

2012

Identification & Recruitment Guidebook

cde Improving
Academic
Achievement

COLORADO DEPARTMENT OF EDUCATION
LANGUAGE, CULTURE & EQUITY OFFICE



COLORADO DEPARTMENT OF EDUCATION

201 East Colfax Avenue • Denver, Colorado 80203-1799
303.866.6600 • www.cde.state.co.us

Robert K. Hammond
Commissioner of Education

Diana Sirko, Ph.D.
Deputy Commissioner

Keith Owen, Ph.D.
Associate Commissioner

Greetings Migrant Directors and Coordinators,

Enclosed you will find a copy of the revised Colorado Migrant Identification And Recruitment (ID & R) Guidebook. The guidebook is a compilation of information from the Non-Regulatory Guidance 2010 and the National ID & R Curriculum, created by the Migrant Education Resource Center (MERC) and funded by the Office of Migrant Education, to provide support in the timely ID&R process of migratory children and youth.

Please feel free to contact the ID&R team with any feedback or comments.

ID&R:	Brenda Meyer (303) 866-6744 meyer_b@cde.state.co.us
	Tomas Mejia (303) 866-6592 mejia_t@cde.state.co.us
	Maria Perez de Leon (303) 866-6754 perez-deleon_m@cde.state.co.us

Thank you for supporting the migrant students and families of Colorado.

Regards,

Ms. Joanna Bruno
Director
Colorado Department of Education
Office of Language, Culture and Equity
201 E. Colfax Ave. room 401
Denver, CO 80203

Mission Office of Language, Culture and Equity

The Mission of the Language, Culture and Equity Office is to support all English learners, and migrant students, linguistically, socially and academically, by providing leadership for educators, parents/guardians, students and Colorado communities.

National Goals for the Migrant Education Program

- ❖ Support high-quality and comprehensive educational programs for migrant children in order to reduce the educational disruption and other problems that result from repeated moves.
- ❖ Ensure that migratory children who move among the states are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement.
- ❖ Ensure that migrant children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner.
- ❖ Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet.
- ❖ Design programs to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment.
- ❖ Ensure that migrant children benefit from State and local systemic reforms.



Colorado State Board Of Education

Bob Schaffer (R)

Chairman
4th Congressional District
Fort Collins, Colorado

Marcia Neal (R)

Vice-Chair
3rd Congressional District
Grand Junction, Colorado

Elaine Gantz Berman (D)

1st Congressional District
Denver, Colorado

Angelika Schroeder (D)

2nd Congressional District
Boulder, Colorado

Paul Lundeen (R)

5th Congressional District
Colorado Springs, Colorado

Debora Scheffel (R)

6th Congressional District
Littleton, Colorado

Jane Goff (D)

7th Congressional District
Arvada, Colorado

Robert K. Hammond

Commissioner of Education
Secretary to the State Board of Education

Regional Migrant Education Program Contacts

<p>East Metro Jesus Escarcega Migrant Coordinator Aurora Public Schools Aurora, CO 80022 Phone: 303.365.5817 Fax: 303.326.1283 jdescarcega@aps.k12.co.us</p>	<p>West Metro Mary Ann Baca Migrant Coordinator 1829 Denver West Dr. Bldg. 27 Golden, CO 80401 Fax: 303-982-0466 mabaca@jeffco.k12.co.us</p>	<p>Southwest Dr. Mary R. Valerio Migrant Director San Luis Valley BOCES 2261 Enterprise Dr. Alamosa, CO 81101 Phone: 719.587.5418 Fax: 719.589.5007 mvalerio@slvboces.org</p>
<p>Southeast Joseph Hermocillo Migrant Director South Central BOCES Pueblo West, CO 81007 Phone: 719.647.0023 Fax: 719.647.0136 hermocillo-j@sc-boces.org</p>	<p>West Central Susana Wittrock Migrant Director MESA 51 School District 2115 Grand Ave. Grand Junction, CO 81501 Phone: 970.254.5270 - 5272 Fax: 970.254.1931 Susana.Wittrock@d51schools.org</p>	<p>Northwest Maria Vazquez Migrant Coordinator 737 E Third St Room 106 Eagle, CO 81631 Phone: 970 328 7922 maria.vazquezpereira@eaglescho ols.net</p>
<p>Northern Central Dr. Mary Ellen Good 2020 Club House Dr Suit 230 Greeley, Colorado Phone: 970-352-7404 Fax: 970-352-7.50 meg@cbooces.org</p>		

Contents

MISSION OFFICE OF LANGUAGE, CULTURE AND EQUITY	1
NATIONAL GOALS FOR THE MIGRANT EDUCATION PROGRAM	1
COLORADO STATE BOARD OF EDUCATION	2
REGIONAL MIGRANT EDUCATION PROGRAM CONTACTS	3
INTRODUCTION TO THE MIGRANT EDUCATION PROGRAM	4
HISTORY OF THE MIGRANT EDUCATION PROGRAM	4
FEDERAL REQUIREMENTS FOR IDENTIFICATION AND RECRUITMENT (ID&R)	5
MIGRANT EDUCATION RECRUITER STANDARD OF ETHICS	5
MIGRANT EDUCATION RECRUITER STANDARDS OF CONDUCT	5
IDENTIFY FRAUD, FALSIFICATION OR MISCONDUCT	6
MAKING ETHICAL DECISIONS	7
TRAINING REQUIREMENTS FOR ALL MIGRANT STAFF	7
RECEIVE INITIAL AND ANNUAL TRAINING:.....	7
ABOUT THE NATIONAL ID&R CURRICULUM	8
NATIONAL ID&R TRAINING CURRICULUM	8
IDENTIFICATION AND RECRUITMENT PROCESS	10
RECRUITMENT	10
THE RECRUITER.....	10
CHARACTERISTICS OF A MIGRANT RECRUITER	11
RECRUITMENT STRATEGIES	11
SCHOOL DISTRICT	11
AGRICULTURAL SURVEY.....	12
FINDING OUT OF SCHOOL YOUTH (OSY)	12
PROCESSING AGRICULTURAL SURVEYS	12
DISTRIBUTING FLYERS AND POSTERS	13
THE NATIONAL MIGRANT EDUCATION HOTLINE	14
NATIONAL MIGRANT EDUCATION HOTLINE PHONE 1.800.234.8848	14
NATIONAL MIGRANT EDUCATION HOTLINE PROMOTIONAL MATERIALS ON LINE ORDER FORM	14
DETERMINING CHILD ELIGIBILITY	15
ELIGIBILITY CRITERIA.....	15
PURPOSE OF THE MOVE	15

QUALIFYING WORK16
Qualifying Activities16

THE INTERVIEW.....17

FIRST INITIAL CONTACT.....17
 PREPARATION PRIOR TO THE VISIT17
 SAFETY17
 DURING THE VISIT17
 AFTER THE VISIT.....18

QUALITY CONTROL.....18

PURPOSE18

PURPOSE OF COMPLETING A CERTIFICATE OF ELIGIBILITY (COE)19

IDENTIFICATION AND RECRUITMENT PLAN(S)20

INDIVIDUAL ID&R PLAN.....20
 REGIONAL ID&R PLAN.....20
 EXAMPLE OF AN INDIVIDUAL ACTION PLAN.....21

ID&R PLAN TEMPLATE (SAMPLE).....22

COLORADO PROPOSED STATEWIDE ID&R PLANNING AND TRAINING CALENDAR.....23

SUMMER SESSION RECRUITMENT.....23
 REGULAR SESSION RECRUITMENT.....23
 ID&R TRAINING OPEN TO ALL COLORADO MEP STAFF23

MEP NETWORKING DIRECTORY24

BUILDING A NETWORK DIRECTORY24

INTERVIEW SCRIPTS.....25

INTRODUCTION SCRIPT:25
 AGRICULTURAL SURVEY SCRIPT.....25
 COE QUESTIONS SCRIPT:26
 FACE TO FACE INTERVIEWS.....27

TERMS AND DEFINITIONS30

MEP AGRICULTURAL SURVEY – ENGLISH.....32

MEP AGRICULTURAL SURVEY – SPANISH.....33

AGE APPROPRIATE GRADE PLACEMENT35

STATE EDUCATION AGENCY/EDUCATION OF MIGRATORY CHILDREN PROGRAM - CONTACTS.....36

CDE/MEP ACRONYMS37

MEP RESOURCE LINKS39

US STATE/POSSESSION.....57

MEXICO STATES58

CANADIAN PROVINCES/TERRITORIES58

REQUEST FORM FOR HOTLINE PROMOTIONAL MATERIALS – ENG/SPA59

APPENDIX A - COE – ENGLISH60

APPENDIX B - COE - SPANISH.....61

APPENDIX C - COE WORKSHEET62

APPENDIX D - RESIDENCY VERIFICATION - ENGLISH42

APPENDIX E - RESIDENCY VERIFICATION – SPANISH43

INSTRUCTIONS FOR COMPLETING THE RESIDENCY VERIFICATION FORMS FOR NON-ATTENDING STUDENTS.....44

APPENDIX F - FERPA - ENGLISH..... 0

APPENDIX G - FERPA – SPANISH..... 0

APPENDIX H - COLORADO CROPS AND AGRICULTURAL ACTIVITIES44

 CROPS.....44

 AGRICULTURAL ACTIVITIES44

 CROPS AND AGRICULTURAL ACTIVITIES BY MIGRANT PROGRAM AREA45

APPENDIX I –MIGRANT PROGRAM MAP.....48

Introduction to the Migrant Education Program

History of the Migrant Education Program

On Thanksgiving Day in 1960 the documentary, “Harvest of Shame” aired and illustrated the plight of migrant farm workers and their families. This documentary showed the harsh living conditions migrant farm workers and their families were living as they traveled from state to state to find agriculture work. It described the lack of education migrant children were receiving due to their short durations in schools because of their high mobility. The documentary also described migrant children as being highly illiterate and experiencing over 90% of children dropping out of school. The documentary showed pictures of deprived and neglected children and shocked America’s conscience. This moved the nation’s government to provide better educational opportunities for these children.

In 1965, five years after “Harvest of Shame” aired, Congress passed the Elementary and Secondary Education Act (ESEA). The Title I, Part A, of the ESEA “declared that all children had a right to receive the same access and educational opportunities in America.” It provided funding for educational programs for disadvantaged children including migrant children. However, the ESEA-Title I, Part A, could not meet the needs of migrant children because of their frequent movement. The following year in 1966 – Congress amended the ESEA and created Title I, Part C, (MEP). The United States Department of Education (USDE) continues to improve educational opportunities for migrant children by raising standards and better school accountability

2007 The History and Purpose of the MEP Video

Federal Requirements for Identification and Recruitment (ID&R)

The State of Colorado receives MEP funding for which federal law mandates that the state identify and recruit all migrant students residing in Colorado who are eligible to receive services provided by the MEP. State MEP funds are then allocated to sub-grantees; Board of Cooperative Educational Services (BOCES) and Local Education Agencies (LEAs), in Colorado as part of the agreement that each sub-grantee will conduct ID&R of the migrant children within its designated geographic boundaries. Regional and LEA Migrant Education Programs are required to submit an ID&R Plan as a part of their annual application (See [ID&R Plan](#) Page 20). In the ID&R plan it must outline monthly recruitment activities. ID&R is a vital part of the MEP because this is the only way to ensure that the correct children are being served.

Statutory Requirements Sections 1115 (b)(1)(A) [Title 1C #Sec1115](#) and 1309 of Title I, Part C- [Title 1C #Sec 1309](#) Regulatory Requirements 34 CFR 200.81, 200.103 [Regulatory Requirements](#) Module I of the National ID&R Curriculum Module I V. 1.0 [ID & R Curriculum](#)

MIGRANT EDUCATION RECRUITER STANDARD OF ETHICS

The recruiter's primary responsibility is to properly identify and recruit migrant children for the Migrant Education Program (MEP). In carrying out this work, every recruiter is expected to make a commitment to ethical professional behavior. This ethics policy explains what this commitment means.

Recruiters work with migrant farm workers and their families, who are often highly mobile, experience educational disruptions, encounter cultural and language barriers, live in poverty and rural isolation, and have health-related problems that inhibit their ability to do well in school. This policy is intended to serve as a basis for ethical decision-making in the conduct of identification and recruitment.

MIGRANT EDUCATION RECRUITER STANDARDS OF CONDUCT

1. **Know the eligibility rules.** The recruiter should study and prepare to make proper eligibility determinations. The recruiter is expected to have up-to-date knowledge of the rules of eligibility established at both the federal and state level.

