

ELIGIBILITY SCREENING TOOL

After the recruiter has introduced himself/herself to the parents and has explained the purpose of his/her visit, this eligibility tool may be used to screen for potential eligibility for the program prior to filling out the COE. Depending on the parent's responses to the questions below, the recruiters will know whether he/she should proceed with completing the COE.

Recruiters may often need to deviate from the questions below in order to clarify confusing eligibility-related issues or to probe for other relevant information.

- Where did you move from (city, state, country)?
 - Where did you move to (city, state, country)?

- Who moved?
 - Did a child younger than 22 move with you?
 - Did a child younger than 22 move to join you?
 - Was the worker younger than 22 (a self eligible youth)?

- When was the most recent time the children in your family moved (month, year)?

- Has your family (or part of your family) ever moved across a school district boundary due to economic necessity?

- Why did you make that move?
 - What kind of work were you seeking?
 - Were you specifically seeking temporary or seasonal agriculturally-related work?
 - What kind of work did you obtain?
 - If the work obtained was not in agriculture, why not?

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A SAMPLE INTERVIEW PROCESS IN SPANISH

In many cases, prospective migrant family members do not speak English and the interview will need to be conducted in Spanish. The following is a sample of a Spanish interview.

Identifying Potential Leads

- The recruiter establishes possible leads from information obtained from the family survey (or any other effective tool for identification).
- Contact prospective migrant family to schedule a face-to-face interview with the parent/worker. These interviews may take place at the prospective migrant family's home or school district, or within the community.

The Screening Process

- After briefly introducing him/herself and explaining the program, the recruiter may choose to use the Eligibility Screening Tool to determine if the family could be eligible for the MEP. The following sample for the introduction may be used:

Buenos días (Buenas tardes, etc.). Mi nombre es María Mendoza, y como le expliqué cuando hablé con usted antes, yo represento al distrito escolar de _____ . ¿Es este todavía un momento oportuno para discutir si los servicios de nuestro programa podrían estar disponibles para sus hijos?

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

El Programa de Educación Migrante es un programa apoyado por fondos federales que ayuda a los hijos de trabajadores migrantes superar las dificultades asociadas con una vida migrante, para que tengan éxito en la escuela y en la transición a estudios universitarios o empleo después de graduarse.

Como le expliqué antes, recibimos su nombre por medio del distrito porque usted llenó un cuestionario en donde indicó que, dentro de los tres últimos años, y ustedes hicieron trabajo en la agricultura

dentro esta época. Si me permite, ¿podría hacerle algunas preguntas acerca del trabajo que hicieron?

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

The Interview Process

As the recruiter conducts the interview, he/she may choose to begin completing sections A or B of the COE in the order that seems most efficient.

- The recruiter may begin by entering the names and enrollment information of the **children who actually traveled** with or joined the worker.

¿Quiénes de sus hijos viajaron para acompañar o para reunirse con el trabajador? (o ¿Cuál(es) niño(s) viajaron solos?)

- Gather and enter information regarding **family data**.

Ahora necesito documentar la información relacionada con los padres, como sus nombres, su dirección y su número de teléfono.

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

¿Cuál fue el propósito de su viaje?

- If one of the purposes of the move was to find agriculture or fishing work, then proceed with the interview.
- If the worker moved with no specific intent to find work in a particular job, ask: “*Qué tipo de trabajo encontró?*” If the work is potentially qualifying (agricultural/fishing work), then ask the following: “*Qué tan pronto después de que se mudó, encontró este trabajo?*” If work was found within 30 days after the move, then proceed with the interview.
- If the worker indicates that he/she had specific intent to obtain work that does not qualify for the MEP (e.g., construction, restaurant, landscaping, etc.), then he/she does

not qualify for the MEP. At this point, it is time to end the interview (See Section 1: Child Eligibility, page 1.16 for explanation).

- **Establish TO and FROM Information** surrounding the move and the **Qualifying Arrival Date (QAD)**.

¿DE dónde y PARA dónde viajaron para buscar trabajo en la agricultura o en la pesca?

¿Recuerda usted la fecha cuando LLEGARON al lugar/ciudad/pueblo en dónde estaba el trabajo?

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

¿Cuándo empezó el trabajo y cuándo terminó? ¿Fue este el único empleo que hizo?

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

¿Qué tipo de trabajo encontró?

- **Establish the date when the family arrived at the school district.**

¿Cuándo llegaron a este distrito escolar?

If the work was sought but was not obtained, gather and document as many details as possible regarding: “Why wasn’t the work done?;” “What type of work were you looking for?” This information will be needed as documentation for the eligibility determination.

¿Por qué no pudo obtener el trabajo?

If a family **does not** have a **history of migrancy on NGS**, ask about all the moves the family has made. Again, this information will be needed to document the eligibility determination.

Además de la labor que estamos discutiendo hoy, ¿Alguna vez ha hecho cualquier otro trabajo agrícola?

¿Qué tipo de trabajo hizo?

¿A qué otros lugares se mudaron?

¿Cuáles fueron las fechas de sus mudanzas?

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

¿Qué otros trabajos ayudan a mantener a la familia?

List each worker and the type of work done. (See Section 2: COE, page 2.29 for instructions on how to complete the COE Supplemental Documentation Form).

Closing the Interview

- **Review information** entered on COE with the parent.
- **Explain the Family Educational Rights and Privacy Act (FERPA)** before obtaining a signature.

The following conditions and FERPA Rights must be explained to parents:

1. The parents' right to have access to and inspect their child's education records. [*Tiene el derecho de tener acceso a los documentos educacionales de su hijo/a*];
2. The parents' right to seek to have the records attended. [*Tiene el derecho de pedir que enmienden (cambien) los documentos de su hijo/a*];
3. The parents' right to consent prior to the disclosure of information from education and health records. [*Tiene el derecho de dar o no dar su permiso antes que la información de los documentos sobre la educación o la salud de su hijo/a sea revelada con otras organizaciones.*] (See pages 4.17-4.22 of Section 4: Recruiter Tools & Resources for more detailed information regarding FERPA.)

SAY...

La información que nos ha proporcionado es confidencial. Al firmar el COE, usted nos da su consentimiento para inscribir a sus hijos en el Programa Migrante de Texas y para compartir información de sus hijos con otras agencias educativas y de salud. FERPA le da el derecho para acceder los documentos educacionales de sus hijos y de ponerlos al día cuando usted lo pida.

