

**VIRGINIA DEPARTMENT OF EDUCATION
MIGRANT EDUCATION IDENTIFICATION
AND RECRUITMENT HANDBOOK**



**VIRGINIA MIGRANT
EDUCATION PROGRAM**
MAKING A DIFFERENCE IN THE LIVES OF MIGRANT CHILDREN

VIRGINIA DEPARTMENT OF EDUCATION

DIVISION OF INSTRUCTION

REVISED JANUARY 2011

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Virginia Department of Education

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Section I: Introduction

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

1. the children who are most in need of program services are often those who are the most difficult to find;
2. many migrant children would not fully benefit from school, and in some cases, would not attend school at all if the states failed to identify and recruit them into the MEP. This is particularly true of the most mobile migrant children who may be more difficult to identify than those who have settled within a community; and
3. children cannot receive MEP services without a Certificate of Eligibility.

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

History of the Migrant Education Program

Established in 1966 as part of the Elementary and Secondary Education Act (ESEA), the Migrant Education Program became the vehicle for providing educational services to the children of the nation's migratory farm workers. With the passing of ESEA, Congress legislated programs for migrant children as a result of their mobile lifestyles, the short spans of instruction they received in the classroom, the discontinuity of instruction among states, and their lack of "belonging" to any one particular school.

The *No Child Left Behind Act of 2001* (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) of 1965. The purpose of the reauthorized ESEA was to close the achievement gap so that no child is left behind by providing all children the opportunity to obtain a high-quality education that will enable them to meet the challenging state academic achievement standards.

The Migrant Education Program (MEP) authorized by Part C, of Title I of the ESEA provides formula grants to State Educational Agencies (SEAs) to establish or improve education programs for migrant children. These grants assist states in improving educational opportunities for migrant children to help them succeed in the regular school program to meet the challenging state academic content and student academic achievement standards that all children are expected to meet and graduate from high school.

Purpose of the Migrant Education Program

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

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

(Section 1301 of NCLB)

Virginia

Migrant Education Program



Virginia Migrant Education Program

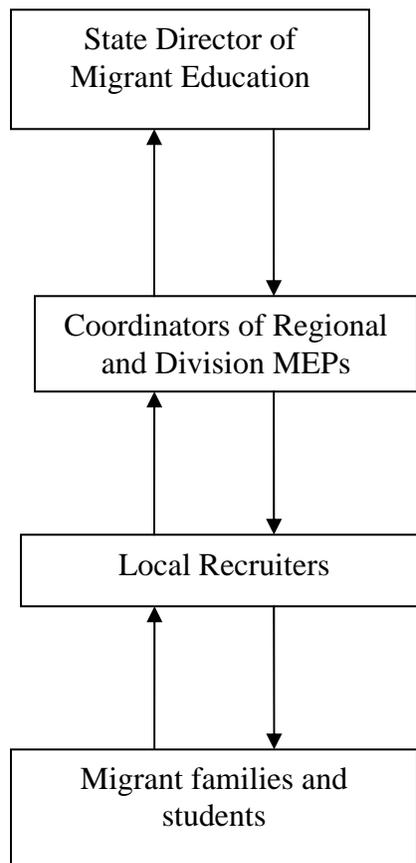
Migrant education services are provided for migratory students around the state through local and regional programs. Priority for services goes to migratory children who are failing or most at risk of failing to meet the Virginia Standards of Learning (SOL), and whose education has been interrupted during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

Virginia Eligibility and Recruitment Flow Chart

The diagram on the next page describes the structure of the migrant education program for recruitment in Virginia, and the process for resolving eligibility questions raised by recruiters. Each component is explained below. The explanations refer to the bottom of the chart and move upward.

- A. At the local level the recruiter locates and interviews migrant families. The recruiter collects information for the Certificate of Eligibility (COE) by interviewing the family and makes the preliminary determination of eligibility. These data are entered into the COE.
- B. The recruiter submits the documentation to the migrant coordinator. The coordinator verifies the COE and any supporting documents to confirm or deny the recruiter's placement decision. If the coordinator confirms the information, the child is an eligible migrant student, and the COE is entered into the statewide migrant database.
- C. If the eligibility is not clear and/or final determination on eligibility cannot be reached, the coordinator consults with the state director.
- D. The state director seeks further assistance from appropriate resources, if needed, for eligibility determinations.

Virginia Eligibility and Recruitment Flow Chart



Job Responsibilities of Migrant Personnel

1. State Director
 - a. Responsible for all MEP programming and services
 - b. Approves applications for Title I, Part C, on an annual basis
 - c. Serves as a liaison with the United States Department of Education (USED) Office of Migrant Education (OME)
 - d. Provides training and technical assistance for coordinators and recruiters
 - e. Reviews all migrant data for accuracy and reasonableness
 - f. Prepares reports for USED and state purposes
 - g. Maintains state budget for Migrant Education

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

3. Local Recruiter

- a. Identifies and determines eligibility for all migrant students in assigned area
- b. Submits COEs, re-enrollment COEs, and withdrawal forms for verification to MEP coordinator
- c. Attends scheduled local and state trainings
- d. Performs other duties assigned by supervisor
- e. Assesses other needs of the family
- f. Makes appropriate referrals, follows up with families, and provides additional support and referrals as needed
- g. Completes all required documentation involving recruitment efforts

Section II: Eligibility

Children are eligible to receive Migrant Education Program (MEP) services if they meet the definition of “migratory child” and if the basis for their eligibility is properly recorded on a Certificate of Eligibility (COE) or other written or electronic form. The term "migratory child" is defined in Section 1309(2) of NCLB and Section 200.81(d) of the Code of Federal Regulations. Determining whether a child meets this definition depends on a recruiter's assessment of information presented by a parent or other family member, guardian, or other individual responsible for the child.

