- The recruiter informed the parent or guardian about FERPA.

In cases where the recruiter cannot make an eligibility determination, the COE shall not be signed until a thorough verification of the information provided by the family and/or youth has been completed. The recruiter's signature on the COE is a necessary element of a reasonable system of quality control.

### **COE Copies**

Once the COE has gone through a review and all the information has been corroborated, the family/youth may receive a copy of the COE, if requested. The OSDE Office does not require that a copy of the COE be provided.

Q: During the interview, if the recruiter has found the family/youth not eligible, do they get a copy of the COE?

A: If a child/youth is not found eligible for the OMEP *during the initial interview*, a COE should not have been completed in the first place.

If the recruiter determines that further verification of information is necessary to make a proper eligibility determination, he or she *shall not* give a copy of the COE to the family/youth at the end of the interview. After the verification process, if the child/youth *is* found *eligible* for the OMEP they may then be provided with a copy of the COE, if requested.

COEs of families and/or youth that have been found *not* eligible after the verification process shall be kept in a separate file for future references, and not used for any child count purposes.

### 3.6 Quality Control Assurances

The OMEP and their staff are responsible for ensuring that only those children who are truly eligible for the MEP are recruited, counted and served. The key outcome of ID&R is a proper and timely eligibility determination, and not just merely completing a COE. Because local funding is based on the number of children and youth identified and recruited into the program, accurate eligibility determinations are imperative. To this purpose, the OMEP has established key assurances and strategies to ensure the accuracy of such determinations. Understanding the benefit of having an effective quality control system and the consequences of having an ineffective system are essential to the recruiter's understanding of quality control.

In Oklahoma the quality control system involves the State MEP Office (SEA). The SEA fulfills a unique role and has specific responsibilities to make the system work.

In order to accomplish this task, the SEA shall:

1. Provide technical assistance and training to migrant districts on procedures and guidelines for ID&R.
2. Assist migrant districts in developing, implementing, and documenting their local Service Delivery Plan.
3. Conduct an annual review from a random yet representative sample of OK COEs for accuracy and completeness.
4. Resolve questionable eligibility information on the COE and verified by the district MEP through the use of other credible sources (e.g., school records, information obtained from other districts or states, visits to parents) to establish the authenticity of the information.
5. Assist with corrective action if the SEA finds COEs that do not sufficiently document a child's eligibility for the MEP.
6. Assist in response to internal state audit findings and/or Federal audits or monitoring reports.

The Migrant Districts shall:

1. Follow the procedures and practices contained in the Oklahoma Manual for ID&R.
2. Develop, implement and monitor a documented local Service Delivery Plan, reviewed by the OSDE Office that works best for the migrant district.
3. Maintain a record of actions taken to improve the Service Delivery Plan where periodic reviews and evaluations indicate a need to do so.
4. Conduct awareness training for migrant district staff to ensure they are knowledgeable about the Service Delivery Plan and the established procedures and guidelines for ID&R in Oklahoma.
5. Supervise and provide an annual review and evaluation of the identification and recruitment practices of individual recruiters.

6. Participate, as appropriate, in workshops/trainings/webinars/conferences conducted or sponsored by the SEA which focuses on the continuity of a statewide ID&R system in Oklahoma.

### **Oklahoma's ID&R Quality Control System**

Oklahoma's ID&R quality control includes the following:

- Proper and adequate training of all staff making eligibility determinations and completing COEs as well as proper and adequate training of all staff reviewing, certifying and monitoring ID&R activities, including the review of COEs in Oklahoma
- Use of an approved interview protocol to obtain information from families and/or children
- Proper and consistent instructions for completing the COE
- Effective and accepted process for resolving eligibility questions
- Effective process for the mandatory annual re-interview of migrant families
- Fair corrective actions for districts failing to implement proper and adequate ID&R activities
- Effective and efficient procedures for reviewing COEs before determining eligibility

### **Training for Recruitment Staff**

According to regulations, proper training of recruiters and recruitment staff shall include the following topics:

- Knowledge of MEP eligibility definitions
- Understanding of the decision-making process used to determine eligibility for the MEP
- Knowledge of local agricultural and fishing production and processing activities
- Familiarity with local growers, processors, etc.
- Proficiency in accurately, completely, and clearly filling out all sections of the COE
- Knowledge of the types of situations that need additional narrative or documentation beyond what is normally recorded on the COE
- Familiarity with reviewing and evaluating an individual recruiter's ID&R practices on an annual basis
- Familiarity with supervising recruiters

Furthermore, training may include these additional topics, at the discretion of the OSDE and/or local district:

- Eligibility policy decisions affecting Oklahoma
- Quality control in identification & recruitment
- Safety
- Interview skills
- Networking strategies/resource mapping
- Local district logistics
- Process for resolving eligibility questions

In the event that a recruiter overlooks a recruitment red flag or in some other way makes inaccurate preliminary eligibility determinations, the quality control system is designed to catch these errors. It is the responsibility of the migrant districts to identify, organize, and provide training for recruitment staff and those responsible for quality control of ID&R. Staff must understand their role in the migrant district and state's Service Delivery Plan. It is the responsibility of the OSDE to provide guidance and assist in developing and implementing training for aforementioned staff. The OSDE will continue to conduct yearly recruitment trainings.

## **Reviewing and Approving COEs**

An important part of quality control is the review of the COE. Federal regulations state:

(d) Responsibilities of an SEA to establish and implement a system of quality controls of the proper identification and recruitment of eligible migratory children. An SEA must establish and implement a system of quality controls for the proper identification and recruitment of eligible migratory children on a statewide basis. At a minimum, this system of quality controls must include the following components:

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

(34 CFR 200 Part 89)

In Oklahoma, the COE will be reviewed at different levels. All COEs are to be reviewed at the district level by at least two of the following trained individuals:

- Recruiter (for accuracy prior to submitting the COE)
- Data Entry Specialist
- Migrant Director (approves and submits the COE to the SEA)

The migrant district will follow these steps:

1. Review the COE as part of the local quality control plan.
2. Further verify information on the COE, if needed.
3. Confirm or over-rule any previous eligibility determination, if needed, based on findings from a thorough verification process.
4. Search the district database for existing COEs on migrant children.
5. Update any existing COE or create a new COE for each recruited child as appropriate.
6. Validate eligibility determinations on new COEs.
7. Verify that the written documentation is sufficient and supports the recruiter's preliminary eligibility determination.
8. Input new COEs into MIS2000.

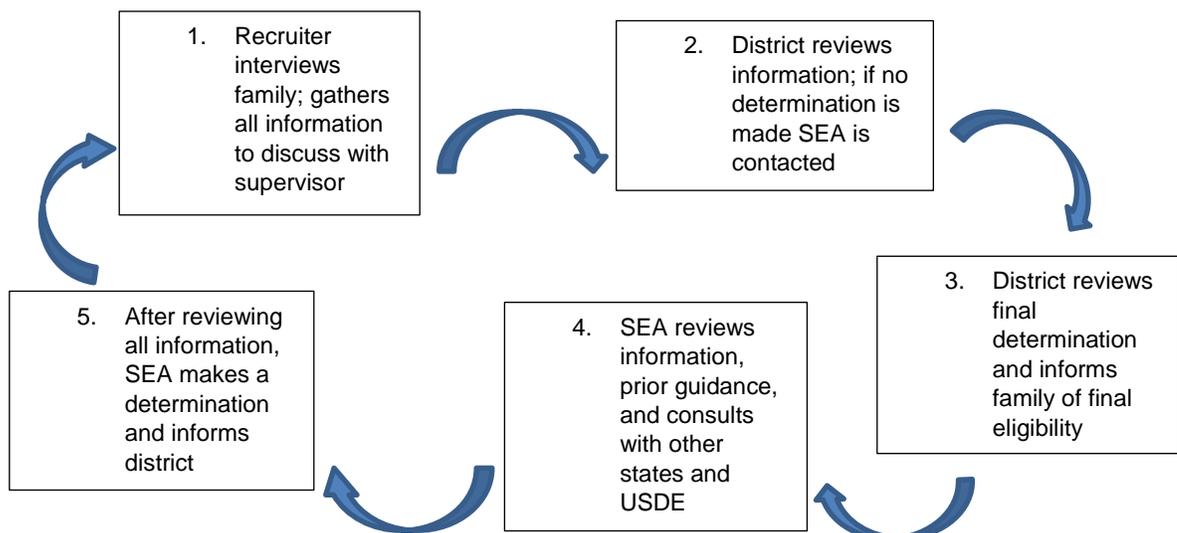
In each district, at least two individuals other than the recruiter who originally completed the COE shall review the form. COE reviewers must ensure that the form is accurate and complete. The form must be with limited errors; the information in the form is correct; and the form is fully completed. Also, the information in the COE must be verified in a timely manner.

A sample COE Checklist is found in Appendix I.

## Resolving Eligibility Questions

Occasionally, recruiters and/or districts face eligibility questions for which they have no answer or may need further clarification from the SEA. Federal regulations say an SEA must have a formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all migrant districts. In these instances, the following procedures shall be followed:

1. Recruiters shall consult with their immediate supervisor or his/her designee for answers to eligibility questions and problems that may arise at the district level.
2. District Directors may contact the OSDE MEP Office for assistance in providing answers to recruiters' questions. All written eligibility inquiries must include:
  - a. Detailed explanation of case scenario
  - b. Summary of all documentation and information gathered
  - c. District's actual question on eligibility
  - d. District's thought process and opinion of eligibility
3. The District Director shall consult the SEA Migrant Team if those questions require the interpretations of the Federal or State law, regulation, or policy. The SEA will contact the USDE OME, as appropriate, in writing for the resolution of questions and interpretations.
4. The SEA will research the question and will provide a response to the District Director. The information will be shared with all districts when feasible.
5. The local district director and recruiter(s) review the final determination from the SEA. The district informs the family or OSY of the final eligibility decision.



## Recertification

Families/youth previously identified as migrant must be revisited annually to determine whether the family/youth has made another qualifying move out of the district and back again during the year. These follow-ups ensure that eligible families/youth continue to be served under the OMEP.

When the recruiter/advocate follows up for recertification and learns the family/youth has moved out the district and back again; and...

- One of these moves was a qualifying move, a new COE is required and their new eligibility period needs to reflect the most recent qualifying move (new QAD).
- One of these moves was not a qualifying move, their eligibility period and QAD remain the same. The family/youth's eligibility will continue for the remainder of their 36-month eligibility period starting on the QAD documented on the COE. The district director shall document on the existing COE that a contact was made during the year. The district has the option to either:
  - Update the residency date, record when and how the contact was made and any other new information such as the address, telephone number, enrollment date, etc. by documenting this information legibly on a copy of the existing (previous) COE; *or*
  - Complete a new COE to include the new residency date along with the previous qualifying move information.
- The MIS2000 system provides a creation date for new or recertified COEs. Although the recertification follow up can be conducted over the phone, a new COE must be completed through a face-to-face interview anytime a new qualifying move has been made (new QAD). Except during emergency situations (COVID19).



**It is good practice to have a recertification signed and dated by the recruiter on the date the contact was made.**

## Re-Interviewing & Validating Migrant Families/Youth Eligibility

Section 200.89(d) of the Federal regulations states an SEA must have a process to validate that eligibility determinations were properly made. There are multiple ways of ensuring the accuracy of eligibility determinations made by recruiters. Re-interviewing parents and OSY is one of these ways. In Oklahoma, this practice may consist of “rolling re-interviews” (sometimes also referred to as “prospective re-interviews” or “independent re-interviews”).

The primary purpose of the re-interview process, regardless of whether it is a prospective or formal re-interview, is to confirm eligibility determinations were made properly. Through re-interviews local districts will systematically corroborate the information provided by the migrant family or child during the interview. While the rolling re-interviews will be conducted in an on-going manner, the independent re-interview will be conducted once every three years using external, non-district personnel as interviewers.

## Removing Families/Youth from the OMEP

All Oklahoma school districts are responsible for maintaining an accurate roster of eligible migrant families/youth. Once a child or youth is identified as no longer eligible, they must be removed from the school district's MEP roster. There may be a number of reasons why the migrant district may need to remove a migrant family from the OMEP. Reasons for removing a family/youth include but are not limited to:

- The eligibility period expired.
- Family/youth was found to be ineligible for the OMEP after conducting a re-interview.
- The family/youth no longer wish to participate in the program.
- The student/OSY turned 22 years old or graduated from high school.

If a child/youth's eligibility period expires, the migrant district shall:

- Conduct follow-up interviews to check for possible new QADs. If there has not been a new QAD, the recruiter shall inform the family of the expiration of their eligibility for the MEP.
- Stop all services provided by the MEP (some exceptions apply – see provisions for continuation of services below).
- File the COE as "End of Eligibility" or in a similar manner. Migrant districts are also responsible for identifying the reason for the child/youth no longer being eligible, for example: "36 months expired."
- Follow district procedures and remove the migrant child/youth from the district and state migrant database.

If a parent/guardian or an OSY indicates that they *no longer* wish to participate in the MEP, the migrant district shall:

- First determine when the COE was complete.
  - If the COE was newly completed during the current school year, the recruiter shall update the COE by adding a comment in Section IV stating, "As of MM/DD/YY, the parent/guardian/OSY (write the full name) no longer wishes to participate in the MEP." The recruiter should initial the statement.
  - If the recruiter is completing a COE for Recertification, the recruiter should complete the form and check "NO" in the appropriate boxes in Section IV Comments and obtain the parent/guardian/OSY signature.
- Follow district procedures for changing the MEP service code.

If a parent/guardian or an OSY indicates, *during the initial interview*, that they wish not to be identified as migrant, the recruiter shall still complete a new COE indicating that the parent/guardian or OSY does not want to be part of the program. This ensures that the student is reported as identified, but not served in the program.

If a family/youth was incorrectly determined eligible for the MEP, as a result of an SEA quality control review, the local district must follow proper procedures that include:

- Stop serving the child immediately.
- Inform the family that the child is not eligible for the MEP.