- **Obtain a signature** from parent.
- **Interviewer signs** the COE on the same date of the interview.
- **Explain** that the COE will be reviewed and, after a determination of eligibility is made, the parent will be contacted and will receive a copy of the COE.

Si califican para el programa, sus hijos, posiblemente, podrán recibir servicios tales como: inscripción en el programa de almuerzo gratis, tutoría educativa, evaluaciones dentales o de salud y la transferencia de documentos educativos o de salud a otras escuelas cuando sea necesario.

Muchísimas gracias por su tiempo. Me pondré en contacto con usted tan pronto se haga una determinación. Mucho gusto en conocerla(lo).

Before You Say Goodbye

After the recruiter has completed filling out the COE and COE Supplemental Documentation Form as needed and is ready to say goodbye to the parent/guardian, he/she should take a minute to make sure that he/she has done the following:

- Explained the function of the New Generation System (NGS), the Migrant Student Information Exchange (MSIX) and the benefits of the MEP.
- Informed the parent/guardian of his/her rights under the Family Educational Rights and Privacy Act of 1974 (FERPA).
- Documented all information, including Comments, on the COE and on the COE Supplemental Documentation Form.
- Reviewed the COE(s) for completeness and accuracy while still at the site.
- Obtained the parent/guardian signature.
- Answered questions or taken note of any questions and indicated that the answers will be provided promptly.
- Asked the family for the names of other prospective migrant families who might have come to the area to work in qualifying activities.

- Explained to the parent/guardian the MEP services available at the district, and asked the parent to identify possible educational and support services needed by the child.
- Explained the Migrant Parent Advisory Council (PAC) and encouraged the parent/guardian to participate in the school's parental involvement activities.
- Thanked the family for their time and information and explained that a copy of the COE(s)—after it has been reviewed and signed by the Designated SEA Reviewer—will be returned or mailed to the parent/guardian.
- Leave the name and telephone number of the MEP contact person at the school district in case the family may have questions or concerns.

SPANISH CERTIFICATE OF ELIGIBILITY (COE)

Families interviewed by recruiters may wish to know specifically the kind of information that is collected on the COE. The following tool is a COE translated into Spanish for use with Spanish-speaking families. It is *only* a resource and it is not meant to replace the official COE in English.

Recruiters may choose to show a copy of this resource tool to families after determining the family's eligibility and completing the COE. Keep in mind that a recruiter should never fill in the blanks of the COE without first determining the family's eligibility. The purpose of the Spanish COE is to assist the recruiter in explaining the information he/she has just taken.

For this reason, recruiters must ensure that families understand that it is the *recruiter*, not the family, who is responsible for completing the COE and ensuring that the information contained in the COE is accurate.

Note: This Spanish COE resource tool may not be used for any purpose other than to provide information to potential migrant families.

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TEXAS EDUCATION AGENCY
Programa de Educación Migrante
Certificado de Elegibilidad (COE)
 COE ___ de ___

(4) Nombre de la Madre Actual (Apellido, Nombre): _____
 (5) Número de Identificación de la Madre Actual: _____
 (6) Número de Identificación del Padre: _____

RECURSO

(1) Año Escolar: 20 ____ – 20 ____
 (2) Distrito Escolar: _____
 (3) Teléfono del Programa Migrante: () _____

A. DATOS DE LA FAMILIA

(1) Padre/Encargado Actual (Apellido, Nombre): _____ (2) Madre/Encargada Actual (Apellido, Nombre): _____
 (3) Padre/Encargado Legítimo (si es diferente del actual) / Madre/Encargada Legítima (si es diferente de la actual) _____ (4) Distrito de Origen: _____
 (5) Domicilio Actual: Ciudad: _____ Estado: _____ Código Postal: _____ Tel.: () _____
 (6) Domicilio Permanente: Ciudad: _____ Estado: _____ Código Postal: _____ Tel.: () _____
 El(Los) menor(es) que aparece(n) en este formulario llegó (llegaron) al presente distrito escolar (7) Fecha de residencia (MM/DD/AA) desde (8) Ciudad Estado País

B. DATOS DEL MENOR

(1) ID de la escuela	(2) Menor – Número de NGS	(3) Nombre(s) del (de los) Menor(es) Primer Apellido	Segundo Apellido	Sufijo	Primer Nombre	Segundo Nombre	(4) Menor – Número de PEIMS	(5) Sexo	(6) Et.	(7) Raza	(8) PM	(9) Fecha de Nacimiento	(10) Código	(11) Lugar de Nacimiento Ciudad/Estado/País	(12) Matrícula	(13) Grado

C. MUDANZA Y TRABAJO QUE DAN DERECHO AL PROGRAMA DE EDUCACION MIGRANTE (MEP)

(1) El(Los) menor(es) que aparece(n) en este formulario se mudó (mudaron) de un domicilio en _____ Distrito escolar / _____ Ciudad / _____ Estado / _____ País a un domicilio en _____ Distrito escolar / _____ Ciudad / _____ Estado.

(2) El(Los) menor(es) se mudó (mudaron) (llene tanto a. como b.):
 a. por su cuenta como trabajador, con el trabajador, para unirse o preceder al trabajador.
 b. El trabajador, _____ Nombre y apellido del trabajador, es el menor o es el/la padre/madre esposo(a) encargado(a) del menor.
 i. (Si se ha marcado “para unirse o preceder” en el 2a, llene esta línea.) El trabajador se mudó el _____ MM/DD/AA.
 El(Los) menor(es) se mudó (mudaron) el _____ MM/DD/AA. (escriba comentario)

(3) La fecha de llegada que da derecho al MEP fue _____ MM/DD/AA.

(4) El trabajador se mudó debido a necesidad económica para obtener:
 a. trabajo que da derecho al MEP, y obtuvo tal trabajo, cualquier trabajo, y obtuvo trabajo que da derecho al MEP poco después de la mudanza, específicamente trabajo que da derecho al MEP, pero no obtuvo tal trabajo. Si el trabajador no obtuvo el trabajo que da derecho al MEP:
 i. El trabajador tiene una historia de mudanzas para obtener trabajo que dan derecho al MEP (escriba comentario), Existen otras pruebas creíbles de que el trabajador buscó activamente trabajo que da derecho al MEP, poco después de la mudanza (escriba comentario).

