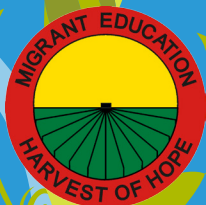


Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Migrant Education Program

Identification & Recruitment

HANDBOOK



Georgia Migrant Education Program Identification & Recruitment HANDBOOK

This handbook was produced by the Georgia Department of Education, Migrant Education Program with funds provided through Title I, Part C. The information included herein reflects Office of Migrant Education Policies and/or Procedures related to Identification and Recruitment.

In case of questions, contact the Georgia Migrant Education Program, State ID&R Coordinator at:
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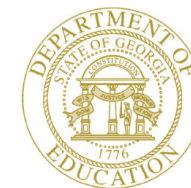
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Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Welcome to the Identification and Recruitment (ID&R) component of the Georgia Department of Education Migrant Education Program (GaMEP)

The purpose of this ID&R Handbook is to provide a tool to assist in the facilitation of accurate and efficient Identification and Recruitment (ID&R) of all eligible, but only eligible, migrant children present in the state, as it is required by Federal Regulations.

Federal Regulations require that before a child receives Migrant Education Program (MEP) services, his or her eligibility as a migrant child, according to the Migrant Child Federal Definition, must be established through a face to face interview. The child must be recruited as such which is the gathering of eligibility facts and the processing of all required documentation.

This handbook compiles federal regulations, state guidelines, procedures, and all instruments in place for the correct and professional implementation of all ID&R requirements of the GaMEP. The content is organized in six chapters which are clearly listed in the Table of Contents. As ID&R issues arise; read carefully the Table of Contents for the relevant topic and review the pertinent material.

If for any reason or circumstance, you need immediate assistance with an ID&R issue, please do not hesitate to contact me or any other GaMEP staff.

Best Regards,

Bernardo Sanchez-Vesga
State Identification and Recruitment Coordinator
Georgia Department of Education
Migrant Education Program
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Introduction

CHAPTER 1

ACRONYMS USED

AOS	Adolescent Outreach Specialist
CAMP	College Assistance Migrant Program
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
COEstar	Name of migrant database by TROMIK
COS	Continuation of Services
DO	Drop Out- students who terminated their education from a school in the U.S.
DOB	Date of Birth
EOE	End of Eligibility
FERPA	Family Educational Rights and Privacy Act
GADOE	Georgia Department of Education
HEP	High School Equivalency Program
ID&R	Identification and Recruitment
IP	Implementation Plan
LEA	Local Education Agency
MEA	Migrant Education Agency [Live Oak (1), Southern Pine (2), Piedmont (3)]
MAP	Migrant Action Plan
MEP	Migrant Education Program
MSIX	Migrant Student Information Exchange
NASDME	National Association of State Directors of Migrant Education
NCLB	No Child Left Behind
NRG	Non-Regulatory Guidance
OME	Office of Migrant Education
OSY	Out of School Youth-students who terminated their education in another country
P0-P5	Designation of a child's age before entering school grade levels
PAC	Parent Advisory Council
PFS	Priority for Service
QAD	Qualifying Arrival Date
RS	Resource Specialist
SEA	State Educational Agency (GADOE)
SSP	Supplemental Service Provider (Migrant Liaison at LEA level)

BACKGROUND INFORMATION

Georgia Migrant Education Program

Since migrant families move from school district to school district and state to state, their children's education is interrupted by withdrawing the children from one school and enrolling in another. Often, children will be in a district for a limited time span and will return to their home base or move to other areas where parents seek or obtain agriculture or fishing employment. These children represent many ethnic groups and may have limited English language skills. This, combined with irregular school attendance, poverty, often inadequate nutrition, poor housing and a high incidence of health problems, leads to low overall achievement and frustration, causing many children to drop out of school in their early teens. Congress established the National Migrant Education Program in 1966 in an effort to meet the special needs of these children.

COEstar

COEstar is a dedicated student data collection and information management system that can be implemented in multiple levels of an education enterprise. COEstar is designed to allow easy collection and storage of data collected on the Certificate of Eligibility (COE) designed for the Migrant Education Program and can be adapted to meet the individual needs of the education program. Data entered in COEstar are added to local databases and become available for immediate access. All data are stored in databases that are dynamically updated. COEstar runs on any computer, with a license, running Microsoft Windows XP or above. COEstar contains all necessary procedures to send and receive files using a modem or telephone lines, Internet E-mail, FTP, or LAN connections.

Identification and Recruitment

The Georgia Department of Education defines identification as "determining the presence and location of migratory children in the state", and defines recruitment as "to secure eligibility, enroll eligible children in the COEstar system, and consider relative needs in designing the statewide programs." It is ultimately the responsibility of the state education agency (SEA) to identify and recruit all eligible children. This responsibility is shared with the SEA's regional offices and local education agencies (LEAs).



Eligibility Criteria

CHAPTER 2

ELIGIBILITY CRITERIA

Federal Definitions***Migratory Child***

Very specific conditions define an eligible migratory child. This definition is extracted directly from the Federal Register dated July 28, 2008, and is to be used when certifying children to be served in the Title I, Part C Migrant Education Program.

A migratory child means:

A child who is, or whose parents, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or migratory fisher; and who, in the preceding 36 months moved, for economic necessity across school district lines on his/her own or to accompany such parent, spouse, or guardian in order to obtain or seek temporary or seasonal employment in agricultural or fishing work. The child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate (this means that the child is entitled to a free public education or is of an age below compulsory school attendance).

Migratory Agricultural Worker

A migratory agricultural worker is a person who, in the preceding 36 months, has moved for economic necessity from one school district to another in order to obtain temporary or seasonal employment in agricultural activities (including dairy work, poultry, etc.)

Agricultural Activity

An agricultural activity is any activity directly related to the production or processing of crops, dairy products, poultry, or livestock for initial commercial sale or personal subsistence.

Examples

Some examples of qualifying activities include, but are not limited to:

- Production and harvesting of crops such as: tobacco, cotton, fruits, onions, and nuts;
- Processing and storage activities such as: freezing, canning and packaging agricultural goods for commercial sale;
- Ranch and dairy duties related to the production/processing of milk and meat including the feeding of cattle for meat production;
- Production and harvesting of horticultural crops such as: flower bulbs, plants, mushrooms, herbs and sod;
- Cultivating and harvesting of trees for Christmas or wood production;
- Forestry activities consisting of reforestation, thinning and vegetation control; and
- The raking, bailing, and loading of pine straw needles and bales.

Migratory Fisher

A migratory fisher is a person who, in the preceding 36 months, has moved for economic necessity from one school district to another, in order to obtain or seek temporary or seasonal employment in fishing activities.

Fishing Activity

A fishing activity is any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or personal subsistence.

Examples

Some examples of qualifying activities include, but are not limited to:

- Ocean trollers, purse seiners, gill-netters and reef fishing for the purpose of catching fish for commercial sale;
- Types of fish, e.g. salmon, oyster, crabs, and shrimp, bottom fish (rock, flat, lingcod);
- Fresh and salt-water fishing and fishing in or on inherited fishing grounds as well as in public waters.

Economic Necessity

Economic necessity was incorporated into the definition to focus migrant education services on children who are truly migratory- those in families with an actual, significant dependency on migratory agricultural or fishing work for their livelihood. This requirement was intended to correct a situation in which individuals who move across school district boundaries to perform temporary or seasonal agricultural or fishing activities for only a short time are considered “migratory” under the MEP, even when they do not have a significant dependence on the agricultural or fishing activities.

The background is a solid pink color with several overlapping circles of varying sizes and thicknesses. A horizontal white line is positioned below the main title text.

*Identification
and
Recruitment
Responsibilities*

CHAPTER 3

IDENTIFICATION AND RECRUITMENT RESPONSIBILITIES

Any entity or individual receiving MEP funds must comply with the following federal and state ID&R guidelines and standards:

- Ample time to conduct ID & R activities must be assured for individuals funded through the MEP and responsible for ID & R.
- Eligibility interviews should be held in the dominant language of the interviewee. The school district/agency must clarify to the SEA how this is to be accomplished if the home visitor does not meet this language requirement.
- Flexible work hours are essential including a work schedule to accommodate periods of high worker influx and the parent's daily work day/shift.
- A local job description outlining ID&R requirements and activities must be adopted by LEAs. A sample is included in the next page of this handbook.
- Training for any local staff members must be provided by the MEA Regional Office prior to ID&R activities taking place.
- All newly hired staff is required to attend a three-day (3) ID&R training within the first 30 days of employment (this mandatory ID&R training is the first step in the Georgia ID&R certification process).
- All Georgia Migrant Education Program (GAMEP) personnel must be certified at the *Novice Level*, or be in the certification process.
- LEAs will be required to demonstrate responsibility for active identification and recruitment of migrant students with a 100% COE/eligibility accuracy rate. Active ID & R consists of activities that lead to the location of all migrant families and youth residing within school district boundaries. This includes networking, advertising, searching for, and recruiting students outside of the school building and in the communities wherever migrant families may reside.
- A migrant recruiting log, a weekly activity form, or other documentation to document ID & R activities is required.
- A Certificate of Eligibility (COE) must be completed accurately according to state and federal guidelines, and must be kept on file according to record retention requirements.