- Take the appropriate steps to remove the migrant status or other program eligibility indicators for the migrant students affected from the local database (contact the district's student information systems manager for the appropriate procedures).
- Contact the State office and request that the child(ren) be removed from their migrant count.

## CHAPTER 4: COMMUNICATION WITH PARENTS

It is necessary that MEP staff have an ongoing and effective line of communication with migrant parents. This ongoing communication between the parents and the program will facilitate the corroboration of eligibility determinations. Effective communication through the ID&R process is the first step in creating this relationship between the program and the migrant parents.

Using effective communication skills with parents will certainly enhance the ID&R of migrant families. Remember that families may know other families in similar situations. Parents are an important source of information and networking for the recruiters; keeping these lines of communication open is essential.

In order to accomplish this task, the **SEA** shall:

1. Coordinate with other states to exchange the information about shared families who move in and out of Oklahoma.
2. Operate the Manual for ID&R in consultation with the Title I, Part C Stakeholder group.
3. Provide technical assistance to migrant districts in developing and implementing local parental involvement activities related to the ID&R of migratory children.

Each **migrant LEA** shall:

1. Develop and disseminate to parents materials and information relevant to concerns and issues of the migrant families (i.e., school requirements, educational programs, supportive services, etc.).
2. Network with the migrant population when identifying eligible families.
3. Develop and implement parent involvement activities related to ID&R.

### 4.1 Benefits to the Families/Youth

**Q:** What are the benefits for a family who have been identified and recruited as migrant?

**A:** All recruiters shall understand the struggles and adversities migratory children and youth face with regard to their education. Truly successful recruiters/advocates also believe in the MEP and its positive influences in helping migrant children succeed in school and beyond graduation.

Effective recruiters take time to learn about the services provided by their district for migrant students. They collaborate with MEP service providers when implementing program services which allow them to see the program in action. Recruiters can then share these experiences and knowledge when speaking with families and youth about the benefits of the MEP.



**When interviewing OSY, explain to them how their recruitment benefits them and helps school-aged migrant students.**

When explaining benefits to families/youth:

- Be sincere.
- Share what community agencies offer in the area.
- Remember that migrant students are eligible for free lunch under the National School Lunch Program at their schools.

## 4.2 No Promises

Before a recruiter/advocate approaches a possible eligible migrant worker/youth, the recruiter shall be aware of all *possible* services provided by the migrant district. However, it is critical that the recruiter never makes promises of eligibility or services to be provided. It is always difficult for a recruiter to have to return to a family and inform them that they are not eligible due to an incorrect eligibility determination. Unfulfilled promises will promote a negative opinion of the MEP. Families may lose trust and confidence in the MEP and may not refer other families to the program.

## 4.3 Interviews

Interviews are most likely the first form of contact between the migrant family and the OMEP. These suggestions may help recruiters prepare for an effective interview with families.

### Preparing for the Interview

- Review the scope of the OMEP including definitions, benefits to the family, and the eligibility guidelines.
- Obtain as much information as possible from the school (if lead was provided by the school) to have an idea about the prospective migrant family's situation and needs.
- Check a previous COE on file for background knowledge about the prospective migrant family's previous qualifying moves, if applicable.
- Contact prospective migrant family to schedule a face-to-face interview with the parent/worker whenever possible.
- Confirm address and directions.
- Carry proper identification such as a picture ID provided by the local school district.
- Be prepared to make a positive first impression. This will help create a relaxed, yet professional, climate. Show up to an interview in comfortable attire. Overdressing or questionable attire may create an uncomfortable environment for the family/youth.
- When recruiting at a school site during school enrollment, recruiters shall make sure that necessary forms are completed and all information is collected. Sometimes it is difficult to reach parents at home; therefore, the recruiter shall make effective use of their school visit.

## During the Interview

The purpose of the interview is to determine whether the child/youth may be eligible for the MEP. In Oklahoma, recruiters shall always utilize the S.T.A.M.P. of Eligibility (see Appendix D) to help make the appropriate eligibility determination.

- Identify yourself, show your ID, and ask to speak with the family.
- Briefly explain your affiliation with the school district. For example,

*“The MEP is a program that helps migrant students overcome the challenges of mobility and other difficulties associated with a migratory lifestyle in order to help them succeed in school and to successfully transition to postsecondary education or employment.*

*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. I would like to ask some questions regarding the work that was done to see if your child(ren) may be eligible for MEP services.”*

- Conduct the interview in person (or by phone or video call during emergencies) and speak directly with the family/youth or other adult that is knowledgeable with the move.
- Briefly explain the program and your purpose for your contact to the family. 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.
- Create a friendly climate in which the family’s culture and values are respected in order to establish trust and gather the most accurate, useful information possible.
- Show courtesy and respect for the migrant family and for the right to privacy. Don’t make the family/youth feel pressured, threatened, or inferior in any way.
- Use multiple words to explain the eligibility terminology (move, go, travel).
- Do not rely on scripted questions only. Utilize effective questioning such as open-ended questions and follow-up questions when needed.

**As the recruiter conducts the interview, gather information on:**

<b>Children who actually traveled with or joined the worker</b>	<i>Who are the children who traveled with or joined the worker? Who are the children that traveled on their own? Do you have any other children? Where are they? Are they expected to join you later?</i>
<b>Home Base</b>	<i>Where are you from? Where is your family from? Where do you call home? Where do you go if you are not working?</i>
<b>Residence Date</b>	<i>When did you and your family arrive in this school district? When did your children arrive? Are any more of your children expected to arrive here to be with you?</i>
<b>Qualifying Arrival Date</b>	<i>From where did you and your family move? How long ago did you make that move? When did you live there? When did you come here? Do you remember when you arrived?</i>
<b>If Worker Engaged in Qualifying Work</b>	<i>What type of work did you get? Exactly what are you doing at your job? When did you start working?</i>
<b>Economic Necessity</b>	<i>Why did you choose this area to move to? Why did you decide to move? Why didn't you stay at your previous residence? Would you have moved here if there was no work?</i>

- If uncertain about any information, ask as many times as needed to verify information. Migrant families/youth are highly mobile; this may be the last time you have the opportunity to verify this information.
- Gather all information through the interview and record it carefully on the COE. Never ask the migratory qualifying worker to fill out the COE form.
- Scan surroundings. Be attentive to details that may provide relevant or contrary information.

***Closing the Interview***

- Review the information entered on the COE with the migratory qualifying worker.
- Explain FERPA *before* obtaining a signature. Parents have the right to:
  - Obtain access to and inspect their child's education records;
  - Seek to have the records amended; *and*
  - Provide consent prior to disclosure of information from education and health records.
- Obtain signatures from parent/youth.

If an eligibility determination is made based on the information gathered from the interview:

- Use good judgement when determining the family/youth's eligibility based on the interview and all eligibility guidelines provided in this manual.
- Sign and date the COE on the same date of the interview.

If an eligibility determination cannot be made, and further investigation is required:

- Explain that the COE will be reviewed and, after a determination of eligibility is made, the parent/youth will be contacted and will receive a copy of the COE, if applicable.

Before leaving the interview, the recruiter shall take the following steps:

- Inform the parent/guardian of his/her rights under FERPA.
- Document all information, including all necessary comments on the COE.
- Review the COE for completeness and accuracy.
- Obtain parent/youth's signature.
- Answer questions from the parent/youth.
- Avoid promising eligibility for the OMEP.
- Avoid promising services to the family/youth.
- Make appropriate referrals to other community services that may be beneficial to the family/youth.
- Ask the parent/youth for names of other prospective migrant families who might have come to the area to work in agriculture or fishing.
- Verify all contact information, including phone numbers, and make necessary changes or notes to address information in case a follow-up interview is needed by a recruiter.
- Thank the family/youth for their time and information.



**When closing the interview, a recruiter may ask, "Do you know anyone from work who recently moved here with children or is younger than 22?"**

### **After the Interview**

If the recruiter is unable to make a proper eligibility determination:

- Verify information given by the family/youth. Contact previous school district, employers, or references.
- Ensure the COE is verified by another trained reviewer.
- Consult with an experienced recruiter, supervisor, or coordinator if determination was not possible.

When a determination is made, inform the family/youth, and continue with your local OMEP procedures in submitting a COE.

## 4.4 Leading Questions

One way of influencing a person is to ask them questions that are deliberately designed to make them think in a certain way. Leading questions may include the answer or subtly prompt the respondent to answer in a particular way. Families/youth, particularly ones who have knowledge of OMEP benefits, are particularly susceptible to leading questions. These families/youth may be attuned to taking cues from recruiters and deciphering OMEP eligibility criteria. Families/youth may tailor their answers based on the way questions are worded in an attempt to be found eligible for the OMEP.

Leading questions are undesirable as they result in false or slanted information and improper eligibility determinations. Interviews shall be used to seek as much information about the family/youth’s possible migrant lifestyle. Recruiters shall use open-ended questions designed to encourage a full, meaningful answer using the interviewee’s own knowledge. Open-ended questions typically begin with words such as: when, where, who, or how. Even the most experienced recruiter can easily fall into asking leading questions. The best way to avoid leading questions is to ask “open ended” questions that solicit a clear and factual response. Some examples follow.



**Avoid leading questions by:**

- Using “open-ended” questions
- Avoid soliciting an opinion
- Staying neutral

<b>Leading Questions</b>	<b>Information Seeking Questions</b>
Did you move here for agriculture?	What kind of work did you get when you arrived? How did you hear about the work in this area?
Did you move here within the past 36 months?	When exactly did you move here?
When you arrived did you work in agriculture?	What did you work in when you arrived here? What type of work did you do?
Before you moved here, did you hear about agriculture/fishing work?	How did you learn about this place? What made you decide to come here specifically?
Do you pick oranges at work?	What do you do at work? What does a day at work look like for you?
Is your job an important part of your income?	What did you do when you first arrived? Did you work?
Are your children between 3 and 22 years old?	Tell me about your children. How old are they?
I know you are a crew leader, but don’t you help the workers and also work in the field?	What are your responsibilities at work? Tell me about your responsibilities at work.

## 4.5 Suspicions of Family/Youth Not Providing the Truth

If a recruiter suspects a family is not telling the truth, it is the recruiter's responsibility to determine what the truth is based on any information gathered.

- Press the family for all details.
- Examine the data carefully. Look for conflicting information, dates or stories.
- Analyze the information given.

If a parent/youth gives incorrect or conflicting data, *do not* accuse them of not telling the truth. The recruiter shall point out that he/she will only make a preliminary determination based on the information provided. The recruiter shall not explain why/how the family/youth was found eligible or not eligible for the OMEP. When the parent/guardian/emancipated youth signs the COE, they are attesting that the information they provided throughout the interview is true and accurate.

## 4.6 Who Determines Eligibility?

It is trained MEP staff, not the individual being interviewed, who determines the child's eligibility for the program. Therefore, it is essential that the recruiter collects all the information necessary in an accurate manner, and records such information in the COE and/or the supplemental interview protocol.



**The purpose of the interview is to make a *proper eligibility* determination, and not to simply *find* a family eligible.**

The OMEP is known for the excellent services for children and youth. Many families/youth know the great advantages of being eligible for the program. Therefore, they may say and do whatever possible to be found eligible. During an interview, a recruiter's eligibility determination must not be led by the family's desires or needs. If the interview, documentation, or any source of evidence finds the family ineligible, the recruiter must follow through and not enroll the family into the MEP.

The time frame from the initial interview and the final determination shall be as short as possible. Migrant workers have traveled many miles to work and provide for their families. It is only a professional courtesy to determine their eligibility as quickly as possible. Also, migrant workers, especially emancipated youth, migrate so often they may have moved again by the time you return with additional questions or your eligibility determination. It is the responsibility of the recruiter to identify and recruit all possible eligible migrant families/youth; timing is critical.

### Unsure of Eligibility

In the case where the recruiter is not sure of the eligibility based on the information gathered, the recruiter must inform the family/youth that more information may be needed.

*"I will take this back to my supervisor since he/she makes all the final decisions."*

*We may have to contact you again for more information if the need should arise.”*

This shall give the recruiter sufficient time to consult with his/her supervisor for guidance which will yield a more accurate determination.

Recruiters may rely on the worker’s statement regarding his or her attempts to obtain new qualifying work. Recruiters may rely on the worker’s statement regarding his or her history of moves for qualifying work.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2017. (Chapter II, C11 and 15).

Although recruiters may rely on the worker’s statement regarding actively sought and recent history of moves comments, there are times when the recruiter (of the COE review process) receives conflicting information regarding the eligibility of the child(ren)/youth. Therefore, recruiters and/or the COE reviewer may request additional documentation in order to make a proper eligibility determination.

Q: What type of documentation is needed when we want the parent/guardian to supply more information to substantiate a move?

A: It depends:

<b>If there is a question as to:</b>	<b>What documentation is sufficient:</b>
Whether the parent was employed in a specific agricultural activity	<ul style="list-style-type: none"> <li>• Contacting that employer to substantiate the employment via phone</li> <li>• Old pay stubs with name and address of employer, and name of worker</li> </ul>
Whether or not the family moved and returned	<ul style="list-style-type: none"> <li>• Contact school authorities for possible enrollment, withdrawal dates, or absence of student</li> <li>• Contact neighbors, friends, family members who can confirm information</li> <li>• Check MSIX for any previous qualifying moves</li> </ul>

### **Determined Not Eligible**

If a family/youth is found ineligible, the recruiter must inform the family as soon as possible.

*“According to our conversation (or documentation found), it is my responsibility to inform you that you are not eligible for this particular program. I would still like to provide information about other community agencies that may help you. They*

*are...*”

The recruiter shall refer them to other applicable community agencies. It is important to know and share what your community can offer. One of the reasons why migrant children do not succeed as well in school is the disconnectedness with the community and all its possible resources. The recruiter/advocate has the opportunity to assist children and families by sharing information about available resources.