(5) El trabajo que da derecho al MEP,* _____ describa el trabajo agrícola o de pesca _____, fue (llene tanto a. como b.):
 a. por estación empleo temporal
 b. agrícola trabajo de pesca _____ *Marque, si corresponde: subsistencia personal (escriba comentario)

(6) (Si se ha marcado “temporal” en #5a, llene este número.) Se determinó que el trabajo era temporal basado en:
 a. declaración del trabajador (escriba comentario), declaración del empleador (escriba comentario), documentación estatal para _____ Empleador _____

D. NECESIDAD ECONOMICA La familia se mantiene solamente del trabajo migrante. Favor de ver el COE SDF.

E. COMENTARIOS (Deben incluirse 2bi, 4c, 5, 6a y 6b de la “Sección de mudanza y trabajo que dan derecho al MEP,” si corresponde.) Favor de ver los COMENTARIOS adjuntos.

F. FIRMA DEL PADRE/MADRE/ENCARGADO(A)/ESPOSO(A)/TRABAJADOR(A)
 Entiendo que este formulario tiene por propósito ayudar al Estado a determinar si el(los) menor(es) que aparece(n) en este formulario tiene(n) derecho al Programa de Educación Migrante (MEP, por sus siglas en inglés) del Título I, Parte C. A lo mejor de mi conocimiento, toda la información que di al entrevistador es la verdad.
 Las reglas para calificar como trabajador migratorio, servicios disponibles, el sistema de transferencia de archivos (NGS), y el Acta del Derecho a Privacidad de Familia (FERPA) se me han explicados. Por la presente autorizo al distrito escolar, la Agencia de Educación de Texas, el Sistema Nueva Generación (NGS) y el Intercambio de Información para los Estudiantes Migrantes (MSIX) a ceder, transferir, y/o recibir los registros de educación y salud de mi hijo(a), incluyendo registros de inmunización, para/de otras escuelas y agencias educacionales. Con la posibilidad de poder calificar para servicios adicionales educativos, de salud y sociales, doy mi expreso consentimiento para que la información específica de mi hijo(a) y/o de nuestra familia, incluyendo nombre del estudiante/del padre, la dirección, el número de teléfono, la fecha de nacimiento del estudiante, y la fecha de inscripción del estudiante en el distrito/la escuela, de otra manera confidencial bajo la provisión de FERPA, pueda ser cedida/transferida a organizaciones que pertenecen al NGS-estados en consorcio que proveen servicios bajo la égida de lo siguiente: proyectos especiales del Programa Migrante en Texas, el College Assistance Migrant Program (CAMP), el High School Equivalency Program (HEP), Head Start, el Texas Migrant Council, el Departamento de Servicios Humanos de Texas, el Departamento de Salud de Texas, y fondos destinados a comunidades estatales y federales y clínicas de salud para migrantes asociadas con el Centro Nacional para la Salud del Agricultor. Para una lista de las entidades ya mencionadas, favor de ver el reverso del Certificado de Elegibilidad (COE).
 (1) _____ Firma (2) _____ Parentesco con el(los) menor(es) (3) _____ Fecha (MM/DD/AA)

(4) Idioma utilizado para explicar el contenido de este documento: INGLÉS ESPAÑOL OTRO (especificar): _____
 (5) Lugar de Entrevista: Visita al Hogar Visita a la Oficina Otro (especificar): _____

G. CERTIFICACION DE CUMPLIMIENTO CON LOS REQUISITOS
 Certifico que basado en la información que se me proporcionó, la cual se refleja en todos los aspectos pertinentes anteriormente expuestos, estoy convencido de que estos menores son menores migratorios según éstos se definen en 20 U.S.C. 6399(2) y la reglamentación ejecutora, y por tanto en tal calidad tienen derecho a recibir los servicios del MEP. Por este acto hago constar que, a mi leal saber y entender, la información es verídica, confiable y válida y entiendo que cualquier declaración falsa que se haya hecho en el presente está sujeta a una multa o el encarcelamiento conforme a 18 U.S.C. 1001.
 Certifico que he recibido la capacitación para determinar la elegibilidad de un migrante y los tipos de servicios disponibles para esta familia por medio del MEP y de otras agencias en la comunidad.
 (1) _____ Firma del Entrevistador (2) _____ Fecha (MM/DD/AA)
 (3) _____ Firma del Revisor Designado de la SEA (Agencia de Educación del Estado) (4) _____ Fecha (MM/DD/AA)

H. VERIFICACION DE RESIDENCIA CONTINUA (1 de septiembre – 31 de agosto)

(1) Período del Informe	(2) Fecha de Verificación de Residencia	(3) Método Usado	(4) Persona Entrevistada	(5) Firma de Persona Entrevistada	(6) Firma del Representante del Distrito o Centro Educativo/ Fecha

Línea Nacional de Ayuda para Familias Migrantes 1-800-234-8848

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SURNAMES WITH SIMILAR SPELLINGS

To avoid the duplication of name records on the NGS, ensure that you have entered family surnames correctly. The following are examples of surnames that may have slight variations in spelling.

<u>Surname</u>	<u>Alternate Spelling(s)</u>	<u>Surname</u>	<u>Alternate Spelling(s)</u>
A		DE LA GARZA	DELA GARZA, DELAGARZA
ABELDANO	AVELDANO	DE LA PENA	DELA PENA, DELAPENA
AGUIRRE	AQUIRRE	DE LA TORRE	DELA TORRE, DELATORRE
ALANIZ	ALANIS	DELGADILLO	DELGA DILLO
ALONZO	ALONSO	DELGADO	DEL GADO
ALVARADO	ALBARADO	DE LEON	DELEON
ALVAREZ	ALBAREZ, ALVARES	DEL BOSQUE	DELBOSQUE
AMBRIZ	AMBRIS	DIAZ	DIAS
ANCISO	ANCIZO, ANSIZO		
AREVALO	AREBALO	E	
ARMENDARIZ	ARMINDARIS	ECHAVERRIA	ECHEBARRIA
ARREAGA	ARIAGA	EGUIA	EQUIA
ARVIZU	ARVISU	ELIZONDO	ELISONDO
ARZOLA	ARSOLA	ESPARZA	ESPARSA
AVILA	ABILA	ESPERIQUETA	ESPIRIQUETA
		ESPINOZA	ESPINOSA
B		ESQUIBEL	ESQUIVEL
BARBOZA	BARBOSA	EURESTE	URESTI
BARRAZA	BERAZA		
BARRON	BARON	F	
BAZALDUA	BASALDUA	FIGUEROA	FIGEROA
BAZAN	BASAN	FLORES	FLOREZ
BENITEZ	BENITES		
C		G	
CABALLERO	CAVALLERO	GAMEZ	GAMES
CARDOZA	CARDOSA	GODINEZ	GODINES
CARRANZA	CARANSA, CARANZA	GOMEZ	GOMES
CARRIZALES	CARRISALEZ	GONZALEZ	GONZALES
CASAREZ	CAZARES, CACERES	GOVEA	GOVELLA
CEBALLOS	CEVALLOS	GUTIERREZ	GUTIERRES
CEPEDA	ZEPEDA		
CERRILLO	CIRELOS	H	
CERVANTES	SERVANTES	HERNANDEZ	HERNANDES
CORTEZ	CORTES		
COVARRUBIAS	COBARRUVIAS	I	
		IBARRA	YBARRA
D		J	
DE LA CRUZ	DELA CRUZ, DELACRUZ	JAIMES	JAIME
DE LA FUENTE	DELA FUENTE, DELAFUENTE	JIMENEZ	JIMENES