Role of the Recruiter

Migrant education is the only federal program that requires recruitment. The recruiter has a very special job. Some reasons why this job is so important are:

- The children of migratory workers are often invisible. They quietly come and go, and do not attract very much attention. Sometimes they attend school on their own, and sometimes they do not. If the children were not recruited, many would not be in school at all.
- Because the eligibility requirements are complex and are often difficult to interpret, a trained recruiter is necessary to ensure that only eligible children are enrolled in the program.

- Migrant families tend to be very self-sufficient. They are not accustomed to looking outside of their own family for help. Unless they are recruited into the program, many will not seek out these services.
- Many migrant families do not speak English in their home, and frequently there are cultural differences between the home and school. For these and other reasons, it is important that someone provide an initial link between the school and home.

Recruiter - Job Description

The recruiter is responsible for following directives from the State ID&R Coordinator on all matters related to ID&R.

Identification and recruitment includes seeking out and identifying children who potentially qualify for the program, completing the paperwork necessary to establish their eligibility and enrolling them in the program. This includes gathering the information needed to enroll them into the COEstar System.

Minimum Qualifications

- Must be able to read, write and speak fluently in English and the language spoken by migrant parents, spouse and student at home.
- Must be a high school graduate and/or possess a GED.
- Must be able to work with people, be patient, and be willing to help parents and/or students with questions, and be able to provide resources, etc.
- Must be able to travel and possess a valid Georgia driver's license and automobile insurance.
- Must be able to attend regional and state in-service trainings.
- Must be flexible and available to work evening and weekends when needed.
- Must be able to complete accurate and timely reports.
- Must have the ability to develop a recruitment network.
- Must be able to be certified as a recruiter.

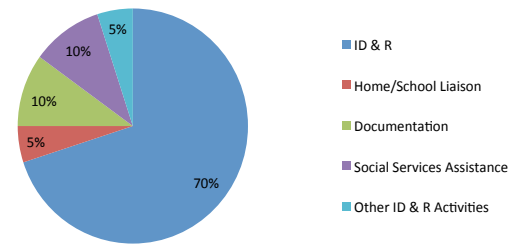
Minimum Responsibilities

- Complete, distribute, and maintain a Certificate of Eligibility (COE) according to state/federal guidelines for each eligible migrant family immediately upon their arrival in the school district (regardless of whether students are in school or not). The recruiter must be able to verify that the family has resided within their district boundaries for a minimum of 24 hours prior to processing a COEstar enrollment.
- Share information on eligibility of migrant families with educational programs as appropriate.
- Provide assistance as a liaison between the home and school.
- Promote activities between students, parents, educators and communities, and assist schools and parents in organizing an active Parent Advisory Committee (PAC). Share with migrant parents and students all school services/programs available to them. This includes, for example, GED

program and other alternative educational programs.

- Network with other agencies providing services to migrant students to ensure a coordinated service delivery system.
- Actively identify and recruit all eligible migrant children residing in the school district from 0 through 21 years of age. This includes, for example, surveying the area, establishing communication networks, and establishing work relations with other community agency personnel, employers and social services.
- Refer migrant families to appropriate health, social or legal services in order to meet the needs of the migrant student's successful participation in school.
- Prepare documentation such as a weekly activity schedule which reflects recruiter's activities.
- Prepare a list, when applicable, of migrant dropout students to be kept on file at Local Education Agency (LEA).
- Recruit out-of-school youth into educational programs.
- Participate in Quality Control measures as they relate to training, eligibility determinations, and documentation.
- Submit MEP documentation (COEs) to regional offices within the appropriate time limits.
- Communicate regularly with regional recruiters and/or State Identification and Recruitment Coordinator.
- Develop a recruitment network with migrant families, employers, schools staff, communities, institutions, religious organizations, and social services agencies which serve the same population.
- Update recruitment maps twice a year. Deadlines are: December 18th, June 18th.
- Update Employers Contact Information Roster. Deadlines are: December 18th, June 18th.
- Maintains recruitment supplies inventory.

Recommended Task Breakdown for Full-Time Recruiters



Identification and Recruitment (ID&R) Activities

- Actively identify and recruit all eligible migrant children residing in the school district from 0 through 21 years of age. This includes, for example, surveying the area, establishing communication networks, establishing work relations with other community agency personnel, employers and social services.
- Complete, distribute, and maintain the COE according to state/federal guidelines for each eligible migrant family immediately upon their arrival in the school district regardless of whether students are in school or not (the recruiter must be able to verify that the family has resided within their district boundaries for a minimum of 24 hours).
- Share information on eligibility of migrant families with preschool programs where appropriate.
- Prepare a list, when applicable, of migrant dropout students to be placed on file at the LEA.
- Recruit out-of-school students into educational programs.

Home / School Liaison Activities

- Provide supplemental assistance as a liaison between the home and school.
- Promote activities between students, parents, educators and communities, and assist schools and parents to organize an active Parent Advisory Committee (PAC).
- Share with migrant parents and students all school services/programs available to them. This includes, for example, the instructional program, physical exams and alternative educational programs.

Social Services Assistance

- Network with other agencies providing services to migrant students to ensure a coordinated service-delivery system.
- Refer migrant families to appropriate health, social or legal services in order to meet the needs of the migrant student's successful participation in school

Documentation/Record Keeping Activities

- Prepare documentation such as a weekly activities form or a home visitor log, which reflects major home visitor activities

Other ID&R Activities

- Other duties as assigned

Active ID&R**Finding the Migrant Children****Definition**

The national interpretation of identification is to “ascertain (migrant) presence and location within the state.” A survey is a means of collecting data/information which may be used to identify migrant students. This section will provide guidelines on how to identify migrant families by describing various types of surveys.

There are three basic ways to identify migrant families:

- Within the school
- In the field
- In the community

Within the School

School “occupational surveys” are conducted on an ongoing basis throughout the year as new students enroll in school. A new enrollment list of students is an important source of information for the recruiter. An arrangement should be made in each school district regarding access to this information. Migrant indicators to look for in new enrollments are:

- Places of employment;
- History of change of residence (has the family been in the district before); and
- Occupation of parents.

In the Field

An “in-the-field” survey is most often conducted prior to and during the periods of high employment (peak seasons) in agricultural, horticultural or fishing activities and when there is an increase or decrease of migrant families in the area.

In the Community

A strong working knowledge of the area and community is an essential component of an effective ID&R program. In any community, it is important to know:

- Identification of migrant activities
 - Agricultural/Horticulture
 - Fishing
- Knowledge of the industry
 - What kind of jobs make up the migrant activity?
 - Who are the migrant employers?
- Knowledge of the migrant cycle
 - When do migrants arrive in the area?
 - How long do they stay?

- Knowledge of housing for migrant workers

- Knowledge of agencies that provide services to migrant families and the establishment of working relationships with the staff

Working with Schools

Arrange with the school principal or with the superintendent to incorporate the Occupational Survey on *page 19*, or add the following questions to the school registration papers:

1. Have you or your family moved within the past three (3) years?
 - Yes □ No
2. Did your family cross school district boundaries?
 - Yes □ No
3. Was the move made for the purpose of seeking or obtaining agricultural, poultry or fishing related employment?
 - Yes □ No

If yes was answered to all three (3) questions, the school or agency registrar would list those students’ names and provide them to the local ID&R staff or the regional MEA office. Based on these referrals, a recruiter can then schedule a visit with the student’s parent(s) or guardian(s) to determine eligibility.

Working with Employers

Employer Survey – Farmers/growers, plant managers, field foremen and employment agencies provide a survey to find out where migrant people are employed. These employers/resources can provide valuable information, may open their personnel lists (names and addresses) to the recruiter and/or may be able to help make contact with their employees. For this reason, it is very important to establish good working relations with these people prior to impactation. A comprehensive explanation of the Migrant Education Program, its goals and services, and an explanation of the recruiter’s role should be provided to these resource persons. Growers’ associations and state agricultural and fishing groups are also valuable resources for identifying where migrants are employed or if they are self employed (in the fishing industry, for example).

The recruiter should chart all pertinent information gathered from migrant labor employers. This information may be logged using the form on *Page 19*.

Farm Contact / Employee Survey

Farm Contact / Employee Survey

This survey form will assist in searching for and recruiting families outside of the school building and in the community. It is very important to establish good working relations with these employers prior to impaction each year.