# CHAPTER 5: RECRUITMENT STRATEGIES

## 5.1 ID&R Action Plans

Migrant districts shall develop a written ID&R action plan that outlines the identification and recruitment of migratory children. The plan shall detail timelines, effective recruitment strategies and methods to find all migrant children and their families.

The plan shall include:

- Schedule of training activities for all recruiters, including agenda topics
- Various strategies and activities to actively identify and recruit all eligible migrant children in the district, including preschool and out of school migrant children
- Map of the district and current migrant housing lists to target all areas in which migrant families or emancipated youth are likely to reside
- Daily, weekly, and annual schedules of activities related to ID&R, outlining efficient efforts during high and low periods of migration
- Coordination and networking with local and regional agencies and organizations that provide services to migrant workers and their families
- Safe and effective process for developing recruiters within the district
- Effective protocol for eligibility review
- Plan for monitoring recruiters, recruitment efforts, and eligibility determinations, i.e., recruiter log
- Written quality control procedures for ID&R

## 5.2 Locating Prospective Migratory Children/Youth

Using a variety of recruitment strategies will greatly improve a recruiter's opportunity to find migratory families. This will increase the likelihood that the OMEP services will reach those who need them. The following are strategies to consider.

### Partnership with Local School Staff

At the beginning of the school year, utilize recruitment tools that can be used effectively during open registration. Some examples may include, but are not limited to family surveys and an eligibility screening tool.

If a family survey is used for ID&R, the migrant district may choose to first conduct awareness training for key school personnel, registrars, attendance clerks, nurses, teachers, counselors, etc. This may help them to be able to recognize when a child or family may be migratory.



**Local MEPs find it effective to set up information booths at school events (i.e., back to school events, assemblies, parent-teacher night, reading/math events, etc.).**

## Partnerships with Community-Based Organizations

Community-based ID&R strategies help establish partnerships with community members and organizations that can assist with the ID&R process. This approach includes strategies to be used outside of the schools to find eligible migrants who may not be attending school or who have no siblings in school.

The recruiter shall:

- Contact local community-based organizations and become aware of their services and eligibility requirements.
- Obtain information that may be helpful to migrant families.
- Collaborate with these community-based organizations to conduct MEP Awareness Training. Many community-based organizations conduct weekly or monthly staff meetings that may include training from outside agencies. This would be an opportunity to provide awareness training to their staff.

## Partnerships with Agricultural Businesses and Organizations

These partnerships can be a source of quality leads for recruiters. Being able to recruit where migrant families/youth are employed helps the recruiter determine if the qualifying work is indeed agricultural or fishing.

In order to partner with agricultural businesses and organizations, the **SEA** shall:

- Contact and enlist the assistance of Federal and state agencies whose responsibilities include agriculture.
- Contact and enlist the assistance of the growers, farmers, and processors of local crops.
- Conduct MEP awareness training for agricultural business and organizations.

Each participating **migrant LEA** shall:

- Identify and contact all growers, farmers, and processors that work with migrant families.
- Maintain a list of such growers and processors and revisit them often.
- Develop a professional rapport with agricultural businesses informing them of MEP benefits for their workers and their businesses as well.
- Conduct surveys with local growers, farmers, and processors to determine the existing migrant population residing in the district.
- Conduct annual meetings with agricultural businesses & organizations.

Recruiters shall:

- Start with and focus on one grower at a time.
- Meet growers face to face.
- Recruit before, after work, and/or during lunch breaks. The recruiter shall not pull workers away from work. Appropriate on-site interviewing provides an opportunity for the owner to see recruiters in action.
- Thank the grower, in writing, for providing permission to speak with workers.

- Ask the grower to recommend other growers.
- Ask if the recruiter can use his/her name when contacting other growers.

In order to expand and strengthen state efforts to identify and recruit migratory children and families, the SEA and participating operating agencies must coordinate with other appropriate state and local governmental and private agencies. This assists the MEP staff in determining eligibility of existing agriculture/food processing migrant activities within the school district(s).

### 5.3 Recruiter Tool Kit

An effective recruiter is one that has full comprehension of eligibility criteria and knows how to use tools resourcefully to recruit migrant children/youths.

Listed below are some of the tools that can help individuals become a successful recruiter. MEP staff may choose to incorporate electronic versions accessible through mobile devices (smart phones, tablets, etc.).

- Picture identification – with school district and MEP logos
- Business cards – with recruiter’s name and complete business contact information (multilingual if possible)
- Family Survey
- Eligibility screening tool
- Detailed map – school district/county
- Atlas of 50 states – including state abbreviation and cities
- List of counties/districts/provinces of Mexico and Canada
- Blank COE and a sample COE already filled out for reference purposes
- Address book
- Contacts of known growers
- Contact information of other agencies serving migrant families and the services provided
- Handouts of information from other helpful agencies in the community

A list of Recruiter Tips is found in Appendix J.

### 5.4 Safety

Safety is a top priority for the OMEP. The safety of migrant families and migrant staff is as critical as the ID&R process itself. Since interviews are conducted under different situations at various times of the day, safety shall be at the forefront of any program activity.

Although each migrant district may establish procedures for the safety of their staff, here are a few tips to consider when addressing these issues:

### Before You Contact the Family/Youth

- Ensure that you have obtained as much information about the family/youth as possible.
- Communicate your schedule and likely route to your supervisor. Notify your office of your arrival.
- Make sure someone always knows where you are (give coordinator or other staff member your daily/weekly schedule).
- It is best to wear clothes and shoes that do not impede your movement.

### Vehicle Safety

- Do not ask for casual street corner directions.
- If you are told by a passing motorist that something is wrong with your vehicle – or if someone bumps you from behind – do not stop. Drive to the nearest well lighted public area and call for assistance (police emergencies – dial 911).
- Always keep doors locked and windows up when driving or parked. Keep valuables in the trunk or locked glove compartment.
- Learn the signals of the emergency vehicles (police lights are blue or red). Do not stop for flashing headlights alone.
- In the rare event that you are approached by a stranger who demands your valuables, do not resist. Your well-being is more important than your belongings.
- Do not give strangers a ride under any circumstances. Always be aware of the pedestrian traffic around your vehicle.
- Always park in well lighted areas. Have car keys in hand and check the surrounding areas and vehicle's interior before entering.
- If car trouble is experienced on a major thoroughfare, lock the doors, turn on flashers and wait the arrival of a law enforcement officer. If someone offers assistance, have them call 911.
- Never leave your vehicle unattended with the motor running.
- Do not stop to assist someone with car trouble. Go to the nearest well-lit pay phone or emergency phone box and call police (dial 911).

### Upon Arrival

- If possible, canvass the area around the home's address. Assess potential safety concerns and take precautions.
- Carry only your ID, a cell phone and/or pager, and keys.
- Park within direct sight of the home's entry. Park in a well-lighted, unobstructed area. Do not park in the driveway of the home. Park your car close to the door (keep car facing out when parked).
- As you exit your car, be attentive to people in the area and any unsecured dogs.
- Keep your hands as free as possible.
- Have emergency numbers saved under speed dial features. Keep your cell phone close at hand.
- Carry a personal alarm if feasible – a clip-on one is best.
- Be aware of your surroundings as you walk towards the home.

### Safety During the Visit

- Wear a name badge if you have one, but do not wear one around your neck. A clip-on is best.
- Present yourself as calm, confident, observant and in control.
- Know your exits within the home.
- Position yourself between the client and an exit.
- Sit in a hard-backed chair.
- Have an excuse for leaving prepared in advance.
- Be aware of your surroundings and leave if your instincts tell you to.

## CHAPTER 6: TECHNICAL ASSISTANCE AND ON-SITE TRAINING

Participating (migrant districts are responsible for the ongoing ID&R of eligible migrant children. Staff members who recruit migrant children are expected to be knowledgeable of the schools, community agencies, growers, their district's program services as well as their responsibilities and involvement with the OMEP Service Delivery Plan.

In order to accomplish this task, the **SEA** must:

- Provide technical assistance and on-site training for migrant LEA personnel, if requested, in techniques and strategies for the ID&R of migratory children.
- Develop training materials, in collaboration with LEAs and other agencies, regarding successful ID&R practices and share information about "what works" within school districts.
- Provide leadership by initiating communication, sharing information, and modeling collaboration and cooperation among school districts and states related to successful ID&R practices.
- Provide a State Manual for ID&R to operating agencies to serve as a guide for ID&R of eligible children.
- Distribute to all migrant LEAs the COE forms for certification of migrant eligibility in the state.
- Validate ID&R through on-going quality control checks and support the migrant LEA's annual re-interview processes.
- Assist participating school districts and operating agencies with the development and implementation of the district's ID&R plan, if requested.

In order to facilitate continuous and timely recruitment efforts both in the schools and in the community, the migrant **LEA** must:

- Provide ongoing technical assistance and training, to migrant LEA recruiters on ID&R techniques.
- Meet periodically with the SEA to discuss issues in the area of ID&R.
- Develop a district's ID&R Plan to ensure that all geographical areas are visited by recruiters to identify and recruit all eligible children.
- Utilize the State Manual for ID&R and various reports provided by the SEA in designing the plan for ID&R and quality control measures.
- Cooperate with other participating community agencies in the development of a network to assist with the ID&R of migratory children.
- Continue to maintain rapport with migrant families.

## CHAPTER 7: GLOSSARY

For the purposes of the OMEP, the following key terms are explained, specifically for the ID&R of migrant children and youth.

<b>TERM</b>	<b>DEFINITION</b>
Actively Sought	Having taken positive actions to look for qualifying work.
Advocate	OMEP staff member, usually employed by the LEA. Responsibilities may include, but are not limited to: ID&R, Student Support Services, and Social Service Support to migrant children and youth.
Agricultural Activity	Any activity directly related to the production or processing of crops, dairy products, poultry, or livestock or initial commercial sales or as a principal means of personal subsistence; any activity directly related to the cultivation or harvesting of trees; or activity directly related to fish farms.
Camps	Also known as Farm Villages; refers to housing for migrant agricultural workers – living conditions may be below standards.
Certificate of Eligibility (COE)	Documentation used by Oklahoma as the legal document used to enroll eligible migrant children/youth into the OMEP.
Comments	Statements on the COE that provide additional corroborating information for the family. <ul style="list-style-type: none"> <li>• Section II, Item 16 may be used for information pertinent to the family.</li> <li>• Section III, Item 8 must be used for eligibility comments only.</li> </ul>
Crew	Group of agricultural workers, usually under the supervision of a Crew Leader, who work on a farm.
Crew Leader	Workers responsible for the supervision of the crew/agricultural workers – those who work exclusively as Crew Leaders are not eligible for the OMEP.
Crop	Cultivated plants or agricultural produce, such as grain, vegetables, or fruit, considered as a group.
Cultivating	Also known as harvesting – refers to the soil preparation, planting, tending, pruning, and cutting of plant crops.
Dairy Worker	Agricultural workers who work in milking, herding, cleaning after dairy animals, and in the product and processing of dairy products.
Day Haulers	Workers responsible for the locating and transporting of migrant workers to and from the qualifying work. Those who work as Day Haulers are not eligible for the OMEP.
Documentation	Any information/record or other proof that may corroborate a worker and their family's migrant lifestyle, move, and work, such as:

	<ul style="list-style-type: none"> <li>• Birth certificate, shots record, school enrollment forms, report cards, pay stubs, etc.</li> </ul>
Early Move	Move that occurs before work is reasonably expected to be available.
Economic Necessity	Moving because the worker had a financial need. For example, not being able to afford to stay in the current location, moving for work or because work ended.
Eligibility	Determining a migratory family as qualified to participate in the OMEP.
Eligibility Interview	The date when the recruiter conducts an eligibility interview with an individual. Recruiters must focus on moves that occurred <i>within the preceding 36 months of the eligibility interview</i> .
Emancipated Youth	See definition for <i>Out-of-School Youth (OSY)</i> .
Engaged	“Engaged in Qualifying Work” – having already begun working or performing qualifying work by the eligibility interview date. Having had started new qualifying work. The emphasis is on “having already begun.”
OMEP	Refers to the Oklahoma Migrant Education Program
FERPA	The Family Education Rights and Privacy Act of 1974 – provides each family the right to access their child’s records, and provides that the privacy of such records is protected.
Fish Farm	Tract of water reserved for the artificial cultivation of fish or shellfish, such as catfish, eels, oysters, or clams, rather than caught in open running water as they would be in a “fishing activity.”
Fishing Activity	Any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or personal subsistence.
Follow-up	<ol style="list-style-type: none"> <li>1. Re-contact the worker/family for further documentation in order to determine accurate eligibility.</li> <li>2. Contact the family/youth, on a yearly basis, to document any changes in eligibility.</li> </ol>
Further Processing	After an initial commercial sale, processing goods into a more refined product, but are <u>not</u> eligible qualifying activities.
Harvest	<ol style="list-style-type: none"> <li>1. Season for gathering crops.</li> <li>2. Act or process of gathering a crop.</li> <li>3. Mature crops, the quantity of a natural product gathered in a single season.</li> </ol>
Home Base	City/town/state/country which the worker considers the permanent address where he/she resides for much of the year when not migrating for work.
ID&R Plan	Plan which details ID&R activities, strategies to be used to identify and recruit all migrant children/youth and includes a timeline for ID&R activities.