Migratory Child

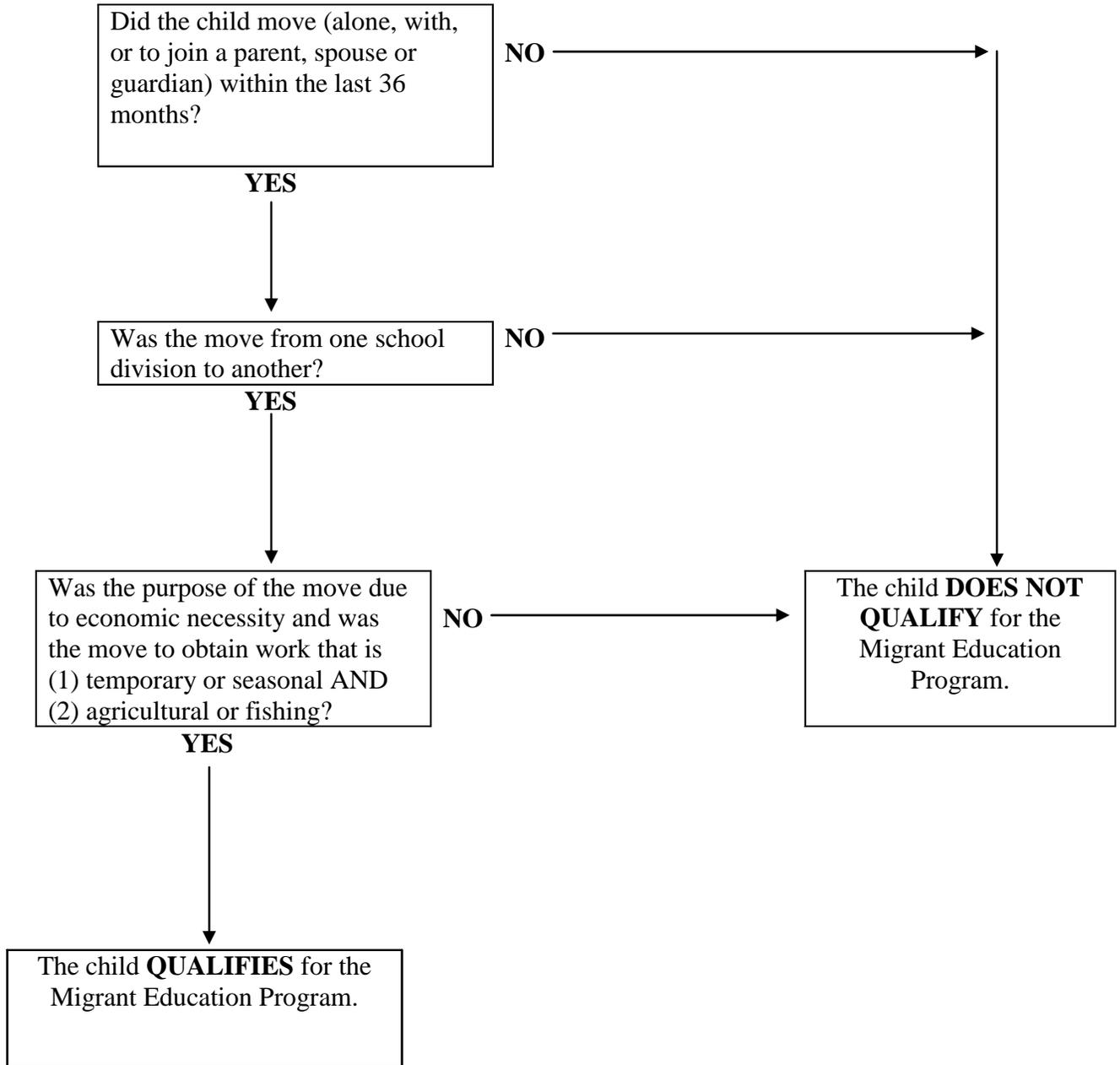
According to sections 1115(b)(1)(A) and Sections 1304(c)(2)) and 1309(2) of NCLB and Sections 200.81(e) and 200.103(a) of the Code of Federal Regulations, a child is eligible for the MEP if all of the following conditions are met:

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

Factors for Determining Eligibility

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

Eligibility for Migrant Education Program for Children Ages 3-21



Federal Definitions Used to Determine Eligibility¹

Agricultural Work

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

Certificate of Eligibility (COE)

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

Change in Residence

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

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

Emancipated Youth

An emancipated youth is a child under the age of majority (for a given state) who is no longer under the control of a parent or guardian and is solely responsible for his or her own welfare. In order to be eligible for the MEP these youth may not be older than 21 years of age.

Fishing Work

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

Identification and Recruitment

Identification means determining the location and presence of migrant children.

Recruitment means making contact with migrant families, explaining the MEP, and securing the necessary information.

In Order to Obtain

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

1. If a worker states that a purpose of the move was to seek any type of employment, i.e., the worker moved with no specific intent to find work in a particular job, the worker is deemed to have moved with a purpose of obtaining qualifying work if the worker obtains qualifying work soon after the move.

¹ All definitions taken from the Title I, Part C, Education of Migratory Children, Draft Non-Regulatory Guidance, 2003 and Revised Chapter II: Child Eligibility, August 2010, and definitions found in the Federal Register published July 29, 2008.

2. Notwithstanding the introductory text of this definition, a worker who did not obtain qualifying work soon after a move may be considered to have moved in order to obtain qualifying work only if the worker states that at least one purpose of the move was specifically to seek qualifying work, and –
 - (i) the worker is found to have a prior history of moves to obtain qualifying work, or
 - (ii) there is other credible evidence that the worker actively sought qualifying work soon after the move but for reasons beyond the workers control the work was not available.

Intent

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

International Move

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

Migratory Agricultural Worker

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

Migratory Fisher

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

Move

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

Personal Subsistence

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.

Principal Means of Livelihood

This definition has been eliminated from the regulations.

Qualifying Move

A move qualifies if:

1. it is a move across school division boundaries; *and*
2. it involves a change from one residence to another residence; *and*
3. it is made due to economic necessity;
4. it is made in order to obtain qualifying work; and
5. it occurred within the preceding 36 months.

Qualifying Work

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

Stop-over Sites

Stop-over sites are rest centers where migrant families who are in transit stop for a night or two before moving on to another locale.

Seasonal Employment

Seasonal employment occurs only during a certain period of the year because of the cycles of nature, and that, by its nature, may not be continuous or carried on throughout the year.

Temporary Employment

Temporary employment lasts for a limited period of time, usually a few months, but no longer than 12 months. It typically includes employment where the employer states that the worker was hired for a limited time frame; the worker states that the worker does not intend to remain in that employment indefinitely; or the state has determined on some other reasonable basis that the employment is temporary. This includes employment that is constant and available year-round only if, within 18 months after the effective date of this regulation (July 29, 2008), and at least once every three years thereafter, the state 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 remain employed by the same employer more than 12 months.

To Join

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

Considerations for Eligibility

During the course of an interview, there are a few "red flags" that should alert the recruiter for the need to ask additional probing questions related to the family's eligibility. These "red flags" do not automatically mean that the family is not eligible, but rather that additional clarifying questions need to be asked before deciding whether the family is eligible.

The Title I, Part C, Education of Migratory Children Non-Regulatory Guidance, 2003, lists possible "red flag" alerts. Further information and inquiry may be necessary to establish eligibility. It is the responsibility of the Identification and Recruitment staff to identify and gather the additional information to provide evidence for any eligibility decision made. The "red flags" are:

- First agricultural or fishing move – The family has not performed agricultural or fishing work before;

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

Examples of Agricultural Activities in Virginia						
CROP	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
BERRIES		PRUNING, FERTILIZING	PRUNING	PRUNING	LAND PREPARATION, IRRIGATION, FERTILIZING, TRELLIS BUILDING, CANE TRAINING	PLANTING, TRELLIS BUILDING; CANE TRAINING, WEED CONTROL, MOWING, IRRIGATION
CABBAGE	SEEDING, GREENHOUSE PREPARATION	TRANSPLANTING	PLANTING, SOIL PREPARATION	PLANTING, TRANSPLANTING	SPRAYING, WEEDING	PLANTING
CHRISTMAS TREES						SHEERING
CORN						
FRUIT TREES	PRUNING	PRUNING	PRUNING, FERTILIZING, PLANTING	SPRAYING, PLANTING, PRUNING	SPRAYING, MOWING, THINNING	SPRAYING, MOWING, THINNING
GRAPES	PRUNING	PRUNING		PRUNING, SHOOT POSITIONING, FERTILIZING		
HAY					BAILING, HAULING	BAILING, HAULING
POTATOES		PLANTING	PLANTING	PLANTING		HARVESTING
PUMPKINS			PLANTING	SPRAYING, WEEDING	SPRAYING, WEEDING	
SOY BEANS				CULTIVATING SOIL	PLANTING	APPLYING INSECT AND WEED CONTROL
TOBACCO	STRIPPING, BULKING	STRIPPING, BULKING	PREPARING SOIL, SOWING SEEDS IN BEDS, PREPARING FLOATING BEDS IN GREENHOUSES	PREPARING SOIL, SOWING SEEDS IN BEDS, PREPARING FLOATING BEDS IN GREENHOUSES, CLIPPING	PULLING, PLUGGING, SETTING	PULLING, PLUGGING, SETTING
TOMATOES			TILLING, SOIL PREPARATION, LAYING PLASTIC	PLANTING, LAYING PLASTIC, SOIL PREPARATION	TYING PLANTS, STAKING, STRINGING, PRUNING	HARVESTING REPLANTING (SHORE)
TREES	SEEDING	SEEDING	PLANTING SEEDLINGS HYDRO- SEEDING, SPREADING STRAW	HYDRO- SEEDING, SPREADING STRAW	HYDRO-SEEDING, SPREADING STRAW	
VEGETABLES						PLANTING CUCUMBERS, LETTUCE, PEPPERS, SQUASH, TOMATOES
WHEAT	APPLYING INSECT AND WEED CONTROL	APPLYING INSECT AND WEED CONTROL				HARVESTING