2. **Be objective.** Recruiters are expected to put aside personal beliefs and biases when making eligibility determinations and to base all decisions on objective facts. Gender, race, religion or age should have no bearing on a recruiter's decisions. Other factors, including whether a particular child "deserves" assistance, should not be considered.
3. **Be honest.** The recruiter's job is to gather information, provide clear documentation on the Certification of Eligibility, and help make the eligibility determination. Recruiters must not exaggerate, falsify or omit information. Falsification of program documents may deprive eligible migrant children of needed services, is against the law and could result in criminal prosecution. Honest recruiters keep the MEP safe so that eligible migrant children will continue to receive educational services.
4. **Report fraud.** It's the recruiter's job to protect the reputation and integrity of the MEP. If the recruiter feels pressured to enroll a child who doesn't appear to be eligible or observes others who are being pressured or who are committing fraud, it is the recruiter's responsibility to report what he or she has observed.

Identify Fraud, Falsification Or Misconduct

The dictionary defines fraud as, "intentional perversion of truth in order to induce another to part with some- thing of value or to surrender a legal right" or "an act of deceiving or misrepresenting."¹ It defines falsify as "to represent falsely" or "misrepresent."² It may be difficult to understand how these terms apply to the identification and recruitment (ID&R) of migrant children, particularly since it may not seem that any particular person is being deceived. In the case of fraud, intentional falsification or misconduct in ID&R, it is the federal government that is being deceived. Ultimately, when there is fraud, intentional falsification or misconduct in ID&R, the public at large, who pay taxes in the belief that federal funds are being spent as authorized by Congress, is being deceived, as is the federal government, which awards state funding on the assumption that state child counts are accurate. Furthermore, counting children who are not eligible for the MEP can affect the size of subgrants within each state and can dilute services to eligible migrant children. This is why it is important to preserve the public trust by rooting out fraud, intentional falsification and misconduct in ID&R.

Adopted from the National Curriculum, Module 22 V.1.0 [ID & R Curriculum](#)

Recruiters must maintain strict ethical standards and maintain the confidentiality of migrant family information.

(See [APPENDIX F - FERPA - English](#) or [APPENDIX G - FERPA - Spanish](#))

Making Ethical Decisions

A recruiter will find that each individual family comes with their own unique set of needs and situations. It may become difficult at times for the recruiter to balance his/her personal values and the values of the organization. The recruiter's desire to help a migrant family in need may tempt him/her to ignore the eligibility requirements, but the ethical (and legal) decision is to act within the legal bounds of the program. Despite the discomfort that sometimes comes with making an ethical decision, it is important to maintain the highest ethical standards by:

- adhering to the OME/State guidelines
- protecting and maintaining the privacy and confidentiality of all migrant family data
- fill out all paperwork accurately and truthfully
- following instructions and guidelines when completing a COE
- securing electronic signatures
- only serving eligible migrant children/youth
- reporting fraud and misconduct

The Colorado Department of Education Migrant Education Program requires that all COE information be kept in a secure location and under no circumstances are electronic signatures to be saved, stored or reused from its original form, if using an Electronic COE version.

Training Requirements for All Migrant Staff

Receive Initial and Annual Training:

The Colorado MEP adopted the National ID&R curriculum effective March 2010 as its training curriculum and requires that all new and veteran MEP staff (directors are optional) complete the initial training of: *Introduction to the MEP, ID&R Process, Recruiter Duties and Responsibilities, Eligibility Requirements and Completing the Certificate of Eligibility (COE)* of the National ID&R Curriculum. After completing these sections this will certify the participant for one year. Each year thereafter the MEP staff will be required to receive annual ID&R training to receive re-certification. The SEA will provide four training opportunities per year or as needed. (See ID&R Training Calendar, Page 23)

All MEP staff who are responsible for identifying, recruiting, completing certificates of eligibility (COE), collecting parent/guardian signatures, reviewing COE's, providing

instructional/supplemental support services and entering data related to migratory children and youth, are required to be certified/re-certified annually by the Colorado SEA.

About the National ID&R Curriculum

The curriculum design provides a framework for recruiter development and progression along a continuum. Modules have been divided into four levels: basic, basic/intermediate, intermediate, and advanced. Basic and Basic/Intermediate Modules are designed primarily to introduce the MEP to new recruiters. Intermediate Modules are most suited for recruiters with one to five years of experience who wish to learn more advanced concepts and skills. Advanced Modules are designed to introduce veteran recruiters with more than five years of recruiting experience to more advanced concepts. This helps prepare them to take on a larger leadership role in the MEP. However, the SEA believes that veteran recruiters and new recruiters will benefit from all Module levels. Participants must show mastery of each subject by testing out of each module. The SEA will maintain records of certification and re-certification in the states New Generation Data System (NGS).

(National ID&R Curriculum, 2007)

National ID&R Training Curriculum

MODULES	
<input type="checkbox"/> Module 1. Introduction to the MEP	Basic Level
<input type="checkbox"/> Module 2. The Identification and Recruitment Process	Basic Level
<input type="checkbox"/> Module 3. Basic Recruiter Duties and Responsibilities	Basic Level
<input type="checkbox"/> Module 4. Determining Child Eligibility	Basic Level
<input type="checkbox"/> Module 5. Interviewing a Migrant Family or Youth	Basic/Intermediate Level
<input type="checkbox"/> Module 6. Completing a Certificate of Eligibility (COE)	Basic/Intermediate Level
<input type="checkbox"/> Module 7. Making Child Eligibility Decisions	Basic/Intermediate Level
<input type="checkbox"/> Module 8. Explaining MEP to Migrant Families and Youth	Basic/Intermediate Level

MODULES	
<input type="checkbox"/> Module 9. Quality Control	Intermediate Level
<input type="checkbox"/> Module 10. Individual ID&R Action Plan	Intermediate Level
<input type="checkbox"/> Module 11. Developing A Recruitment Network	Intermediate Level
<input type="checkbox"/> Module 12. Challenges in ID&R Of Migrant Children	Intermediate Level
<input type="checkbox"/> Module 13. Determining Need for a Follow-up Interview	Intermediate Level
<input type="checkbox"/> Module 14. Using a Translator Effectively	Intermediate Level
<input type="checkbox"/> Module 15. Reviewing Another Recruiter’s COE	Intermediate Level
<input type="checkbox"/> Module 16. Cultural Awareness and Communication	Intermediate Level
<input type="checkbox"/> Module 17. Locating Migrant Families and Youth	Intermediate Level
<input type="checkbox"/> Module 18. Other Services for Migrant Families	Intermediate Level
<input type="checkbox"/> Module 19. Caseload Management	Intermediate Level
<input type="checkbox"/> Module 20. Personal Safety	Intermediate Level
<input type="checkbox"/> Module 21. Emergency Preparedness	Intermediate Level
<input type="checkbox"/> Module 22. Ethics	Advanced Level
<input type="checkbox"/> Module 23. Assessing a Recruitment Network	Advanced Level
<input type="checkbox"/> Module 24. Evaluating an Individual Action Plan	Advanced Level
<input type="checkbox"/> Module 25. Assessing Communications	Advanced Level
<input type="checkbox"/> Module 26. Community Coordination	Advanced Level
<input type="checkbox"/> Module 27. Meeting Preparation and Management	Advanced Level

Note: The Colorado MEP adjusted the module levels of modules 5, 6, 7 and 8 from “Basic Level” to “Basic Intermediate Level”

Identification and Recruitment Process

The ID&R process is to help support high-quality educational opportunities for migrant children and to reduce the disruption of school caused by high mobility of migrant families. This also ensures that migrant students and out of school youth (OSY) are able to achieve and be successful; whether they are preparing for college or employment. This is accomplished by:

- Training migrant recruiters in the ID & R process
- Inter and Intra state collaboration
- Participating in the Binational program
- Monitoring the migration stream of migratory workers
- Staying up to date with the agricultural industry in Colorado and other states

Recruitment

The Recruiter

It is the highest priority of the MEP recruiter to identify and recruit migrant children and their families in a proper and timely manner. Finding and enrolling eligible migrant children is the cornerstone of the MEP and its importance cannot be overemphasized. Identification and recruitment are critical activities 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 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. Until a child is deemed eligible for the MEP by the Colorado SEA a child/youth cannot receive MEP services without a record of eligibility.

(Non-Regulatory Guidance 2010 page 48)

In order for the recruiter to accomplish this task, recruiters should learn as much as they can about the MEP. The recruiter should have a strong understanding about:

- child eligibility requirements
- cycles of seasonal and temporary employment related to agriculture
- characteristics of migrant farm workers and their families
- local school system
- community organizations
- local roads and locations of migrant labor camps and other migrant housing
- MEP services offered by the local regional office
- how to maintain a recruiter calendar/time log

- federal/state statute and regulations
- Identifying and serving Out of School Youth (OSY) and
- Other agencies that may provide services to migrant workers and their families, such as Migrant Health, “Women, Infant and Children (WIC) and early childhood programs

Characteristics of a Migrant Recruiter

To be an effective recruiter, the recruiter must be able to recruit migratory children by interviewing migrant parents/guardians. This requires training, planning and cultural sensitivity, and ability to:

- work as a self-starter
- manage time well by maintaining a calendar/activity log
- document information in writing on a certificate of eligibility (COE)
- establish safe and trusting relationships with migrant families
- network and connect with community organizations
- gain trust with agri-businesses and farmers
- work with diverse populations
- communicate effectively and
- build relationships with educational administration, schools and schools districts.

Recruitment Strategies

School District

There are a variety of strategies used to find potential migrant children and youth, both inside and outside of the school setting. The recruiter will begin to become a familiar face on school campuses in the migrant community and to the agri-businesses that employ migrant workers. As the recruiter becomes more comfortable in the different components of ID&R the recruiter will begin to develop his/her own strategies. One of the most common strategies a recruiter can use is by informing and educating the local school district and school personnel about the MEP, this will generate awareness and leads to potential students. Registrars, attendance clerks, nurses, teachers, counselors, assistant principals and principals, provide valuable links to incoming and exiting students. Forming good working relationships within schools helps to create good will toward students already enrolled in the MEP, and encourages referrals of new students.

Agricultural Survey

An agricultural survey is a tool used for finding potential migrant children within school settings. The recruiter should establish a point of contact within the schools/school districts and request that the agricultural surveys be placed in welcome packets, summer school announcements and enrollment packets. Once the recruiter has established a method for distributing the agricultural surveys; the recruiter should establish a way to collect the completed surveys. (See Agricultural Survey on page 13)

Finding Out of School Youth (OSY)

The agricultural survey can also be used when identifying out of school youth (OSY). It can be provided to farmers, and other agri-businesses. Request that the surveys be placed in new hire packets, employment applications or posted on the employer's bulletin boards. Recruiters should follow up with each survey as soon as possible but within three weeks because migrant workers and their families stay for a short time.

Processing Agricultural Surveys

Once the completed agricultural survey is received, the MEP office has one week to follow up with the family. The agricultural survey is processed by:

1. separating the surveys
2. contacting family by phone to determine if they meet the Basic Eligibility Requirements (See Requirements on page 5)
3. setting appointments for a home visit

The person processing the surveys should also maintain a log, tracking all the contacts that were made, the date the contact was made and the date the recruiter will make the visit and the outcome of the visit. (See sample template for tracking surveys on page__)

NOTE: It should not take more than ten days to make contact with the family from the time the survey is received.

Distributing Flyers And Posters

In addition, placing migrant brochures and posters in strategic places in the community helps to strengthen awareness of the MEP. Places to put literature include: grocery stores, laundromats, churches, health clinics, thrift stores, convenience stores, farmers markets, flea markets, feed and fertilizer stores, county extension agencies, employment offices, temporary employment offices, and bus stations. Building an awareness of the MEP develops positive public relations between the recruiter and the community.

Disclaimer

The Colorado MEP does not condone the distribution or posting of MEP material in public or private establishments without the prior approval of the establishment's owner or manager.

The National Migrant Education Hotline



The National Migrant Education Hotline is free and accessible to migrant farmworkers and their families anywhere in the United States. The calls are answered by Hotline specialists 24 hours a day, seven days a week. Migrant workers can call the Hotline when they move to get help enrolling their children in school or for other educational services. There are educational programs such as: preschool, summer school and high school equivalency programs all around the country and are easily accessible by dialing **1.800.234.8848**.

The National Hotline is also a great recruiting tool for recruiters. MEP's in the United States can request free promotional items that carry the National Migrant Education Hotline phone number. These materials can be ordered by accessing the online order form @ ESCORT.org <http://esclearn.org/data/node/52> or by downloading the order form.

National Migrant Education Hotline Phone 1.800.234.8848

National Migrant Education Hotline Promotional Materials On Line Order Form

Visit Link: [NMEHP ON LINE ORDER FORM](#)

Determining Child Eligibility

Eligibility Criteria

There are several factors to consider when determining eligibility of a migrant student/youth. A migrant family is eligible for the MEP for three years and can re-qualify for the program if the family makes another qualifying move and meets all qualifying eligibility factors.

The child or youth:

- is younger than 22 years of age
- is eligible to receive a free education
- has not received a high diploma or high school equivalency (GED) certificate
- has moved on his or her own as a migratory agricultural worker/migratory fisher (there are not qualifying activities related to fishing in state of Colorado)
- has moved with or to join/precede a parent, spouse, or guardian who is a migratory agricultural worker/migratory fisher
- has moved from one school district to another school district or state to state
- has moved from one residence to another residence
- has moved because the income was/is important to the well-being of the family
- moved with his/her family within the last 36 months (3 years).