L		R	
LEDESMA	LEDEZMA	RAMIREZ	RAMIRES
LLANES, LLANEZ	YANES, YANEZ	RESENDEZ	REZENDEZ
LOPEZ	LOPES	RINCON	RINCONES
		RIOJAS	ROJAS
M		RIVAS	RIBAS
MANDES	MANDEZ	RODRIGUEZ	RODRIGUES
MANZANO	MANSANO	ROMAN	RAMON
MARES	MAREZ	ROSALEZ	ROSALES
MARROQUIN	MAROQUIN	RUBALCADA	RUBALCABA, RUBALCAVA
MENDEZ	MENDES	RUIZ	RUIS, REESE
MENDOZA	MENDOSA		
MEZA	MESA	S	
MONCIBAIZ	MONSIBAIS, MONCIVAIZ	SAAVEDRA	SAVEDRA, SABEDRA
MONTALVO	MONTALBO	SANDOVAL	SANDOBAL
MUNOZ	MUNOS	SAUCEDA	SAUSEDA, SAUCEDO, SAUSEDO
MUSQUIZ	MUSQUIS	SERRATO	ZERRATO
		SOLIZ	SOLIS
N		SOSA	SOZA
NARVAIZ	NARVAIS, NARVAEZ		
NAVAREZ	NEVAREZ, NEVARES	T	
NUNEZ	NUNES	TAMEZ	TAMES
		TAVAREZ	TABAREZ
O		TELLES	TELLEZ
OLGUIN	OLQUIN	TORRES	TORREZ
OLIVAREZ	OLIVARES	TOVAR	TOBAR
OLIVERA	OLIVIERA, OLIBERA	TURRABIATE	TURRIVIAE
OROZCO	OROSCO		
ORTIZ	ORTIS	U-V	
OZORNIO	OSORNIO	UVALLE	OVALLE
OZUNA	OSUNA	VALADEZ	VALADES
		VALDEZ	VALDES
P-Q		VALDIVEZ	VALDIVIEZ, BALDIBIEZ
PACHECO	PACHERO, PECHERO	VASQUEZ	VASGUEZ, VAZQUEZ
PAREDES	PAREDEZ	VELASGUEZ	VELASQUEZ, VELAZGUEZ, VELAZQUE
PECINA	PESINA	VIDAURRI	VIDAURI
PEDRAZA	PEDRASA	VILLALOBOS	VILLALOVOS
PENA	PINA	VILLARREAL	VILLAREAL
PERALEZ	PERALES		
PEREZ	PERES	Y	
PICASSO	PICAZO	YBARRA	IBARRA
PIZANA	PIZANO		
		Z	
QUEZADA	QUESADA	ZAMABRANO	SAMBRANO
QUIROZ	QUIROS	ZARAGOZA	ZARAGOSA, SARAGOZA

STATE TERRITORIES AND POSSESSIONS: CODES AND ABBREVIATIONS

Name	Abbreviation	Name	Abbreviation
USA		Virgin Islands	VI
Alabama	AL	Washington	WA
Alaska	AK	West Virginia.....	WV
Arizona	AZ	Wisconsin.....	WI
Arkansas.....	AR	Wyoming.....	WY
California.....	CA		
Canal Zone	CZ	CANADA	
Colorado	CO	Alberta	AB
Connecticut.....	CT	British Columbia..	BC
Delaware.....	DE	Manitoba	MB
District of Columbia.....	DC	New Brunswick ...	NB
Florida.....	FL	Newfoundland.....	NF
Georgia	GA	Northwest Territories.....	NT
Guam.....	GU	Nova Scotia.....	NS
Hawaii.....	HI	Ontario	ON
Idaho.....	ID	Prince Edward Island.....	PE
Illinois.....	IL	Province of Quebec	PQ
Indiana	IN	Saskatchewan.....	SK
Iowa	IA	Yukon Territory ...	YT
Kansas	KS		
Kentucky	KY	MEXICO	
Louisiana	LA	Aguascalientes....	AG
Maine	ME	Baja California Norte.....	BN
Maryland.....	MD	Baja California Sur	BS
Massachusetts....	MA	Campeche.....	CM
Michigan	MI	Chiapas.....	CS
Minnesota	MN	Chihuahua.....	CH
Mississippi	MS	Coahuila.....	CU
Missouri	MO	Colima.....	CL
Montana	MT	Distrito Federal....	DF
Nebraska	NE	Durango	DG
Nevada	NV	Guanajuato	GT
New Hampshire ..	NH	Guerrero.....	GR
New Jersey.....	NJ	Hidalgo.....	HG
New Mexico	NM	Jalisco.....	JA
New York	NY	Mexico (State).....	MX
North Carolina....	NC	Michoacan.....	MC
North Dakota.....	ND	Morelos	MR
Ohio	OH	Nayarit	NA
Oklahoma	OK	Nuevo Leon.....	NL
Oregon	OR	Oaxaca.....	OA
Pennsylvania	PA	Puebla.....	PU
Puerto Rico	PR	Querétaro.....	QE
Rhode Island.....	RI	Quintana Roo.....	QI
South Carolina....	SC	San Luis Potosí ...	SL
South Dakota.....	SD	Sinaloa.....	SI
Tennessee.....	TN	Sonora	SO
Texas	TX	Tabasco	TB
Utah	UT	Tamaulipas	TM
Vermont	VT	Tlaxcala.....	TL
Virginia.....	VA	Vera Cruz.....	VE
		Yucatán.....	YU
		Zacatecas	ZA

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FERPA

Section F. of the COE, Parent/Guardian/Spouse/Worker Signature, refers to the Family Educational Rights and Privacy Act (FERPA), which each recruiter must explain before obtaining a parent's, guardian's or student's signature. The following several pages provide:

- A larger-print version of the statement of consent under FERPA, as included in Section F. of the official COE;
- A larger-print version of the FERPA consent statement translated into Spanish, which may be helpful in explaining this portion of the COE to parents or students who are limited in English; and
- A more detailed explanation of FERPA and of why a parent's or student's consent to share information is necessary for the Migrant Education Program.