Examples of Agricultural Activities in Virginia						
CROP	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
BERRIES	PLANTING, WEED CONTROL, MOWING, HARVESTING	WEED CONTROL, HARVESTING, MOWING	WEED CONTROL, HARVESTING			
CABBAGE	HARVEST		PICKING			
CHRISTMAS TREES					HARVESTING	HARVESTING
CORN	APPLYING INSECT AND WEED CONTROL	APPLYING INSECT AND WEED CONTROL		HARVESTING	HARVESTING	HARVESTING
FRUIT TREES	SPRAYING, THINNING HARVESTING	SPRAYING, MOWING, HARVESTING, MARKETING	HARVESTING	HARVESTING	HARVESTING, PLANTING, PRUNING, FERTILIZING, MOUSE CONTROL	PRUNING
GRAPES		HARVESTING	HARVESTING	HARVESTING		PRUNING, TRELLIS REPAIR
HAY	BAILING, HAULING, CUTTING	CUTTING, HAULING, BAILING	BALING, HAULING			
POTATOES						
PUMPKINS			HARVESTING	HARVESTING		
SOY BEANS	APPLYING INSECT AND WEED CONTROL	APPLYING INSECT AND WEED CONTROL	HARVESTING, HAULING	HARVESTING	HARVESTING	
TOBACCO	TOPPING, CHOPPING, PRIMING, CUTTING, HOUSING	CUTTING, HOUSING, SHEETING, BAILING, PRIMING	CUTTING, HOUSING		STRIPPING, BULKING	STRIPPING, BULKING
TOMATOES	HARVEST	HARVESTING	HARVEST	HARVESTING, PLASTIC REMOVAL, PREPARE SOIL, REMOVE OLD VINES	SOIL PREPARATION	
TREES					PLANTING PINE SEEDLINGS, TIPPING PINE BRANCHES	SEEDING, PLANTING SEEDLINGS, TIPPING PINE BRANCHES
VEGETABLES	PLANTING CUCUMBERS, LETTUCE, PEPPERS, SQUASH, TOMATOES, BROCCOLI	PLANTING BROCCOLI	PICKING TOMATOES, BROCCOLI, SQUASH, CUCUMBERS, LETTUCE, PEPPERS	PICKING		
WHEAT	HARVESTING	HARVESTING		PLANTING	PLANTING	

Data compiled by Katy Pitcock for the Virginia Department of Education, 2001

Section III: Recruitment

Finding the Migratory Child

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

Recruiters should:

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

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

- Charitable organizations
- Clergymen and church bulletins
- Community Agencies (Virginia Migrant Councils, health clinics, etc.)
- Employers and team leaders
- Community Head Start programs
- Even Start programs
- Farm workers labor unions
- K-mart and Wal-Mart store managers
- Landlords of itinerate residential areas
- Laundromat owners
- Meat or fish processing plants
- Other migratory parents
- Owners of small stores
- Parent network
- Post Office workers (small towns)

- Radio and televisions stations
- School administrators
- School attendance offices
- School custodians
- School secretaries and nurses
- Students
- Teachers and librarians
- Utility companies

Recruiting Tips

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

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

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

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

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

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

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

Working with the Schools to Recruit Migrant Students

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

1. Call ahead of time, and try to make an appointment, especially during school hours.
2. Follow all school sign-in procedures.
3. Wear your identification (ID) badge at all times.
4. Give each school a list of eligible migrant children who are attending the school.

5. Work closely with the school registrar or student information systems designee. He/she is the key person for keeping you informed of withdrawals and new arrivals who may be migrant students. The school registrar or student information systems designee should also be informed of any new student identified as migrant so that he/she can enter them as a migrant student into the student information system. Please refer to Superintendent's Informational Memorandum Number 193, dated August 22, 2008, Accurate Identification of Eligible Migrant Students. The memo can be accessed at the following link:
http://www.doe.virginia.gov/info_centers/superintendents_memos/2008/08_aug/inf193.html.
6. Leave your contact information with school personnel.
7. Keep a list of school addresses, phone numbers, contacts and school principals in your division for easy reference. Migrant parents may also find school boundary information helpful.
8. Be a visible presence in the school and community. Try to get involved with school meetings, Parent Teacher Association (PTA), parents' in-service, parents activities, community events, etc.

Recruiting Out-of-School Youth

Eligible Ages

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

Out-of-School Youth

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

Ungraded

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

Location

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

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

- Community centers

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

Conducting the Interview

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

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

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

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

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

Interview techniques

- Introduce yourself
- Make the family feel comfortable
- Smile
- Make small talk
- Tell them what a nice neighborhood they live in
- Compliment their plants/pictures/dishes, etc.
- Ask where they are from
- Try to find some common ground you can talk about
- Start by saying "I do not want to take up too much of your time."
- Also state you have another appointment after this one. This gives you an excuse to shorten the interview when it is going too long
- Review the information you have on the family which you obtained from the phone conversation with them
- State you want to make sure all the information is correct
- Ask for the children's information after it is determined the family qualifies for migrant services
- Review this information for correctness
- Fill out the Certificate of Eligibility with the information you have received and reviewed
- Tell the parent/guardian that they can contact you or the MEP office if they have any questions

- Review the Certificate of Eligibility with the parent/guardian to make sure the information is correct
- Explain to the parent/guardian why we need all information and why they are signing
- Talk about the activities/services being provided by the MEP
- Explain which services their children may be able to attend
- Tell the parent/guardian the names of other MEP staff they may meet in the office
- Explain to parent/guardian that they will be receiving periodic mail from the MEP to invite them to other services offered by MEP
- Explain to the parent/guardian that they will also be called to advise them of upcoming events provided by MEP or other activities and events in the school division
- Tell the parent/guardian that they should participate as much as possible so they can be more aware of other activities and services provided by MEP
- Thank the family for their time

Sample Script How to Start a Migrant Interview

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

Yo trabajo con un programa de educación con las escuelas.
(I work with an education program with the schools.)

**You should say this instead of Migrant Education because some people think it is immigration instead of migrant.

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

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

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

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

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

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

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

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

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

If the child(ren) do not qualify for migrant services with their current job, continue your interview to see if their past work history would be a means of qualification.