Purpose Of The Move

After the recruiter has determined that the family meets all the preliminary criteria the recruiter should determine the purpose of the move. This is a key part of determining the eligibility of a migrant student/youth.

Did the worker:

- move to obtain qualifying work and obtained it?
- move to obtain any work and obtained qualifying work soon after the move?
- move for qualifying work specifically, but did not obtain the work, **AND**
 1. The worker has a prior history of moves to obtain qualifying work, **OR**
 2. Is there other credible evidence that the worker actively sought qualifying work soon after the move

(Non-Regulatory Guidance 2010 Pg 17 D14.)

Qualifying Work

According to the Colorado Department of Agriculture 2012-Agriculture in the Classroom, Colorado Agriculture contributes over \$7 billion dollars to the Colorado state economy annually. As of 2010 Colorado ranked as one of the top 10 states for agriculture. In fact, Colorado ranked first nationally in production of proso millet (an annual grass grown as a grain used for bird and livestock.) As of July 2010 Colorado ranks 5th in barley, 8th in dry beans, 2nd in millet, 15th in corn grain, 5th in sugar beets, and 6th in sunflowers. Colorado produces more than 2.5 billion pounds of milk, and has over 36,000 farms.

Because agricultural activities have different stages, it is important that the recruiter learn the different stages of activities in order to determine if a migrant worker is eligible for the MEP. For example a worker who works in forest cultivating and harvesting trees, is doing qualifying work, however once the tree has been cut down, it is no longer a qualifying activity.

Qualifying Activities

Here are some examples:

- preparing soil for planting crops
- cleaning the fields
- picking/harvesting
- feeding and raising livestock
- slaughter houses (including Bison)
- packing houses
- dairies
- nursery/greenhouses
- orchards

See [Terms and Definitions](#) on page **Error! Bookmark not defined.**

The Interview

First Initial Contact

If possible, a recruiter should attempt to contact the family by phone, to determine if the family meets the eligibility criteria. This also gives the recruiter an opportunity to introduce the MEP and the services it offers. Once the recruiter has determined that the family is eligible, the recruiter can begin collecting information about the student(s).

Obtaining information before the visit will enable the recruiter to search for the students in the state or national database to determine if the family has previously participated in the MEP.

Preparation Prior To The Visit

The recruiter should prepare by printing the COE, FERPA, map of location and review the [Interview Scripts](#) (See Interview Scripts Page 25) before the visit. This will prepare the recruiter to stay on task during the interview. The recruiter can take informational material regarding the MEP and local community organization brochures.

Safety

As a recruiter prepares for a visit, he/she should always keep personal safety in mind. Here are some safety tips for recruiters:

- be aware of your surroundings
- notify your office of your location and your anticipated arrival time
- review map/destination (never try to read a map while driving)
- never answer calls or text while driving
- ask the family if there are pets/dogs loose in the yard and
- when visiting migrant camps or farms go in pairs.

During The Visit

- Introduce yourself and ensure identification badge is visible
- Use the sample interview script if you feel it is needed (See Interview Scripts Page 25)
- Repeat or paraphrase questions, as needed ask for clarification if you don't understand their answers

- Read the FERPA Guidelines to the parent/guardian and obtain a signature in blue or black ink
- Include all information on the COE, including comments (See instructions for Completing a COE on Page **Error! Bookmark not defined.**)
- Review the COE for completeness and accuracy while still at the site/home
- Confirm the information documented on the COE, COE Worksheet and FERPA
- Obtain the parent signature (in blue or black ink) and date on the COE, and make sure to sign as the recruiter
- Explain that the COE will be reviewed by the recruiter's supervisor and after a determination of eligibility is made the parent will be contacted by a MEP representative
- Ask the family for the names of other prospective migrant families who might have come to the area to work in qualifying activities

NOTE: A family has not been deemed eligible for the MEP until the SEA has notified the regional MEP office of approval. Therefore no services can be provided until they have been approved

After the Visit

Submit the COE and supporting documentation to regional data specialist/manager for review. Recruiters should work with data specialist/manager to make any correction if needed. Recruiter's may need to collect a second signature (See Instructions for Completing a COE Page **Error! Bookmark not defined.**) and follow up on any leads given by the family.

Quality Control

Purpose

The purpose for a quality control process is to ensure that only eligible migrant children are being served, and to identify issues that may arise within the program. The Colorado Department of Education MEP believes that maintaining a quality control process will ensure that the children/youth meet all MEP requirements. Other practices that support the quality assurances of the Colorado MEP are:

- each COE is reviewed by Regional/LEA before submitting to the state data specialist for approval
- each COE is reviewed by an SEA data specialist who will collect supporting documentation and pull random selections of COE's for a phone audit

- provide monthly webinars for recruiters and data specialist to offer support, communicate updates and provide ongoing training. (**NOTE:** *there are no webinar trainings during the months of May, June, July and January*)
- implementation of four Recruiter/Data Specialist Training utilizing the National ID&R curriculum and requiring state certification for all recruiters/MEP staff.
- sustaining opportunities for communication through webinars for recruiters and MEP staff
- best practices and updates for data specialists
- conducting annual re-interviews for current school years to validate the eligibility determinations documented on a COE and to check for any errors.
- arrange every three years a re-interview by independent auditors to verify eligibility determinations

Purpose of Completing A Certificate of Eligibility (COE)

The State Education Agency (SEA) is required to document every migrant child's eligibility for the MEP on the standard certificate of eligibility (COE). The COE was created by the U.S. Department of Education to establish consistency across the states when documenting the eligibility of migrant children/youth. The COE serves as the official record of the State's eligibility determination for each individual child.

The Colorado Department of Education MEP does not allow or condone the use of electronic signatures within its program. All data collected electronically must have a signature in blue or black ink. (See instructions for completing the COE, Page Error! Bookmark not defined. Policy as of February 2012)

Identification and Recruitment Plan(s)

Individual ID&R Plan

An Individual ID&R plan is a detailed explanation of recruitment activities for the upcoming year. The plan should be aligned to the regional ID&R plan describing:

- 1) what the recruiter will do
- 2) when the recruiter will do it
- 3) how the recruiter will accomplish the activities, and
- 4) how the recruiter will determine his/her success.

The Individual ID&R plan can also be described as a “to do” list for the recruiter.

Regional ID&R Plan

A Regional ID&R plan will help support the recruiter to accomplish all the many activities required throughout the year. The Regional ID&R plan should include: 1) any state activities such as the Parent Advisory Council (PAC) or the Migrant Youth Leadership Institute (MYLI) and training, 2) seasonal crops, 3) peak recruitment times, 4) maps, and 5) data collection timelines. There should also be a specific focus in the areas of children in early childhood education programs, students K-12 education, Out of school youth (OSY) and follow up on students/OSY that are at the end of their eligibility (EOE) for the MEP. The ID&R Plan should also explain how the task will be accomplished and where or what contacts will be made.

(See Colorado proposed ID&R Training Calendar page 23)

EXAMPLE OF AN INDIVIDUAL ACTION PLAN

What	When	Who	How	How will success be measured
Learn the basic MEP child eligibility requirements.	September– October 2009	MEP Recruiters, Community Liaison and Supervisor	Attend ID&R Training, read manuals, asking questions.	1) will know the basic eligibility factors by October 2009. 2) Will successfully complete a local MEP training.
Develop a recruitment network and list of contacts.	October– November 2012	Recruiter/ Community Liaison	1) Identify the local organizations and individuals who work the most closely with the migrant community and introduce the MEP to them. 2) Create a list of contacts of key people, in agencies who work with the migrant population. 3) Establish contact periodically with the organizations and create opportunities to collaborate.	1) Have a list of contacts that is readily available for use and updated periodically. 2) List should contain at least 10 organizations and individuals who work with the migrant community, contact information, and services they provide. 3) Have routine communication and/or opportunities for collaboration at least four times a year.

National ID&R Curriculum, Funded by U.S. Department of Education Module 10 V1.0

An ID & R plan must never establish a quota for the number of children to be recruited

ID&R Plan Template (sample)

2012-2013 Identification and Recruitment Plan					
Goal 1	100% of eligible migrant students and OSY will be identified and enrolled in the MEP				
Activity	Demographic Target	Personnel	Resources	Timeline	Progress Monitoring Evaluation
Example: ABC Greenhouse, Brighton, Colorado	Migrant Families and OSY/New Hires	All MEP Recruiters and Youth Advocates	All Documents for enrolling families: COE. COE worksheets etc... Community brochures and organizations	May-June May 1st-Make contact with HR Manager May 15 th - presentation of MEP June 1- all follow ups and new family enrollments have been completed	Meet with supervisor to evaluate the effectiveness and efficiency of the plan based on data.
Notes:					

Colorado Proposed Statewide ID&R Planning and Training Calendar

Summer Session Recruitment

June-July	Agribusiness Networking visiting <ul style="list-style-type: none"> the local farms feed lots sod farms, and dairies - will not only help build a networking contact list but will also help identify Migrant Youth/OSY
July-August	Service Provider Networking Invite government agencies and local community service providers to participate in upcoming conferences, work sessions, or to set up a table with informational MEP material.
First two weeks of summer	Summer School Enroll students in summer school programs to identify and recruit “here to work” youth.

Regular Session Recruitment

Feb-April	Community Outreach Agribusiness Networking
First two weeks Fall	New School Enrollment
First two weeks of Spring	Spring School Recruitment
Sept-Oct	Migrant youth/OSY

ID&R Training Open to all Colorado MEP Staff

<ul style="list-style-type: none"> New Recruiter Training 	Ongoing /As Needed
<ul style="list-style-type: none"> Intermediate Training 	<ul style="list-style-type: none"> Feb 1, 2012 Feb 2, 2012 April 5, 2012 Aug 28, 2012
<ul style="list-style-type: none"> Advance Training 	<ul style="list-style-type: none"> April 6, 2012 Aug 29, 2012
<ul style="list-style-type: none"> State Wide Fall Conference 	<ul style="list-style-type: none"> Sept. 2012

MEP Networking Directory

Building A Network Directory

As the recruiter begins to develop relationships within the community, it's a good practice to compile agri-business contact information and update it annually. This will become a networking directory for the recruiter and local MEP office. Maintaining a directory will help the recruiter to be more efficient with time management when identifying and serving migrant families. Below is a list of possible contacts that should be included in the recruiter MEP Networking Directory:

- The Colorado Department of Labor and Employment
- The Colorado Department of Agriculture
- The Colorado State University Extension office locations

To Access the Colorado Department of Agriculture Directory go to their website:

<http://co.marketmaker.uiuc.edu>

Interview Scripts

Introduction Script:

ENGLISH	SPANISH
<p><i>“Hello. My name is _____ and as I told you when I talked with you before, I represent the _____. Is this a good time to discuss if our program services might be available to your children?”</i></p>	<p><i>“Hola. Mi nombre es _____ y como le dije cuando le hablé, estoy representando la _____. ¿Tiene tiempo para determinar si los servicios de nuestro programa son aplicables a sus niños?”</i></p>

Agricultural Survey Script

<p><i>“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.”</i></p>	<p><i>“El distrito escolar nos dio su nombre porque usted llenó un cuestionario en el que indicó que, dentro de los tres últimos años, Uds. viajaron en búsqueda de trabajo en la agricultura. Me gustaría hacerle algunas preguntas acerca del trabajo que hicieron.”</i></p>
--	--

Before proceeding with the completion of a Certificate of Eligibility (COE) certain questions should be asked to determine if a family is potentially eligible. The family’s responses to the questions below will help the recruiter know whether to proceed with an in-depth interview and the completion of the NCOE.

(The SEA does not require recruiters to limit their questions to this format; this sample script is offered solely as a suggested means of collecting the required information.)

COE Questions Script:

ENGLISH	SPANISH
<i>Did any children younger than 22 years old move to join you later?</i>	<i>¿Vinieron después de Ud. sus niños menores de 22 años?</i>
<i>Did any children younger than 22 years old move with you?</i>	<i>¿Se vinieron con Ud. sus niños menores de 22 años de edad?</i>
<i>Did you or any member of your household move from one school district to another school district or from one city to another city to find work?</i>	<i>¿Se tuvo usted o cualquier otro miembro de su hogar que mudar de un distrito escolar a otro o de una ciudad a otra ciudad para buscar trabajo?</i>
<i>How important is this job for the economic necessities of you and your family?</i>	<i>¿Qué importante es este trabajo para sufragar las necesidades económicas de Ud. y su familia?</i>

If the job obtained was not in agriculture ask,

ENGLISH	SPANISH
<i>Why not?</i>	<i>¿Por qué no?</i>
<i>Are you less than 22 years old?</i>	<i>¿Tiene menos de 22 años de edad?</i>
<i>Were you looking for a temporary or a permanent job?</i>	<i>¿Buscaba un trabajo temporal o permanente?</i>
<i>What kind of job did you obtain?</i>	<i>¿Qué tipo de trabajo obtuvo?</i>
<i>What kind of job were you looking for?</i>	<i>¿Qué tipo de trabajo estaba buscando?</i>
<i>When was the last month and year that the children in your family moved?</i>	<i>¿En qué mes y año se mudaron la última vez los niños de su familia?</i>
<i>Where did you move from (what city, state, and country)?</i>	<i>¿De qué lugar vienen? (ciudad, estado, y país)</i>

<i>ENGLISH</i>	<i>SPANISH</i>
Where did you move to (what city, state, and country)?	¿Para dónde se mudó? (ciudad, estado, y país?)
Who moved?	¿Quiénes se mudaron?
Why did they make that move?	¿Por qué se mudaron?