Individual	The parent/guardian/spouse or the child/youth. Also known as the worker.
Initial Processing	Qualifying work that involves working with “raw products.”
Interview	Process that gathers information needed to determine a child’s or youth’s eligibility for the OMEP.
Lead	Information given by a third-party regarding possible migrant children/youth.
Leading Question	Question which subtly prompts a possible migrant family/youth to answer in a particular way and are not recommended during the eligibility interview.
Livestock	Any domestic animal produced or kept primarily for breeding or slaughtering purposes: beef and dairy cattle, hogs, sheep, rabbits, deer, goats, and horses – activities may include herding, feeding, watering, caring for, branding, or tagging.
Local Educational Agency	Oklahoma school districts that receive funds and are responsible for the daily operations of the MEP such as ensuring ID&R and providing migrant education services (also referred to as local operating agency).
Migrant Family	Family consisting of at least one family member who is a migratory qualifying worker that has moved to seek or obtain qualifying agricultural/fishing work.
Migratory Agricultural Worker	An individual who, in the preceding 36 months, made a qualifying move and, soon after the move, engaged in new temporary or seasonal employment or personal subsistence in qualifying work in agriculture.
Migratory Child	A child who is; (1) younger than 22 years of age; (2) entitled to a free public education under State law; (3) made a qualifying move in the preceding 36 months: <ul style="list-style-type: none"> <li>• “as” the migratory qualifying worker, or</li> <li>• “with” a migratory qualifying worker, or</li> <li>• “to join” or proceed a migratory qualifying worker.</li> </ul>
Migratory Fisher	An individual who, in the preceding 36 months, made a qualifying move and, soon after the move, engaged in new temporary or seasonal employment or personal subsistence in qualifying work in fishing.
Migratory Qualifying Worker (MQW)	An individual who is either a migratory agriculture worker or migratory fisher.
Move	Changing from one residence to another. Traveling from one residence to another. Not a Visit.
Original Product	Crop at its most natural state before processing of any form.
Out-of-School Youth (OSY)	Also known as Emancipated Youth – under the age of majority who is no longer under the control of a parent or guardian and is solely responsible for his or her own welfare and is the worker.
Permanent Relocation	Move made without the intent to move again.

Personal Subsistence	Worker and his or her family consume the crops, dairy products, or livestock they produce or the fish they catch in order to survive.
Probing Questions	Additional questions asked by recruiters/advocates/COE reviewers to families/youth to determine appropriate eligibility.
Processing	<p>Transforming a “raw” agricultural or fishing product into a more refined product that includes:</p> <ul style="list-style-type: none"> <li>• Cooking, baking, curing, heating, drying, mixing, grinding, churning, separating, extracting, slaughtering, cutting, fermenting, distilling, eviscerating, preserving, dehydrating, freezing, chilling, packaging, canning, jarring, or otherwise enclosing “raw” agricultural fishing products in a container.</li> </ul> <p>See definition for <i>Initial Processing</i>. See definition for <i>Further Processing</i>.</p>
Production	Activities on farms, dairies, orchards, and nurseries that engage in the production of crops, plants, or vines and keeping, grazing, or feeding of livestock or livestock products for sale.
Qualifying Arrival Date (QAD)	The date that both the child and the migratory qualifying worker complete the qualifying move. The child must have moved “as” the migratory qualifying worker, or “with” or “to join” a parent/guardian/spouse who is a migratory qualifying worker.
Qualifying Move (QM)	<p>A move that an individual made under <u>all</u> the following conditions:</p> <ul style="list-style-type: none"> <li>• Due to economic necessity,</li> <li>• From one residency to another, and</li> <li>• From one school district to another.</li> </ul> <p>The worker has to make a QM. The child has to make a QM.</p>
Quality Control	Process that ensures migrant children/youth are accurately identified and recruited in the OMEP.
Raw Product	Any agricultural or fishing product that is removed from its natural state of growth from ground, trees, vines, or water and can include livestock from farms where they are bred, raised, and slaughtered.
Receiving State	States whose migrant population moves from other states for qualifying activities.
Recertification	Previously identified migrant families/youth revisited annually to determine whether they have made another qualifying move out of the district and back again during the year in order to ensure that those that are eligible continue to be served under the OMEP.

Recruiter	Those assigned with the responsibility to identify and recruit all possible migrant children/youth.
Referral	The act of directing someone with a need to the appropriate resource for addressing that need.
Re-Interview	Contact family/youth to re-verify that the information on the CO supports a proper determination of eligibility.
Recent History of Moves	Moves that resulted in the engagement of new QW that occurred within the preceding 36 months of the eligibility interview.
Residence	A place where one lives and not just visits. In certain circumstances, boats, vehicles, tents, trailers, etc., may serve as a residence.
Residency Date	Also known as <i>date of arrival</i> – student’s arrival in the school district for the first time.
Reviewer	Staff person (trained annually) responsible for approving and verifying that the information on a given COE supports a proper determination of eligibility. Also known as district Migrant Director.
Soon After the Move	Within 60 days
S.T.A.M.P. of Eligibility	Final approval and assurance from the district that all eligibility factors are met by the migrant family – <b>S</b> chool Completion, <b>T</b> ime of Move, <b>A</b> ge, <b>M</b> ove across District Lines, and <b>P</b> resently Engaged.
School Completion	Graduation from high school or the receipt of a GED.
Seasonal Work/Employment	Employment that depends on the natural cycles of weather and meteorological, atmospheric and/or climate/weather cycles. <ul style="list-style-type: none"> <li>• Planting, cultivating, pruning, harvesting, and related food processing are seasonal activities in agriculture.</li> <li>• Planting and harvesting clams and oysters, fishing during seasonal runs of fish, and related food processing are seasonal activities in commercial fishing.</li> </ul>
Sending State	States whose migrant population moves to another state for qualifying activities.
Short Move	Relocating to an area for a time period less than 10 days.
State Educational Agency (SEA)	The Oklahoma Department of Education – responsible for the daily administration of the MEP at the state level that may include disbursing MEP funds to local districts for the purposes of the OMEP.
Temporary Work/Employment	Employment in agriculture or fishing that lasts no longer than 12 months.
To Join	Move by the child(ren), less than 12 months prior to or after the migratory qualifying worker’s move date.
To Join Date	Date when the child(ren) and migratory qualifying worker’s complete the move to be united.



## **CHAPTER 8: APPENDICES**

<b>APPENDIX A</b>	<b>Certificate of Eligibility</b>
<b>APPENDIX B</b>	<b>Instructions for Completing the COE</b>
<b>APPENDIX C</b>	<b>Oklahoma Recruiter Code of Ethics</b>
<b>APPENDIX D</b>	<b>STAMP of Eligibility</b>
<b>APPENDIX E</b>	<b>OSY Profile</b>
<b>APPENDIX F</b>	<b>Qualifying Activity Charts</b>
<b>APPENDIX G</b>	<b>Eligibility Flowchart</b>
<b>APPENDIX H</b>	<b>Family Education Rights and Privacy Act (FERPA)</b>
<b>APPENDIX I</b>	<b>Oklahoma COE Checklist</b>
<b>APPENDIX J</b>	<b>Recruiter Tips</b>
<b>APPENDIX K</b>	<b>Medical Encumbrance Form</b>
<b>APPENDIX L</b>	<b>Staff Training Evaluation</b>
<b>APPENDIX M</b>	<b>Parent Training and Activity Survey</b>
<b>APPENDIX N</b>	<b>Community Resource List</b>

# Appendix A: Certificate of Eligibility (COE)

School Year: \_\_\_\_\_ School District: \_\_\_\_\_ NATIONAL CERTIFICATE OF ELIGIBILITY Oklahoma Migrant Education Program

**I. FAMILY DATA**

Parent/Guardian 1: Last Name First Name Parent/Guardian 2: Last Name First Name

Current Address: City: State: Zip: Telephone:

**II. CHILD DATA**

Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	Race	Birth Date	V Code	Grade	ASC	MB	Birthplace City State Country	Residency Date	Enrollment Date

**III. QUALIFYING MOVES & WORK**

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

2. The child(ren) moved (complete both a. and b.):  
 a.  as the worker, OR  with the worker, OR  to join or precede the worker.  
 b. The worker, \_\_\_\_\_, is  the child or the child's  parent/guardian  spouse.  
 i. (Complete if "to join or precede" is checked in 2a.) The child(ren) moved on \_\_\_\_/\_\_\_\_/\_\_\_\_. The Worker moved on \_\_\_\_/\_\_\_\_/\_\_\_\_. (provide comment)

3. The Qualifying Arrival Date was \_\_\_\_/\_\_\_\_/\_\_\_\_.

4. The worker moved due to economic necessity on \_\_\_\_/\_\_\_\_/\_\_\_\_ from a residence in \_\_\_\_\_ School district \_\_\_\_\_ /City \_\_\_\_\_ /State \_\_\_\_\_, and:  
 a.  engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move); OR  
 b.  actively sought new qualifying work, AND has a recent history of moves for qualifying work (provide comment)

5. The qualifying work, "\_\_\_\_ describe agricultural or fishing work \_\_\_\_\_", was (make a selection in both a. and b.):  
 a.  seasonal OR  temporary employment  If applicable, check:  
 b.  agricultural OR  fishing work  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 \_\_\_\_\_

**IV. COMMENTS** (Must include 2b, 4a, 4b, 5, 6a, and 6b of the Qualifying Moves & Work Section, if applicable.)

**V. INTERVIEWEE SIGNATURE**

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

Signature \_\_\_\_\_ Relationship to the Child(ren) \_\_\_\_\_ Date \_\_\_\_\_

**VI. ELIGIBILITY DATA CERTIFICATION**

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399 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 \_\_\_\_\_

## Appendix B: Instructions for Completing a COE

### Why we do collect data?

Statutory mandate in Sec. 1308(b) of Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act, which is to facilitate the electronic exchange by the SEAs of a set of minimum data elements to address the educational and related needs of migratory children.

SEAs or local operating agencies must request the records of eligible migrant children who arrive in their State or district and must transmit records of those migrant children who move out of their State or district to another location in a timely manner.

### What kind of data do we need?

#### Required Data Elements collected by the recruiter on the Certificate of Eligibility (COE).

- **Family Data:** Parents/Guardians [Last Name(s), First Name]. Record the name of the individuals (if any) currently responsible for the child(ren). Current Physical Address or close description, City or town, State, and the U.S. Postal Service abbreviation for where the child(ren) currently resides. Record the telephone number, including area code
- **Child Data:** includes the name, sex, birth date, birthplace, grades level, etc. of each child.
- **Residency Date.** Record the date (MM/DD/YY) that the child(ren) moved to (i.e., arrived in) the present school district. (Commonly. Residency Date will be the same as Qualifying Arrival Date (QAD), but not always. The child resided in the State for one or more days during the Performance Period as calculated by using an Enrollment Date, Withdrawal Date, Residency Date, or Residency Verification Date that occurs within the Performance Period
- **Qualifying Moves & Work Section:** In this section, record the qualifying move and qualifying work information which the State believes documents the child's eligibility for the program. **Children move/Workers** move: From: To: city, state, and country: format

**Data Elements collected by the school district Data Entry Specialist (DES)** (some fields will be prepopulated with information from the COE, some will be automatically imported from school districts student information systems to the wave, and then to MIS2000; the blanks will be manually entered by the District's Data Entry Specialist (DES).

- **Personal Data.** Includes: student's name, gender, DOB, age, race, continuation of services (if eligibility has expired), End of Eligibility Date (EOE) is prepopulated,

designated graduation school, and graduation/HSE date/indicator (secondary students only),

- **School History.** Includes: school name, school ID, and county; district of residency, enrollment date, withdrawal date, and type of enrollment; grade level, days enrolled, and days present; Priority for Services (PFS), ELL/LEP, and IEP; medical alerts, immunizations availability, and termination type and date; Qualifying Arrival Date (QAD), residency date, and dropped out date; from city, state, and country; to school district, city, and state; residency verification date, algebra 1 indicator, Out of State Transcript, and home school indicator.
- **Tests/Assessments.** Transferred automatically from district information system to the wave and to MIS2000. For example: Grade 3 Math OSTP, Grade 3 Reading OSTP, and Grade 4 Math OSTP, etc...
- **Health.** This information is helpful to students, but it is optional for DES to enter.
- **MEP Services.** Includes supplemental educational services such as after school tutoring, leadership camps, and any other related activity offered beyond the core curriculum. The funding for these programs can be local, state, migrant, and any other title.

ALL MEP LEAs should at MINIMUM have:

- Before school tutoring
- After school tutoring
- Summer program
- ALL MEP STUDENTS should get some kind of “supplemental service”
- **Parent’s information and address.** This information is prepopulated, but it is open for updates if needed in cases where there is a change of address, phone number, or add guardians, etc...
- **Course History.** Transferred automatically from district information system to the wave and to MIS2000.
- **Documents Section.** This section is designed to attach or upload important documents that cannot be enter in any other tab.

### How do we collect data?

Part of the data is collected by the recruiter during the interview and it is simultaneously entered into an electronic COE on the Migrant Information System 2000 database (MIS2000). Once approved, The COE creates enrollment lines and prepopulates some fields of the student view section of MIS2000. The district’s Data Entry Specialist fill in the blanks twice a year at the end of fall and spring semesters. If a student withdraw from the program before the end of the semester, the DES must fill in immediately all required data elements for that student.

## Data Entry Review Process (DERP)

The DERP starts with the Personal Data and School History which are partially prepopulated from the COE. The rest is completed manually, Tests and Assessments are imported automatically from the district's Student Information System (SIS). The Health tab is optional, but it will help if information is entered. Supplemental Programs must be entered manually by DES, the Parents tab is used only if districts have updates; Credit Accrual, and Documents which is optional also. For the purpose of DER, only the required fields will be explained below.