Company / Farm: _____
 Grower's Name: _____
 Contact Person: _____ Foreman: _____
 Telephone: (_____) _____ County: _____
 Address: _____ City: _____
 State: _____ Zip: _____
 Directions: _____

Do you hire year round employees? No Yes—How Many? _____
 Is the work: Seasonal? Temporary?
 Is housing provided? Yes No

CROP	ACTIVITY	DATES	
		To	To
		/ /	/ /
		To	To
		/ /	/ /
		To	To
		/ /	/ /
		To	To

COMMENTS:

Occupational Survey (English)



Dr. John D. Barge, State School Superintendent

School District: _____

Parent Occupational Survey

Please complete this form to determine if your children qualify to receive additional services under Title I, Part C

Has your family moved in order to work in another city, county, or state, in the last three (3) years? Yes No

If so, what is the date your family arrived in the city/town you reside? _____

Has anyone in your immediate family been involved in one of the following occupations, either full or part-time or temporarily during the last three (3) years? (Check all that apply)

- 1) Agriculture; planting/picking vegetables or fruits such as tomatoes, squash, grapes, onions, strawberries, blueberries, etc.
- 2) Planting, growing, or cutting trees (pulpwood)/raking pine straw
- 3) Processing/packing agricultural products
- 4) Dairy/Poultry/Livestock
- 5) Meatpacking/Meat processing/Seafood
- 6) Fishing or fish farms
- 7) Other (Please specify occupation): _____

Name of Students	Name of School	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Names of Parent(s) or Legal Guardian(s) _____

Current Address: _____

City: _____ State: _____ Zip Code: _____ Phone: _____

Thank You!
 Please return this form to the school

The answers to this survey will help determine if your children are eligible to receive supplemental services from the Title I, Part C Program.

Note for the school/district: when both "yes" and one or more of the boxes from 1 to 7 is/are checked, please give this form to the migrant liaison or migrant contact for your school/district. Please file original in student's records. Non-funded (consortium) systems should fax occupational parent surveys to Migrant Education Agency (MEA) serving your district. For additional questions regarding this form, please call the MEA serving your district:

- Region 1 – Live Oak MEA (Brooklet) 1-800-621-5217; Fax (912) 842-5440
- Region 2 – Southern Pine MEA (Lenox and Bainbridge) 1-866-505-3182; Fax (229) 546-3251
- Region 3 – Piedmont MEA (Atlanta) 1-800-648-0892; Fax (706) 359-5940

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Occupational Survey (Spanish)



Dr. John D. Barge, State School Superintendent

School District: _____

Encuesta Ocupacional para Padres

Por favor llene este formulario para determinar si sus hijos califican para recibir servicios a través del Programa de Título I, Parte C

¿Ustedes se han movido para trabajar en otra ciudad, condado, o estado, en los últimos tres (3) años? Sí No

Si su respuesta es "Sí", ¿en qué fecha llegaron a la ciudad/pueblo donde viven actualmente? _____

¿Alguien de su familia trabaja, ha trabajado, o tiene la intención de trabajar, en una de las siguientes actividades en forma permanente o temporal o ha hecho este tipo de trabajo en los últimos tres años? (Marque todos los que apliquen)

- 1) Agricultura; plantando/cosechando vegetales o frutas como tomates, calabazas, uvas, cebollas, fresas, arándanos, etc.
- 2) Plantando o cortando árboles/juntando agujas de pino (*pine straw*)
- 3) Procesando/empacando productos agrícolas
- 4) Lechería o ganadería
- 5) Empacadoras o procesadoras de carne/pollo o mariscos
- 6) Pescando o criando pescado
- 7) Otra actividad. Por Favor especifique en cuál: _____

Nombre de los Estudiantes	Nombre de la Escuela	Grado
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Nombre de los padres o guardianes legales: _____

Dirección donde vive: _____

Ciudad: _____ Estado: _____ Código Postal: _____ Teléfono: _____

¡Muchas Gracias!

Por favor regrese este formulario a la escuela

Las respuestas a este formulario van a ayudar a determinar si sus hijos califican para recibir servicios a través del programa de Título I, Parte C.

Note for the school/district: when both (Yes) "Si" and one or more of the boxes from 1 to 7 is/are checked, please give this form to the migrant liaison or migrant contact for your school/district. Please file original in student's records. Non-funded (consortium) systems should fax occupational parent surveys to Migrant Education Agency (MEA) serving your district. For additional questions regarding this form, please call the MEA serving your district:

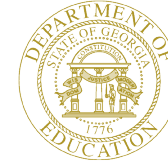
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Flyer (English)



If you or your family members are traveling farm workers, you or your children may qualify for the following services in your school district:

- PRESCHOOL
- DAYCARE
- NIGHT SCHOOL
- GENERAL EDUCATION DEVELOPMENT (GED) CERTIFICATE
- ALTERNATIVE HIGH SCHOOL
- HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)
- ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM
- COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)
- TRANSFER OF EDUCATIONAL AND HEALTH DATA

Contact your district's migrant recruiter to find out about the educational opportunities offered in your area!

NAME	_____
SCHOOL	_____
PHONE	_____

Flyer (Spanish)



Si usted o sus miembros de familia viajan como trabajadores agrícolas, usted o sus niños podrían calificar por los siguientes servicios en su distrito escolar:

- ESCUELA PRE-ESCOLAR
- CUIDADO DE NIÑOS
- ESCUELA NOCTURNA
- DIPLOMA GENERAL DE EDUCACION (GED)
- ESCUELA ALTERNATIVA PARA LA PREPARATORIA
- PROGRAMA EQUIVALENTE PARA EL CERTIFICADO DE PREPARATORIA (HEP)
- PROGRAMA BILINGUE (ESL)
- ASISTENCIA UNIVERSITARIA DE EDUCACION MIGRANTE (CAMP)
- TRANSFERENCIA DE ARCHIVOS ACADEMICOS Y DE SALUD

**Entérese de las oportunidades educacionales en su área!
Comuníquese con el reclutador migrante en su distrito escolar.**

NAME _____
SCHOOL _____
PHONE _____

School District Coordination

Sharing Support Efforts

An active recruitment plan should be developed between or among agency ID & R staff where Migrant Education Program services may overlap or need to be coordinated. The purpose of this plan is to establish a communication network between or among serving agencies.

ID&R Plan

As part of the recruitment planning, a pre-impaction meeting should be held with agency ID&R staff involved to:

- Plan areas to visit or map out which areas will be visited by which agencies;
- Designate a recruitment headquarters where information can be shared within 24 hours of COE completion (this may be an office, a public place located between agencies, a labor camp, etc., and could change weekly or monthly depending on need); and
- Develop survey methods which would include joint efforts and eliminate duplication.

Completion of COE

At the time of the eligibility interview, the interviewer should:

- Ask to see the family’s pink copy of the COE (to avoid duplication);
- List all children between the ages of 0 through 21 who have met eligibility criteria;
- Stress to parents the need to provide consistent data (qualifying arrival dates, children’s names, etc.) to all migrant project personnel; and
- Ensure COE is completed accurately.

Other ID&R Activities

Recruiting Out-of-School Youth

Eligible Ages

The Title I, Part C Migrant Education Program federal regulations state that all children, ages 0 through 21, are eligible to qualify for the program. The federal regulations have further determined school age children to be between the ages of 3 through 21.

Preschool Age Children

Whenever a child between the ages of 0 and 4 is enrolled into the program, the child will be identified by his/her age, preceded by the letter P for preschool, e.g., a child age 3 would be P3.

Out-of-School Youth

Whenever a student between ages 6 through 21 does not enroll in school, he/she

becomes known as an out-of-school youth. The student should be identified and enrolled in the COEstar system annually using the DO identification code.

Where are they?

For purposes of this section, we will address the middle or secondary aged out-of-school youth. To locate these youth, 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 when observing places where these youth may gather. Some places may be:

- Laundromats
- Wal-Mart
- Ethnic Stores
- Video Arcades
- Shopping Malls
- Thrift Stores
- Single Housing Complexes
- Adult Basic Education Classes

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

Graduate and GED Recipients

The Federal Department of Education ruled that students who have received their GED or graduated from high school are not eligible to participate in the program. Therefore, these youth are not to be identified on a Certificate of Eligibility and may not be served with Title I Part C Migrant Education Program funds. *Note: students are not eligible for the Georgia Migrant Education Program if they have received, in their native countries, an education equivalent to the completion of the twelfth grade in the United States.*

Social Services Assistance

Referrals

What Is It?

The referral - directing needs to the appropriate resource(s) - is addressed in this handbook because much of the migrant child's educational success is dependent on the family's ability to provide for the physical, emotional and health needs of their children.

Federal Register

The Federal Register states:

Under what conditions may support services be provided?