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Statement of Consent under FERPA

The following statement is taken directly from Section F. PARENT/ GUARDIAN/ SPOUSE / WORKER SIGNATURE, as printed on the official COE.

The rules for migrant eligibility, services, student record transfer, and the Family Educational Rights and Privacy Act (FERPA) have been explained to me.

I hereby authorize this school district, the Texas Education Agency, the New Generation System (NGS) and the Migrant Student Information Exchange (MSIX) to release, transfer, and/or receive my child's educational and health records, including immunization records and standardized test results, to/from other schools and educational agencies. In order to possibly qualify for more educational, health, or social services, I further consent that student/family information, including student/parent name, address, phone number, student date of birth, and student district/campus enrollment, otherwise confidential under the provisions of FERPA, may be shared with organizations in NGS-consortium states that provide services under the aegis of the following: the special projects of the Texas MEP, the College Assistance Migrant Program (CAMP), the High School Equivalency Program (HEP), Head Start, the Texas Migrant Council, the Texas Health and Human Services Commission (HHSC), the National Center for Farmworker Health and state- and federally-funded community and migrant health centers. For a listing of entities referred to above, see reverse side of COE.

Statement of Consent under FERPA – Spanish Translation

For recruiters' convenience, the Spanish translation for Section F is as follows:

Las reglas para calificar como trabajador migratorio, servicios disponibles, el sistema de transferencia de archivos (NGS) y el Acta del Derecho a Privacidad de Familia (FERPA) se me han explicado.

Por la presente autorizo al distrito escolar, la Agencia de Educación de Texas, el Sistema Nueva Generación (NGS) y el Intercambio de Información para los Estudiantes Migrantes (MSIX) a ceder, transferir, y/o recibir los registros de educación y salud de mi hijo, incluyendo registros de inmunización, para/de otras escuelas y agencias educacionales. Con la posibilidad de poder calificar para servicios adicionales educativos, de salud y sociales, doy mi expreso consentimiento para que la información específica de mi hijo y/o de nuestra familia, incluyendo nombre del estudiante/del padre, la dirección, el número de teléfono, la fecha de nacimiento del estudiante, y la fecha de inscripción del estudiante en el distrito/la escuela, de otra manera confidencial bajo la provisión de FERPA, pueda ser cedida/transferida a organizaciones que pertenecen al NGS-estados en consorcio que proveen servicios bajo la égida de lo siguiente: proyectos especiales del Programa Migrante en Texas, el College Assistance Migrant Program (CAMP), el High School Equivalency Program (HEP), Head Start, el Texas Migrant Council, la Comisión de Salud y de Servicios Humanos de Texas (HHSC), y fondos destinados a comunidades estatales y federales y clínicas de salud para migrantes asociadas con el Centro Nacional para la Salud del Agricultor. Para una lista de las entidades ya mencionadas, favor de ver el reverso del Certificado de Elegibilidad (COE).

Understanding FERPA

What is FERPA?

The **Family Educational Rights and Privacy Act (FERPA) of 1974** is a Federal law which:

- Protects the privacy of student education records (20 U.S.C. 1232g; 34 C.F.R. Part 99);
- Applies to all schools and educational agencies that receive funds under an applicable program of the U.S. Department of Education.
- Gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. These students are referred to as "eligible students."
- Requires that educational agencies and institutions adopt a policy regarding how they meet the requirements of FERPA (34 CFR 99.6), and how they notify parents and eligible students annually of the above-mentioned rights (34 CFR 99.7).

What rights does FERPA provide?

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

1. Parents or eligible students have the right to access and inspect the student's education records (99.10);
2. Parents or eligible students have the right to request that education records be corrected if they are found to be inaccurate or misleading (99.20);
3. Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's education record (99.30 and 99.36). However, FERPA allows schools to disclose those records, without consent, to certain parties under certain conditions, as discussed below.

Special MEP Consideration

One special consideration involving the Migrant Education Program is that FERPA allows for a student's education records to be shared with authorized representatives of state and local education authorities, without parent consent, if it is necessary in order to be in compliance with Federal legal requirements related to federally or state-supported programs [34 CFR 99.31 (a) (3) and 99.35 (a)]. Due to MEP requirements, it is permissible to disclose education records of migratory children or personally identifiable information from these records to authorized local and state education officials without the consent of the parent.

Why is parent consent under FERPA needed?

State and local education agencies are also required to promote interstate and intrastate coordination of services, including the transfer of pertinent school records for migratory children [Section 1304 (b) (3) of P.L. 107-110]. However, disclosure of this information to persons other than local education officials can only be made after obtaining prior written consent from the parent or eligible student. By including certain organizations (such as the Texas Migrant Interstate Program, the Texas Health and Human Services Commission, and many others) in Section F. of the Certificate of Eligibility (COE), this written consent is obtained when the parent signs the COE.

When obtaining the parent's signature on the COE, the recruiter should:

- Explain how the MEP works closely with other agencies in the community in order to provide migrant families more comprehensive services;
- Review the agencies listed in this section and explain that schools may share directory information only with the agencies listed on the back of the COE and that representatives may contact them in the future to offer them services;
- Explain how NGS collects and transfers academic and health information via the Internet whenever children migrate, and that MEP staff will be requesting TAKS, special needs, grades, and health data from the school to enter into NGS.
- Point out that all of this is done to provide migrant families the best possible comprehensive services available.