### Personal Data

Some fields on the Heading will be prepopulated from the COE, but if it is applicable, the following items should have an entry:

- Continuation of Services (Cont. Svcs); If student's eligibility ended during the school term (see question A9 page. 56 of the Non-Regulatory Guidance (NRG). Reason why student is being served under the continuation of services provision of the MEP
- Designated Graduation School (**FOR HIGH SCHOOL STUDENTS ONLY**) Enter the National Center for Education Statistics (NCES) school identification number; and
- HS Graduation/High School Equivalence (HSE) Date/Indicator: Month, Date, and Year in which the student either graduated or received their HSE. This date, when used in conjunction with MDE 75, indicates that the child is no longer entitled under State law to a free public education and, therefore, is not eligible to receive MEP services. Applies to seniors and must be completed at the end of spring semester
- Graduation/HSE Indicator: Graduation/HSE indicator that indicates whether the student has either graduated from High School or received their HSE. This date, when used in conjunction with MDE 74, indicates that the child is no longer entitled under State law to a free public education and, therefore, is not eligible to receive MEP services. Applies to seniors and must be completed at the end of spring semester

### School History (SH)

Some items will be already pre-populated and some others will not be applicable, however, the answer yes or no (Y or N) is required. The following items will need to have an entry:

- **Withdraw Date**; the month, day, year on which a student withdrew from a school or MEP project. Withdrawal reasons include: End of Project; Moved cannot locate; Dropped out of school; Dropped out of MEP project; End of school year

- **Days enrolled** (Days Enr); How many days the student was enrolled in school/OMEF Project.
- **Days Present** (Days Prs); How many days the student was present in class/services
- **Priority for Services** (PFS); Select Y or N from the dropdown list. Indicates whether the child is eligible to be Priority for Service for the duration of the enrollment period
- **English Learner** (EL) Limited English Proficiency (LEP); Select Y or N from the dropdown list. Child meets the State's definition of Limited English Proficient that is based on Section 9101(25) of ESEA
- **Individual Education Plan** (IEP); Select Y or N from the dropdown list. Child has an individualized education program (IEP) because the child meets the definition of Children with Disabilities in P.L. 108-446, Section 602(3), 34 C.F.R. Part 300.8(a) (1)
- **Medical Alerts** (Med Alert); Select A, C, or N from the dropdown list. Alert indicator for a medical/health condition
- **Immunizations Available** (Imm Avail); Select Y or N from the dropdown list. Indicates whether the school or MEP program has immunization records on file for the student. A child's immunization record is tied to his/her school or MEP enrollment. Users should contact the appropriate facility if a copy of the immunization record is needed
- **Termination Type/Date** (Term Type/Date); If applicable, Select FROM THE DROPDOWN LIST
- **Residency Verification Date** (Res Ver Date); the month, date, and year on which a student's residency has been confirmed by the school/MEP project
- **Algebra I Indicator** (Alg I Ind.); Select Y or N from the dropdown list. Indicates whether the student has received full credit in a mathematics course that is Algebra 1 or its equivalent. Information is supplied by the entity that is awarding the credit or the entity that is accepting the credit and recording it on the student's transcript
- **Out of State Transcripts** (OOS Trans). If available, Select Y or N from the dropdown list. Transcripts indicator that indicates that a State has student transcripts from a State or country that is not their own. This MDE indicates that additional course history information not contained in MSIX is available to assist in making credit accrual decisions
- **Home Schooled**; Select Y or N from the dropdown list as applicable. Homeschoolers do not have a school name, or facility address; however should have a district of residence

## Tests and Assessments

(imported from district Student Information System to the Wave and then to MIS2000 automatically every week)

- **Test Name;** The title or description, including a form number, if any that identifies a particular assessment
- **Test Code;** A form number that identifies a particular assessment
- **Test Score;** A score or statistical expression of the performance of a child on an assessment
- **Date Test Taken;** The month and year on which an assessment is administered and
- **Test Interpretation;** The assessment proficiency level attributed to the Score Results. All values may not be applicable for each State

## MEP Services

(Any supplemental service provided to the student. For example: tutoring, LIEP, Computer Literacy, etc...) *PLEASE ENTER THIS INFORMATION MANUALLY!! It will not be imported automatically.*

- **Program Name;** Select the program name from the dropdown list and use the tab key to move to code (the system will populate the code for you)
- **Program Code;** a form number, if any that identifies a particular program
- **Program Start date;** the beginning of the semester or school year.
- **Program End Date;** the end of the semester or school year
- **Program Hours Taken;** How many semester or yearly hours; and
- **Program Funding Code:** The program can be paid with local, state, Titles Funds, etc...

**Course History** (Imported from district Student Information System to the WAVE and then to MIS2000 automatically every week)

- **Subject Name;** The name of the subject area (e.g., History, English) that corresponds to the course title. Any academic subject
- **Course Name;** The name of a course (e.g., Algebra II, Art I, English III, Problems in Democracy, English-10).
- **Course Type;** An indication of the general nature and difficulty of instruction provided throughout a course.
  - 01 --Regular (Default)—A course providing instruction (in a given subject matter area) that focuses primarily on general concepts for the appropriate grade level.
  - 02 --Honors—an advanced level course designed for students who have earned honors status according to educational requirements.
  - 03 --Pre-Advanced—a course in preparation to admission to an AP Program.
  - 04 --Advanced Placement—an advanced, college-level course designed for students who achieve specific level of academic performance. Upon successful completion of the course and a standardized Advanced Placement examination, a student may receive college credit.

05 --International Baccalaureate—A program of study, sponsored and designed by International Baccalaureate Organization that leads to examinations and meets the needs of secondary students between the ages of 16 and 19 years.

07 --Not Applicable.

08 –Dual Enrollment --- Students enrolled in secondary school and enrolled at a local institution of higher learning, such as a community college or university. These students may take classes at either institution for credit toward their high school diploma, as well as for college credit.

09 – Concurrent Enrollment -- the process in which high school students enroll at a university or college to attain class credit for college.

00 -Other

- **Course Section;** The prescribed duration of course taken.

01 Full year.

02 Section A—The first of two equal segments into which the course is divided.

03 Section B—The second of two equal segments into which the course is divided.

- **Term Type;** The prescribed span of time that a course is provided, and in which students are under the direction and guidance of teachers and/or an educational institution. For example;

0827 -Full school year, 0834 –Intersession, and 0828 –Semester

- **Clock Hours for Partial Credits;** for courses that have NOT been completed (or credit granted), the number of clock hours to date that the student has completed
- **Grade to date for Partial Credits;** for courses that have NOT been completed (or credit granted), a percentage (rounded to the nearest whole number) of student performance for the grade-to-date that the student has completed at the time of withdrawal
- **Credits Granted** (for Completed Courses only); The credits granted to the student in Carnegie units for completing a given course or a section of a course (e.g., 1.0, .50, .33, .25, .20) and
- **Final Grade** (for Completed Courses only); For courses that have had credit granted, a final indicator of student performance in a class at the time of withdrawal as submitted by the instructor

## Appendix C: Oklahoma Recruiter Code of Ethics

### Preamble

Commitment to ethical, professional conduct is expected of every recruiter and any individual with identification and recruitment responsibilities (recruiter, advocate, COE reviewer) in the Oklahoma Migrant Education Program (OMEP). This code is intended to serve as a basis for ethical decision making in the conduct of professional work. In addition, it may serve as a basis for judging the merit of a formal complaint pertaining to violation of professional ethical standards.

### Standards of Professional Conduct

All recruiters, and all those involved in the identification and recruitment of migrant families, children, and/or youth must:

- Seek to enhance the recruitment profession by upholding high standards in all aspects of their professional responsibilities to the OMEP.
- Commit to represent themselves and the OMEP fairly, with dignity, honesty, and courteousness at all times; and should not engage in any activities which would bring the recruitment efforts or the MEP into disrepute.
- Comply with Federal and state legislation and regulations as they affect the process of identification and recruitment; and must not assist or act in collusion with migrant families, children, and/or youth to knowingly circumvent the law or standards of ethical recruitment practices in any way.
- Accept that, as an employee of the OMEP, each individual has a responsibility not only to do the right thing but also to avoid behavior that could be perceived as failing to do the right thing. Employees should always act in the best interest of the OMEP and avoid even the appearance of a conflict of interest.
- Ensure that they continuously update their professional knowledge in relation to identification and recruitment by committing to a minimum of 18 hours of professional development per program year.
- Respect confidentiality at all times in relation to families, children, and/or youth (Family Education Rights and Privacy Act – FERPA).
- Report to the appropriate local regulatory body any recruiter or individual involved in identification and recruitment that has breached any regulation or legislation applicable to the identification and recruitment of migrant families, children, and/or youth in Oklahoma.
- Use the Certificate of Eligibility (COE) at all times to document the eligibility of a child and/or youth in the OMEP.
- Refrain from inappropriately using any OMEP document (i.e., documenting false information on COE or sharing family/youth's information beyond FERPA guidelines).
- Take the necessary steps to perform the job safely at all times, protecting clients, colleagues, and themselves. An employee should immediately report to management any unsafe situation.

### Conclusion

The role of a recruiter is a challenging one; however, it is also an honorable and critical part of the OMEP. This code was developed for those who serve in this role and should be used as a tool for proper ethical decision making. Committing to this code will ensure the integrity of the OMEP and the continued service of eligible migrant families, children, and/or youth.

## Appendix D: S.T.A.M.P. of Eligibility

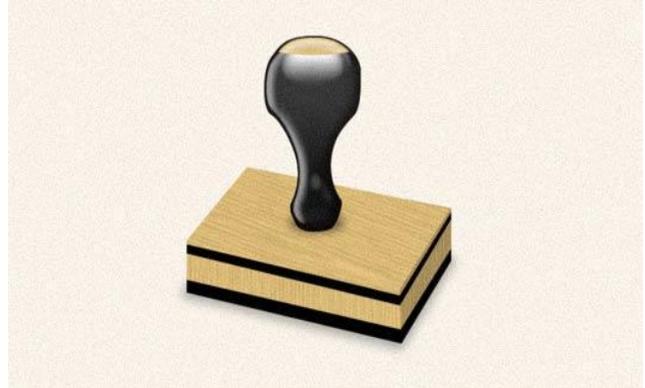
**S** – School Completion

**T** – Time of Moves

**A** – Age of Child/Youth

**M** – Moves

**P** – Presently/Previously Engaged



## Appendix E: OSY Student Profile

### Oklahoma State Department of Education Statewide Recruitment MEP OSY Student Profile

State	TST Representative/Reporter	Phone Number	E-mail Address	Data Reported as
				Aggregate _____ Snapshot _____

Please provide the following data in aggregate numbers for your state's OSY population based upon the OSY Student Profiles collected in your state.

<b>Gender</b> <input type="checkbox"/> Male <input type="checkbox"/> Female	<b>Age</b> <input type="checkbox"/> 14 years <input type="checkbox"/> 15 years <input type="checkbox"/> 16 years <input type="checkbox"/> 17 years <input type="checkbox"/> 18 years <input type="checkbox"/> 19 years <input type="checkbox"/> 20 years <input type="checkbox"/> 21 years Other (Please list)	<b>Optional: How long is youth planning on being in the area?</b>	<b>Last Grade Attended</b> <input type="checkbox"/> 1 <sup>st</sup> grade <input type="checkbox"/> 2 <sup>nd</sup> grade <input type="checkbox"/> 3 <sup>rd</sup> grade <input type="checkbox"/> 4 <sup>th</sup> grade <input type="checkbox"/> 5 <sup>th</sup> grade <input type="checkbox"/> 6 <sup>th</sup> grade  When _____ Where _____	<input type="checkbox"/> 7 <sup>th</sup> grade <input type="checkbox"/> 8 <sup>th</sup> grade <input type="checkbox"/> 9 <sup>th</sup> grade <input type="checkbox"/> 10 <sup>th</sup> grade <input type="checkbox"/> 11 <sup>th</sup> grade <input type="checkbox"/> 12 <sup>th</sup> grade
<b>Has access to transportation:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>English oral language proficiency:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		<b>Comments:</b>	
<b>Home Language: Please list the numbers of OSY speaking English, Spanish, and other languages.</b> <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other (Please list)		<b>Health Needs:</b> <input type="checkbox"/> Medical <input type="checkbox"/> Vision <input type="checkbox"/> Dental <input type="checkbox"/> Urgent <input type="checkbox"/> Other (Please list)		<b>Comments:</b>
<b>Advocacy Needs:</b> <input type="checkbox"/> Legal <input type="checkbox"/> Childcare		<b>Housing: Youth lives:</b> <input type="checkbox"/> With a crew <input type="checkbox"/> With friends outside of work		<b>Comments:</b>

<input type="checkbox"/> Translation/Interpretation <input type="checkbox"/> Other (Please List)	<input type="checkbox"/> With his/her parents/family <input type="checkbox"/> With his/her spouse & children <input type="checkbox"/> With children <input type="checkbox"/> Alone																																	
<b>Reasons for Leaving School:</b> <input type="checkbox"/> Lacking credits <input type="checkbox"/> Needed to work <input type="checkbox"/> Missed state test <input type="checkbox"/> Other (Please list)	<b>Expressed Interest in:</b> <input type="checkbox"/> Learning English <input type="checkbox"/> Job training <input type="checkbox"/> HSED <input type="checkbox"/> Earning a diploma <input type="checkbox"/> Not sure <input type="checkbox"/> No interests <input type="checkbox"/> Other (Please list)	<b>Comments:</b>																																
<b>Availability:</b> <table border="1" data-bbox="197 711 829 943"> <thead> <tr> <th></th> <th>Su*</th> <th>M*</th> <th>T*</th> <th>W*</th> <th>Th*</th> <th>F*</th> <th>SA*</th> </tr> </thead> <tbody> <tr> <td>Morning</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Afternoon</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Evening</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <b>At interview, youth received:</b> <input type="checkbox"/> Educational materials <input type="checkbox"/> Support services <input type="checkbox"/> OSY welcome bag <input type="checkbox"/> Referral(s) (list in comments) <input type="checkbox"/> Other		Su*	M*	T*	W*	Th*	F*	SA*	Morning								Afternoon								Evening								<b>List the number of OSY who are candidates for:</b> <input type="checkbox"/> HS diploma <input type="checkbox"/> Pre HSED/HSED <input type="checkbox"/> HEP <input type="checkbox"/> Adult Basic Education <input type="checkbox"/> Health Education <input type="checkbox"/> Job Training <input type="checkbox"/> Career Exploration <input type="checkbox"/> ESL <input type="checkbox"/> Life Skills <input type="checkbox"/> PASS <input type="checkbox"/> MP3 Players <input type="checkbox"/> CAMP <input type="checkbox"/> Other (Please list)	<b>Comments:</b>
	Su*	M*	T*	W*	Th*	F*	SA*																											
Morning																																		
Afternoon																																		
Evening																																		