An SEA or an operating agency may provide health, nutritional, social or

other support services with migrant education funds if:

1. *These services are necessary to enable eligible migratory children to participate effectively in instructional services; and*
2. *In the case of an operating agency, that agency has first-*
 - (i) *Requested assistance from the LEA in locating and using other Federal/State programs to provide these services; and*
 - (ii) *Determined that funds or services from other programs are not available or are inadequate to meet the needs of the participating migratory children.*

Social Service Agencies

As indicated in the daily work conducted throughout the Georgia Migrant Education Program, migrant students and their families often need assistance from bilingual staff who will provide them information regarding health, welfare, life-management skills, and educational services. Migrant parents also need the support from staff to refer them to these existing agencies in securing service from these agencies.

To achieve the above, it is important that the recruiter establish a good working relationship with agency representatives and becomes very familiar with social service agencies. Helpful information to know about the social service agencies is:

- Name of Agency
- Location
- Contact Person and Phone Number
- Office Hours
- Service Provided
- Eligibility Criteria (if applicable)

Social Service Agencies Examples

There are many agencies and organizations that provide services. The following is only a partial list:

- Health Clinics
- County Health Departments
- Women, Infants, & Children (WIC) Program
- Local Hospitals
- Community Service Groups (e.g. Lions, Kiwanis)
- Red Cross
- United Way Programs
- Hospitals
- Dept. of Social & Health Services
- Local Churches
- Private Non-Profit Organizations
- Other Related Community Organizations

Housing

- Local Churches
- Community Service Groups
- Local Housing Authority
- Homeless Shelters
- Landlord/Tenant Associations
- Housing and Urban Development (HUD)
- Growers Associations

Legal

- Georgia Legal Services
- Local Legal Aid Services
- Commission of Hispanic Affairs
- State and Regional Office of Civil Rights
- Mexican American Legal Defense and Educational Fund (MALDEF)

Clothing

- Salvation Army
- St. Vincent de Paul Society
- Local Church Groups
- Community Service Groups
- Non-Profit Charitable Organizations
- Thrift Shop

Food

- Local Church Groups
- Salvation Army
- Community Service Groups
- Non-Profit Charitable Organizations
- Local Food Bank

Making Referrals

1. Assess the needs of the family by gathering the information during an interview with the family, student and other school staff.
2. Upon determination of the family needs, the recruiter or LEA staff person should inform the family of the services that may best meet their needs.
3. The recruiter or LEA staff person must review the eligibility requirements of the program to ensure that the client is being referred to the appropriate program.
4. The recruiter or LEA staff person may refer a child only if parental consent is granted (when applicable).
5. Translation services may be provided, if other translation support is not available.
6. Confidentiality of information obtained in making referrals should be maintained.

Following Up

It is important to follow up on referrals made to ensure that initial needs have been addressed.

1. The recruiter or LEA staff person must follow up by contacting the family by phone or letter, within two weeks (if agency is statewide) or within two or three days (if agency is local) to inquire as to the results.
2. The recruiter or LEA staff person must serve as an advocate for the family/client. If additional items are necessary to formalize or complete the referral or to obtain the services, recruiters may take appropriate action at this time.
3. The recruiter or LEA staff person must establish a cooperative, mutually helpful relationship with the representatives and social service delivery staff or local agencies, both in follow up activities and in the initial contact.
4. The recruiter or LEA staff person must ensure that all contacts and follow ups are appropriately documented.

COESTAR AND ID & R RETENTION REQUIREMENTS

DOCUMENT	PURPOSE	RETENTION REQUIREMENTS
DATA ENTRY FORM (DEF)	Record of interview with family or individual that contains eligibility data such as qualifying arrival date. Authorization by parent(s) or individual for participation in program.	All records of Migrant Education Program activities must be kept for five years after end of eligibility.
CERTIFICATE OF ELIGIBILITY (COE)	Proof of eligibility in the program. (After information from DEF is entered into COEstar, a COE is generated.)	All records of Migrant Education Program activities must be kept for five years after end of eligibility.
COESTAR ENROLLMENT AND UPDATES	Enrollment and updates of student data into the computer system.	Keep all information sent to COEstar until an updated COEstar document or report is proofed.
WEEKLY ACTIVITY SCHEDULE TIME SHEET	Record of recruiter's weekly activities	All records of Migrant Education Program activities must be kept for five years after end of eligibility.
STUDENT NEEDS ASSESSMENT FORM (SNAF)	Survey student needs to establish priority for services.	All records of Migrant Education Program activities must be kept for five years after end of eligibility.
TRAVEL EXPENSE REPORT	Record of expenses and miles driven by staff to conduct identification/recruitment or other MEP activities.	All records of Migrant Education Program activities must be kept for five years after end of eligibility.
REFERRAL RECORDS	Child/family names, type of referral, requested by, date and referred to whom.	All records of Migrant Education Program activities must be kept for five years after end of eligibility.
COMMUNITY RESOURCE BOOKLET	Record of all community resources available. Use of program funds must come after all local and community resources are exhausted.	Update the list as needed. No retention necessary.

Statewide Identification and Recruitment Activities

CHAPTER 4

STATEWIDE IDENTIFICATION AND RECRUITMENT ACTIVITIES

Eligibility Rulings

DOE Recruiters and regional MEA office coordinators provide the training and are also the state-authorized agents in determining eligibility rulings. This high standard of quality control is maintained by having one office (SEA) provide uniform statewide information on eligibility criteria.

100% Eligibility Accuracy Rate

Staff at the regional MEA offices, and SEA program administrators, when necessary, determine eligibility in questionable cases. Staff are available to answer questions Monday - Friday, 8:00 a.m.- 4:45 p.m., except state holidays, and may be reached at:

Region 1 Live Oak MEA	1-800-621-5217
Region 2 Southern Pine MEA	1-866-505-3182
Region 3 Piedmont MEA	1-800-648-0892
State Education Agency (SEA)	404-557-4363

It is extremely important to ask for and receive proper directives when addressing eligibility issues.

Family Eligibility Reviews (FERs)

The SEA conducts local family eligibility reviews (FERs). These FERs are conducted for the purpose of verifying the accuracy of interviews. This procedure involves a quarterly random review of Certificates of Eligibility (COEs) throughout the state. The selected families are then interviewed by a trained interviewer to verify the information as documented on the COE is accurate. LEA staff or school personnel may also request FERs if there is a question on the validity of an existing COE.

Request for Family Eligibility Reviews

Any time a request for re-interview is made, a form called “Request for Re-interview” will be filled out by the regional Data Specialist. The original form will be kept at the regional MEA office and this file will be updated for completion within a week. A copy will be distributed to a recruiter to follow up. The Request for Re-interview Form can be found on *page 48*.

Eligibility Rulings

Federal and state definitions of migrant student eligibility are clear. However, some cases have so many variables that eligibility may not seem so obvious. The following section compiles questions with situations that the MEA staff has already dealt with and has a ruling on. The answers have been gathered from the United States Department of Education Office of Migrant Education, the State Education Agency or the regional office staff. Some rulings are similar in nature. This repetition is purposeful to ease the reader in directing attention to one specific topic.

Note:

- As defined in the Federal Register, reference to a “qualifying worker” includes: parents, spouse, guardian(s), the child or a member of the immediate family as the “qualifying worker.”
- A guardian is a “person standing in place of a parent.” A member of the immediate family includes: mother, father, child’s brother, sister, aunt, uncle, cousin or grandparent.

Examples

Qualifying Worker

1. A family moved to Vidalia, Georgia from Yuma City, California. The mother is a single parent and has an 18 year-old son. The family moved in order for the son to find work picking onions. However, the son had an accident and is unable to work. Do they qualify?

Ruling: *It depends, if the worker has good migrant history (Two or more qualifying moves in the past) or there is other credible evidence that the worker actively sought qualifying work soon after the move, the worker/child will be eligible because the move was specifically to seek or obtain qualifying work.*

2. An aunt moved with her niece to allow the niece to work in agriculture. The niece is 17 years old; the aunt has two children. Who is the qualifying worker; do two COEs need to be completed?

Ruling: *Two COEs need to be completed because the qualifying children are from different mothers. On one COE will be the niece as an emancipated youth with all of her pertinent information, including mother’s name. On the other COE will be the aunt’s two children’s information with the niece as the qualifying worker. The niece would sign the first COE and the aunt the second one. Note: the aunt’s children qualify if the niece’s wages are used to sustain the family.*

3. A grandmother, young mother and child made a qualifying move. How is the COE completed? Are two COEs necessary?

Ruling: *Two COEs are necessary. One listing the young mother. The other her child. The qualifying worker would sign both COEs.*

Guardianship

1. Is a migratory youth traveling with and under the complete supervision of a sibling, who is serving as the youth’s guardian, eligible for Title I Part C Migrant Education Program services?

Ruling: *According to the interpretation of OME Non-Regulatory Guidance, chapter II, B4, a person such as a sibling having temporary custody of a youth can be considered a guardian, if the sibling is willing to assume such responsibility.*

2. Three children, in the preceding 36 months, made a qualifying move with their parent(s). Since that move, the children have moved for non-qualifying reasons to live with two uncles (separate households). If they live in one district, can the children be listed on one COE with one uncle’s signature?