The Family Policy Compliance Office in the U. S. Department of Education has developed a model policy and model notification to assist MEPs in drafting an appropriate FERPA policy. Any questions about the requirements or the applicability of FERPA to the Migrant Education Program may be directed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5920
(202) 260-3887
www.ed.gov/policy/gen/guid/fpco

FERPA is further discussed in the Draft Non-Regulatory Guidance for Title I, Part C, Education of Migratory Children (October 23, 2003) document, in Chapter 6, paragraphs D7, D8 and D9. You can view this document at the following website: <http://www.ed.gov/programs/mep/legislation.html>

FERPA is fully explained in Section 444 of the General Education Provisions Act.

TEXAS FRESH PRODUCE AVAILABILITY CHART

The chart below (adapted from the Texas Department of Agriculture's Texas Fresh Produce Availability Chart) provides information regarding the months when fruits and vegetables are available in agricultural regions throughout Texas.

<u>Produce</u>	<u>WinterGarden Laredo-Eagle Pass</u>	<u>Coastal Bend</u>	<u>High Plains</u>	<u>Trans Pecos</u>	<u>Central Texas</u>	<u>East Texas</u>	<u>North Texas</u>	<u>Rio Grande Valley</u>
Apples	Jul-Oct	Jul-Oct	Jul-Dec	-	Jul-Oct	Jul-Oct	Jul-Oct	-
Blueberries	-	-	-	-	May-Jun	May-Jul	-	-
Broccoli	Nov-Apr	-	-	-	Nov-Jan	Apr-May Oct-Nov	Apr-May, Oct-Nov	Nov-Apr
Cabbage	Oct-Jun	Oct-May	Jul-Oct	Jun-Jul, Oct-Nov	Apr-Oct	May-Jun, Oct-Dec	Jun-Jul, Oct-Dec	Nov-Jun
Cantaloupes	Jun-Jul, Oct	Jun-Nov	Aug-Oct	Jun-Aug, Oct-Nov	Jun-Oct	Jun-Nov	Jun-Jul, Oct-Dec	May-Jun, Nov-Dec
Carrots	Dec-May	-	Aug-Dec	-	-	-	-	Dec-May
Celery	-	-	Sep-Oct	-	-	-	-	Dec-May
Cucumbers	Oct-Nov, Apr-Jun	May-Nov	Jul-Oct	-	Jun-Nov	Jun-Oct	Jun-Nov	Oct-Dec, Apr- Jun
Grapefruit	-	-	-	-	-	-	-	Oct-Apr
Green Onions	Mar-May, Oct-Dec	Mar-Jun, Oct- Dec	May-Oct	-	Apr-Jun	Apr-Jun, Oct-Dec	Apr-Jun, Oct- Dec	Nov-Apr

<u>Produce</u>	<u>Winter Garden Laredo-Eagle Pass</u>	<u>Coastal Bend</u>	<u>High Plains</u>	<u>Trans Pecos</u>	<u>Central Texas</u>	<u>East Texas</u>	<u>North Texas</u>	<u>Rio Grande Valley</u>
Greenhouse Vegetables	Jan-May, Oct-Dec	Jan-May, Oct-Dec	Jan-May, Oct-Dec	-	Jan-May, Oct-Dec	Jan-Dec	Jan-May, Oct-Dec	-
Greens**	Nov-Mar	Apr-May, Oct-Dec	Jun-Oct	-	Apr-May, Oct-Dec	Jan-Dec	Jun-Jul, Oct-Nov	Nov-Apr
Herbs	Year round	Year round	-	-	Year round	Year round	Year round	Oct-Apr
Honeydew Melons	Jun-Jul, Oct	-	Aug-Sep	Jun-Aug	Jul-Nov	Jun-Nov	-	May-Jun, Nov-Dec
Mushrooms	-	-	-	-	Year round	Year round	Year round	-
Onions	Apr-Jun	-	Jun-Aug	May-Sep	May-Aug	Jul-Sep		Mar-Jun
Oranges	-	-	-	-	-	-	-	Oct-Apr
Peaches	May-Aug	May-Aug	Jul-Sep	-	Jun-Aug	May-Sep	Jun-Aug	Apr-May
Peas, Field	Apr-Nov	Apr-Nov	Sep-Dec	-	May-Nov	May-Nov	May-Nov	Apr-Jun, Oct-Dec
Peppers, Bell	Nov-Dec	May-Jun, Oct-Dec	Aug-Oct	-	-	May-Jun, Oct-Dec	May-Jun, Oct-Nov	Oct-Jan

<u>Produce</u>	<u>WinterGarden Laredo-Eagle Pass</u>	<u>Coastal Bend</u>	<u>High Plains</u>	<u>Trans Pecos</u>	<u>Central Texas</u>	<u>East Texas</u>	<u>North Texas</u>	<u>Rio Grande Valley</u>
Peppers, Chili	Oct-Dec	May-Jun, Oct-Dec	Aug-Oct	Jul-Sep	May-Jul	May-Jun, Oct-Dec	May-Jun, Oct-Nov	Oct-Jan
Potatoes	Apr-Jun	-	Jun-Oct	May-Jul	-	May-Jun	May-Jun	Mar-May
Pumpkins	-	-	Oct-Dec	-	Sep	Sept-Nov	Sep-Dec	-
Spinach	Nov-Mar	-	-	-	Apr-May	-	-	Dec-Mar
Squash***	Apr-Jun, Oct-Nov	May-Nov	Jul-Nov	-	May-Nov	May-Nov	May-Nov	Oct-Jan, Apr-May
Sweet Potatoes	-	-	-	Aug-Sep	Aug-Dec	Aug-May	-	-
Tomatoes	May-Jun, Oct-Dec	May-Jun, Oct-Nov	Aug-Oct	Jun-Nov	May-Jun	Jun-Oct	Jun-Aug	Nov, May-Jun
Turnips	Dec-May	-	Jun-Dec	-	Sep-May	Apr-May, Oct-Nov	-	Nov-Apr
Watermelons	Jun-Jul, Oct-Nov	Jun-Jul	Aug-Oct	Aug-Oct	Jun-Oct	Jun-Sep	Jul-Sep	May-Jun, Oct-Nov

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MIGRANT-RELATED INTERNET RESOURCES

Texas MEP Website

Division of NCLB Program Coordination
Texas Education Agency
<http://www.tea.state.tx.us/nclb>
(Select Title I, Part C – Migrant)