¿Por qué vinieron a _____?
(Why did you come to _____?)

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

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

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

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

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

Once you have found the child(ren) eligible for migrant services you may stop the interview.

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

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

Lo siento mucho, pero Uds. no califican para nuestro programa. Solo calificamos a los que se han mudado para trabajar en trabajos agrícolas. Pero, allá en la escuela hay algunas maestras quien van a ayudar a sus hijos--sus maestras de clase y otra maestra quien trabaja especialmente con los niños quienes están aprendiendo el inglés.

I am sorry, but you do not qualify for our program. We can only qualify those who have moved to do agricultural or fishing work. But in the school there are some teachers who are going to help your children--your children's teachers and a teacher who works especially with those children who are learning English.)

Section IV: Migrant Program Forms

Certificate of Eligibility

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

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

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

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

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

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

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

Guidance provided in the Title I, Part C, Non-Regulatory Guidance on the "to-join" move states: to be considered a "to join" move children should join the worker within about a year. There is no definite rule and it is understood that the process of bringing children to join the family often takes longer than one year. If the time exceeds one year, the recruiter will need to ascertain that the family continues to have migratory tendencies.

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

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

The National Certificate of Eligibility

Purpose

Virginia is required to document every migrant child’s eligibility for the Migrant Education Program on the national Certificate of Eligibility (COE) created by the U.S. Department of Education (USED). The COE serves as the official record of the state’s eligibility determination for each individual child. The COE and instructions were revised in August 2010, to reflect the new race/ethnicity codes as required by the USED.

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General Instructions

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

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

Family Data

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

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

information disclosed, write a dash (-) or “N/A.” If the “child” is the worker and a male, write the child’s name for this data element.

- *Female Parent/Guardian [Last Name(s), First Name].* Record the name of the female (if any) currently responsible for the child(ren). Record this individual’s legal last name (or names) and legal first name. If the female parent has two last names or a hyphenated last name, record the female parent’s last name(s) as it legally exists. The term “parent” on this form and in other sections of these instructions includes a legal guardian or other person who is standing in the place of the parent or *in loco parentis* (such as a grandparent, spouse, or stepparent with whom the child lives who is responsible for the welfare of the child). If the child has more than one female parent or if the child’s legal parent is different from the current parent, provide the name of the child’s legal female parent in the Comments section. If there is no parent information disclosed, write a dash (-) or “N/A.” If the “child” is the worker and a female, write the child’s name for this data element.
- *Current Address.* Record the physical address, including the complete name of the street or road where the child(ren) currently resides. In cases where a formal physical address is not available, include as much other identifying information as possible (e.g., trailer number, rural route, migrant camp, landmark). If the physical address is different from the mailing address, provide the mailing address in the Comments section of the COE.
- *City.* Record the name of the city or town where the child(ren) currently resides.
- *State.* Record the postal abbreviation used by the U.S. Postal Service for the state where the child(ren) currently resides.
- *Zip.* Record the five or nine-digit zip code where the child(ren) currently resides. The U.S. Postal Service has an online zip code directory service at <http://zip4.usps.com/zip4/welcome.jsp>.
- *Telephone.* Record the telephone number, including area code, of the family. If no telephone number is available, write a dash (-) or “N/A.”

Child Data

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

- *Residency Date.* If the “Residency Date” is different from the QAD, record the date (MM/DD/YY) that the child(ren) entered the present school division. 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 division, the residency date will be later than the QAD. If the child(ren) moved prior to the worker’s move, the residency date would precede the QAD. If the “Residency Date” is the same as the QAD, write a dash (-) or “N/A.”
- *Last name 1.* Record the legal last name of each eligible child in the family. If the child has a multiple or hyphenated last name (e.g., Ramírez-García), record the first part of the name (i.e., Ramírez).

- *Last name 2.* If the child has a multiple or hyphenated last name (e.g., Ramírez-García), record the second part of the name (i.e., García). If the child does not have a multiple or hyphenated name, write a dash (-) or “N/A.”
- *Suffix.* Where applicable, record the child’s generation in the family (e.g., Jr., Sr., III, 3rd). Otherwise, write a dash (-) or “N/A.”
- *First name.* Record the legal first name of each eligible child in the family. This is the name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Ale or Alex for Alejandra).
- *Middle name.* Record the legal middle name of each eligible child in the family. This is the secondary name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Ale or Alex for Alejandra). If the child does not have a middle name, write a dash (-) or “N/A.”
- *Sex.* Record the child’s sex: “M” for male or “F” for female.
- *Birth Date.* Record the month, day and year the child was born. Use the two-digit number that refers to the month and day, and the last two digits of the year. For example, September 20, 2003, would be written as 09/20/03.
- *Multiple Birth Flag (MB).* Record “Y” for “yes” if the child is a twin, triplet, etc. Write a dash (-) or “N/A” for not applicable (i.e., the child is not a twin, triplet, etc.).
- *Birth Date Verification Code (Code).* Record the last two numbers that correspond to the evidence used to confirm each child’s birth date (see the codes and corresponding evidence listed below).

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

- 1003 – baptismal or church certificate;
- 1004 – birth certificate;
- 1005 – entry in family Bible;
- 1006 – hospital certificate;
- 1007 – parent’s affidavit;
- 1008 – passport;
- 1009 – physician’s certificate;
- 1010 – previously verified school records;
- 1011 – State-issued ID;
- 1012 – driver’s license;
- 1013 – immigration document;
- 2382 – life insurance policy; or
- 9999 – other.

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

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

Qualifying Move & Work Section

In this section, record the qualifying move and qualifying work information which the state believes documents the child's eligibility for the program. Note that exceptions apply for moves within states comprised of a single school division and school divisions of more than 15,000 square miles. See #1 (immediately below) for how to document these exceptions.

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

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

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

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

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

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

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

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

the case of school divisions of more than 15,000 square miles, the state must be able to document that the child migrated a distance of 20 miles or more and changed residences in the process.

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

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

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

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

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

- Mark the box “on own as a worker” if the child himself or herself moved in order to obtain qualifying work. Only complete the worker’s name in 2b.
- Mark the box “with the worker” if the child(ren) moved with a parent, spouse or guardian in order for the worker to obtain qualifying work.

- Mark the box “to join or precede the worker” if the child(ren) moved either before or after the date the parent, spouse, or guardian moved in order to obtain qualifying work. If this box is marked, also complete “i” under 2b.

b. The worker, _____ (First and Last Name of Worker),

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

...is the child or the child’s parent spouse guardian. [Mark only one box]

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

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

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

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

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

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

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

a. qualifying work, and obtained qualifying work, OR

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

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

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

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

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

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

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

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

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

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

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

...was (make a selection in both a. and b.):

a. *seasonal OR temporary employment,*

- Mark the box for “seasonal employment” if the employment occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year. (Section 200.81(j)).
- Mark the box for “temporary employment” if the employment lasts for a limited period of time, usually a few months, but not longer than 12 months. It typically includes employment where the worker states that the worker does not intend to remain in that employment indefinitely, the employer states that the worker was hired for a limited time frame, or the SEA has determined on some other reasonable basis that the employment is temporary. (Section 200.81(k)).