## Appendix F: Qualifying Activities

### Qualifying Activity Codes – Seasonal

<p><b><u>ALFALFA</u></b>            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 (<b>Specify</b>)</p> <p><b><u>CORN</u></b>            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><b><u>COTTON GIN</u></b>            CG-00 Cotton Gin            CG-01 Suction            CG-02 Seeding            CG-03 Bailing            CG-04 Loading            CG-05 Other (<b>Specify</b>)</p> <p><b><u>COTTON</u></b>            CO-00 Cotton            CO-01 Bed Preparation            CO-02 Planting            CO-03 Chopping Weeds            CO-04 Irrigation            CO-05 Harvesting            CO-06 Other (<b>Specify</b>)</p>	<p><b><u>HAY</u></b>            H-00 Hay            H-01 Cutting            H-02 Raking            H-03 Bailing            H-04 Stacking            H-05 Other (<b>Specify</b>)</p> <p><b><u>MELONS</u></b>            M-00 Melons            M-01 Bed Preparation            M-02 Planting            M-03 Harvesting            M-04 Loading            M-05 Unloading            M-06 Other (<b>Specify</b>)</p> <p><b><u>MILO</u></b>            M-00 Milo            M-01 Bed Preparation            M-02 Planting            M-03 Cultivating            M-04 Irrigation            M-05 Harvesting            M-07 Other (<b>Specify</b>)            M-08 Roguing</p> <p><b><u>MUSHROOMS</u></b>            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 (<b>Specify</b>)</p>	<p><b><u>PEANUTS</u></b>            PN-05 Loading            PN-06 Unloading            PN-07 Sacking            PN-08 Shelling            PN-09 Other (<b>Specify</b>)</p> <p><b><u>SOD FARM</u></b>            SD-00 Sod Farms            SD-01 Planting            SD-02 Cutting            SD-03 Irrigation            SD-04 Other (<b>Specify</b>)</p> <p><b><u>SOY BEANS</u></b>            SO-00 Soybeans            SO-01 Bed Preparation            SO-02 Planting            SO-03 Cultivating            SO-04 Irrigation            SO-05 Harvesting            SO-07 Other (<b>Specify</b>)</p> <p><b><u>TRUCK FARMING</u></b>            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</p>
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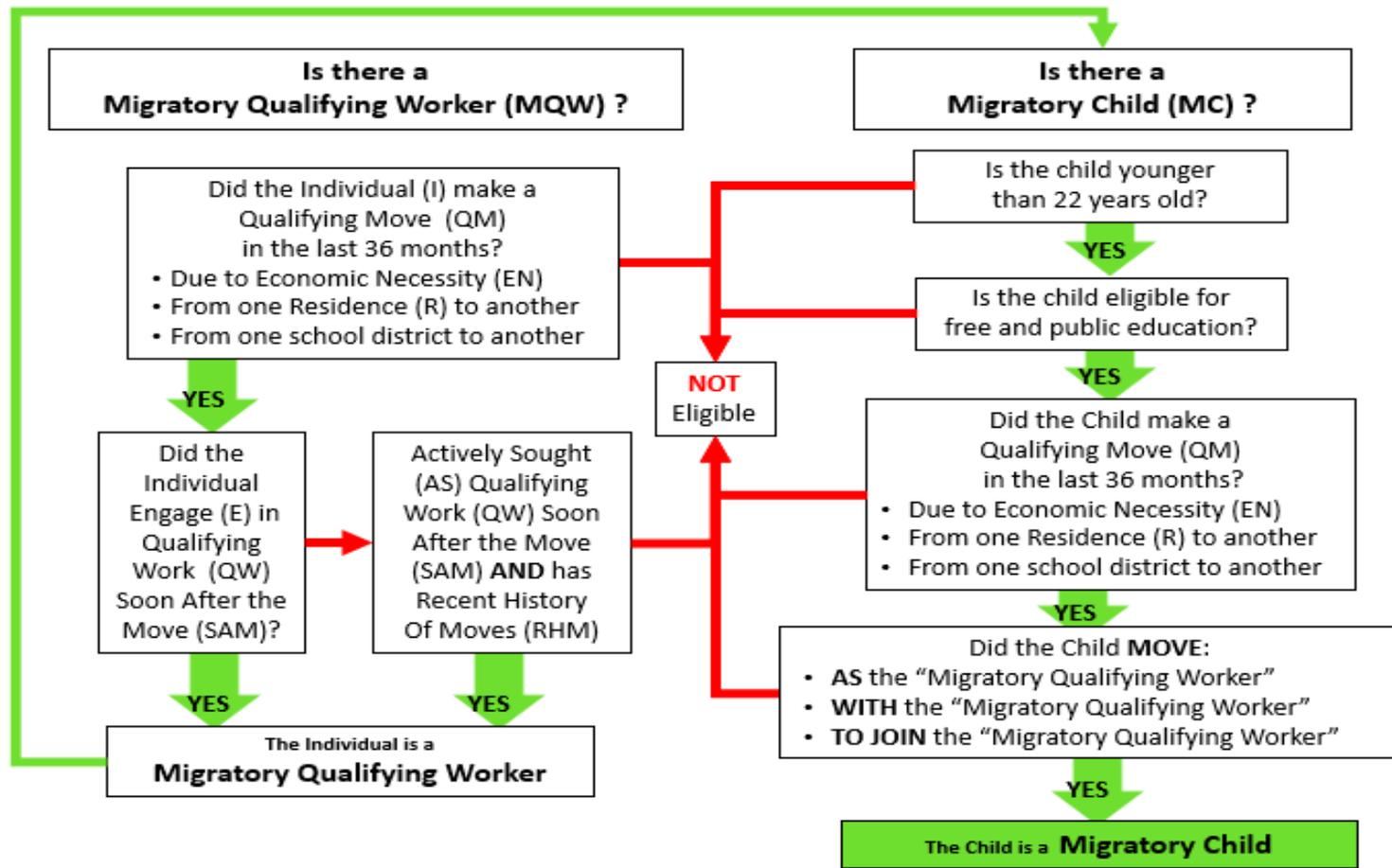
<p><b>ELEVATOR</b></p> <p>E-00 Elevator  E-01 Grain Hauler  E-02 Application  E-03 Grain Drying  E-04 Feed Mixing  E-05 Load/Unload Grain  E-06 Other (<b>Specify</b>)</p> <p><b>FARM HAND (Crops)</b></p> <p>FH-00 Gen Farm Hand  FH-01 Gen Farm Labor  FH-02 Other (<b>Specify</b>)</p> <p><b>FERTILIZER</b></p> <p>F-00 Fertilizer Plant  F-02 Application  F-03 Other (<b>Specify</b>)</p>	<p><b>NURSERY</b></p> <p>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 (<b>Specify</b>)</p> <p><b>PECANS</b></p> <p>OP-00 Pecans  OP-01 Harvesting</p> <p><b>PEANUTS</b></p> <p>PN-00 Peanuts  PN-01 Planting  PN-02 Chopping Weeds  PN-03 Harvesting  PN-04 Sorting</p>	<p>TF-13 Peppers  TF-14 Squash  TF-15 Spinach  TF-16 Okra  TF-17 Other (<b>Specify</b>)</p> <p><b>VINEYARD</b></p> <p>V-00 Vineyard  V-01 Harvesting  V-02 Pruning  V-04 Processing  V-05 Other (<b>Specify</b>)</p> <p><b>WHEAT</b></p> <p>WH-00 Wheat  WH-01 Bed Preparation  WH-02 Planting  WH-03 Cultivating  WH-04 Irrigation  WH-05 Harvesting  WH-07 Other (<b>Specify</b>)</p>
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## Qualifying Activity Codes – Temporary

<p><b><u>BEEF PRODUCTION</u></b></p> <p><b><u>Slaughter/Kill Floor</u></b>            BP-00 Beef Processing            BP-01 Pen Rider            BP-02 Cattle Sorter            BP-03 Slaughter (i.e., gutter, hoofs)            BP-04 Skinner</p> <p><b><u>Processing</u></b>            BP-05 Meat Cutter            BP-06 Packager            BP-08 Rover            BP-09 Other (<b>Specify</b>)</p> <p><b><u>CHICKEN PRODUCTION</u></b>            PY-00 Poultry Processing            PY-01 Slaughter            PY-02 Meat Cutter            PY-03 Packager            PY-05 Other (<b>Specify</b>)</p> <p><b><u>DAIRY FARMS</u></b>            D-00 Dairy Farms            D-01 Milking            D-02 Feeder            D-03 Herdsman            D-05 Other (<b>Specify</b>)</p>	<p><b><u>FEED LOT</u></b>            FL-00 Feed Lot            FL-01 Cowboy            FL-02 Pen Cleaner            FL-03 Feeder            FL-04 Feed Preparation            FL-06 Other (Specify)</p> <p><b><u>FOOD PRODUCTION</u></b>            FP-01 Processing (Specify)            FP-02 Other (Specify)</p> <p><b><u>HOG FARMS</u></b>            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><b><u>PORK PRODUCTION</u></b>            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><b><u>RANCHING (Livestock only)</u></b>            R-00 Ranching            R-01 Working/Herding Livestock            R-02 Feeding            R-03 Fencing            R-05 Other (Specify)</p> <p><b><u>RENDERING PLANT</u></b>            RP-12 Preparation            RP-13 Other (Specify)</p> <p><b><u>TANNING</u></b>            T-01 Other (Specify)</p> <p><b><u>EGGS</u></b>            EG-00 Eggs            EG-01 Other (Specify)</p>
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**NOTES:** 1) If an activity is not listed, in a few words write what the activity is in Comment Section of the COE.  
 2) All codes ending in "-00" designate "in order to obtain" qualifying work.

### Appendix G: Eligibility Flowchart



## Appendix H: Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

By signing a COE, the parent, guardian, or student is certifying that his/her rights under FERPA have been explained by the recruiter. Therefore, it is important that the recruiter know that FERPA provides for the following:

- Parents or eligible students have the right to access and inspect the student's education records.
- Parents or eligible students have the right to request that education records be corrected if they are found to be inaccurate or misleading.

Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's education records. However, FERPA allows schools to disclose those records, without consent, to certain parties under certain conditions.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call the Federal Relay Service.

#### Federal Relay Service

- (800) 877-8339 TTY / ASCII (American Standard Code for Information Interchange)
- (877) 877-6280 VCO (Voice Carry Over)
- (877) 877-8982 Speech-to-Speech
- (800) 845-6136 Spanish
- (866) 377-8642 Voice
- (866) 893-8340 TeleBraille
- (800) 877-0996 Customer Service (Voice/TTY, ASCII and Spanish)

Or you may contact us at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520

U.S. Department of Education Family Educational Rights and Privacy Act (FERPA) available at [www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)

(20.U.S.C. § 1232g; 34 CFR Part 99)

## Appendix I: Oklahoma COE Checklist

Please complete this checklist before submitting COEs for approval.

- COE Date Entered
- Project's Name and ID entered
- School Year Entered
- SECTION I: Parent Data**, all sections are filled in (if available)
  - Parent/Guardian 1 Name
  - Parent/Guardian 2 Name
  - Parent/Guardian Contact Information
- SECTION II: Qualifying Move and Work**
  - # 1-Complete the information about where the child is relocating from and Complete the information about where the child is relocating to
  - # 2a-Child(ren) moved: Select one
  - # 2b-The Worker is: Select one
  - # 2i-Must be completed if "to join or precede" was selected in 2a and provide comment.
  - # 3-**Qualifying Arrival Date (QAD)** has a **six-digit** entry
  - # 4-Complete **Location of qualifying work** performed (e.g. Salinas, CA.) and select if the worker engaged or not in qualifying work (provide comment if needed).
  - # 5-Qualifying Activity and Code (See Qualifying Activity and Code List)
  - # 5a-Temporary **or** Seasonal, only **one** is selected, if Temporary is selected, **complete Comments**
  - # 5b-Agricultural **or** Fishing related, only **one** is selected
  - # 6-Complete if Temporary employment was chosen in 5a and provide **Employer Name and City**
  - Past History Comments: If the worker did not engage in qualifying work soon after the move (60 days) - **at least 2 qualifying work/moves** performed (e.g. picked onions on \_\_\_\_\_ at \_\_\_\_\_).
- SECTION III: Child Data**
  - All** children listed on the COE were **born before** the **QAD**
  - Residency Date** Dates have a **six-digit entry** (e.g.,03/21/04)
  - State** abbreviation (e.g., **NE**) **Country** (e.g., **USA**)
  - #9 The building code for the school of the attendance area they reside in
  - #10 Race/Ethnicity of the child
  - #11 Type of enrollment – 03-Summer/Intersession OMEP Funded Project, 05-Basic School Program and Regular-Term MEP-Funded Project. 06-Residency Only, and 07-Non-Migrant.
  - #12 Enrollment date-The calendar date on which a child is enrolled in a school/OMEP project/OMEP.
  - #13 the grade level is entered unless the child is not enrolled in an academic program. Indicate this by **entering P0 - Age Birth, P1 - Age 1, P2 - Age 2, P3 - Age 3 (not in Kindergarten), P4 - Age 4 (not in Kindergarten), P5 - Age 5 (not in Kindergarten), or 00 for OSYs.**
- SECTION IV: Parent Signature same DATE as Interviewer**
- SECTION V: Interviewer Signature same DATE as Parent**
- Reviewer Sign on **same DATE as Parent/Recruiter or after**

## Appendix J: Recruiter Tips

- Invite school personnel to join in home visits as a way to help break down barriers between school and families.
- Demonstrate an appreciation for each family's culture, language, lifestyle, and unique background.
- Consider each prospective worker on an individual basis regarding migrant history, purpose for moving, length of time at job, etc.
- Be sure to confirm that each child in the migrant family meets eligibility criteria.
- Document everything!
- Network and coordinate with local/regional organizations that provide services to migrant families.
- Enlist the help of a parent advocate for the MEP when working with a hesitant family.
- Never promise eligibility or services to the families/youth.
- Recruit by areas.
- Identify high-impact migrant areas.
- Identify peak flux periods for migrant families.
- Maintain direct communication with schools.
- Set up weekly schedules for recruitment.
- Develop partnerships with agencies. Contact them on a regular basis for referrals.
- Conduct "door-to-door" recruitment in high-impact neighborhoods.
- Get to know crew leaders, farmers, and growers.
- Become familiar with the geographic area and what crops are cultivated.
- Attend and participate in regional and state ID&R training opportunities.
- Work regularly with a regional support team.
- Have access to current student information.
- Keep in touch with recruited families.
- Organize a schedule around phone calls, home visits, community contacts, and school visits.
- Keep track of how many families were contacted and how many qualified on a regular basis.
- Set goals not based on numbers but on recruitment efforts.
- Revisit families. New Qualifying Moves count.
- Ask: Are there any students/siblings who are not attending school or have not graduated from high school under the age of 22?
- Check with labor contractors and labor camps.
- Establish contact with agencies and businesses that serve migrant families for the purpose of having them assist by referring potential eligible families. Community agency contacts may include health clinics, day care centers, adult education program providers, government agencies, farm worker unions, legal aid agencies, and churches. Business contacts may include Laundromats, stores, movie theaters, restaurants, and shopping malls.
- Develop positive public relations between the MEP and the community. Inform the public or your local MEP. Use newsletters, posters, and fliers to inform and recruit potential migrant families by placing them in prominent locations throughout the community.