Face to Face Interviews

During the more detailed interview, the recruiter may enter information on the NCOE and COE worksheet in order by section, or in the order that questions are answered during the conversation.

Document the family data information

<i>ENGLISH</i>	<i>SPANISH</i>
<i>I need to write the parents' names, address, and phone numbers.</i>	<i>Necesito escribir los nombres de los padres de familia, su dirección y sus números de teléfonos.</i>

Document the names and enrollment information of the children who traveled with/joined the worker

<i>Who are the children who traveled with or joined the worker?</i>	<i>¿Cuáles niños viajaron con usted o se juntaron después?</i>
<i>Which child or children traveled on their own?</i>	<i>¿Quiénes de los niños viajaron solos?</i>
<i>When did the child or children arrive?</i>	<i>¿Cuándo llegaron los niños?</i>

Document the Qualifying Arrival Date (QAD)

<i>Where did you and your family live before you came here? (city, state, school district)</i>	<i>¿Donde vivieron antes de venir aquí?(la ciudad, el estado, el distrito escolar)</i>
<i>Where did you and your family move in order to find agricultural work?</i>	<i>¿A dónde viajaron Ud. y su familia para encontrar trabajo en agricultura?</i>
<i>Do you remember when you arrived at the job</i>	<i>¿Recuerda Ud. la fecha en que llegaron al</i>

ENGLISH	SPANISH
<i>site?</i>	<i>sitio de trabajo?</i>
Document if the work is a qualifying agricultural or fishing activity.	
<i>What type of work did you find?</i>	<i>¿Qué tipo de trabajo encontró?</i>
Document whether the work is temporary or seasonal.	
<i>When did the work begin and when will it end?</i>	<i>¿Cuándo comenzó y cuándo va a terminar el trabajo?</i>
Document moves:	
<i>Why wasn't the job obtained?</i>	<i>¿Por qué no pudieron obtener el trabajo?</i>
<i>Who was the family going to work for?</i>	<i>¿Para quién iban a trabajar?</i>
Document a history of migrancy:	
<i>When was the first time that you traveled to do this type of work?</i>	<i>¿Cuándo fue la primera vez que viajaron para hacer este tipo de trabajo?</i>
<i>How many times have you traveled to do this type of work?</i>	<i>¿Cuántas veces han viajado para hacer este tipo de trabajo?</i>
Document the residency date or when the family arrived at the school district:	
<i>When did you and your family arrive in this school district?</i>	<i>¿Cuándo llegaron Ud. y su familia a este distrito escolar?</i>

Explain the Family Educational Rights and Privacy Act (FERPA) before obtaining the signature.

ENGLISH	SPANISH
<p><i>The information that you have provided to us is confidential. By signing the COE, you give us permission to enroll your child (children) into the Migrant Education Program and to share your child’s records with other educational and health agencies. FERPA gives you the right to access and update your children’s records upon request.</i></p>	<p><i>La información que usted nos ha proporcionado es confidencial. Cuando firma la papeleta COE, usted nos concede permiso para inscribir a su hijo(s) en el Programa De Educación Migrante y de compartir los registros de su hijo con otras agencias educativas y de salud. FERPA le da derecho al acceso y actualización de los registros de sus hijos si usted lo solicita.</i></p>
<p><i>FERPA gives you the following rights:</i></p>	<p><i>El Acta de Derechos Educativos y Privacidad de la Familia (FERPA), usted tiene los siguientes derechos:</i></p>
<p><i>1. The parents’ rights to access and inspect their child’s education records.</i></p>	<p><i>1. Tiene el derecho de tener acceso a los documentos educativos de su hijo/a;</i></p>
<p><i>2. The parents’ right to have the records amended.</i></p>	<p><i>2. Tiene el derecho de pedir que enmienden o cambien los documentos de su hijo/a;</i></p>
<p><i>3. The parents’ right to consent prior to the disclosure of information from education and health records.</i></p>	<p><i>3. Tiene el derecho de dar o no dar su consentimiento a que la información de los records de educación y salud de su hijo sea divulgada.</i></p>

Terms and Definitions

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

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

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

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

Migratory agricultural- worker means a person who, in the preceding 36 months, has moved from one school district to another, or from one administrative area to another within a State that is comprised of a single school district, in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.

Migratory child means a child- Who is a migratory agricultural worker or a migratory fisher; or Who, in the preceding 36 months, in order to accompany or join a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher—Has moved from one school district to another; in a State that is comprised of a single school district, has moved from one administrative area to another within such district; as the child of a migratory fisher, 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.

Migratory fisher means- a person who, in the preceding 36 months, has moved from one school district to another, or from one administrative area to another within a State that is comprised of a single school district, in order to obtain temporary employment or seasonal

employment in fishing work. This definition also includes a person who, in the preceding 36 months, resided in a school district of more than 15,000 square miles and moved, a distance of 20 miles or more to a temporary residence in order to obtain temporary employment or seasonal employment in fishing work.

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

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.

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

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.

Temporary employment means- employment that lasts for a limited period of time, usually a few months, but no longer than 12 months. It typically includes employment where the employer states that the worker was hired for a limited time frame; the worker states that the worker does not intend to remain in that employment indefinitely; or the State educational agency (SEA) has determined on some other reasonable basis that the employment is temporary. The definition includes employment that is constant and available year-round only if, within 18 months after the effective date of this regulation and at least once every three years thereafter, the SEA documents that, given the nature of the work, of those workers whose children were previously determined to be eligible based on the State's prior determination of the temporary nature of such employment (or the children themselves if they are the workers), virtually no workers remained employed by the same employer more than 12 months.

(Adopted from Module 4 of the National ID&R Curriculum V.1.0)

MEP AGRICULTURAL SURVEY – English

MIGRANT EDUCATION PROGRAM



Address
City, State, Zip

Telephone Number Fax Number E-mail address

Your child(ren) might be eligible for Migrant Education Program. You could receive referral services such as:

- **Referrals** to GED and ESL classes, adult education, food banks, clothing banks, low cost medical services and other community agencies.
- **Referrals** to family literacy programs.
- Assistance with summer school enrollment.
- Transfer of student records to and from Mexico through the Binational Program.
- Youth guidance and education support.

Please answer the following questions and have your son/daughter return this form to school as soon as possible. All information you give us is confidential. *Thank you.*

1. Has your family moved into your child(ren's) school district within the last 3 years? YES NO
If the answer is no, you are done with this survey. Just complete number 4.
2. Have either parents/guardians looked for or gained employment in the following activities in the past 3 years? If yes, please mark the appropriate employment areas with an X.

Canning	Orchards
Christmas Tree Processing / Forestry	Planting / Harvesting Field Crops
Clean/Prepare/Pack Vegetables and/or Fruits	Poultry
Dairy	Sod Farms
Farming in the fields	Sort/Grade/Sack Vegetables and/or Fruits
Food Processing Plant	Loading and Unloading Vegetables and/or Fruits in the fields
Greenhouse / Nursery	Meat Packing Plant
Irrigation/Preparing fields for planting	None of the above

3. Parents/Guardians Name: _____

Address: _____ Apt # _____

City: _____ Zip Code: _____

Phone Number(_____) _____ Best time to call: _____

4. Please list all children in your home from birth to 21 years:

First and last Name	Date of Birth	Age	Grade	School



**Schools please mail to: Migrant Education Program
Address, City, State, Zip**

MEP AGRICULTURAL SURVEY – Spanish

PROGRAMA DE EDUCACIÓN PARA MIGRANTES



Address
City, State, Zip

Telephone Number

Fax Number

E-mail address

Su hijo/a puede calificar para el Programa de Educación para Migrantes. Si califica, su familia podrá recibir beneficios como por ejemplo:

- **Referencias** a clases de GED y ESL (Inglés como segundo idioma), educación para adultos, bancos de comida, bancos de ropa, servicios médicos y dentales de bajo costo y otras agencias de la comunidad.
- **Referencias** a programas de alfabetización para la familia.
- Asistencia para inscribir a sus niños en escuela de verano.
- Ayuda con la transferencia de documentos escolares desde y para México por medio del Programa Binacional.
- Orientación y apoyo educacional para jóvenes.

Por favor conteste las siguientes preguntas y dele esta hoja a su hijo/a para que la devuelva a la escuela lo mas pronto posible. La información que nos de será confidencial. Muchas gracias.

1. ¿Tiene menos de 3 años viviendo dentro del mismo distrito escolar o la misma ciudad? SI NO
Si contestó no, ha terminado esta encuesta. Solamente complete el número 4.
2. ¿En el transcurso de los últimos tres años, alguien de su familia ha trabajado o ha aplicado para trabajar en cualquiera de las siguientes actividades? (No importa que no le hayan dado el trabajo que buscaba o que haya cambiado de trabajo desde entonces.) SI NO

Si su respuesta es sí, ¿cuál(es)?

<input type="checkbox"/> Envasado	<input type="checkbox"/> Matanza, empaedora de carne
<input type="checkbox"/> Forestación / Árboles navideños	<input type="checkbox"/> Huerta / Hortaliza
<input type="checkbox"/> Limpiar / Preparar / Empacar vegetales / frutas	<input type="checkbox"/> Plantación / Cosecha
<input type="checkbox"/> Granja lechera	<input type="checkbox"/> Carnes o pescados procesados
<input type="checkbox"/> Agricultura / Ranchería	<input type="checkbox"/> Granja de césped
<input type="checkbox"/> Procesadoras de alimentos	<input type="checkbox"/> Selección / Clasificación de vegetales / frutas
<input type="checkbox"/> Invernaderos, viveros o florerías	<input type="checkbox"/> Cargando y descargando frutas / vegetales en el campo
<input type="checkbox"/> Riego/Preparando el campo para plantar	<input type="checkbox"/> Cualquier otra actividad agrícola

3. Nombre de padres o guardianes: _____
 Dirección: _____ # _____
 Apto.: _____
 Ciudad: _____ Código Postal: _____
 Teléfono: _____ ¿A qué hora podemos llamar? : _____

4. Por favor anote a todos los menores de 21 años que viven en su hogar:

Nombre y Apellido	Fecha de Nacimiento	Edad	Grado	Escuela



*Schools please mail to: Migrant Education Program
Address, City, State, Zip*

AGE APPROPRIATE GRADE PLACEMENT

When Limited-English students enroll in school, please be sure to check birthdates and place in appropriate grade level according to this chart.