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

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

- Mark the box for “agricultural work” if the work involves the production or initial processing of crops, dairy products, poultry, or livestock, as well as the cultivation or harvesting of trees. (Section 200.81(a)). The work may be performed either for wages or personal subsistence.
- Mark the box for “fishing work” if the work involves the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. (Section 200.81(b)). The work may be performed either for wages or personal subsistence.

**If applicable, check:*

personal subsistence (provide comment)

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

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

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

- Mark this box if the work was determined to be temporary employment based on a statement by the worker or the worker’s family (e.g., spouse) if the worker is

unavailable (provide comment). For example, the worker states that he or she only plans to remain at the job for a few months. Provide explanatory comments in Comments section.

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

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

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

Note: Box 'c' is not to be marked as State documentation has not been defined.

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

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

- The child's move joined or preceded the worker's move. If the child(ren) joined or preceded the parent, spouse, or guardian, record the reason for the child's later move or the worker's later move.
- The employment is temporary based on the worker's statement or the employer's statement. In particular, record the information provided by the worker or employer regarding how long they expect the employment to last. The comment should be of sufficient length to adequately document how the recruiter came to the eligibility decision.
- The child(ren) qualified on the basis of "personal subsistence," meaning "that the worker and the worker's family, as a matter of economic necessity, consume, as a substantial

portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch.” (Section 200.81(h)).

- The worker did not obtain qualifying employment as a result of the move. In this case, the recruiter must document that the worker stated that one reason for the move was to obtain qualifying work, AND
 - the worker has a prior history of moves to obtain qualifying work;
 - OR there is other credible evidence that the worker actively sought qualifying work soon after the move, but, for reasons beyond the worker’s control, the work was not available;
 - OR both. Examples of credible evidence include a statement by a farmer that the worker applied for qualifying work but none was available, or a newspaper clipping regarding a recent drought in the area that caused work not to be available.

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

- The information on the COE needs additional explanation to be clearly understood by an independent outside reviewer.
- The basis for the preliminary eligibility determination is not obvious. For example, the work is unusual enough that an independent reviewer is unlikely to understand that it is qualifying work. An explanation is needed to enable a reviewer to understand how the preliminary eligibility determination was made.
- The work could be part of a "series of activities" that, viewed together, would constitute year-round employment (e.g., mending fences on a dairy farm and bailing hay could be two parts of year-round ranching with one employer).
- The work may be viewed by an independent reviewer as either temporary or year-round employment (e.g., collecting eggs or milking cows).
- A "move" is of such brief duration or of such a short distance (or both) that one could question whether any migration has occurred (e.g., intra-city or intra-town move that is across school division boundaries).
- A parent or guardian uses a symbol such as an “X” or other valid mark as a signature.
- The person who provided the information on the COE form is not the worker.
- The qualifying move corresponds to school breaks and could be viewed by some as a return from vacation or a move for personal reasons, not a move for economic necessity whereby the worker sought or obtained qualifying work. In this case, the recruiter should explain why the move away was for economic necessity and not for personal reasons.
- The mailing address is different from the child’s physical residence; provide the mailing address as a comment.
- The child(ren) and parent moved from different previous residences. Record the parent’s previous *School Division/City/State/Country* of residence.

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

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

Signature, Relationship to the child, Date

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

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

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

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

Signature of Interviewer, Date

Signature of Designated State Reviewer, Date

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

Completing Additional Required Data Elements for Virginia (Part III)

Family Data

- Home Base Address: Enter the address (city, state and zip code). The Home Base Address is the address to which the migratory family generally returns after their migratory work in other localities is finished. Many families and most emancipated youth do not have regular home base. In this case, enter “none”.
- Home Language: Enter the language(s) spoken in the home.

- Home Base School and/or Designated Graduation School: Enter the school or facility the child attends in their home base area. If a secondary school student, enter the school or facility from which a student expects to graduate. Include the school division and state.
- School Division/Regional Program: Enter the school division or regional program.
- School Name: Enter the name(s) of the school(s) the students will be attending.
- School Year: Enter the current school year.
- MEP Project Type: Enter in the type of MEP project based on the location where the MEP services are held. This is either school based or non-school based.
- MEP Enrollment Type: Enter in the type of school/migrant education project in which instructional and or support services are provided. These are Basic School Program, Regular Term MEP-Funded Project, Summer/Intersession MEP-Funded Project, Year Round MEP-Funded Project, Basic School Program and Regular-Term MEP-Funded Project or Residency only.
- Category: This is a “for administrators-only” section.
 - C1 – **Category 1: An unduplicated count of all Migratory children who reside in the state for one or more days during the period of September 1- August 31.**
 - C2 – Category 2: an unduplicated count of all Migratory children who were served in an MEP-funded project, for one or more days during the summer term (i.e., the LEA’s summer vacation period), occurring within the period of September 1-August 31. A child can be counted for purposes of Category 2 if s/he only received a support service – as long as the support service was provided with MEP funds.
 - COS - Continuation of Services: Students may continue to be served for one of the following reasons: 1) Providing services for duration of term – a child’s eligibility ends during the school term and the agency provides services for the duration of the term (see section 1304(e)(1); 2) Providing services for additional year – a child’s eligibility ends and the agency provides services for an additional school year because comparable services are not available through other programs (see Section 1304(e)(2); or 3) Serving secondary students through credit accrual program – a local educational agency continues to serve secondary school students who were eligible for services in secondary school through credit accrual programs until they graduate (see Section 1304(e)(3). Please circle the appropriate service.
 - NF – Non-funded – Children who will not turn 3 by August 31 of the following year.
 - If this is the second enrollment for the same school session, then write on the top right corner “second enrollment” highlighted.

Child Data

- Child’s Name: Enter the name of the child.
- Birth Country: Enter the birth country of the child.
- Age: Enter the age of the child.
- Grade: Enter the grade level of the child.

- Medical Alert Indicator: Enter if the child has a health condition. Indicate whether the condition is chronic, acute or no health issue.
- Immunization Records: Indicate whether the school or MEP program has complete immunization records on file for the child.
- VA State Testing ID: Enter in the VA State Testing ID assigned to the child. This **MUST** be filled in before submitting the COE for verification.
- Eligible for ESL: Indicate whether the child meets the state’s definition of Limited English Proficient.
- Has an IEP: Indicate whether the child has an individualized education program (IEP) because the child meets the definition of the Children with Disabilities in P.L. 108-446, Section 602(3), 34 C.F.R., part 300.8(a)(1).
- Enrollment Date: Enter the date the child enrolled in your school division.
- Priority for Services: Enter a 1 or 2 based on Priority for Services descriptions below. Enter N if the child is not Priority for Services.
 1. The number of eligible migratory children who have moved most recently (within 1 year) and who are classified as “priority-for-service.” Priority for service children are defined as school age migrant students whose education has been interrupted during the regular school year and who are failing, or most at risk of failing to meet the state standards.
 - The at-risk cutoff on the ACCESS for ELLs® English Language Proficiency (ELP) Assessment should be ELP Level 2 (composite score of 2.0 – 2.9) or ELP Level 1 (composite score of 1.0 – 1.9).
 - The at-risk cutoff for reading/language arts and math is below proficiency on the Virginia Standards of Learning assessment.
 - Note: The count of priority for service children will also include migrant students who are behind in appropriate verified credit and credit accrual, overage for grade, or have been retained. Priority-for-service students will be identified by the Qualifying Arrival Date (QAD) made during the regular school year as indicated on the Virginia Certificate of Eligibility (COE).
 2. The number of eligible migratory children who are in need of and/or eligible for services and are not included in Priority One. This number includes the total number of migrant children who are counted in each category below:
 - eligible migratory children between the ages of 3-21 who did not make a move during the last 12 months but are failing in school or are most at risk of failing to meet the state standards [Performance below grade level in reading, language arts, and mathematics; absenteeism; and non-age appropriate placement;] or are now out-of-school;
 - all elementary and secondary migrant students identified as Continuation of Service (COS) students; and
 - all eligible migratory students between (birth to 3).
- Race/Ethnicity: Enter the race/ethnicity of the student. Please answer both questions 1 and 2.