Up-to-date information is available online according to the following topics:

- Program Information
- Identification & Recruitment (ID&R)
- New Generation System (NGS)
- State Parent Advisory Council (PAC)
- Special Projects
- Texas MEP Directory
- Calendar of Events
- Rio Grande Valley Migrant Counselors' Directory
- Weekly MEP Listserv
- Resources & Services

Other Internet Resources

211 Texas Information & Referral Network: Dial 2-1-1
(A national network provided by the Health and Human Services Commission)
www.211Texas.org

Association for Migrant Educators of Texas (AMET)
<http://www.ametx.org>

Crops of Texas
<http://aggie-horticulture.tamu.edu/extension/TexasCrops/index.html>

ESCORT National Migrant Education Hotline: Dial 1-800-234-8848
Eastern Stream Center on Resources and Training (ESCORT)
<http://www.escort.org>

Geneseo Migrant Center
<http://www.migrant.net>

Local Harvest
(This site allows you to search for growers and products in your area.)
<http://www.localharvest.org/>

Migrant Labor Housing Facilities
Texas Department of Housing and Community Affairs
<http://www.tdhca.state.tx.us/migrant-housing/index.htm>

Migrant Student Information Exchange (MSIX)
<http://msix.ed.gov>

Motivation Education and Training, Inc. (MET, Inc.)
(Operates a National Farmworker Jobs Program (NFJP) in five states,
including Texas, Louisiana, Minnesota, North Dakota and Wyoming)
<http://www.metinc.org>

National Center for Farmworker Health, Inc.
<http://www.ncfh.org>

New Generation System (NGS)
<http://ngsmigrant.com>

Rand McNally Mileage Calculator
<http://www.randmcnally.com/rmc/directions/dirGetMileageInput.jsp?cmtty=0>

Texas Commodities
(A planting and harvesting calendar by commodity and area)
Texas Cooperative Extension, the Texas A&M University System
<http://agnews.tamu.edu/comcal>

Texas Health Steps Health Service Regions
Texas Department of State Health Services (DSHS)
<http://www.dshs.state.tx.us/thsteps/regions.shtm>

Texas Migrant Interstate Program (TMIP)
<http://www.psj.tmip.schoolfusion.us/>

University of Texas Migrant Student Graduation Enhancement Program
<http://www.utexas.edu/cee/dec/migrant>

U.S. Department of Agriculture (USDA)
(A source for agricultural charts and maps)
http://www.nass.usda.gov/Charts_and_Maps

U.S. Department of Health and Human Services
The Health Center Program: Special Populations, Migrant Health Centers

<http://bphc.hrsa.gov/about/specialpopulations/index.html>

COMMON MIGRANT-RELATED ACRONYMS

ADA	Average Daily Attendance
CAMP	College Assistance Migrant Program
CFR	Code of Federal Regulations
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EDGAR	Education Department General Administrative Regulations
ESC	Education Service Center (“Service Center”)
ESEA	Elementary and Secondary Education Act
FERPA	The Family Educational Rights and Privacy Act of 1974
FTE	Full-time Equivalent
GED	General Educational Development
HEP	High School Equivalency Program
HHSC	Health and Human Services Commission
IASA	Improving America’s School Act
ICR	Initial Compliance Review
ID	Identification
ID&R	Identification and Recruitment
LEA	Local Education Agency
LEP	Limited English Proficient
LNA	Local Needs Assessment
LOA	Local Operating Agency
MEP	Migrant Education Program
MOU	Memorandum of Understanding
MSIX	Migrant Student Information Exchange
NCES	National Center for Education Statistics
NCLB	No Child Left Behind
NGS	New Generation System

NRG	Non-regulatory Guidance
OIG	Office of Inspector General
OMB	Office of Management and Budget
OME	Office of Migrant Education
PAC	Parent Advisory Council
PBMAS	Performance-Based Monitoring Analysis System
PEIMS	Public Education Information Management System
PFS	Priority for Service
PPE	Per Pupil Expenditure
QAD	Qualifying Arrival Date
SBOE	State Board of Education
SDF	Supplemental Documentation Form
SDP	Service Delivery Plan
SEA	State Education Agency
SSA	Shared Services Arrangement
SSID	Short School Identifier
TAKS	Texas Assessment of Knowledge and Skills
TEA	Texas Education Agency (or “Agency”)
TEC	Texas Education Code
TMIP	Texas Migrant Interstate Program
USDE	United States Department of Education
USID	Unique Student Identifier

GLOSSARY OF MIGRANT-RELATED TERMS

Agricultural Work	The production or initial processing of crops, dairy products, poultry or livestock, as well as the cultivation or harvesting of trees. It consists of work performed for wages or personal subsistence.
Audit Exception	Violation of a statute or regulation.
Certificate of Eligibility (COE)	The Certificate of Eligibility is the legal document used by the state to enroll eligible migrant children into the New Generation System.
COE Supplemental Documentation Form	This form is used to document additional information that supports eligibility determinations.
Comments	A recruiter should provide additional comments on a COE when circumstances require the recruiter to explain why he or she found a particular child to be eligible for the MEP.
Crop	Crop refers to a plant that is harvested for use by people or livestock.
Cultivating or the Harvesting of Trees	This activity refers to the soil preparation, planting, tending, pruning, felling and cutting of trees.
Dairying	“Dairying” or “dairy farming” refers to an industry in which dairy animals and products are produced and/or processed; as well as to milking cows, bringing cows in from pasture, cleaning pens and fence rows.
Data Entry Specialist	Specialist who enters information into NGS data bank at the terminal site.
Designated SEA Reviewer	The Designated SEA Reviewer is the person who is thoroughly trained by the ESC and whose primary role is to re-examine and verify the eligibility of the children listed on the COE.
Early Move	A move, made with the specific intention to seek or obtain qualifying work, occurring before the

qualifying work was available.

Eligibility Validation

A quality control process through which a representative sample of children is selected by the State for the re-interview process in order to determine the accuracy and completeness of recorded information on the COE and to ensure the specificity and legitimacy of the last qualifying move date and qualifying agricultural or fishing activities. The eligibility validation process occurs at the regional level after the COE has been entered into NGS.

ESC (Education Service Center)

An ESC receives funds to provide technical assistance to school districts that receive migrant funds and to serve as fiscal agent in regional Shared Services Agreements (SSAs) with districts that receive migrant funds but prefer to have their programs overseen by the ESC.