APPROPRIATE GRADE LEVEL OF STUDENT - ELEMENTARY (K-5)	APPROPRIATE AGE FOR THIS GRADE LEVEL	AGE TOO OLD FOR GRADE
Kindergarten	5 or 6	7 or older
1st grade	6 or 7	8 or older
2nd grade	7 or 8	9 or older
3rd grade	8 or 9	10 or older
4th grade	9 or 10	11 or older
5th	10th - 12th	13 or older

APPROPRIATE GRADE LEVEL OF STUDENT - SECONDARY (6TH - 12TH)	APPROPRIATE AGE FOR THIS GRADE LEVEL	AGE TOO OLD FOR GRADE *(SEE BELOW)
6th grade	12 or 13	14 or older
7th grade	13 or 14	15 or older
8th grade	14 or 15	16 or older
9th grade	15 or 16	17 or older
10th grade	16 or 17	18 or older
11th grade	17 or 18	19 or older
12th grade	18 or 19	20 or older

**At the middle and high school levels, students who will become this age during the school year should be placed at the next higher grade level when enrolling. For example: if a student is 13 years old at time of enrollment but will turn 14 years old during the school year, he should be placed in grade 7 unless prior school records (if available) indicate another grade level. New enrolling high school students who will turn 20 during the school year should be referred to Adult Basic Education or GED Classes.*



State Education Agency/Education of Migratory Children Program - Contacts

Joanna Bruno, Director
303.866.6780
bruno_j@cde.state.co.us

Laura Blancas, Office Manager
303.866.6490
blancas_l@cde.state.co.us

Liliana Graham, Principal Consultant
303.866.6138
graham_l@cde.state.co.us

Tomás Mejía, Principal Consultant
303.866.6592
mejia_t@cde.state.co.us

Maria Pérez-DeLeón, Consultant
303.866.6754
perez-deleon_m@cde.state.co.us

Margarita Colindres, Senior Consultant
303.866.2090
colindres_m@cde.state.co.us

Juanita Arias, Data Specialist
303.866.6144
arias_j@cde.state.co.us

Ricardo Lopez, Data Specialist
303.866.6304
lopez_r@cde.state.co.us

Darlene Martinez, Admin. Assistant III
303.866.6753
martinez_darlene@cde.state.co.us

Lilian Escobar, Admin. Assistant II
303.866.6963
escobar_l@cde.state.co.us



CDE/MEP ACRONYMS

Acronym	Meaning
BMEP	Binational Migrant Education Program
BOCES	Board of Cooperative Educational Services
CDE	Colorado Department of Education
COE	Certificate of Eligibility
COMEP	Colorado Migrant Education Program
ESEA	Elementary and Secondary Education Act
FERPA	Family Educational Rights and Privacy Act of 1974
GED	General Educational Development
HS	High School
ID&R	Identification and Recruitment
IMEC	Interstate Migrant Education Council
LEA	Local Education Agency
LEP	Limited English Proficient
LOA	Local Operating Agency
MEES	Migrant Education Even Start
MEP	Migrant Education Program
MERC	Migrant Education Resource Center
MYLI	Migrant Youth Leadership Institute
NASDME	National Association State Directors Migrant Education
NCLB	No Child Left Behind
NCOE	National Certificate of Eligibility
NGS	New Generation System
NRG	Non-regulatory Guidance
NSOR	No SASID On RITS
OME	Office of Migrant Education
PAC	Parent Advisory Council
PFS	Priority for Services
PMOL	Principal Means of Livelihood



Acronym	Meaning
QAD	Qualifying Arrival Date
RITS	Record Integration Tracking System
SASID	Student Assigned State ID
SBOE	State Board of Education
SEA	State Education Agency
TA	Technical Assistance

MEP Resource Links

21st Century Community Learning Centers (CCLC)	21st CCLC/
Apostille Information	APOSTILLE
Colorado Coalition Against Domestic Violence	CCADV
Colorado Department of Agriculture Directory	CDAD
Colorado Department of Education	CDE
Colorado School wide-Positive Behavior Support (SW-PBS)	CO SW-PBS
Concurrent Enrollment	CONCURRENT ENROLL
Denver Road House	DENVER ROAD HOME
Dropout Prevention and Student Re-engagement	DP & SR
ESCORT Migrant National Resource Center	ESCORT
Expelled and At-Risk Student Services (EARSS)	EARSS
Graduation Guidelines	GRADUATION GUIDELINES
High School Diploma Endorsement	HS Diploma Endorsement
Individual and Career Academic Plan (ICAP)	ICAP
Interstate Migrant Education Council (IMEC)	IMEC
Learn and Serve Colorado	LEARN & SERVE
McKinney-Vento Homeless Education Program	HOMELESS EDUCATION
Migrant Map 2010-2012	CO MIGRANT MAP
Migrant Out of School Youth Services (OSY)	OSY
Migrant Seasonal Farm Workers	MIGRANT SEASONAL
NASDME-National Association of State Directors of Migrant Education	NASDME
National Association of Counties	NACO
National Center for Education Statistics	NCES
National Center for Missing and Exploited Children	MISSING CHILDREN
National Clearinghouse on Bilingual Education (NABE)	NABE
National Hotline Materials Request online	NHMRO
National MAP of Migrant States	NASDME MIGRANT MAP

Non-Regulatory Guidance	http://www.cde.state.co.us/cde_english/download/Migrant/MIGRANTGUIDANCE2010.pdf
Office of Academic Initiatives	ACADEMIC INITIATIVES
Office of Migrant Education (OME)	OME
Robert C. Byrd Honors Scholarship	RC Byrd Honor Scholarship
School Counselor Corps	SCHOOL COUNSELOR
School to Work Alliance Program	SCHOOL TO WORK
Secondary Initiatives Home -	SECONDARY INITIATIVES HOME
Secondary Transition Services for Youth with Disabilities	Secondary Transition Services
Solutions for Out of School Youth/ID&R Tips for OSY	SOSY
National Agricultural Statistics Service	http://www.nass.usda.gov/

Instructions for Completing the National Certificate of Eligibility

Purpose

The State Education Agency (SEA) is required to document every migrant child's eligibility for the

Migrant Education Program on the standard national certificate of eligibility (COE) created by the U.S. Department of Education. The COE serves as the official record of the State's eligibility determination for each individual child.

General Instructions

The U.S. Department of Education (ED) has created a standard national COE that all states are required to use. The standard national COE is comprised of (1) **required data elements**, which States can organize according to State preference and utility, (2) **required data sections** that States can organize according to State preference and utility, but that must be maintained in whole and uninterrupted, and (3) **State requested information**, where space is available, that States can use to collect data for other required data collections. States must "maintain any additional documentation the SEA requires to confirm that each child found eligible for the program meets all of the eligibility definitions." State responsibilities for documenting the eligibility of migratory children are found in 34 CFR 200.89(c).

- A COE must be completed every time a child makes a new qualifying move.
- All sections and items on the COE must be completed. The recruiter must use "N/A" to mean "not applicable" if a response is not required or does not apply.
- If the recruiter completes a COE for a family, the recruiter must fill out a separate COE for any child who has a different qualifying arrival date (QAD) or 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. In general, the qualifying arrival date (QAD) is the date that the child moved with his or her parent to enable the parent to find qualifying work. There are special cases that are described in the instructions for the section titled "Eligibility Data."
 - The recruiter must not include any child who (1) was born after the qualifying move, (2) is not eligible to receive a free public school education [e.g., has graduated from a high school or obtained a General Educational Development (GED) certificate], or (3) did not make the qualifying move described on the COE.
- If more than one COE is necessary, the recruiter must complete all sections on each form.

Completing the Required Data Elements of the COE

LOA/LEA

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

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

- *State.* Record the postal abbreviation used by the U.S. Postal Service for the state where the child (ren) currently resides.
- *Zip.* Record the five or nine-digit zip code where the child (ren) currently resides. The U.S. Postal Service has an online zip code directory service at <http://zip4.usps.com/zip4/welcome.jsp>.
- *Telephone.* Record the telephone number, including area code, of the family. If no telephone number is available, record “N/A.”

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

- *Name of School/District.* Record the full legal or commonly used name of the local educational agency (i.e., school district or local operating agency) where the child (ren) now resides. Do not abbreviate the name.
- *Residency Date.* Record the date (MM/DD/YY) that the child(ren) entered the present school district. Use the two-digit number that refers to the month and day, and the last two digits of the year. For example, May 20, 2008 would be written as 05/20/08. If the child(ren) qualified for the MEP on a move prior to the move to the present school district, the residency date will be later than the qualifying arrival date (QAD). If the child (ren) moved prior to the worker’s move, the residency date would precede the QAD.
- *Last name 1.* Record the legal last name of each eligible child in the family (this is often the father’s last name). If the child has a multiple or hyphenated last name (e.g., Ramirez-Garcia), record the first part of the name (i.e., Ramirez).
- *Last name 2.* If the child has a multiple or hyphenated last name (e.g., Ramirez-Garcia), record the second part of the name (i.e., Garcia). This is often the mother’s last name. If the child does not have a multiple or hyphenated name, record “N/A.”
- *Suffix.* Where applicable, record the child’s generation in the family (e.g., Jr., Sr., III, 3rd).

- *First name.* Record the legal first name of each eligible child in the family. This is the name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Ale or Alex for Alejandra).
- *Middle name.* Record the legal middle name of each eligible child in the family. This is the secondary name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Ale or Ale for Alejandra).
- *Sex.* Record the child's sex "M" for male or "F" for female.
- *Birth Date.* Record the month, day and year the child was born. Use the two-digit number that refers to the month and day, and the last two digits of the year. For example, September 20, 2003 would be written as 09/20/03.
- *Multiple Birth Flag (MB).* Record "Y" for "yes" if the child is a twin, triplet, etc. Record a dash or "N/A" for not applicable (i.e., the child is not a twin, triplet, etc.).
- *Birth Date Verification Code (Code).* Record the number that corresponds to the evidence used to confirm each child's birth date (see the codes and corresponding evidence listed below). A birth certificate is the best evidence of the child's birth date, if available. If a birth certificate is not available, the interviewer may use another document to confirm the child's birth date, including any of those listed below.
 - 1003 – baptismal or church certificate;
 - 1004 – birth certificate;
 - 1005 – entry in family Bible;
 - 1006 – hospital certificate;
 - 1007 – parent's affidavit;
 - 1008 – passport;
 - 1009 – physician's certificate;
 - 1010 – previously verified school records;
 - 1011 – State-issued ID;
 - 1012 – driver's license;
 - 1013 – immigration document;
 - 2382 – life insurance policy; or
 - 9999 – other.

If written evidence is not available, the interviewer may rely on a parent's or emancipated youth's verbal statement. In such cases, the interviewer should record the "9999" – the number that corresponds to "other."

Completing the Required Data Sections of the COE

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

1. *The child(ren) listed on this form moved from a residence in _____ (School District/City/State/Country) to a residence in _____ (School District/City/State).*
 - *from a residence in _____ (School District/City/State/Country). This location is the last place of residency before the child (ren) and the parent, spouse or guardian moved due to economic necessity in order to obtain qualifying work. Note that the child (ren) might have made subsequent non-qualifying moves.*
 - If the child(ren) moved from a residence in one school district to a residence in another school district within the same U.S. state¹ - Record the full legally or commonly used name of the school district where the child(ren) listed resided immediately prior to the qualifying move. Also record the name of the city from which the child(ren) listed moved.
 - If the child (ren) moved from a residence in one U.S. state to a residence in another U.S. state - Record the name of the city and state from which the child (ren) listed moved.
 - If the child(ren) moved from a residence in a country other than the U.S. to a residence in the U.S. - Record the name of the state (within the other country) if available and the name of the country from which the child(ren) listed moved.
 - *to a residence in _____ (School District/City/State). This location is the place of residency where the child (ren) and the parent, spouse or guardian moved due to economic necessity in order to obtain qualifying work. A qualifying move can never*

be made to a country outside of the United States. As mentioned previously, the child (ren) might have made subsequent nonqualifying moves.

- If the child(ren) moved from a residence in one school district to a residence in another school district within the same U.S. state - Record the full legally or commonly used name of the school district where the child(ren) listed resided immediately following the qualifying move. Also record the name of the city where the child(ren) listed resided in following the move.
- If the child (ren) moved from a residence in one U.S. state to a residence in another U.S. state - Record the name of the city and state where the child (ren) listed resided in following the move.
- If the child (ren) moved from a residence in a country other than the U.S. to a residence in the U.S. - Record the name of the city and state in the U.S. where the child(ren) listed resided in following the move.

Provide as much of this information in these two blanks as available. At a minimum, the State must be able to document that the child moved across school district lines and changed residences in the process.

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

2. *The child (ren) moved (described in 1.): [Mark only one of the following boxes, either a, b, or c.]*

a. *on own as a worker, OR*

- Mark this box if the child himself or herself moved in order to obtain qualifying work;

b. *with the worker, _____ (First and Last Name of Worker), who is the child’s_ parent spouse guardian, OR*

- Mark this box if the child (ren) moved with a parent, spouse or guardian in order for the worker to obtain qualifying work. Record the first and last name of the individual who sought or obtained the qualifying work. Mark the box that indicates the child’s

relationship to the worker (i.e., parent, spouse or guardian).

c. to join or precede (explain in Comment Section) the worker, _____ (First and Last name of Worker) who is the _ parent _ spouse _ guardian.

- Mark this box if the child(ren) moved either before or after the date the parent, spouse, or guardian moved in order to obtain qualifying work. Record the first and last name of the worker who obtained the qualifying work. Mark the box that indicates the child's relationship to the worker (i.e., parent, spouse or guardian).
- If the child (ren) joined the parent, spouse, or guardian, record the date the worker moved in order to obtain qualifying work in the Comment Section. Also record the reason for the child's later move.
- If the child (ren) preceded the worker, record the date the child(ren) moved in order for the parent, spouse, or guardian to obtain qualifying work in the Comment Section. Also record the reason for the worker's later move.
-

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

a. qualifying work, and obtained qualifying work, OR

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

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

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

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

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

- i. *The worker has a prior history of moves to obtain qualifying work (explain in Comment Section), OR*
- Mark this box to indicate that the worker has a prior history of moving to obtain temporary or seasonal employment in agricultural or fishing work. Explain this history in the Comment Section. For example, the recruiter could write, “Jorge Garcia moved from Brownsville, Texas to Decatur, Michigan to plant tomatoes in May of 2007.” The recruiter could also check the MSIX database, or other local database, to see if it contained a history of prior moves to obtain qualifying work and append the print- out to the COE.
- ii. *There is other credible evidence that the worker actively sought qualifying work soon after the move, but for reasons beyond the worker’s control, the work was not available (explain in Comment Section).*
- Mark this box to indicate that there is other credible evidence that demonstrates that the worker actively sought qualifying agricultural or fishing work soon after the move, but the work was not available for reasons beyond the worker’s control. For example, a local farmer or grower confirmed that the worker applied for qualifying work but none was available; newspaper clippings document that work was not available because of a recent drought, flood, hail storm, or other disaster in the area. Explain this evidence in the Comment Section and attach supporting documentation where available.