VII. ADDITIONAL REQUIRED DATA ELEMENTS FOR VIRGINIA

A. Family Data	
1. Home Base Address	2. City/State/Zip Code
3. Home Language	4. Home Base School and/or Designated Graduation School
5. School Division/Regional Program	6. School Name
7. School Year	8. MEP Project Type: _____ School Based _____ Non-School Based
9. MEP Enrollment Type: _____ Basic School Program, _____ Regular Term MEP-Funded Project, _____ Summer/Intersession MEP-Funded Project, _____ Year Round MEP-Funded Project, _____ Basic School Program and Regular-Term MEP-Funded Project, _____ Residency only.	
10. Category: _____ C1 _____ C2 _____ *COS _____ NF *COS: 1) Providing services for duration of term; 2) Providing services for additional year; or 3) Serving secondary students through credit accrual program.	

B. Child Data										
Child's Name	Birth Country	Age	Grade	Medical Alert Indicator	Immunization Records Complete?	VA State Testing ID	Eligible for ESL?	Has an IEP?	Enrollment Date	Priority for Service

<p><u>Child 1</u></p> <p><u>Race/Ethnicity</u> Please answer both questions 1 and 2.</p> <p>1. Are you Hispanic or Latino? (choose only one) _____ No, not Hispanic or Latino _____ Yes, Hispanic or Latino</p> <p>2. What is your race? (choose one or more) _____ American Indian or Alaska Native _____ Asian _____ Black or African American _____ Native Hawaiian or Other Pacific Islander _____ White</p> <p>School Name:</p>	<p><u>Child 2</u></p> <p><u>Race/Ethnicity</u> Please answer both questions 1 and 2.</p> <p>1. Are you Hispanic or Latino? (choose only one) _____ No, not Hispanic or Latino _____ Yes, Hispanic or Latino</p> <p>2. What is your race? (choose one or more) _____ American Indian or Alaska Native _____ Asian _____ Black or African American _____ Native Hawaiian or Other Pacific Islander _____ White</p> <p>School Name:</p>	<p><u>Child 3</u></p> <p><u>Race/Ethnicity</u> Please answer both questions 1 and 2.</p> <p>1. Are you Hispanic or Latino? (choose only one) _____ No, not Hispanic or Latino _____ Yes, Hispanic or Latino</p> <p>2. What is your race? (choose one or more) _____ American Indian or Alaska Native _____ Asian _____ Black or African American _____ Native Hawaiian or Other Pacific Islander _____ White</p> <p>School Name:</p>	<p><u>Child 4</u></p> <p><u>Race/Ethnicity</u> Please answer both questions 1 and 2.</p> <p>1. Are you Hispanic or Latino? (choose only one) _____ No, not Hispanic or Latino _____ Yes, Hispanic or Latino</p> <p>2. What is your race? (choose one or more) _____ American Indian or Alaska Native _____ Asian _____ Black or African American _____ Native Hawaiian or Other Pacific Islander _____ White</p> <p>School Name:</p>
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Quality Control and Certificate of Eligibility Verification Process

As stated in the Title I, Part C, Non-Regulatory Guidance (Ch. II, M10), and the Federal Register, published July 27, 2008, states are required to establish quality control procedures for the proper identification and recruitment of eligible migratory children, that include ensuring that “a qualified individual . . . reviews each COE to verify that the information supports a proper determination of eligibility.” Virginia requires the following to be done:

1. Recruiters submit the completed COE to the division or regional migrant coordinator;
2. Coordinators must examine each COE to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services. The coordinator should review the information for accuracy within five working days. This may include follow-up with the family, or checking the following:
 - Moved within 36 months
 - Call previous School Division (SD) to verify date of withdrawal
 - Across division boundaries
 - Call SD children last attended to verify their date of enrollment
 - To find qualifying employment
 - Call employer to verify that the qualified worker is employed there;
3. After verification, the coordinator enters the information into the MSDC system; and
4. The local coordinator reviews monthly participation reports that show participants in the regular and summer/intersession terms to ensure accuracy of information. If any changes or updates are needed (for example, the student is no longer enrolled in the division), the local coordinator updates the MSDC system accordingly.

Virginia Migrant Education Withdrawal Form

Withdrawal forms are used to track migrant student enrollment data and the services migrant students received during the term in which they are enrolled. These may include instructional and support services as well as any referred services. This form must be completed when the migrant student leaves the division before the end of the term and for all migrant students at the end of the regular school year term or the end of the summer session term. They are to be submitted to the local migrant coordinator for verification and entered into the MSDC system within seven working days if a student leaves the division or seven working days after the end of the term.



Virginia Migrant Education Withdrawal Form

Student Name: _____

Date of Birth: _____ Grade: _____ VA Testing ID#: _____

School Name/Location of Service: _____

Enrollment Date: _____ Withdrawal Date: _____

Number of Days Enrolled: _____ Number of Days Present: _____

Please check:

___ Priority for Services (PFS) (Circle one) PFS-1 PFS-2 (see page 2 for explanation)
___ Continuation of Services (Circle one) 1-providing services for duration of term, 2-providing services for additional year, 3- serving secondary students through credit accrual program

ESL Proficiency level (if applicable) Please circle one

Level 1; Level 2; Level 3; Level 4; Level 5; Level 6 – 1st Year (Formally LEP); or
Level 6 – 2nd Year (Formally LEP)

Please check the services indicated below that were provided during the student’s enrollment and withdrawal dates as listed above.

Instructional Services

ESOL _____

Math _____

Reading _____

Science _____

Social Studies _____

Language Arts _____

Family Literacy _____

Spanish Literacy _____

Computer Literacy _____

Vocational Career _____

GED Certification _____

Other (specify) _____

Support Services

Advocacy _____

Dental/Visual/Hearing _____

Guidance Counseling _____

Interpretation _____

Nutrition _____

Pupil Transportation _____

Home Visits _____

School /Instr. Materials _____

Social Work, outreach _____

High School Credit Accrual _____

Any Referred Service:

Contact Name: _____

School Division/Region: _____

Address: _____

Phone: _____

E-mail: _____

Priority for Service – 1

The number of eligible migratory children who have moved most recently (within 1 year) and who are classified as “priority-for-service.” Priority-for-service children are defined as school age migrant students whose education has been interrupted during the regular school year and who are failing, or most at risk of failing to meet the state standards.

- The at-risk cutoff on the ACCESS for ELLs® English Language Proficiency (ELP) Assessment should be ELP Level 2 (composite score of 2.0 – 2.9) or ELP Level 1 (composite score of 1.0 – 1.9); and
- The at-risk cutoff for reading/language arts and math is below proficiency on the Virginia Standards of Learning assessment.