Ruling: *In this circumstance, yes. The children made the qualifying move with*

their mother. This information is placed on a COE. The guardian signing the COE could certify for all three students that the move was made. Comments are to be made on the COE referencing guardianship of all children.

Emancipated Youth

1. A 14-year old student made a qualifying move on his/her own. Is the student eligible?

Ruling: Yes. The student is considered as emancipated and is eligible. The student may sign his/her COE.

Note: If a qualifying child is currently traveling without a parent or guardian, he/she is considered to be eligible for migrant program services. This “emancipated youth” may certify himself/herself.

2. If a student living by himself/herself moves in search of qualifying agricultural/fishing work, is this student eligible to receive Title I, Part C Migrant Education Programs services?

Ruling: Yes. This student can serve as the qualifying worker on his/her own, and is eligible to receive Title I, Part C Migrant Education Program services. No previous move history or moves with a parent/guardian and/or qualifying worker are necessary. The student can sign his/her COE.

Economic Necessity

1. A family moves across school district lines to pick berries for personal consumption and to sell. The family does this for two or three days twice a year. This is the only agricultural or fishing activity the family has done within the past 36 months. Does this activity qualify them for Title I, Part C Migrant Education Program services?

Ruling: No. This activity does not meet the definition of economic necessity

2. An 18 year old travels to Vidalia from Texas to work in the Vidalia onion harvest. His reason for taking this job is to be able to customize his truck. Does he qualify?

Ruling: No. This job does not meet the definition of economic necessity.

3. Two sisters move into your area to do qualifying work. They are working to help their younger sister pay for her Quinceañera party. Do they qualify?

Ruling: No. This job does not meet the definition of economic necessity.

Temporary Employment

The temporary nature of an activity usually does not provide for worker benefits, has an approximate ending date, and/or reflects hiring of extra people at peak periods. The interviewer is asked to document this proof of temporary employment, based on worker’s statement, employer’s statement, or state documentation, with a comment in the comment section of the COE. The question of whether an activity qualifies as “temporary” is one that must ultimately be answered by the State Education Agency (SEA) through the regional offices. The SEA is responsible for the eligibility determination in the state. All temporary employment COEs need a comment with the worker or employer statement

which establishes the job as temporary. **Note:** Annual migrations to work on a temporary or seasonal basis for the same farmer or grower are qualifying moves. Moves could qualify even if the farmer guarantees the worker employment and reserves the same temporary residence for the worker each year.

Homebase

1. If a family goes north for an undetermined amount of time to work and then returns to the district, would this be considered a qualifying move? The family returns to the same house and, for the most part, to the same seasonal or temporary employer.

Ruling: Yes. Any move across school district boundaries for the purpose of seeking qualifying work that is not a permanent relocation is a qualifying move.

Permanent Relocation

1. A family has moved to the state of Georgia from another country with no intention to return to their country of origin. Upon arriving, they begin working in agricultural employment. Do they qualify?

Ruling: Yes. Permanent relocation does not preclude eligibility.

2. A family moved to Columbus with the intention to live permanently in that city working during seasonal agricultural activities in the area. Do they qualify?

Ruling: Yes. As long as one of the reasons of the move was to obtain qualifying work.

3. A family moved from El Salvador to the USA in order to seek employment in fieldwork or a cannery. Do they qualify?

Ruling: Yes. Even though El Salvador is not a bordering country, if the primary intent was to seek work in a seasonal or temporary agricultural activity, this can be documented on the COE comments. The interviewer must note in the comments section information to justify the move, e.g., family was told by relatives that jobs were available in agricultural or fishing employment.

School District Boundaries

1. A family moves from a Gainesville address in Gainesville City School District to a Gainesville residence located in the Hall County School District. How would Section II of the COE read?

Ruling: The COE should read, From: Gainesville City School District, Gainesville, Georgia, To: Hall County School District, Gainesville, Georgia. If a family moves across school district boundaries, but the town in which they reside is the same, also list the name of that school district. Write a note in the comments section explaining the difference between the home address and QAD location.

2. A family made a qualifying move in the summer from Fresno, California to Lyons, Georgia on June 8, 2010 (residing in the Toombs County School District). The students were served through the Toombs County Summer

School. Which regional office receives the original COE?

Ruling: The original COE would be filed at Live Oak MEA upon the signing of the family.

Outside of Georgia (U.S. moves from and to a non-Georgia school)

1. A family made a qualifying move from California to Texas. Later, the family moved to Georgia to join their ill father. Do they qualify; if so, what is the QAD?

Ruling: Yes. The family qualifies if the second move was made within three years of the qualifying move. The QAD would be the move from California to Texas. The location of the move is not required to be into or within the state of Georgia. (Pick-up from previous move) Chapter II K-12. "May a SEA base a child's eligibility on a qualifying move that occurred in another state within the past 36 months?" Yes. The recruiter must record the date on which the qualifying move occurred and all other information that establishes the child's eligibility. All "join moves" require a comment to establish the reason why worker and child did not move at the same time

Previous Move

1. A family moves into a new school district for non-qualifying reasons. During the interview, the head of the household states that he qualified in the previous district. What is the process for completing a COE on a previous move?

Ruling: A COE is completed through an interview to ascertain the previous move (QAD). The local interview must satisfy the recruiter that the previous move was eligible. To facilitate this process, a copy of the COE from the previous district may be obtained for information purposes.

Multiple Intent

1. What if a family has more than one reason for moving into a district? For example, a family moved into your district to return to their home or find a home and to obtain work in agriculture. Is this a Title I, Part C Migrant Education Program qualifying move?

Ruling: Yes, if the worker obtained qualifying work in the first 30 days

Late Identification and Termination

1. A student is identified on September 1, fifteen days prior to his/her end of eligibility. He/She originally moved into the area to do seasonal work. Is he/she eligible?

Ruling: Yes. Process a COEstar enrollment for September 1. Once eligibility expires, COEstar will flag the COE as ineligible. A student who ceases to be a migratory child during a school term shall be eligible for services until the end of the current term. **Note:** For the purposes of Georgia Migrant Education, the calendar year is divided in three terms as follow:

- First term: From September 1 to December 31

- Second term: From January 01 to the end of school year
 - Third term: from the end of the school year to August 31.
2. A high school student is identified on September 1, six months prior to his/her end of eligibility. He/She originally moved into the area to work at the poultry plant and he/she is still working there, doing the same kind of work. Is he/she eligible?
Ruling: Not if the worker has been doing the same job longer than twelve months, this job is considered a permanent job, according to OME Non-Regulatory Guidance - therefore this is considered non qualifying work.

To Join Move

1. A student moved from Americus, Georgia into the Marion County School District on September 29, 2010 prior to the qualifying worker's move of January 6, 2011. The student's move has been made to enable her to begin school. Does the student qualify for Title I, Part C Migrant Education Program services based on her move prior to the qualifying worker's move?
Ruling: Yes. The student qualifies based on the parent's intent to obtain seasonal or temporary agricultural or fishing work. A COE would be completed upon the arrival of the qualifying worker. The QAD would be the date the student and qualifying worker reunited, January 6, 2011. A comment establishing the reason why the child made the early move must be entered on Section IV of the COE. Migrant Education Program services can be initiated upon arrival of the qualifying worker.
2. A child who has been living with a parent for three years moves to join an aunt who has moved within the preceding 12 months. Does this move qualify?
Ruling: Yes. The child is eligible because the child is joining the aunt within 12 (twelve) months of her qualifying move.
3. An aunt and uncle moved from Athens (home base) to Gainesville on April 20, 2011 for qualifying reasons. On June 10, 2011 (within one year of aunt's/uncle's move) the child moved from Pasco to Idaho to live with the aunt/uncle. What is the child's QAD?
Ruling: The child's QAD is June 10, 2011. A note would be made on the comment section of the COE reflecting the aunt and uncle's move.
4. On August 3, 2010, a family made a qualifying move with three of their four children. The fourth child moved on August 28, 2010 to join his/her parents. Is this child eligible?
Ruling: Yes, the QAD for the child's COE is August 28, 2010. The interviewer must mark "To join or precede the worker" and log the date the worker moved and the date the child moved in the appropriate section of the COE. This COE will also require a comment establishing the reason why the worker and child did not move together.

Note: check "to join" if the child(ren) moved on a date either before or after the date the parent or guardian made a move that enabled the parent/spouse, guardian or a member of the child's immediate family to obtain/seek qualifying work.

When a child's move is not made at the time of the qualifying worker's move, it must be made 12 months before or after the qualifying worker's move.

The following information is required:

- the qualifying worker's name;
- the date of the qualifying worker's move;
- The move from and to information; and
- Comment explaining why child and worker did not move at the same time.

The Qualifying Arrival Date of a "to join move" is the date worker and child are reunited at the School District where they completed the qualifying move.