4. *The Qualifying Arrival Date was _____ (MM/DD/YY). Record the Qualifying Arrival Date*

(QAD), using the two-digit numbers that refer to the month and day, and the last two digits of the year. For example, May 20, 2008 would be written as 05/20/08. In general, the QAD is the date that the qualifying move occurred. The child must have moved on his or her own, or with or to join a parent, guardian or spouse to enable the worker (i.e., child, parent, guardian or spouse) to obtain qualifying work. As referenced in 3c, the child and worker will not always move together, in which case, the QAD would be the date the child joins the worker who has already moved, or the date when the worker joins the child who has already moved. The QAD is the date that the child’s eligibility for the MEP begins. The

QAD is not affected by subsequent non-qualifying moves. For more information on determining the QAD, see the chart below.

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

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

- (*) Explain in the Comment Section if the work sought or obtained was for personal subsistence meaning that “the worker and the worker’s family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch” (Section 200.81(h)). Also explain in the Comment Section if the worker if the worker was self-employed.
- *Describe agricultural or fishing work.* When describing the specific agricultural or fishing work, the recruiter should use an action verb (e.g., “picking”) and a noun (e.g., “strawberries”). In other words, the recruiter should describe the worker’s action (e.g., “picking”) and the crop, livestock, or seafood (e.g., “strawberries”). Here are some examples of properly written qualifying work: picking strawberries, thinning sugar beets, pruning grapes, detasseling corn, catching chickens, planting oysters, walking (weeding) soybeans, and harvesting crabs.

(Continued from above)...was [Mark only one of the following boxes, see below]:

- a. seasonal employment in agricultural work, OR
- b. seasonal employment in fishing work, OR
- c. temporary employment in agricultural work, OR
- d. temporary employment in fishing work.

- Mark the appropriate combination of seasonal or temporary employment and

agricultural or fishing work that reflects the qualifying work sought or obtained by the worker.

“Seasonal employment” is 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. (Section 200.81(j)).

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

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

“Agricultural work” is work that involves the production or initial processing of crops, dairy products, poultry, or livestock, as well as the cultivation or harvesting of trees. (Section 200.81(a)). The work may be performed either for wages or personal subsistence.

“Fishing work” is work that involves the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. (Section 200.81(b)) The work may be performed either for wages or personal subsistence.

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

a. *worker’s statement (explain in Comment Section), OR*

- Mark this box if the work was determined to be temporary employment based on a (Explain in Comment Section). For example, the worker states that he or she only plans to remain at the job for a few months. Provide explanatory comments in Comment Section.

b. *employer’s statement (explain in Comment Section), OR*

- Mark this box if the work was determined to be temporary employment based on a statement by the employer or documentation obtained from the employer. For example, the employer states that he or she hired the worker for a specific time

period (e.g., 3 months) or until a specific task is completed and the work is not one of a series of activities that is typical of permanent employment. Provide explanatory comments in Comment Section. Attach supporting documentation if available.

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

Comment Section. The “Comments Section” of the COE allows the recruiter to provide additional information or details that clarify the reasons for the recruiter’s eligibility determination. The recruiter should write clear and detailed comments so an independent party who has no prior knowledge of the eligibility determination can understand the recruiter’s reasoning for determining that the child(ren) is eligible. At a minimum, the recruiter must provide comments that clearly explain items 2c, 3c and, if applicable, 5 and 6 of the Eligibility Section. As mentioned previously, these items include the following scenarios:

- The child’s move joined or preceded the worker’s move. If the child(ren) joined the parent, spouse, or guardian, record the date the worker moved in order to obtain qualifying work. Also record the reason for the child’s later move. If the child(ren) preceded the worker, record the date the child(ren) moved in order for the parent, spouse, or guardian to obtain qualifying work. Also record the reason for the worker’s later move.
- The employment is temporary. In particular, record the information provided by the worker or employer regarding how long they expect the employment to last. The comment should be of sufficient length to adequately document how the recruiter came to the decision of eligible.
- The child (ren) qualified on the basis of “personal subsistence,” meaning “that the worker and the worker’s family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch.” (Section 200.81(h))

- The worker did not obtain qualifying employment as a result of the move. In this case, the recruiter must document (1) that the worker stated that one reason for the move was to obtain qualifying work, and (2) the worker has a prior history of moves to obtain qualifying work; OR there is other credible evidence that the worker actively sought qualifying work soon after the move, but, for reasons beyond the worker's control, the work was not available; or both. Examples of credible evidence include a statement by a farmer that the worker applied for qualifying work but none was available, or a newspaper clipping regarding a recent drought in the area that caused work not to be available.
- The worker was self-employed when he or she sought or obtained the qualifying work. In particular, record why the fact that the worker was self-employed did not constitute permanent employment.

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

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

- The qualifying move corresponds to school breaks and could be viewed by some as a return from vacation or a move for personal reasons, not a move for economic necessity whereby the worker sought or obtained qualifying work. In this case, the recruiter should explain why the move away was for economic necessity and not for personal reasons.
- The mailing address is different from the child's physical residence; provide the physical address as a comment.
- The child(ren) and parent moved from different previous residences. Record the parent's previous *School District/City/State/Country* of residence.

Parent/Guardian/Spouse/Worker Signature Section. The interviewee signs and dates the COE on the day the interview is conducted. The interviewee should also write his or her relationship to the child. The person who signs the COE must be the source of the information contained in the document and should verify any information provided by another source. If the parent is unable to sign his or her name, the parent should mark an X in the signature section and the recruiter should print the parent's name and relationship to the child in the Comment Section. If a parent refuses to sign his or her name, the recruiter should document the parent's refusal in the Comment Section and print the parent's name and relationship to the child.

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

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

I certify that these children are migratory children as defined in 20 U.S.C. 6399(2) and are eligible as such for MEP services based on the information above. I hereby certify that, to the best of my knowledge, the information is true, reliable, and valid. Any false statement provided herein is subject to fine or imprisonment pursuant to 18 U.S.C. 1001

At least one SEA-designated reviewer must check each completed COE to ensure that the written documentation is sufficient and that, based on the recorded data, the child(ren) included on the form are eligible for MEP services. The SEA-designated reviewer must sign and date the COE on the day it was reviewed.

LEA/Program COE Validation Section. As part of a sound system of quality control MEP regulations requires that each COE be examined by qualified individuals at the 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. Once The LEA/Program has examined the COE and requires all data elements are documented accurately and is ready for submission to the SEA the LEA/Program Director/Coordinator must sign and date the national COE to indicate that this level of review has occurred. Upon completion submit the COE to the SEA for approval

COE Submissions Section. The LEA/Program will submit the typed PDF scanned copy of the signed national COE to the SEA for final approval. Each COE PDF File submitted to the SEA must be titled with the parents/guardians name documented on the COE. (E.g. Parents: Jose Chacon-Perales and Maria Lupita Gonzales) All files that contain student data that are sent to the state must be encrypted. The COE must be submitted to the SEA within 5 business days of the parent/guardian signature of the form. Submit to Ricardo Lopez or Juanita Arias for state approval.

SEA COE Validation Section. The SEA has 5 business days to validate the eligibility of the COE submitted by the LEA/program. Each COE that cannot be validated (e.g. missing or inaccurate required data elements) will be sent back to the LEA/Program for clarification. The LEA/Program has 5 business days to complete the clarification process and resubmit the COE Form to the SEA for final approval.

Enrollment for Attending Student. The term “enrolled” is generally used to refer to the enrollment of a child in any school program. In addition, the term is sometimes also used in connection with special summer funding counts to refer to students who participate in summer MEP projects. Students enrolled in a school are for eligible migrant children in grade levels PK-12. Enrollments for students in an MEP project are for eligible migrant children in grade levels P3-P5, OS, and UG.

Each enrolled eligible migrant student whether in a school or MEP project must have an enrollment and withdrawal date within the Academic Year. Verify with the district to ensure accuracy when enrolling a student in a school.

Each student enrolled in a school or MEP project must have an instructional supplemental service included within that Academic Year.

For students that are in their 2nd and 3rd year of eligibility and have either moved or are no longer attending school will not be entered in the States migrant system.

Each LEA/Program must keep an updated school roster and submit it to the district for validation purposes each Academic Year. Once validated by the districts, the migrant data specialist has 5 business days to enroll the student in the states migrant system.

Each LEA/Program must keep an updated roster of students attending an MEP Project for validation purposes each Academic Year. Once validated by the LEA/Programs, the migrant data specialist has 5 business days to enroll the student in the states migrant system.

Storage of National COE Forms. All COE forms must be kept on record with the original parent/guardians/self signature in your local filing system for monitoring purposes. Each LEA/Program must keep COE's on record for seven years in their local filing system for monitoring purposes.

Required OME Comments.

A comment must be added in **SEC. IV COMMENTS** of the **COE** where applicable.

- List physical address if different from mailing address.
- The child's move joined/preceded the worker's move.
- Document/list worker's prior history of moves to obtain qualifying work.
- Describe circumstances under which worker sought work but work was unavailable.
- Explain unusual qualifying work.
- Explain temporary work and duration with a worker's or employer's statement.
- Explain series of activities that could be year-round employment.
- Explain employment that could be either temporary or year-round.
- Provide state documentation of temporary work with date, title.
- Explain qualification based on "personal subsistence."
- Explain why worker did not obtain qualifying employment as a result of the move.
- Short distance and short duration moves.
- Qualifying move from a non-border country to first U.S. residence.
- Household supported by nonagricultural/nonfishing work.

- Parent/guardian uses an “X” or symbol as a signature.
- Person providing COE information is not the worker or youth.
- Legal parent and current parent are not the same.
- Qualifying move coincides with school breaks and economic necessity unclear.
- The children and parent moved from different previous residences.
- Family is being qualified on a previous move.


US STATE/POSSESSION

U.S. STATE/POSSESSION	ABBREVIATION	U.S. STATE/POSSESSION	ABBREVIATION
ALABAMA	AL	MISSOURI	MO
ALASKA	AK	MONTANA	MT
AMERICAN SAMOA	AS	NEBRASKA	NE
ARIZONA	AZ	NEVADA	NV
ARKANSAS	AR	NEW HAMPSHIRE	NH
CALIFORNIA	CA	NEW JERSEY	NJ
COLORADO	CO	NEW MEXICO	NM
CONNECTICUTE	CT	NEW YORK	NY
DELAWARE	DE	NORTH CROLINA	NC
DISTRICT OF COLUMBIA	DC	NORTH DAKOTA	ND
FEDERATED STATES OF MICRONESIA	FM	NORTHNERN MARIANA ISLANDS	MP
FLORIDA	FL	OHIO	OH
GEORGIA	GA	OKLAHOMA	OK
GUAM	GU	OREGON	OR
HAWAII	HI	PALAU	PW
IDAHO	ID	PENNSYLVANIA	PA
ILLINOIS	IL	PUERTO RICO	PR
INDIANA	IN	RHONDE ISLAND	RI
IOWA	IA	SOUTH CAROLINA	SC
KANSAS	KS	SOUTH DAKOTA	SD
KENTUCKY	KY	TENNESSEE	TN
LOUISIANA	LA	TEXAS	TX
MAINE	ME	UTAH	UT
MARSHALL ISLANDS	MH	VERMONT	VT
MARYLAND	MD	VIRGIN ISLANDS	VI
MASSACHUSETTS	MA	VIRGINIA	VA
MICHIGAN	MI	WASHINGTON	WA
MINNESOTA	MN	WEST VIRGINIA	WV
MISSISSIPPI	MS	WISCONSIN	WI
		WYOMING	WY

**MEXICO STATES
CANADIAN PROVINCES/TERRITORIES**

MEXICO (MX) STATE	ABBREVIATION	CANADIAN(CA) PROVINCE/TERRITORY	ABBREVIATION
AGUASCALIENTES	AG	BRITISH COLUMBIA	BC
BAJA CALIFORNIA NORTE	BJ	MANITOBA	MB
BAJA CALIFORNIA SUR	BS	NEW BRUNSWICK	NB
CAMPECHE	CP	NEW FOUNDLAND	NF
CHIAPAS	CH	NORTHWEST TERRITORY	NT
CHIHUAHUA	CI	NOVA SCOTIA	NS
COAHUILA	CU	NUNAVAT	NU
COLIMA	CL	ONTARIO	ON
DISTRITO FEDERAL	DF	PRINCE EDWARD ISLAND	PE
DURANGO	DG	QUEBEC	QC
GUANAJUATO	GJ	SASKATCHEWAN	SK
GUERRERO	GR	YUKON TERRITORY	YT
HILDAGO	HG		
JALISCO	JA		
MEXICO	EM		
MICHOACAN	MH		
MORELOS	MR		
NAYARIT	NA		
NUEVO LEON	NL		
OAXACA	OA		
PUEBLA	PU		
QUERETARO	QA		
QUINTANA ROO	QR		
SAN LUIS POTOSI	SL		
SINALOA	SI		
SONORA	SO		
TABASCO	TA		
TAMAULIPAS	TM		
TLAXCALA	TL		
VERACRUZ	VZ		
YUCATAN	YC		
ZACATECAS	ZT		