Note: The count of priority-for-service children will also include migrant students who are behind in appropriate verified credit and credit accrual, overage for grade, or have been retained. Priority-for-service students will be identified by the Qualifying Arrival Date (QAD) made during the regular school year as indicated on the Virginia Certificate of Eligibility (COE).

Priority for Service – 2

The number of eligible migratory children who are in need of and/or eligible for services and are not included in Priority One. This number includes the total number of migrant children who are counted in each category below:

- eligible migratory children between the ages of 3-21 who did not make a move during the last 12 months but are failing in school or are most at risk of failing to meet the state standards [Performance below grade level in reading, language arts, and mathematics; absenteeism; and non-age appropriate placement;] or are now out-of-school; and
- all elementary and secondary migrant students identified as Continuation of Service (COS) students; and all eligible migratory students between (birth to 3).

Instructions for Completing the Withdrawal Form

Withdrawal forms must be completed for every migrant student at the end of each term (school year, summer term, etc.), or when they leave the school system. Coordinators are responsible for ensuring that all withdrawal forms are completed and entered into the MSDC system. If a student leaves the division, the withdrawal form must be entered into the MSDC system within seven working days of the student withdrawing or seven working days after the end of the term.

Name	Enter the student's complete name, including suffixes.
Date of Birth	Enter the student's date of birth.
Grade	Enter the grade in which the student was enrolled.
VA Testing ID Number	Enter the testing ID number the student was assigned.
School Name/Location of Service	Enter the name of the school and division where the student received migrant services.
Enrollment Date	Enter the date when the student first enrolled in school.
Withdrawal Date	Enter the date the student withdrew or left the school.
Days enrolled and days present	Enter the total number of days the student was enrolled, and the number of days the student was present.
Priority for Services or Continuation of Services	<p>Indicate whether the child qualified for Priority for Services or a Continuation of Services. Circle the reason the student received a continuation of services.</p> <p>Priority for Services is defined as: migratory children who are failing, or most at-risk of failing, to meet the state's challenging state academic standards and state's challenging student academic achievement standards and whose education has been interrupted during the school year. (Section 1304(d))</p> <p>Continuation of Services – when to allow a COS for migrant students whose eligibility has run out:</p> <ol style="list-style-type: none">1. A child who ceases to be a migratory child during a school term (eligibility runs out) shall be eligible for services until the end of the term.2. A child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs.3. Secondary school students who were eligible for services in secondary school may continue to be served through credit accrual

ESL Proficiency Level

programs until graduation. (Section 1304(e))
If the student qualified for ESL services, circle the proficiency level of the student.

Instructional Services

Please indicate what types of instructional services the student received.

High School Credit Accrual is defined as: instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

Support Services

Please indicate what types of support services the student received. Support services are defined as: MEP-funded services, and include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. **The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.**

Counseling Services are defined as: Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, students counseling other students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

Referred Services

Please list any referred service a migrant child may have obtained. A referred service is defined as: an educational or educationally related service funded by another non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. This means that a migrant recruiter who is paid all or part with Title I, Part C, funds refers a migrant student to a service that is not paid with Title I, Part C, funds. This recruiter may refer the child to an ESL Program that is NOT supported with Title I, Part C, funds or to a math enrichment program that is not supported with Title I, Part

Contact name, etc.

C, funds. But the fact that the recruiter is paid with Title I, Part C, funds and doing the referring counts as a referred service. Please provide the contact information for the person completing the form.

Migrant Student Re-enrollment

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

Section V: Migrant Database Information

Migrant Student Data Collection

Statewide migrant data are stored and maintained in the MSDC system which is available on the Single Sign-on Web System (SSWS) and can be accessed at <https://p1pe.doe.virginia.gov/ssws/login.page.do>. The local migrant coordinator or designee is responsible for maintaining the student data for the MEP. Student demographic records are maintained as well as identifying information and qualifying moves. Data are accessible to other states via the Migrant Student Information Exchange (MSIX). Records of students who move across division lines within the state are easily accessible through the MSDC system. Once a year, the VDOE provides information on migrant students for the United States Department of Education (USED) via the Consolidated State Performance Report, Parts I and II. This report counts the number of migrant children in the state, along with the services that were provided throughout the year, and generates the data used to determine funding for the subsequent school year.

Screen Shot – The screen shot below shows the information that can be found in the MSDC system. Coordinators may access demographic information on migrant students in Virginia as well as eligibility information and enrollment information.

The screenshot displays a web application interface for managing Migrant Student Data. The browser window title is "MIGRANT: Enter Maintain COE Page - Windows Internet Explorer provided by Virginia IT Partnership". The address bar shows the URL: https://p1pe.doe.virginia.gov/migrant/maintainCOE.do?dowhat=enter_maintain_coe&sourceScreen=appmenu. The page content includes:

- Header:** "Edit/Add Certificate of Eligibility (COE)" with a "Logout" link.
- Instructions:** "All entry fields will filter the results list. Clicking the 'Search' button with no entries will provide all available records. To create a new COE click the 'Add New' button. Note: Only data for the current collection year may be changed, all other years are view only. New COE information may only be added to the current collection year."
- COE Search Form:** Fields for School Year (2010-2011), Student ID, Child/Student Last Name, Male Guardian Last Name, Female Guardian Last Name, School Division (ALL), and School Name (ALL). Buttons for "Search" and "Add New".
- Table:** A table with columns "Male Guardian", "Female Guardian", "Student Name (State Testing ID)", and "Action". The table content is "No Data Available".
- Right Sidebar:** Contains navigation links like "Instructions", "Roll Forward COE", "Edit/Add COE", "Administration", "Reports", "PRODUCTION", "User Information", "Accomack County (001)", "VDOE Application Contact", and "VDOE SSWS Admin".

MSIX

USED was mandated by Congress, in Section 1308 (b) of the *Elementary and Secondary Education Act*, as amended by the *No Child Left Behind Act of 2001* (NCLB), to assist states in developing effective methods for the electronic transfer of student records and in determining the number of migratory children in each state. Further, Congress directed the Secretary, in Section 1308 (b)(2)(A) of the NCLB, to ensure the linkage of migrant student record systems. To comply with the mandate, USED has implemented the Migrant Student Information Exchange Initiative (MSIX) to ensure the appropriate enrollment, placement, and accrual of credits for migrant children.

MSIX allows states to share educational and health information on migrant children who travel from state-to-state and who as a result, have student records in multiple states' information systems. MSIX works in concert with the existing migrant student information systems that states use to manage their migrant data. States continue to use their existing migrant student information system to record migrant data. MSIX uploads the migrant data and makes it available to other state migrant personnel through a secure log in.

State and local migrant personnel are not able to enter information into the MSIX database. The MSIX database pulls all migrant student data from the state's migrant database. Any corrections to data are completed at the state level through the statewide database and updates are made through the MSIX server when data is uploaded.

Screen Shot– the screen shot below shows the information that can be found in MSIX. Coordinators may access demographic information, enrollment, course history, and assessment and immunization information on migrant students in Virginia.