Vacation

1. A family lives in Tifton and runs a restaurant. During harvests the father drives his own truck into the fields and picks up bins of apples, potatoes, etc. He transports this produce to Texas and delivers it to a broker. The children travel to Texas with their father during summer and Christmas vacations. Are these moves to or from Texas eligible moves?

Ruling: No. The trips are not moves made with the intent to obtain seasonal or temporary agricultural work. Transportation of a crop to the wholesaler is not a qualifying activity.

2. A family travels to Texas during Christmas vacation in order to visit relatives. Upon returning to their home base, they obtain agricultural work. Is the move to the home base a qualifying move?

Ruling: No. No student is to be identified as migrant due to a change of residence for purposes of taking a vacation. Great care must be taken in interviewing the parents in order to determine the reason for a temporary change in residence.

Brief Duration

1. A family moves from Lenox, Georgia to Wenatchee, Washington for the purpose of picking cherries. Three days later they return home because the crop was ruined by rain. Can a move for such a brief duration be considered a qualifying move?

Ruling: Yes. Such a move can be considered a qualifying move given the family's intent. A comment would be made in the comment section of the COE explaining why the move was for such a brief duration. However, care should be taken when certifying the eligibility of families in relation to moves of such brief duration. If the family has no significant dependence on this type of move and the family does not depend on this activity for their livelihood, then moves of such brief duration would be ineligible.

2. A family moves to Warner Robins to seek work picking peaches. Upon arriving, they discover no work is available, and they return to their home base on the same day. Is this a qualifying move? Is there a minimum duration for a qualifying move?

Ruling: No. They don't qualify. There is a minimum duration for the qualifying move. The move must be sufficiently long enough to establish that the qualify-

ing work is performed for economic necessity and to establish residence. The state policy is 24 hours.

Dropping Off Children En Route to Final Destination

1. Mr. and Mrs. Jones made a move from Lyons, Georgia to Swainsboro, Georgia to clip onions. They stopped at a different town (Statesboro) along the way to leave their children with grandma so she could take care of them. Do the children qualify?

Ruling: Yes. The children made the move with the family as far as Statesboro, Section II of the COE should read "moved from: Lyons, Georgia to Statesboro, Georgia on month/day/year." The children moved with the parent, to enable the parent to obtain seasonal employment in onions. The qualifying activity on the COE is "clipping onions."

Fertilizers

1. Does a tractor driver spreading fertilizer on a farm qualify?

Ruling: Yes. Farm crews hired seasonally by the farmer to help fertilize crops and who are part of the work force are eligible. However, individuals who work in a fertilizer processing plant (as in the preparation of land for agricultural purposes) are not eligible.

Milk Processing Plant

1. Is milk processing plant work an eligible activity under the Title I, Part C Migrant Education Program qualifying criteria?

Ruling: Yes. Some activities are temporary such as: transporting milk from the farm to the processing plant, pasteurizing, heating, cooling, bottling, and inspecting for purity and/or bacteria.

Compost Processing Plant

1. Is compost processing plant work an eligible activity under the Title I, Part C Migrant Education Program?

Ruling: Yes. Employment in a compost-processing plant may be either seasonal or temporary. If temporary, documentation verifying such temporary employment must be maintained.

Brush Picking/Processing

1. Is brush picking or processing (which is used in dry flower arrangements) considered agricultural?

Ruling: Yes. The U.S. Department of Education considers brush picking part of a wild nursery. It does not have to be cultivated and formally picked to qualify as agricultural. However, the work does need to be conducted on a temporary or seasonal basis.

2. Do the processing plant activities for brush picking used in dry flower arrangements qualify for Title I, Part C Migrant Education Program eligibility?

Ruling: Yes. Since the U.S. Department of Education ruled that picking brush

as a part of a wild nursery is a qualifying agricultural activity, then the processing plant activities for raw brush are considered seasonal and therefore qualify for Title I, Part C Migrant Education Program eligibility.

Pine straw Raking/Baling

1. A family has moved to rake and bale pine straw for selling to buyers. Does this qualify?

Ruling: Yes. Raking and baling pine straw is a seasonal activity and is considered part of our forestry industry.

Beekeeping

1. Is beekeeping for the purpose of pollination and production of honey an eligible activity?

Ruling: Yes. As long as the beekeeping is not being done as a hobby. This type of employment would be conducted on a seasonal basis, e.g., cherry, apple blossom season.

Horse Farms

1. Is horse farm work an eligible activity under the Title I, Part C Migrant Education Program qualifying criteria?

Ruling: There are three situations as follow:

- No. Cleaning of race (or pleasure) horse stables is not a qualifying activity because horse racing is not an eligible agricultural activity.
- Yes. Seasonal cutting of alfalfa is a qualifying activity because the cutting of the alfalfa is considered an agricultural activity.
- Yes. Seasonal cleaning of draft horse stables is a qualifying activity, if the draft horses are used for agricultural purposes on an agriculture or tree farm.

Recruitment Aids

Basic Interview Pattern

The Basic Interview Pattern (BIP) is a set of structured questions that must be asked during the eligibility interview. The BIP is designed to elicit all the facts regarding eligibility and does so in a logical and consistent manner. Recruiters must use the BIP when interviewing a parent or guardian new to their area. The structured format helps focus the interview and ensures that the elements associated with eligibility are covered in a uniform and systematized way. The BIP also ensures that recruiters throughout the state are conducting interviews using the same approach.



Georgia Migrant Education Program
Basic Interview Pattern

Introduction

- Good morning (afternoon, etc)
- My name is, I work with the schools for the Migrant Education Program. We help with the education of people that qualify for our program.

Fact finding questions (Five eligibility variables: How, What, Who, When, Why?)

- Are you, your family, or any member of your family new to this area?
- How long have you been in this town?
- When was the last time that you or any member of your family arrived in this town?
- Where did you come from?
- What kind of work did you do there?
- What was your reason to come to this area or town?
- What kind of work did you come for?
- How long are you planning to work in that?
- Why?
- Note: If you are qualifying anybody under a temporary job, you have to write on the comments section of the COE the statement that the worker or employer gave you. You need to ask as many questions as you need in order to make it clear in your mind.
- And after you finish with that job, what are you going to do?
- Where are you going to move?
- How old are you?
- Is anybody younger than 22 living with you or your family?
- Did they finish high school?
- What is the highest grade they finished?
- Did they pass the last grade attended?
- Do you have any children?
- Did they move here with you?
- Were they already here?
- How long ago did they arrive (come)?
- Why you and the child (ren) not move at the same time? (Enter statement)
- How old are the children?
- Are they already going to school in this town?
- Do you know if they were signed up for this program when you registered them for school?
- Has anyone else come to talk to you about this program?

Interview Closing (Finishing Identification phase of ID&R)

- I think you may qualify for our program. Let me explain what we do and write down the eligibility information on this form. I will send the information to the office and they will make the final decision if you qualify or not.
- I am sorry, you don't qualify for our program, but there are some other programs that may be able to help you. One of those programs is "Telamon Corporation". You can find their number in the telephone book.
- I am sorry you don't qualify for our program, but there are some programs in school to help your child, if they have problems related to language barriers, etc.

Note: You have to ask these questions or similar ones, but you are not limited to only these questions. You need to ask as many questions as needed in order to find out all the information required to ensure the participant meets all five eligibility criteria variables completely.

Recruitment Checklist

A recruitment checklist must be used the first ten (10) times a new recruiter is carrying out ID&R duties on his or her own. The following form describes the steps to be taken at time of identification and recruitment.



Georgia Migrant Education Program Interview Checklist

Migrant Education Program Mission from the Federal Office of Migrant Education (OME): The primary goal of the Migrant Education Program is to ensure that all migrant students learn according to rigorous academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

Special Reminder

“Important DON’Ts for Interviewing Parents”

- A. DON’ T asks questions that will influence the parent’s answer.
- B. DON’ T show surprise, approval, or displeasure to the answer.
- C. DON’ T “probe” if it is not necessary.
- D. DON’ T appear uninterested in what the parents have to say.
- E. DON’ T assume all children are eligible for migrant services.

Checklist

- 1. Introduce yourself and the program
- 2. Explain the reason for your visit
- 3. Explain the Migrant Education Program (services are free, information confidential)
- 4. Explain that you will need to ask some questions to determine eligibility for the program.
- 5. Ask questions to determine eligibility.
- 6. If you determine that the family qualifies, introduce the COE. If the family does not qualify, refer the family to other programs in the school or community.
- 7. Complete the COE.
- 8. Explain to the family:
 - A. The final decision on eligibility will be made at the office
 - B. That with their signature, parents/guardians are consenting to services.
 - C. The length of eligibility for the program.
 - D. FERPA rights.
 - E. The COE is a legal document. Information must be accurate and complete.
- 9. Review COE with parents or Emancipated Youth. (Make sure permission for services box is marked)
- 10. Ask the parents/guardian to sign and date COE.
- 11. Sign and date the COE yourself
- 12. Tell family somebody may visit to review the information (Q.C.)
- 13. Leave COE’s pink copy and explain how participant may contact the program.
- 14. Ask for referrals (Do they know anybody else who may qualify?)