APPENDIX B - COE - Spanish

Nombre del Estado: COLORADO			CERTIFICADO DE CUMPLIMIENTOS CON LOS REQUISITOS														
I. Datos de la familia																	
Padre/encargado			Madre/encargada														
Primero apellido	Segundo apellido	Primer y segundo nombres	Primero apellido	Segundo apellido	Primer y segundo nombres												
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>												
Domicilio actual			Ciudad	Estado	Código postal	Teléfono											
<input style="width: 95%;" type="text"/>			<input style="width: 25%;" type="text"/>	<input style="width: 25%;" type="text"/>	<input style="width: 25%;" type="text"/>	<input style="width: 95%;" type="text"/>											
II. Datos del menor																	
Primero apellido	Segundo apellido	Sufrjo	Primero nombre	Segundo nombre	Sexo	Fecha de Nacimiento	NM	Código	Nombre de la escuela	Grado	Fecha de inscripción	Fecha de residencia					
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>					
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>					
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>					
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>					
III. Sección de mudanza y trabajo que dan derecho al Programa de Educación Migrante (MEP)						IV. Sección de comentarios (Deben incluirse 2B, 4c, 5 e' y 6h de la "Sección de mudanza y trabajo que dan derecho al MEP", si corresponde)											
<p>1. El/(los) menor(es) listado(s) arriba se mudo(aron):</p> <p>De un domicilio en: _____ / _____ / _____</p> <p>A un domicilio en: _____ / _____ / _____</p> <p>2. El/(los) menor (res) se mudo (lleno tanto a. como b.):</p> <p>a. <input type="checkbox"/> Por su cuenta como trabajador, o <input type="checkbox"/> con el trabajador, o <input type="checkbox"/> unirse o preceder al trabajador</p> <p>b. El trabajador, _____ Es el menor o es ella <input type="checkbox"/> padre/madre <input type="checkbox"/> esposo(a) <input type="checkbox"/> encargado(a)</p> <p>c. (Si se ha marcado "para unirse o preceder" en 2a, llene esta línea</p> <p>El trabajador se mudo el _____</p> <p>El/(os) menor(es) se mudo (mudaron) el _____ (escriba comentario)</p> <p>3. La fecha de llegada que da derecho al MEP fue <u>OAD</u></p> <p>4. El trabajador se mudo debido a necesidad económica para obtener:</p> <p>a. <input type="checkbox"/> trabajo que da derecho al MEP y obtuvo tal trabajo, o</p> <p>b. <input type="checkbox"/> cualquier trabajo, y obtuvo trabajo que da derecho al MEP poco después de la mudanza, o</p> <p>c. <input type="checkbox"/> Específicamente trabajo que da derecho al MEP, pero no obtuvo tal trabajo. Si el trabajador no obtuvo el trabajo que da derecho al MEP:</p> <p>i. <input type="checkbox"/> El trabajador tiene una historia de mudanza para obtener trabajo que da derecho al MEP (escriba comentario), o</p> <p>ii. <input type="checkbox"/> Existen otras pruebas creíbles de que el trabajador busco activamente trabajo que da derecho al MEP poco después de la mudanza (escriba comentario)</p> <p>5. El trabajo que da derecho al MEP* _____, fue (llene tanto a. como b.):</p> <p>a. <input type="checkbox"/> por estación O <input type="checkbox"/> empleo temporal *Marque, si corresponde:</p> <p>b. <input type="checkbox"/> agrícola O <input type="checkbox"/> trabajo de pesca <input type="checkbox"/> substancia personal (escriba comentario)</p> <p>6. (si ha marcado "temporal" en #5a, llene este número.) Se determino que el trabajo era empleo temporal basado en:</p> <p>a. <input type="checkbox"/> declaración del trabajador (escriba comentario), o</p> <p>b. <input type="checkbox"/> declaración del empleador (escriba comentario), o</p> <p>c. <input type="checkbox"/> documentación estatal para _____</p>												<p>V. Sección de firma del padre/madre/encargado(a)/esposo(a)/trabajador(a)</p> <p><small>Entiendo que este formulario tiene por propósito ayudar al Estado determinar si el/los menor(es) que aparecen en este formulario tiene(n) derecho al Programa de Educación Migrante (MEP), por sus siglas en inglés) del Título I, Parte C. A la mejor de mi conocimiento, toda la información que di al entrevistador es la verdad.</small></p> <p style="text-align: right;">parentesco _____ fecha _____</p> <p>Firma _____ Parentesco con el/los menor(es) _____ Fecha _____</p> <p>VI. Sección de Certificación de Cumplimientos con los Requisitos</p> <p><small>Certifico que basado en la información que se me proporcionó, la cual se refleja en todos los aspectos pertinentes anteriormente expuestos, estoy convencido de que estos menores son menores migratorios según están definidos en 20 U.S.C. 4392(b) y la reglamentación adjunta, y por tanto en tal calidad tienen derecho a recibir los servicios del MEP. Este acto luego de emitir que, a tal fin, he leído y entendido, la información en español, castellano y inglés, y he verificado que cualquier declaración falsa que se haya hecho en el presente está sujeta a una multa o al encarcelamiento conforme a 18 U.S.C. 1001.</small></p> <p style="text-align: right;">fecha _____</p> <p>Firma del entrevistador _____ Fecha _____</p> <p>Firma del Revisor Designado de la Agencia De Educación del Estado _____ Fecha _____</p>					
<p>Ver: Cap. 07, 07.26.11</p>																	

APPENDIX D - Residency Verification - English

COLORADO MIGRANT EDUCATION PROGRAM Residency Verification for Non-attending students



Academic Year: 11-12 SY Verification Date: _____ date _____

MEP Program: MEP program

Family ID: _____

Male Parent/Guardian			Female Parent/Guardian		
Last Name 1	Last Name 2	First & Middle Name	Last Name 1	Last Name 2	First & Middle Name

Child Data										
Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Gender	Birth Date	QAD	Type	Verified	Non-Verified Reason

** (Type: STD** Youth ages K-12 / Child** Children ages 0-6) *provide comment

Comments

Parent/Guardian/Spouse/Worker Signature

relationship date
Signature **Relationship to child** **Date**

Data Certification

date
Signature of recruiter **Date**

APPENDIX E - Residency Verification – Spanish

Programa de Educación Migrante de Colorado Verificación de Residencia para los estudiantes de no-asistencia a la escuela



Curso Académico: 11-12 SY Fecha de verificación: _____ fecha _____

Programa del MEP: Programa del MEP

ID de la Familia: _____

Padre / encargado			Madre / encargada		
Primer apellido	Segundo apellido	Primer y Segundo nombre	Primer apellido	Segundo apellido	Primer y Segundo nombre

Datos del menor										
Primer apellido	Segundo apellido	Sufijo	Primer nombre	Segundo nombre	Sexo	Fecha de Nacimiento	QAD	Tipo	Verificado	Razón No-Verificada

** (Tipo STD** Juveniles edades K-12 / otros)** edades 6-8) * Escriba comentario

Comentarios

Firma del padre/madre/encargado(a)/espos(a)/trabajador(a)

Firma _____ parentesco fecha
 Parentesco con el(los) menor(es) Fecha

Certificación de Cumplimientos

Firma del entrevistador _____ fecha
 Fecha

Instructions for Completing the Residency Verification Forms for Non-Attending Students

The Colorado Department of Education Migrant Education Program

Instructions for Completing the Residency Verification Forms for Non-Attending Students

Purpose

The State Education Agency (SEA) Residency Verification is required to be conducted annually for those non-attending/residency-only students within their second and third years of MEP eligibility. Residency Verification is completed for ages 3-5 and OSY ages K-21 who are not enrolled in district/campus/project. This includes those students who are 2 years old turning 3 years old. A face-to-face Residency Verification, with a parent/guardian or OSY student signature, is required after September 1 of each academic year and prior to the end of eligibility date. LEA/Programs should maintain a list of verified/non-verified non-attending or residency-only students.

General Instructions

For verifiable RV on non-attending students:

Use the Residency Verification form (hard copy) for the collection of a parent or OSY signature during a face-to-face meeting. The RV form will be used to collect the signatures and sent as a PDF via email to the SEA Data Specialist for final approval.

For non-verifiable RV on non-attending students:

Use the Residency Verification Form to document attempts of verifying a non-attending student. On the RV form indicate the reason the verification was not completed, (the student moved, etc.) The RV form will be used to capture the recruiter's date and signature stating that RV was not possible.

Note: LEA/Program may use the hard copy paper forms on which the parent or OSY signature has already been collected prior to December 10, 2010 to submit as proof of RV to the SEA.

Completing the Required Data Elements of the Residency Verification Form

- *Academic Year.* Record the current Academic Year (e.g. 2010-11 SY)
- *Verification Date:* Record the date (MM/DD/YY) that the child (ren) residency verification was completed. Use the two-digit number that refers to the month, day and the last two digits of the year. (Word 97-2003 Form). Use the optional calendar tool to record the date that the child(ren) residency verification was completed.

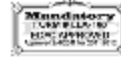
The Colorado Department of Education Migrant Education Program

- *Family ID:* Record the family's identification number. If no family ID exists leave this section blank.
- *Male-Female Parent/Guardian:* Record the legal last name (or names) and the legal first name currently responsible for the child (ren). Record the information captured on the COE if the information is the same. **If there is no parent information disclosed, record "N/A" for Not applicable.**
- *Child Data/Residency Data:* Record the Child /Residency data including the name, sex, birth date, etc. of each non-attending child. Record the information captured on the COE if the information is the same. Record verified by clicking "Yes" or "No". If the recruiter was unable to verify residency provide NV reason (e.g. moved, relocated)
- *Parent/Guardian/Spouse/Worker Signature:* Record the interviewee signature on the residency verification form for all non-attending child (ren). The interviewee must document his or her relationship to the child (e.g. Mother, Guardian). Record the date (MM/DD/YY) that the signature was captured. Use the two-digit number that refers to the month, day and the last two digits of the year. (Word 97-2003 Form). Use the optional calendar tool to record the date that the child (ren) residency verification was completed.
- *Data Certification:* Record the recruiter/advocate/liaison signature on the residency verification form for all non-attending child (ren). Record the date (MM/DD/YY) that the signature was captured. Use the two-digit number that refers to the month, day and the last two digits of the year. (Word 97-2003 Form). Use the optional calendar tool to record the date that the child (ren) residency verification was completed.
- *Residency Verification Submission:* Submit your *PDF scanned copy* of the signed RV Form for final approval to the SEA.
- *Enrollment for Non-Attending Student:* The LEA/Program data specialist has 5 working days to complete the enrollment/withdrawal for the current academic year into the State's system. The enrollment/withdrawal dates are the same as the verification date and should be entered at the same time. Each verified non-attending student must have a supplemental service included within the enrollment period.
- *Enrollment for Non-Varied Non- Attending Student:* Enrollments for non-varied non-attending students that have not been verified with a parent/guardian signature will not be entered in the State's migrant system. Store the non-varied RV Form in your local filing systems for monitoring purposes.
- *Storage of Residency Verification Forms:* All Residency Verification forms must be kept on record in your local filing systems for monitoring purposes.

APPENDIX F - FERPA - English



Colorado Department of Education
Language, Culture & Equity Office
Migrant Education Program



Model Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

By signing below you are indicating that you have read and agree to share with the Colorado Migrant Education Program; the right to inspect and review your child's education and health records, within 45 days of the day the school receives a request for access.

Student Name	DOB	School Name	District

Parent's name: _____ (print) _____ Signature _____ date _____ Date

APPENDIX G - FERPA - Spanish



Departamento de Educación de Colorado
 Oficina del Lenguaje, Cultura y Equidad
 Programa de Educación Migrante



Notificación Modelo sobre Derechos conforme a FERPA para las Escuelas Primarias y Secundarias

La Ley de Derechos Educativos de la Familia y Confidencialidad (*Family Educational Rights and Privacy Act*), conocida por sus siglas en inglés FERPA, confiere a los padres y los estudiantes mayores de 18 años (denominados “estudiantes aptos”) ciertos derechos con respecto a los expedientes académicos o registros educativos del estudiante. Estos derechos son:

(1) El derecho a inspeccionar y revisar el expediente del estudiante en un plazo de 45 días contado de la fecha de petición de acceso.