The screenshot shows the MSIX web interface. At the top, there is a header with the U.S. Department of Education logo and the text "U.S. Department of Education Promoting educational excellence for all Americans". Below the header is a navigation bar with links for "My Account", "Training", "Contact Us", "Help", and "Logout". The main content area is titled "Consolidated Student Record View" and includes a search bar with the results "Search Results for MSIX ID: 10000050980". There are links for "Formatted HTML", "PDF", "MS Word", and "Historical Student Record View". The student's name is "RAY RIVERA" and the state is "Arizona". Below this, there are tabs for "Demographics", "Enrollments", "Course History", "Assessments", and "Immunizations". The "Demographics" tab is selected, showing a table of student information:

Student Name:	RAY RIVERA	Gender:	Male
Birth Date:	04/13/1990	Multiple Births:	
Birth Location:	HARLINGEN, Texas, United States	Birth Date Verification:	Other
Male Parent:	FRANK	Male Parent Type:	Undisclosed
Female Parent:	EDNA GONZALEZ	Female Parent Type:	Undisclosed
Eligibility Expiration Date:	07/12/2007	Eligibility Expiration Reason:	
MEP Enrollment Date:	08/21/2006		
Qualifying Arrival Date(QAD):		QAD To Location:	
QAD From Location:			

At the bottom of the page, there is a footer with the text "© 2007 U.S. Department of Education. For Official Use Only" and "Rules Of Behavior | ED | OME".

Appendix A Resources

Curriculum and Instruction

World-Class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) Standards of Learning

The WIDA ELP Standards of Learning support the academic English language development of limited English proficient (LEP) students. The goal of the standards is integrated use of language development with content standards so that LEP students have access to develop their academic language proficiency in English through core content standards.

www.wida.us

Crosswalk of the Virginia Standards of Learning English (2002), Mathematics (2001), Science (2003) and History and Social Science (2001) and WIDA English Language Proficiency Standards: Grades PreK-5

Lesson plans and other resources for content and ESL teachers for each of the four language domains.

http://www.doe.virginia.gov/instruction/esl/standards_resources/wida_elp_sol_crosswalk_pk_5.pdf

Crosswalk of the Virginia Standards of Learning English (2002), Mathematics (2001), Science (2003) and History and Social Science (2001) and WIDA English Language Proficiency Standards: Grades 6-12

Lesson plans and other resources for content and ESL teachers for each of the four language domains and grades 6-12 clusters.

http://www.doe.virginia.gov/instruction/esl/standards_resources/wida_elp_sol_crosswalk_6_12.pdf

World-Class Instructional Design and Assessment English Language Proficiency Standards Companion Resource Document for Teachers and Administrators

The WIDA English Language Proficiency (ELP) Standards Companion Resource document has been prepared to support the implementation of the standards in Virginia. It contains the WIDA ELP Standards, language proficiency levels, performance definitions, and the formative and summative model performance indicators for each of the four language domains and five grade clusters.

http://www.wida.us/standards/Resource_Guide_web.pdf

Virginia Department of Education World-Class Instructional Design and Assessment (WIDA) ELP Standards Instructional Videos

The WIDA ELP Standards Instructional Videos provide a demonstration of activities that can be used to teach the WIDA ELP Standards. The modules represent key language functions contained throughout the WIDA ELP Standards.

http://www.doe.virginia.gov/instruction/esl/standards_resources/index.shtml#

Assessment

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®)

An English Language Proficiency assessment that for English Language Learners (ELLs) aligned to the WIDA English language proficiency (ELP) standards.

<http://www.wida.us/assessment/ACCESS/index.aspx>

Plain English Version of the Mathematics Standards of Learning Assessment for LEP Students

A plain English version of the mathematics Standards of Learning (SOL) assessment for grades three through eight and Algebra I is available for LEP students at the lowest levels of English language proficiency. The plain English versions assess the same content as the regular mathematics assessments but have language modifications.

http://www.doe.virginia.gov/testing/sol/released_tests/2006/test06_plainenglish_math6.pdf

Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program

This document provides information about the participation of Limited English Proficient students in Virginia's statewide assessment program.

http://www.doe.virginia.gov/testing/participation/lep_guidelines.pdf

Handbook for Educators of Students Who are English Language Learners with Suspected Disabilities

This document provides school divisions with assistance as they identify and assess students who are ELLs for possible eligibility for special education and related services.

http://www.doe.virginia.gov/instruction/esl/standards_resources/resources/handbook_educators.pdf

Parental Involvement

Best Practices for Inclusion of LEP Parents Guide in partnership with the US Department of Education Office of Civil Rights

The purpose of this document is to help school divisions develop parental involvement programs that are accessible to LEP parents, address their unique needs, and, ultimately, have a positive influence on LEP students' academic achievement. This document serves as a vehicle for school personnel working with LEP parents to share effective practices and network with other school divisions.

http://www.doe.virginia.gov/instruction/esl/standards_resources/resources/increasing_parent_involvement.pdf

Increasing Limited English Proficient (LEP) Parent Involvement

The purpose of this resource document is to help school divisions develop parental involvement programs that are accessible to LEP parents, address their unique needs, and ultimately, have a positive influence on LEP students' academic achievement.

http://www.doe.virginia.gov/instruction/esl/standards_resources/resources/increasing_parent_involvement.pdf

State and Federal Migrant Resources

Virginia Department of Education Title I, Part C, Web site:

http://www.doe.virginia.gov/federal_programs/esea/title1/part_c/index.shtml

Literacy Education And Reading Network (LEARN)

<https://www.migrantreadingnet.com>

Migrant Student Information Exchange (MSIX)

https://msix.ed.gov/sso/jsp/login.jsp?site2pstoretoken=v1.4~4607A99B~457E045A4ABF43A0322DC3208C55EF984482D7B86191721B948E3454EBD7AFE6DAFA0C19184047A2D1D6A374D7C94F10C1B52B4AE80B879230948B874B04D1BF127A10E420DAF8B56FC7C3175A3AF252D32B54949F9E30238E02C2A1CAD6B4AFC109672E7A7EA1444368A3F32CB632B828D614E64A24F77BEC87327EC36C0E24B803803CE1B0A8D15AB1D92F8A9116A695D24316DA0CC49750816C91F01F3CE9BCBC4276567EA84B&p_error_code=&p_submit_url=https%3A%2F%2Fmsix.ed.gov%2Fsso%2Fauth&p_cancel_url=https%3A%2F%2Fmsix.ed.gov&ssouusername=

The Office of Migrant Education, under the Office of Elementary and Secondary Education:

<http://www.ed.gov/about/offices/list/oese/ome/aboutus.html>

Title I, Part C, Migratory Education, Draft Non-Regulatory Guidance:

<http://www.ed.gov/programs/mep/mepguidance2010.doc>

Appendix B Terminology

COE – Certificate of Eligibility
COS – Continuation of Services
ELL – English Language Learner
ESL – English as Second Language
ESOL – English for Speakers of Other Languages
FERPA – Family Educational Rights and Privacy Act
GED – General Education Diploma
ID – Identification
ID&R – Identification and Recruitment
LEA – Local Education Agency
LQM – Latest Qualifying Move
MEP – Migrant Education Program
MSDC – Migrant Student Data Collection
MSIX – Migrant Student Information Exchange
NCLB – *No Child Left Behind Act of 2001*
NRG – Non-Regulatory Guidance
OME – Office of Migrant Education, Washington, DC
PAC – Parent Advisory Council
PTA – Parent Teacher Association
QAD – Qualifying Arrival Date
QC – Quality Control
SEA/State – State Educational Agency
USED – United States Department of Education