Family Survey

A tool used to identify and recruit migrant families.

Fish Farms

- A tract of water reserved for the raising or harvesting of fish or shellfish, such as crawfish, catfish, eels, oysters or clams;
- Locations where fish are artificially cultivated, rather than caught in open running water as they would be in the “catching of fish.”

When recording this activity on the COE, the recruiter should specify the type of fish being raised, the activity and the reference to a fish farm (e.g., raising catfish at fish farm).

Fishing Work

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

Follow-Up

To make contact to ensure that referral information was obtained and acted upon.

Homebase

The city/town which the worker considers the permanent address where he resides when not migrating.

ID&R Plan	A plan which details ID&R timelines, recruitment methods, strategies, etc., to be used to identify and recruit all migrant students on a year-round basis.
In Order to Obtain	When used to describe why a worker moved, means one of the purposes of the move is to seek or obtain qualifying work.
Informal Resources	Information that is shared through firsthand knowledge (e.g., job leads or names of other migrant families in the area).
Initial Processing	Working with a raw agricultural or fishing product, and transforming the raw product into a more refined product. U.S. Department of Agriculture (USDA) definition of processing includes cooking, baking, curing, heating, drying, mixing, grinding, churning, separating, extracting, slaughtering, cutting, fermenting, distilling, eviscerating, preserving, dehydrating, freezing, chilling, packaging, canning, jarring or otherwise enclosing food in a container. Working with a refined product is beyond “initial processing.”
Interviewer	An annually trained staff person responsible for identifying eligible migrant children into the MEP.
LEA (Local Education Agency)	The LEA receives funds from the Texas Education Agency to operate independent projects or to participate in Shared Services Arrangements with its regional Education Service Center.
Livestock	Livestock refers to any domestic animal produced or kept primarily for breeding or slaughter purposes; and beef and dairy cattle, hogs, sheep, rabbits, deer, goats and horses. Livestock does not include animals used for recreation or sport.
Livestock Production	Livestock Production refers to actively taking care of animals by herding, handling, feeding, watering, caring for, branding, tagging and assisting in the raising of livestock.

LOA (Local Operating Agency)

A local operating agency may be a local education agency (LEA), an institution of higher education (IHE) or other public or nonprofit agency.

Memorandum of Understanding (MOU)

A collaboration agreement between the MEP and the named entity where both parties agree to certain terms in order to provide services for migrant youth.

Migratory Agricultural Worker

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

Migratory Child

A migratory child is a migratory agricultural worker or a migratory fisher; or who, in the preceding 36 months, in order to accompany or join a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher-

- Has moved from one school district to another;
- In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
- As the child of a migratory fisher, resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence.

Migratory Fisher	A migratory fisher is a person who, in the preceding 36 months, has moved, [as defined in statute], from one school district to another, or from one administrative area to another within a State that is comprised of a single school district, in order to obtain temporary employment or seasonal employment in fishing work. This definition also includes a person who, in the preceding 36 months, resided in a school district of more than 15,000 square miles and moved, [as defined in statute], a distance of 20 miles or more to a temporary residence in order to obtain temporary employment or seasonal employment in fishing work.
Move or Moved	A change from one residence to another residence that occurs due to economic necessity. To qualify for the MEP, this move must be from one school district to another.
Non-Project District	A public school district that does not receive Migrant Education Program funding.
Personal Subsistence	The worker and his or her 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. The Texas MEP does not qualify families under this definition.
Poultry Production and Processing	Poultry Production and Processing refer to the raising of domestic fowl for flesh, eggs, feathers, down, breeding, and by-products; and the production and processing of chickens, turkeys, cornish hens, ducks, geese, quail, ostrich, emus, pheasant and dove.
Production	Production refers to working on farms, dairies, orchards, nurseries and greenhouses engaged in the production of crops, plants or vines; keeping, grazing, or feeding of livestock or livestock products for sale; engaging in the production of bulbs, flower seeds, and vegetable seeds; working in specialty operations such as sod farms, mushroom cellars and cranberry bogs [U.S. Department of Agriculture (USDA) definition].

Project District	A district that receives MEP funding to operate a migrant program. A project district can be either an independent district or the member of a Shared Services Arrangement (SSA).
Public Education Information Management System (PEIMS)	PEIMS contains student demographic and academic performance, personnel, financial and organizational information.
Qualifying Arrival Date (QAD)	The date the qualifying move was completed.
Qualifying Work	Qualifying work is temporary employment or seasonal employment in agricultural work or fishing work.
Quality Control	The process in which the states ensure that migrant children are correctly identified and recruited into the Migrant Education Program.
Recruiter	An annually trained staff person responsible for identifying eligible migrant children into the MEP.
Referral	The act of directing someone with a need to the appropriate resource for addressing that need.
Residency Date	Residency date is the first date of the student's arrival in the school district.
Residency Verification	The process conducted by an ESC or MEP funded school district to verify that each child listed on the COE resides in the district. Residency verification must be conducted between September 1 and November 1.
Reviewer	An annually trained staff person responsible for approving and verifying that the information on the COE supports a proper determination of eligibility.
SEA (State Education Agency)	All SEAs receive federal funds to operate programs under Title I, Part C – Education of Migratory Children.

Seasonal Employment	Employment in agriculture or fishing that occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year.
Shared Services Arrangement (SSA)	This is an agreement between two or more local education agencies (LEAs) and/or education service centers (ESCs) that provides services for the entities involved.
Soon After the Move	Signifies, for the Texas MEP, that the worker must obtain qualifying work within 30 days after the worker's arrival.
Temporary Employment	Employment in agriculture or fishing that lasts for a limited period of time, usually a few months, but no longer than 12 months.
The Family Educational Rights and Privacy Act of 1974 (FERPA)	This Act provides each family the right to access their child's records, and requires that the privacy of such records be protected.
Third-Party Source	A person or document used to provide credible information.
"To Join" Move	This is a qualifying move in which the worker and the children do not move together. The recruiter must document the different arrival dates and the reason for the child's later move or the worker's later move.
Work Sought But Not Obtained	A worker who did not obtain qualifying work soon after a move may be considered to have moved in order to obtain qualifying work only if the worker states that at least one purpose of the move was specifically to seek the qualifying work, and (i.) the worker is found to have a prior history of moves to obtain qualifying work; or (ii.) there is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available.

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