Georgia Quality Control Process

Federal Quality Control Policy

It is the policy of the Office of Migrant Education, within the United States Department of Education, and the Georgia Migrant Education Program to achieve and maintain a 0% defect rate in the recruitment process.

Ongoing Recruiter Training

Recruiters will be provided mandatory training throughout the year. They will attend in-services on:

- The Migrant Education Program
- The Role of Recruitment
- How to Apply the Eligibility Section of the Non-regulatory Guidance
- How to Resolve Difficult Recruitment Cases
- How to Conduct Interviews
- How to Properly Fill out a COE
- The Identification and Recruitment Certification Manual
- Effective Recruitment Techniques
- Records Maintenance/Documentation

All program personnel involved in recruitment, including LEA funded staff, will be required to attend three (3) annual training sessions as part of the requirements of their jobs. Staff will be required to pass a series of assessments to certify their understanding of the state’s recruiting policies and guidelines. Passing scores will be mandatory in order to receive a satisfactory annual evaluation from program administrators.

All full-time GaDOE recruiters will be required to meet at least once every quarter with the State ID & R Coordinator to review any change in guidelines, discuss policies, procedures, and to resolve difficult or ambiguous recruitment cases.

All newly hired staff, at any level, will participate, in the initial 30 days of employment, in a three-day recruitment training session prior to beginning any recruitment effort for the state.

All new recruiters will have paperwork fully screened by an experienced recruiter until they successfully complete ten enrollments with no errors requiring following up with the families.

Prospective Re-Interview. (Random Sample Re-Interviewing)

As the primary component of its program eligibility monitoring, the state will conduct prospective quality control throughout the year. Enrolled students will be re-interviewed quarterly. Non-enrolled students will be re-interviewed during the two peak seasons in the state.

Certificate of Eligibility (COE) processing

- Recruiters enroll qualified families on a COE.
- Pink copy is distributed to the family or out of school youth.
- Original COE (white copy) and yellow copy goes to MEA office.
- COE is date stamped upon arrival at the MEA office.
- Data Specialist reviews COE for completion to ensure that all boxes are marked and COE is filled out according to the COE completion instructions contained in this handbook. The Data Specialist will review the qualifying activity, qualifying arrival date (QAD), and all the other information contained on the form.
- If the COE meets all the necessary criteria, the Data Specialist will sign or initial the top right corner of the COE and submit the form to the Regional Coordinator for approval or denial.
- If an item needs additional clarification, the Data Specialist will contact the original recruiter who conducted the interview. The recruiter will correct and provide additional comments that clarify the issue. The recruiter is required to contact the family for any additional information or if changes are made on the form.
- If critical information is missing, or if information conflicts with previous information on file, the COE will be referred back to the original recruiter.
- The Data Specialist will maintain a file of COEs with errors. This will assist the state in monitoring errors as they arise. The regional office will be responsible for (1) resolving outstanding issues/discrepancies and (2) providing feedback and training to individual recruiters as the need arises.
- As errors and discrepancies are resolved, the information in the COE will be entered into the COEstar system.
- Copies of the COE will be maintained at the regional office.
- Two (2) Friendly COE forms will be mailed to the LEA, together with the yellow copy, after the COE has been approved and entered into COEstar.
- In systems without staff, the yellow copy will be filed by the Georgia Migrant Consortium office.
- The regional MEA coordinator will meet with the Data Specialist on a monthly basis to review the status of data flow, assess workloads, prioritize tasks, and resolve outstanding issues.

Resolution of Identification and Recruitment Issues

- The Data Specialists and recruiters will work as a team. They will consult with each other to resolve issues and answer questions that may arise.
- If there are issues that the Data Specialists and Recruiters are unable to resolve independently, they will consult with the regional MEA coordinator immediately to resolve the issue. Any issues which the region is unable to resolve independently will be referred to the State Identification and Recruitment Coordinator for the Migrant Education Program.
- If the State Coordinator is unable to provide an answer, he will refer the question to the State Identification and Recruitment Committee for reso-

lution.

- If the issue is of a pressing matter, the State Identification and Recruitment Coordinator will consult immediately with the state's contact person at the Office of Migrant Education in Washington.
- If at any time the Identification and Recruitment Committee is unable to answer the question, it will be referred to the Migrant Education Office within the United States Department of Education in Washington, DC.

Staff Development and Training

- LEA and MEA staff development will be provided via three (3) quarterly mandatory meetings. Recruitment staff will be given comprehensive training on the specifics of the Identification and Recruitment process and will be required to pass competencies on each section. In addition, regional training will be provided as new procedures are implemented.
- There will be ongoing discussion and sharing of recruitment strategies at the recruiter trainings. The state will involve Recruiters in state and region wide forums on identification and recruitment issues. Recruiters will exchange information about local agricultural and fishing operations in the state, as well as establish a list of community partners to assist in the identification and recruitment process.
- The regional MEA coordinators will meet with regional Recruiters on a monthly basis, as well as provide feedback to local districts and Recruiters on the recruitment efforts and progress toward fulfilling the obligation to identify and recruit all eligible children presented in the area.

Monitoring Process

- The regional offices will determine the accuracy of recruitment by re-interviewing a random sample of 150 COEs of both enrolled and non-enrolled students. A Request for Re-Interview form will be completed for each contact made (see Georgia Prospective Re-interview Guidelines in the following page).
- The State Data Coordinator will withdraw those students determined to be ineligible. Regional staff will be asked to maintain ongoing communication with migrant families and to notify families of students deemed ineligible for the program.
- Regional and LEA staff responsible for COE and COE documentation will be monitored on an on-going basis to determine areas of concern and deficiencies. Additional training will be provided as needed.
- Every three years, The Georgia Department of Education will conduct an independent third party review of current-year child eligibility determinations through a re-interview of a randomly selected sample of children previously identified as migratory.

Prospective Re-interview Guidelines

I. Paperwork Preparation and Staff Assignment Process

The Data Collections Office will generate the Enrolled and Non-Enrolled Student Sample based on the procedures designed by JBS International.

1. The Data Specialists will make photocopies of the original paper COE corresponding to each COE selected. The paper COE copies will be given to the Regional MEA Coordinator for dissemination to reviewers in a sealed envelope, along with the verification forms for reference only. The outside of the envelope will be marked with any information deemed necessary for the re-interviewer to see prior to conducting the interview. (e.g. re-interviewee names, addresses, phone numbers, whether to check for prior moves etc.) See below for rules on using the paper COE copies.
2. For the enrolled student spring quarter sample drawn in July, the Data Specialist will mark summer school students for priority interviewing. These students' families should be contacted within two weeks of the interview start.
3. The Data Specialist will complete the top section of the verification form. Sections I and II will be populated with information from COEstar.
4. The regional MEA coordinator will choose the most appropriate reviewer for the verification of eligibility interview. It is expected that the verification will be done by a trained reviewer different than the original interviewer.
5. The Data Specialist will maintain a log of who is in charge of completing the verification of each COE for the regional office and will distribute the paperwork for completion.

II. Conducting the Verification Process in the Field

1. All eligibly re-interviewing MUST be done face-to-face interview with the original interviewee wherever possible. The reviewer completing the verification of eligibility may only use phone calls to set up appointments. Interviewers will give priority to scheduling summer school students during the summer quarter.
2. On the day of the verification, the reviewer in charge can be accompanied by another recruiter or LEA staff member, but not by the same person who originally signed the family.
3. The reviewer doing the verification will explain, in a positive manner, the reason why this quality control measure is taking place.
4. Each field of the verification form in sections IV and V must be completed by the reviewer.
5. If one of the fields does not apply, a N/A notation will be used.
6. The reviewer is free to paraphrase any of the questions in order to clarify the meaning of a question to the family, but must not use any leading questions.
7. COE will be in a sealed envelope, with relevant info on the outside. The photocopy of the paper COE is available only for verification purposes, to be used following completion of the interview. The reviewer must not refer

to previously recorded facts or show the photocopy of the paper COE to the family during the interview. The re-interviewer should open the COE only after the interview is complete to cross check it with the re-interview data, and ask any needed follow-up questions.