- Contact the media so that announcements are played on local radio and television stations. Announcements are also placed in the public service announcement section of the local newspaper.
- Other migrant families are a rich source of information. They know of other families and coworkers who may qualify and other places that potential migrant families may frequent, such as parks and flea markets. Invite parents to contact you when they know of other families moving into the area.
- Establish flexible hours that are crucial in the design of community-based recruitment efforts.

## Appendix K: Medical Encumbrance Form

### Migrant Education Program - Medical Encumbrance Form (This form must be completed **BEFORE** services are rendered)

District Name: \_\_\_\_\_ School Name: \_\_\_\_\_

Date Submitted: \_\_\_\_\_ Appointment Date: \_\_\_\_\_

Student's Full Name: \_\_\_\_\_ COE # \_\_\_\_\_

Medical Vendor Information	Please check one:
Doctor/Clinic Name: _____	<input type="checkbox"/> Medical Appt
Billing Address: _____	<input type="checkbox"/> Medical Supply
City, State, Zip: _____	<input type="checkbox"/> Dental Appt
Area Code/Phone: _____	<input type="checkbox"/> Dental Supply
	<input type="checkbox"/> Vision Appt
	<input type="checkbox"/> Vision Supply

**Medical services are limited to exams, glasses, and prescriptions. All request must be submitted for approval before services are rendered.**

Description of Medical Services: (Amount not to exceed Two Hundred Dollars \$200)	Cost of Services:
_____	_____
_____	_____
_____	_____
<b>Note: If estimate is over \$200, please indicate a reason:</b>	
_____	

District Approval Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**ATTENTION PROVIDER: If billing information listed above is incorrect, please notify contact below. Invoices with copy of signed encumbrance form must be billed to \_\_\_\_\_ Public Schools in order for payment to be rendered. Payments will take 4-6 weeks to process.**

Please mail invoices to: \_\_\_\_\_ Encumbrance Clerk  
 \_\_\_\_\_ Public Schools  
 Address  
 City, State, Zip  
 Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

MEP Use Only: Budget #, Object Code, Function Code & Site Number: _____
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## Appendix L: Staff Training Evaluation

### Migrant Education Program (MEP) - Staff Training Evaluation

**Location**  **Date**

**Topic/Title**

	Developing (1 point)	Good (2 points)	Exemplary (3 points)
<b>Training/Conference</b>	<input type="checkbox"/> Uninformative	<input type="checkbox"/> Somewhat informative	<input type="checkbox"/> Highly informative
<b>Applicability</b>	<input type="checkbox"/> Not applicable to your role in the MEP	<input type="checkbox"/> Somewhat applicable to your role in the MEP	<input type="checkbox"/> Applicable to your role in the MEP
<b>Materials</b>	<input type="checkbox"/> Not useful to you	<input type="checkbox"/> Somewhat useful to you	<input type="checkbox"/> Very useful to you
<b>Trainer(s)</b>	<input type="checkbox"/> Lacked skills to facilitate learning	<input type="checkbox"/> Used some techniques to facilitate learning	<input type="checkbox"/> Skilled at using various techniques to facilitate learning

To what extent did this training/conference help prepare you to effectively implement MEP services?

- Not at all     
  A Little     
  Somewhat     
  A Lot     
  Very Much

How do you plan to use the information from this training/conference?

.....

.....

.....

Do you have any suggestions to improve the training/conference?

.....

.....

.....

What are your greatest professional development needs? (check all that apply)

- Identifying migratory student needs
- Providing assessments for migrant academic services
- Ideas for helping parents support their children's education
- Using strategies for addressing academic needs
- Ways to meet support services needs
- Providing summer services

Other: .....

Other comments:

.....

.....

.....

## Appendix M: Parent Training and Activity Survey

### Migrant Education Program - Parent Training and Activity Survey

**Location** 
**Date**

**Topic**

	Not Applicable	None	Some	A lot
1. How much did you learn about helping your child learn <b>reading skills</b> ? →	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. How much did you learn about helping your child learn <b>math skills</b> ? →	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. How much did you learn about helping your child with high school <b>graduation</b> requirements, earning a high diploma, and planning for college or a career?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Not Applicable</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>
4. Please rate the overall quality of the activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What would you be interested in learning more about at future parent meetings?

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## Encuesta para Padres Participando en el Taller

Local

Fecha

Tema

	No Aplica	Nada	Algo	Mucho
1. ¿Cuánto aprendió en ayudar a sus hijos en <b>lectura</b> ? →	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ¿Cuánto aprendió en ayudar a sus hijos en <b>matemática</b> ? →	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Cuánto aprendió en ayudar a sus hijos en los requisitos de graduación de high school, ganando un diploma y planeando a ir al colegio o trabajo?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>No Aplica</b>	<b>Malas</b>	<b>Más o Menos</b>	<b>Buenos</b>
4. Por favor, califique la calidad de las actividades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. ¿Sobre cuáles temas le gustaría aprender más en las reuniones de padres en el futuro?

.....

## Appendix N: Community Resource List

### OSDE Contact Information

For questions concerning the OSDE ID&R Handbook, contact:

OSDE Migrant Education Program Office  
2500 N. Lincoln Boulevard  
Oklahoma City, OK 73105  
Phone: (405) 521-2846  
[www.sde.ok.gov](http://www.sde.ok.gov)

### Statewide Oklahoma Community Resources

[Oklahoma 2-1-1](#)  
[Oklahoma Department of Human Services](#)  
[United Way of Central Oklahoma Contacts](#)  
[Sooner Start Early Intervention Program](#)  
[Sooner Success](#)  
[United Way of Central Oklahoma Agency Directory](#)  
[ORO Development Corporation](#)

### Financial Assistance

(Rent and Utilities)  
Jesus House  
405-232-7164  
Community Action Agency  
405-424-0315  
Neighbor for Neighbor  
405-236-0473  
Salvation Army  
405-246-1060

### Food

Infant Crisis Services Inc.  
405-528-3663 (*referral required*)  
WIC Hotline  
1-888-655-2942

Jesus House (food pantry)  
405-232-7551

Housing  
Oklahoma Housing Authority  
405-239-7551  
Dept. of Housing and Urban Dev.  
405-609-8509  
Eye Care  
Lion's Club  
405-947-6540  
RX for Oklahoma (Prescription Assistance)  
1-877-794-6552

**Community Resources** (Links to information by category)

[Adoption](#)  
[AIDS](#)  
[Baby Items](#)  
[Child Abuse/Neglect](#)  
[Child Care/Child Health](#)  
[Child Support](#)  
[Clothing](#)  
[Counseling Services \(Child/Youth/Adult\)](#)  
[Cultural Services](#)  
[Dental Clinics](#)  
[Dentists \(Pediatric who accept Medicaid\)](#)  
[Department of Human Services \(DHS\)](#)  
[Domestic Violence](#)  
[Drug/Alcohol Treatment Programs](#)  
[Eating Disorder Treatment](#)  
[Education - Children/Adults](#)  
[Employment Services](#)  
[Eye Clinics](#)  
[Financial Assistance](#)  
[Food](#)  
[Furniture](#)  
[Gambling Treatment Programs](#)  
[Grief Support Groups](#)  
[Health Insurance](#)  
[Helplines and Hotlines](#)  
[Housing](#)  
[Housing Emergency/Shelters/Transitional Living](#)

[Immunization Clinics](#)  
[Legal](#)  
[Literacy Programs](#)  
[Maternity Resident Programs](#)  
[Medical Clinics - Fees Charged](#)  
[Medical Clinics - Free](#)  
[Mental Health Emergency/Suicide \(Adults\)](#)  
[Mental Health Emergency/Suicide \(Children/Teens\)](#)  
[Non-Emergency Mental Health Counseling](#)  
[Parenting/Relationship Programs](#)  
[Pregnancy/Women's Health](#)  
[Prescriptions](#)  
[Referral Services](#)  
[Sexual Assault \(Adults\)](#)  
[Sexual Assault \(Minors\)](#)  
[Special Needs Services \(Adult/Children\)](#)  
[Transportation](#)  
[Utilities/Rent](#)  
[WIC Clinics](#)  
[Youth Services \(Ages 15 - 24\)](#)

Central State Community Services Oklahoma

<https://cscso.com/>

## **Private Assistance Programs**

**Infant Crisis Services:** < <http://www.infantcrisis.org/>> this organization provides formula, baby food, diapers, blankets, clothing, and more for families in need. Ask for a referral from your local DHS or WIC office.

**Birth Choice of Oklahoma**< <http://www.birthchoice.org/>>: This organization provides pregnancy tests, ultrasounds, counseling, community referrals, and goods such as diapers & clothing. There are several locations in Oklahoma. Contact the Oklahoma City office at 405-631-4477.

**Cross & Crown Mission:** This organization provides a wide range of services, including a Tuesday medical clinic, a Wednesday eye clinic, a food pantry open 3 days a week, and more.

Website: <http://crossandcrownmission.wordpress.com/>

Contact by phone: 405-232-7696.

**Trinity Legal Clinic of Oklahoma:** Offers legal services to needy individuals. They conduct several legal clinics in locations throughout Oklahoma City. Clinics are held twice monthly at Crossings Community Center, Wednesdays at Cross & Crown Mission, and Tuesdays at City Rescue Mission.

Website: <http://trinitylegal.org/>

Contact by phone: 405-410-4544.

**Good Shepherd Ministries:** An organization that provides medical care, dental care, food, clothing, counseling, referrals and more.

Website: <http://www.goodshepherdokc.org/>

Contact by phone: 405-232-8631

Dental Clinic: Adults are seen Monday at 4:45 p.m.; children are seen every other Tuesday. For an appointment, call 405-232-8631

Medical Clinic: Is open Mondays and Tuesdays at 5:30 p.m. For an appointment, call 405-232-8631

Food Pantry & Clothing: is open Tuesdays and Thursdays from 9:00 am to 11:30 a.m. and Mondays from 4:30 p.m. to 7:00 p.m. A special section of clothing is available for job interviews

## **Educational Support**

**Metro Library's Family Place:** This is a program administered by the Metropolitan Library System that offers developmentally appropriate programs for young children & families, early childhood literacy training, and more. The attached brochure will give you the details of this program.

Website: <http://www.mls.lib.ok.us/mls/familyplace.htm>

Contact by phone: 405-231-8650 OKC

**Metro Literacy Coalition**< <http://okcliteracycoalition.org/>>: This organization provides literacy services to all ages & abilities. Their website includes a comprehensive directory of programs that are available in Oklahoma.

**Community Literacy Centers:** This organization provides programs to help adults learn to read or improve their literacy. Their classes are free of charge & are held in many locations in Oklahoma City, during both the day & night. Call them to make an appointment & they will get you started enrolling in classes.

Website: <http://www.communityliteracy.com/>

Contact by phone: 405-524-7323

**OK Literacy Resource Office:** This organization collaborates with private & public agencies, local literacy programs, volunteer trainers, adult learners, & funders to offer quality literacy programs, resources, & special initiatives in the state. Their initiatives include:

Ready to Learn: Distributes books to at-risk preschool children & provides parent activities

TANF Literacy Initiative: Local sites provide instruction in reading, math, writing, & life skills.

Contact them for more information on these & other programs.

Website: <http://www.odl.state.ok.us/literacy/>

Contact by phone: 405-522-3205

## **Medical Services**

**HIV/STD Service**—OK Department of Health: See the attached guide for a comprehensive listing of local resources for HIV/STD patients.

Website:

[http://www.ok.gov/health/Disease\\_Prevention\\_Preparedness/HIV\\_STD\\_Service/](http://www.ok.gov/health/Disease_Prevention_Preparedness/HIV_STD_Service/)

Contact by phone: 405-271-4636

**D-DENT:** provides free comprehensive dental care to low-income, uninsured, elderly, or developmentally disabled individuals.

Website: <http://d-dentok.org/>

Contact by phone: 405-424-8092 or toll-free 800-522-9510

**Family Medical Clinic** (Olivet Baptist Church): A program that provides medical care, prescriptions, and immunizations.

Medical care: available the 2<sup>nd</sup> and 4<sup>th</sup> Monday of each month at 3 pm (arrive by 12 pm). You must make an appointment through Integris Health line –405-951-2277.

Prescriptions & immunizations: available 3rdThursday of each month

Address: 1201 NW 10<sup>th</sup> in Oklahoma City

## **Other Oklahoma Community Resources**

**OASIS Information & Referral:** a statewide information & referral service with a database containing thousands of resources.