El padre o estudiante apto debe presentar al director de la Escuela [o el correspondiente funcionario escolar] una petición por escrito que señale el documento o los documentos que desea inspeccionar. El funcionario de la escuela se encargará del acceso y de notificar al padre o el estudiante apto respecto a la hora y el lugar donde los documentos se pueden inspeccionar.

(2) El derecho a solicitar una modificación del registro que el padre o el estudiante apto estime inexacto o equivocado.

Un padre o estudiante apto puede pedirle a la escuela que se modifique un registro que él considere inexacto o equivocado. Debe dirigirse por escrito director de la escuela [o al funcionario correspondiente], señalar con claridad la parte del registro que desea que se modifique, y especificar por qué es inexacto o equivocado. Si la escuela determina no modificar el registro en el sentido de la petición presentada por el padre o el estudiante apto, la escuela notificará al padre o el estudiante apto sobre la decisión y le avisará sobre su derecho a una audiencia en relación con la petición de modificación. Se proporcionará información adicional al padre o el estudiante apto sobre el procedimiento de audiencia al ser notificado sobre el derecho a audiencia.

(3) El derecho a dar consentimiento para la divulgación de información susceptible de identificación personal contenida en los expedientes académicos del estudiante, salvo en los casos señalados por FERPA que autorizan la divulgación sin consentimiento.

Una excepción, que permite la divulgación sin consentimiento, se trata de la divulgación a los funcionarios escolares con intereses educativos legítimos. Un funcionario escolar es un empleado de la escuela en calidad de administrador, supervisor, instructor, o personal de apoyo (incluyendo el personal de salud o médico y el personal de la unidad de seguridad o policía); una persona que integre el Consejo Escolar; una persona o compañía con la cual la escuela contrate para desempeñar una función particular (como un abogado, un auditor, un consultor médico, o un terapeuta); o un padre o estudiante que se desempeñe en un comité oficial, tal como un comité de disciplina o de procedimientos conciliatorios de disputas laborales, o que asista a otro funcionario escolar en el ejercicio de sus funciones.

Un funcionario tiene un interés legítimo si el funcionario necesita revisar un registro educativo a fin de cumplir con su responsabilidad profesional.

A petición, la escuela divulgará sin consentimiento registros educativos a los funcionarios de otro distrito escolar en donde el estudiante piensa o pretende matricularse. [NOTA: Según lo dispuesto por FERPA, un distrito escolar tiene la obligación de hacer un intento razonable de notificar al padre o el estudiante apto sobre la petición de expediente a no ser que se señale en su notificación anual que tiene la intención de hacer llegar los expedientes en respuesta a la solicitud.]

(4) El derecho a presentar un reclamo ante el Departamento de Educación de EE. UU. respecto al presunto incumplimiento con los requisitos de FERPA por parte de la Escuela. El nombre y la dirección de la Oficina que administra FERPA son: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.

Firmando en la parte de abajo usted está indicando que ha leído y que está de acuerdo a compartir con el Programa de Educación de Colorado; el derecho de examinar y de revisar los expedientes escolares y de salud de su hijo/a, en el plazo de 45 días del día que la escuela recibe el permiso para el acceso

Nombre de su hijo/a	Fecha de Nacimiento	Nombre de Escuela	Distrito

Nombre del Padre: _____ fecha
(impreso) Firma Fecha

Ver: Pap01_072611

APPENDIX H - COLORADO CROPS AND AGRICULTURAL ACTIVITIES

Crops

Alfalfa	Carrots	Grains	Melons	Peppers	Spinach
Apples	Cauliflower	Grapes	Milo	Pickles	Squash
Apricots	Celery	Grass	Mushrooms	Plums	Strawberries
Asparagus	Cherries	Green beans	Mustard	Potatoes	Sugar beets
Barley	Chili	Hay	Nectarines	Pumpkins	Sunflowers
Beans	Cilantro	Herbs	Okra	Radishes	Tomato
Beets	Corn	Honeydew	Onions	Raspberries	Tomatoes
Broccoli	Cucumbers	Kale	Peaches	Seeds	Trees
Cabbage	Eggplant	Kale	Pears	Sorghum	Turnips
Cantaloupe	Garlic	Lettuce	Peas	Soybean	Watermelon
					Wheat
					Zucchini

Agricultural Activities

- | | |
|--|--|
| <input type="checkbox"/> Chicken farm (feed, slaughter) | <input type="checkbox"/> Cleaning ditches |
| <input type="checkbox"/> Cleaning livestock stalls | <input type="checkbox"/> Cultivating fields |
| <input type="checkbox"/> Cutting sod | <input type="checkbox"/> Dairy farm (feed, milk) |
| <input type="checkbox"/> Feeding livestock and poultry | <input type="checkbox"/> Feedlot (feeding, caring for livestock) |
| <input type="checkbox"/> Irrigating fields | <input type="checkbox"/> Forestry |
| <input type="checkbox"/> Nurseries/green house (transplant, pruning) | <input type="checkbox"/> Planting/plowing fields |
| <input type="checkbox"/> Poultry, turkey/chicken farm | <input type="checkbox"/> Preparing soil for planting crops |
| <input type="checkbox"/> Bird Seed Processing Plant | <input type="checkbox"/> Sheep shearing |
| <input type="checkbox"/> Cannery (canning, sorting) | <input type="checkbox"/> Sugar factory (sort process) |
| <input type="checkbox"/> Fruit Orchards | <input type="checkbox"/> Food plant (processing) |
| <input type="checkbox"/> Grape Vineyards | <input type="checkbox"/> Grainer's |
| <input type="checkbox"/> Hog Farm | <input type="checkbox"/> Bison Farm |
| <input type="checkbox"/> Lamb Farm | <input type="checkbox"/> Pickle Plant |
| <input type="checkbox"/> Mushroom Plant | <input type="checkbox"/> Produce Sheds |
| <input type="checkbox"/> Potato Plant | <input type="checkbox"/> Sod Farm |
| <input type="checkbox"/> Sheep Farm | |

Crops and Agricultural Activities by Migrant Program Area

Western Part of Colorado

Fruit: apples, apricots, cherries, grapes, melons, nectarines, peaches, pears, plums, raspberries
Vegetables: beans, broccoli, chili, cabbage, corn, lettuce, onions, peppers, potatoes, tomatoes, zucchini, green beans
Grains: alfalfa, barley, hay, wheat, oats
Other: cleaning stalls, cleaning ditches, preparing fields, pruning, picking fruit, weeding vegetables, harvesting fruits, vegetables, milking and feeding cows, feeding poultry, irrigating, forestry, plowing, planting, mending fences, sheep herding,
Livestock: Cows, Goats, Llamas, Chicken, Elk, Deer on Farm, Bison, Elk, Ostrich, Cattle, Sheep, Horses

Northern Part of Colorado

Vegetables: beans, beets, cabbage, corn, onions, peppers, pickles, potatoes, pumpkins, spinach
Grains: alfalfa, hay, wheat
Other: cleaning ditches, cleaning stalls, preparing fields, plowing, planting, turkey farm, chicken farm, dairy farm, sorting, pruning, feeding livestock, milking, irrigating, dock work, sheep shearing, processing plant, feedlot
Livestock: Cows, Pigs, Lambs, Chickens, Turkeys, Llamas, Bison

Colorado Metro Area

Vegetables asparagus, beans, beets, broccoli, cabbage, carrots, celery, chili, corn, cucumbers, lettuce, onions, peppers, pumpkins, radishes, spinach, squash, tomatoes, strawberries, potatoes, grapes, okra, garlic
Grains: alfalfa, barley, hay, wheat
Other: cultivating, irrigating, planting, preparing soil, meat packing plants, poultry farm, feed lots, nurseries/greenhouses

Northern Part of Colorado

Fruits: Peaches, apples, apricots, nectarine, cherries, grapes, strawberries
Vegetables: tomatoes, trees, herbs, mushrooms, hay, grass, chili, beans, corn, rice, squash, lettuce, sunflowers, carrots, potatoes, spinach, onions, cauliflower, broccoli
Other: Gleaning livestock stalls, cutting sod, feeding livestock and poultry, irrigating fields, nurseries/greenhouse, transplanting, pruning, cattle ranching, sheep ranching, cleaning ditches, cultivating fields, forestry, plant and plowing fields, sheep shearing, mending and building fences
Livestock: Cattle, Sheep, Pigs, Chickens, Goats, Horses

Northeastern Part of Colorado

Vegetables: beans, beets, corn, cucumbers, onions, pickles, potatoes, pumpkins
Seeds: sunflowers, beans, beets, corn, onions
Grains: alfalfa, barley, hay, sorghum, wheat
Other: irrigating, preparing fields, sugar factory, planting, plowing, loading, Meat Packing Plant, feedlots, greenhouses/nurseries, dairy, and hog farms, sod farm, poultry farm, and vegetable shed
Livestock: Cattle, Hogs, Chickens, Baby Calves, Goats, Sheep

Southwestern Part of Colorado

Vegetables: cabbage, carrots, lettuce, mushrooms, peas, potatoes, spinach and turnips
Fruits: Strawberries
Grains: alfalfa, barley, hay
Other: preparing fields, warehouse work, sorting, washing, weighing, crating, loading, meat packing, plant nurseries/greenhouses, feeding cattle and timber farm (cutting trees, sawing, loading, stripping and de-barking)
Livestock: Goats and Bison

Southern Part of Colorado

Vegetables: asparagus, cabbage, carrots, chili, corn, cucumbers, lettuce, onions, peppers, pumpkins, radishes, spinach, squash, tomatoes, turnips, trees
Fruits: cantaloupe, watermelons, Honey Dew
Grains: alfalfa, hay, wheat, Milo, , barley
Other: cultivating, cutting sod, irrigating, preparing fields, planting, greenhouses/nurseries, Fresh Express (packaging salads)

Other: irrigating, planting, plowing, preparing fields, Western Food Plant,
Warehouses: plowing,/disking, leveling/fertilizing, hay, feed, grain, farm, feed lot, trees, grading/washing, bagging/weighing, boxing/loading, labeling, sorting/cutting, packing/inspecting,
Greenhouse: soil preparation, clipping/storing, potting/re-potting, cutting/watering,
Dairy: feeding/milking, herding/cleaning, mucking
Feedlots: feeding/mill labor, processing or inspecting livestock, cleaning waterers
Poultry (egg farm): Feeding/cleaning, washing down, egg gathering
Graineries: machine operator, cultivating, feeding livestock, feed lots, hog farms (feeding, cleaning, loading)
Livestock: Pigs, hogs, cattle, horses, goats and sheep



A Look at Colorado Agriculture

Capital: Denver

Population: 4,301,261

Founded: August 1, 1876 (38th)

State Bird: Lark bunting

State Tree: Blue Spruce

State Flower: Rocky Mountain Columbine

Number of Counties: 64

Largest City: Denver - 554,636

Nickname: The Centennial State

Number of Farms: 36,500

Average Farm Size: 853 acres

Total Farmland: 31.6 million acres



www.aqclassroom.org/co

Revised 7/10

Climate & Soil

- Colorado's climate is generally dry and sunny. It is a semi-arid state averaging 15" of precipitation.
- Colorado has dry winters, wetter springs and summer, highly changeable weather, often windy and the occasional monstrous thunderstorms with damaging hail.
- Because of the difference in altitude found in the state there is a large range of temperatures.
- The soils in the eastern plains regions and the valley of the western mountains are the most fertile in the nation.
- Colorado's State soil is "Seitz soil" that consists of very deep, well drained, slowly permeable soils that were formed from igneous, sedimentary and volcanic rocks. Seitz soils are found on mountains, mainly in southwestern and central Colorado.

Crops & Livestock

- Colorado ranks first nationally in production of proso millet. This annual grass is grown as a grain crop and is used for bird and livestock feed.
- Colorado's production of sunflowers ranks fourth in the nation.
- The San Luis Valley is the largest and highest alpine valley in the world capable of producing crops. Elevation in the valley ranges from 7,400 to 8,000 feet.
- Colorado produces more than 100 million pounds of pinto beans each year.
- Colorado's leading vegetable crops are potatoes, cabbage, and onions.
- Peaches, apples, and cantaloupe are Colorado's largest fruit crops.
- Cattle and Calves is Colorado's number one agricultural commodity with 2.6 million head of cattle in the state.
- Colorado's sheep, lamb and wool production rank fourth in the nation.
- Colorado's 130,000 dairy cows produced more than 2.5 billion pounds of milk. Moo...
- Over 4 million layers in Colorado producing more than 1 billion eggs each year.
- There are over 40 aquaculture producers (or fish farmers) in this state.
- There are 36,000 bee colonies in Colorado producing 2.7 million pounds of honey every year.

General

- Agriculture contributes over \$7 billion dollars to the Colorado state economy annually.
- There are more than 105,000 jobs in Colorado related to agribusiness.

APPENDIX I – MIGRANT PROGRAM MAP