Website: <http://oasis.ouhsc.edu>

Contact by phone: 1-800-426-2747.

**Latino Community Development Agency:** This is an agency with a wide range of services designed to enhance the quality of life of Oklahoma's Latino community. They provide English classes; a child care center; an HIV/AIDS clinic; a breast/cervical cancer screening program; child immunization clinics; child dental clinics; rehabilitation, tutoring, mentoring, & family support for at-risk youth; an adolescent outpatient substance abuse program; a child trauma program; a sexual violence program; parenting classes; transitional housing for domestic violence victims; and even a tattoo removal program.

Website: <http://lcdaok.org/>

Contact by phone: 405-236-0701

**Vietnamese American Association and Community Center:** This organization serves Vietnamese AND other immigrant populations. They provide refugee services, translation, health care and employment skills, and more. Contact by phone: 405-524-3088.

## **Regional Community Resources**

### **Altus Local Resources**

[Habitat for Humanity - Local Affiliates](#)

[Salvation Army - Local Centers](#)

[American Red Cross Web Sites](#)

SW Youth and Family Services 1313 N. Forrest Altus, OK 73521 580-482-6229

[Southwest Oklahoma Community Action](#)

Non-profit organization

900 S Carver Rd, Altus, OK 73521

(580) 482-5040

Legal Aid Services of Oklahoma, Inc. (Altus Office)

<http://www.legalaidok.org>

3000 N. Main Street Suite 500 Altus, OK 73521

Phone: (580) 482-7431 Toll-free: 1-800-427-8016

Adjustment of Status, Family-based petitions, Naturalization/Citizenship, Special Immigrant Juvenile Status, T visas, U visas, Violence Against Women Act (VAWA) petitions. Help completing forms, Filings with USCIS.

## **Food**

[Food/Meals Resources](#) (from 211)

## **Child Care**

[Child Care Benefits](#)

## **Medical Care**

[Local Health/Dental Resources](#) (from 211)

[Insure Oklahoma](#) (for low-income working adults)

[Healthcare.gov](#) (for anyone not eligible for Medicaid)

## **Housing / Shelter / Utilities**

[Utility Services \(LIHEAP\)](#)

Local Housing/Shelter Resources (from 211)

Local Utility/Rent Resources (from 211)

## **Commerce/Miami Local Resources**

The **Miami Ministerial Alliance** provides utility assistance to applicants providing identification, proof of income, and proof of residence. To contact the Ministerial Alliance, please call Mark Rickman at 918-542-4404. The Miami Ministerial Alliance is located at 114 D Street NE in Miami.

The **CAP-Community Action Program** provides rent, utility, and weatherization assistance. The program is managed from the Ottawa County Department of Human Services office located at 2114 Denver Harner Drive in Miami. To make an appointment, please call 918-253-4683, extension 110.

**Temporary Assistance for Needy Families (TANF)** provides cash assistance to families on a time-limited basis. The purpose of this federal program is to provide temporary support in meeting basic needs, training leading to employment, employment services, and childcare assistance for qualified families with children. To apply, visit the local DHS office at 2114 Denver Harner Drive in Miami.

**Subsidized Childcare Benefits** ensure high quality care for children while their parents or guardians are at work, in training, or receiving an education. Subsidized childcare benefits may also be provided as part of a protective service plan to prevent abuse, neglect, or exploitation. The subsidy is paid directly to the childcare provider on the family's behalf. The family may have a co-payment for the childcare based on their income, the number of family members, and the number of family members needing services. To apply, visit the local DHS office at 2114 Denver Harner Drive in Miami.

The **Salvation Army** provides utility assistance one time per year. To contact the Salvation Army, please call 918-542-3467. The Salvation Army is located at 217 Steve Owens Boulevard in Miami.

The **Low-Income Home Energy Assistance Program (LIHEAP)** is available during the months of July and December to assist with your cooling and heating bills. To apply, visit the local DHS office at 2114 Denver Harner Drive in Miami.

For a listing of **benefits available to Oklahoma residents**, click here:

<https://www.benefits.gov/benefits/browse-by-state/state/177>.

For a listing of **financial assistance programs for single mothers in Oklahoma**, click here: <https://singlemotherguide.com/financial-help-for-single-mothers-in-oklahoma/>.

## **Frederick Local Resources**

[Habitat for Humanity - Local Affiliates](#)

[Salvation Army - Local Centers](#)

[American Red Cross Web Sites](#)

## **Food**

[Food/Meals Resources](#) (from 211)

## **Medical Care**

[SoonerCare](#) (for Children Under 18 or Adults with Children)

[Medicaid \(for those Over 65 or Disabled\)](#)

[Local Health/Dental Resources](#) (from 211)

[Insure Oklahoma](#) (for low-income working adults)

[Healthcare.gov](#) (for anyone not eligible for Medicaid)

[Medicare](#) (for those with Social Security)

## **Housing / Shelter / Utilities**

[Utility Services \(LIHEAP\)](#)

[Local Housing/Shelter Resources](#) (from 211)

[Local Utility/Rent Resources](#) (from 211)

COMMUNITY ACTION DEVELOPMENT CORPORATION 105 South Main, PO Box  
989 Frederick, OK 73542 (580) 335-5588 Toll free: 866-511-0938

Emergency Assistance

Referrals

Voluntary Income Tax Assistance

Rx Program

Affordable Care Act

Child Care

## **Guymon Local Resources**

### **Religious Groups**

Catholic Charities 402 NE 12th, Guymon, OK 73942580-468-0904

Salvation Army

United Methodist Church 523 Roosevelt, Guymon, OK 580-461-2613

Oakes of Mamre 409 N Ellison, Guymon, OK 73942580-338-5067

Loaves & Fishes 310 E 1st, Guymon, OK 73942580-338-0008

### **Nonprofit Organizations**

NW Domestic Crisis Services 1106 N Ellison, Guymon, OK 73942338-2780

Legal Aid Services of Oklahoma 417 N Main, Guymon 580-338-3868

## **Heavener Local Resources**

### **Health Clinics**

Christian Free Medical Clinic 302 Parker Poteau, OK 74953(918) 647-3918 Tuesday  
5:00-7:00 p.m.

Health & Wellness Center 204 Wall Street – Suite A Poteau, OK 74953(918) 647-2155

## **Education**

Adult Basic Education 100 Mockingbird Lane Poteau, OK 74953(918) 647-7728

Adult Learning Resource Center Carl Albert State College 1507 S. McKenna Poteau, OK 74953(918) 647-1342

KI BOIS Community Action Head Start 200 W. E "A" Street Stigler, OK 74462(918) 967-3325

Kiamichi Technology Center 610 S.W. 3rd St. Spiro, OK 74958 (918) 862-3722

## **Food Pantry**

Community Free Will Baptist Church 2700 Choctaw Rd. Pocola, OK (918) 436-7093

Harvest Hill Assembly of God 10940 Oakwood Street Spiro, Ok 74959 (918) 962-3087

KI BOIS Community Action Food Pantry 108 Witte Poteau, OK 74953(918) 649-3999

Sugarloaf Food Pantry 35205 Midway Rd. Poteau, OK 74953(918) 658-3892

Victory Worship Center 18654 Stoney Point Rd. Spiro, OK 74959 (918) 963-2427

## **Clothing**

Church of Christ 20690 292nd Street Poteau, OK 74953(918) 647-4873

Salvation Army (Thrift Store) 400 Dewey Poteau, OK 74953(918) 647-8780

## **Tahlequah Local Resources**

### **Health Care**

Cherokee Nation WW Hastings 100 Bliss Ave Tahlequah, OK 74464(918)458-3100 CDIB required

NEO Health Tahlequah Health Center 1500 E. Downing, Suite 214 Tahlequah, OK 74464 (918)431-0202

Sooner Care/Sooner Start (Insurance) Cherokee County Health Dept. 912 S. College Ave Tahlequah, OK 74464 (918)456-8826

Cherokee Nation Elder Care PACE (Programs of All-Inclusive Care for the Elderly)1387  
W. 4th Street Tahlequah, OK 74464 (918) 453-5554

EODD Area Agency on Aging1012 N. 38th Street Muskogee, OK 74402-1367 (918)  
682-7891

Hulbert Health Clinic 124 E. Main Hulbert, OK 74441 (918) 772-2879

Tahlequah City Hospital 1400 East Downing Tahlequah, OK 74464 (918) 465-064

### **Nonprofit Organizations**

Habitat for Humanity 816 S. College Ave Tahlequah, OK 74464

### **Food Resources**

CARE Food Pantry 220 N. Muskogee Ave Tahlequah, OK 74464 MWF 10 am – 1 pm  
(918) 458-5338

Hands of Grace Warehouse Zoe Institute Inc 14660 Hwy 62 Tahlequah, OK 74464  
(918) 453-9778 Wednesdays 9 am – 3 pm

Help in Crisis205 N. College Ave Tahlequah, OK 74464 (918) 456-0673T & Thu 8:30  
am – 5 pm

Wisdom Keepers 1284 W. 4th Street Tahlequah, OK 74464Lunch: M-F 11:30 am Cost:  
CDIB free; Under 50 \$5.00 Over 50 \$3.00 (918) 453-9900

Senior Citizens Center 230 E. 1st Street Tahlequah, OK 74464Lunch M-F 11:30Cost:  
Under 60 \$3.50; Over 60 \$1.50 Call to reserve space day prior to eating (918) 456-0792

First United Methodist Church 300 W. Delaware Tahlequah, OK 74464 (918) 456-6141  
Meal on Thursday at 5:30 pm

South College Church of Christ410 S. College Ave Tahlequah, OK 74464Meal on  
Tuesday at 5:30 pm Emergency food available (918) 456-3414

Abundant Life Fellowship1330 N. Cedar Tahlequah, OK 74464Meal on Wed at 6:15  
pm(918) 458-0040

Bread of Life 323 E. Ward St. Tahlequah, OK 74464(918)458-4748

### **Utility Assistance**

St. Brigid Catholic Church 807 East Crafton Tahlequah, OK 74464918-456-8388

First Presbyterian Church 315 East Shawnee Tahlequah, OK 74464918-456-2271

Dept. of Human Services LIHEAP Program 1298 West 4th Street Tahlequah, OK  
74464918-207-4500

### **Rental Assistance**

Housing Authority of the Cherokee Nation 1500 Hensley Drive Tahlequah, OK  
74464 CDIB required 918-456-5482

### **Prescription Assistance**

NE OK Community Action Agency 856 E. Melton, Suite C Jay, OK 73702 (918) 453-0962  
ext. 133 (918) 253-4683 ext. 110

### **Clothing**

Golden Rule Thrift Shop 519 W. Choctaw St Tahlequah, OK 74464 (918) 456-1623

King Aid Station 706 Cherry Street Tahlequah, OK 74464 (918) 458-0350

Zoe Institute 1009 S. Muskogee Ave. Tahlequah. OK 74464 (918) 453-9778

### **Education**

Adult Ed/GED 403 North Mission Tahlequah, OK 74464 Tues & Wed 918-453-1327

Cherokee Nation Higher Ed 17675 S. Muskogee Ave. Tahlequah, OK 74464 1-800-256-0671

Adult Basic Education Tahlequah Public School 613 N. Jones Tahlequah, OK 74464  
(918) 458-4192

Tahlequah Adult Learning Center P.O. Box 517 Tahlequah, OK 74465 (918) 453-1327

Indian Capital Technology Center 240 Vo-Tech Tahlequah, OK 74464 (918) 456-2594

### **Legal Aid**

Help in Crisis 205 N. College Ave Tahlequah, OK 74464 (918) 456-0673

## **Westville Local Resources**

### **Nonprofit Organizations**

Catholic Charities 409 North Adams Street Sallisaw, OK 74955 Phone: (918) 775-6111

Habitat for Humanity 816 S. College Ave Tahlequah, OK 74464(918)453-1332

Department of Human Services Section Line Road Stillwell, OK 74960 Phone: (918) 696-3118 (800) 225-0049

OSU Extension Center 220 W. Division Stilwell, OK 74960 Phone: (918) 696-2253

Social Security Administration U.S. Federal Building 125 S Main Muskogee, OK 74401  
Phone: (877) 575-5195

EODDD Area Agency on Aging 1012 N. 38th Street Muskogee, OK 74402-1367 Phone:  
(918) 682-7891 Website: [www.edoddok.org](http://www.edoddok.org)

Northeastern Child Care Resource and Referral Agency 16947 W. Cherokee Tahlequah,  
OK 74465 Phone: (918) 453-5300 (888) 458-6230 Website: [www.cherokeekids.net](http://www.cherokeekids.net)

People Inc. 196 W. Maple St. Stilwell, OK 74960 Phone: (918) 696 5536

Adair Co. Community Ministries, Inc. 4 N. Third Stilwell, OK 74960 Phone: (918) 692-  
2484 • Salvation Army 102 N. 6th St. Stilwell, OK Phone: (918) 696-4918 Website:  
[www.salvationarmyusa.org](http://www.salvationarmyusa.org)

Emmanuel Food Pantry RR 5. Box 6731 Stilwell, OK 74960 Phone: (918) 696 5731 (1st  
& 3rd Thursday 8:30-11:30) Hope Center/Food Pantry 109 S. Williams Westville, OK  
74965 Phone: (918) 723-5640 Website: [www.hopecenter.org](http://www.hopecenter.org)

Stilwell Food Pantry 110 S. 2nd Street Stilwell, OK 74960 Phone: (918) 696-4470

### **Education**

Adult Basic Education Public Library 5 N. 6th St. Stilwell, OK 74960

Adult Learning Resource Center 701 South J.T. Stites Blvd. Sallisaw, OK 74955 Phone:  
(918) 776-0976 Website: [www.sallisaw.k12.ok.us](http://www.sallisaw.k12.ok.us)

Indian Capital Technology Center Hwy. 50 and Maryetta Rd. Stilwell, OK 74960 Phone:  
(918) 696-3111 (866) 696-3111 Website: [www.ictctech.com](http://www.ictctech.com)