8. At the end of the visit, the reviewer will verbally review the data entered on the verification form with the interviewee and will date the verification form.
9. If the interviewee is unable to write or sign, a witnessed mark can take the place of the signature.
10. If the interviewee refuses to sign, the reviewer will make a notation of it and the reason, if any reason is given. The lack of a signature will have no impact on eligibility or ineligibility and the verification will still be considered valid.
11. If it is determined that a family has departed, the reviewer will document who provided the information using a comment such as: "Departed per aunt, neighbor, etc. The interviewer will sign and date the certification form and move to the next COE from the random sample.
12. If the reviewer finds an interviewee not at home, he or she will make at least three attempts to locate or meet with the individual before moving to the next COE from the random sample. Each try will take place at different dates and hours of the day and each one will be documented in the top section of the verification form. After the third try, the reviewer will circle the last visit documentation notation. Reviewer will then enter a comment such as: "3 attempts-unable to locate," on the space provided for the parent's signature. Reviewer will sign and date the verification form.
13. The reviewer in charge of the eligibility verification will have until 14 days after the start of the re-interview period to deliver the completed forms to the respective Regional MEA Coordinator.
14. The Regional MEA Coordinator will review each of the eligibility verifications to ensure that it is complete and accurate. The MEA Coordinator will discuss any questions or incomplete information with the interviewer completing the verification.

III. Completing Final Paperwork

1. The Data Specialist will use the electronic spreadsheet for her region contained in the "Quarterly Quality Control" Excel document to enter the results of the re-interviews.
2. Information will be entered for each randomly selected COE used during the Quarterly Quality Control process, whether the verification attempt was successful or not.
3. This Excel document will be sent as an electronic attachment to the State ID & R Coordinator and the State Data Collections Coordinator by the first Friday of the month after the QQC took place.
4. The Data Specialist will compile a folder that contains the following completed documents:
 - A hard copy of the "Quarterly Quality Control" Excel document, acting as a cover page

- Photocopies of each of the verified paper COEs attached to the back of its respective “Verification of Migrant Child/Youth Program Eligibility” form.
5. Copies of the paper COEs and the verification forms will be mailed to the State ID & R Coordinator no later than seven working days after the end of the QQC.
 6. The original folder will be filed and available for audit at the regional office.
 7. The Data Specialist will take immediate appropriate action facilitating data correction of any misidentified children or families.
 8. The Regional Coordinator will prepare the letters to notify any misidentified families by mail by the beginning of the second week of the month after the QQC took place. To allow for an appeals process, if there is concern about the eligibility re-determination, any party with a legitimate interest, including school district personnel, state staff or the families themselves may ask for a “requested re-interview” to determine whether the information from the re-interview is correct.
 9. The Regional Coordinator will notify the appropriate school districts in writing of the misidentified families with a request to remove migrant coding and cease services immediately.
 10. The State Data Collections Coordinator will remove the misidentified children from the COEstar database using information from the Excel document and the regional offices will receive the corrected database through the weekly transfer of information.

IV. Checking Discrepancy Rates and Identifying/Correcting ID&R Problems

At the conclusion of each quarter’s prospective re-interview work, the state ID&R coordinator will review the verification data collected to determine:

1. Reasons for ineligibility.
2. Reasons for discrepancies between the original COE and the verification re-interview data.
3. Sources of incomplete/inaccurate data on the original COE.

A plan will be established by the state to address, through corrective actions and improvements, any issues that led to any incorrect eligibility determinations uncovered during the re-interviews. Such plans will be documented in the state’s Re-Interview Quality Control Summary Report.

All recruiters at fault will be contacted individually by the state ID&R coordinator shortly after the information is confirmed and specific retraining will be delivered on the problematic areas identified. Additionally, training covering the problematic points discovered during the reinterviews will be integrated into the mandatory ID&R training that all staff responsible for recruiting receives during the year.

Note: Requested Re-interviews are not part of the Quarterly Quality Control. All requested re-interviews for eligibility verifications will be counted separate from the quarterly random sample, and results from these interviews will be entered on the spreadsheet, named “Requested Re-interviews.”



**Georgia Migrant Education Program
Verification of Migrant Child/Youth Program Eligibility**



Reason for re-interview: _____ Requested by: _____
 Date requested: _____

I. Child Information

1.	Last Name/First Name/MI	Sex	Race	Birth Date	Birth Place (City/State/Country)	School Name/School ID	Grade	Enrollment Date
2.								
3.								
4.								
5.								
6.								

II. Family Information

Male Parent/Guardian: _____ (Last)
 Female Parent/Guardian: _____ (Last)
 Current address: _____ City: _____ State: _____ Zip Code: _____ Telephone: (____) _____

III. Eligibility

These questions are to be read/translated as written, with clarification provided as needed, and the individual's responses documented in writing.
 Notes: _____

- When was the last time you moved to or left (insert name of present place of residence)? _____
- If yes, did you move or leave for work or to seek work? In what? (Interviewer may need to ask additional questions to determine whether the work was temporary or seasonal work in agriculture or fishing.) _____
- Where did you live before moving to (insert name of present place of residence)? _____
- Who made the move? _____
- Did/Does this work play an important role in sustaining your family, i.e. food, rent, power, health care, clothing? Yes No Notes: _____

IV. Signatures and Eligibility Verification - I certify that the above information is correct to the best of my knowledge.
 Signature of Parent/Guardian _____ Date _____
 Signature of Interviewer _____ Date _____
 Signature of MEA Coordinator _____ Date _____

This child is is not eligible for Georgia MEP services based on the information given.
 Outcome: _____

Eligibility Determination

Appeal Process Guidelines

Anybody with a legitimate interest in a child's education may appeal an eligibility determination according to these Appeals Process Guidelines.

Procedure:

- The GAMEP will assemble an appeals board comprised of MEP staff members who are experts in the area of identification and recruitment and eligibility. These Appeals Board Members must not:
 - Be involved in the eligibility determinations in question, or
 - The prospective re-interview process determination in question.
- A list will be sent to the LEAs with any students determined to be ineligible or unable to determine eligibility by the Regional MEA Coordinators.
- A letter will be sent to all families with any child (ren) determined to be ineligible or unable to determine eligibility by the Regional MEA Coordinators.
- LEAs will have 15 calendar days from the postmark on the envelope containing the COEs in question to research and provide, if available, any additional documentation supporting the initial eligibility determination of the student(s) and file an appeal to the Appeals Board.
- Appeals must be filed with the MEP Regional Office, The office of the State Identification & Recruitment Coordinator, or The State Program Director's office.
- The GAMEP Appeals Board will review all documentation submitted by the LEA(s) and make a final determination of eligibility.
- Appeals Board will have ten calendar days from the day appeal is filed to reach a decision.
- Families and LEAs will be notified of the Appeals Board's decisions by letter.
- The Regional office will be responsible to notify the appropriate families and to disqualify them from receiving Migrant Program services.
- A list of any student(s) found to have been identified incorrectly after the appeals process will be sent to State Data office to be removed from the system. This will be done prior to the query of the system for the eligibility count used to complete the CSPR.



Appeal Process Documentation for GaMEP Eligibility Determinations

NAME OF CHILD: _____

COE#: _____

SCHOOL DISTRICT AT TIME OF RE-INTERVIEW: _____

PRELIMINARY REASON FOR INELIGIBILITY DETERMINATION:

CHALLENGE RESPONSE:

Evaluator Panel: _____

Moderator: _____

Date of Review Conference: _____

Documentation Attached: _____

After the evaluators have reviewed all additional documentation on this child, their conclusion is that the child has been determined to be: (Please check appropriate box.)

- Eligible
- Ineligible
- Can't determine eligibility or ineligibility

Certificate of Eligibility (COE) Instructions

CHAPTER 5

4

CERTIFICATE OF ELIGIBILITY (COE) INSTRUCTIONS**What is it?**

In order for an entity or individual to provide Title I, Part C Migrant Education Program funded services to a student, it/he/she must determine that the student has met the program's qualifying criteria. The Georgia Migrant Education Program must document the move information on a Georgia Migrant Education Program COE. The COE is used to initiate a program eligibility determination. After it is approved, the information is entered into the COEstar system that generates an electronic COE. This COE shows and establishes eligibility into the program.

Purpose

There are three specific purposes for the COE:

1. The purpose of the COE is to document the basis on which the children may be eligible for participation in Title I, Part C Migrant Education Program services and to obtain parental or guardian consent for children to participate in the Title I, Part C Migrant Education Program.
2. The COE serves as a document to obtain family and children information required for enrollment into the COEstar system.
3. The COE may be used for enrollment of students in COEstar

Note: The COE does not certify eligibility for the Migrant Program. After the COE is approved by the Regional Coordinator, the COE is entered into the COEstar system. The COEstar system produces an electronic COE to document eligibility into the program.

Sections

The four essential sections on the COE are:

- Section I: Family Data.
- Section II: Child Data
- Section III: Qualifying Move and Work
- Section IV: Comments
- Section V: Parent/Guardian/Spouse/Worker Signature
- Section VI: Eligibility Data Certification

Information Included

The completed COE, which is printed in triplicate form, should include the names of all eligible children between the ages of 0 through 21. This includes preschool (ages 0 through 4), school aged (ages 5 through 16), all dropouts (up through age 21), and all other school aged children (up through age 21) not attending school.

Exceptions

Children who are not eligible and are not to be included on the COE are:

- Children who are born on or after the qualifying arrival date.

- Youth who have graduated from a USA high school or have obtained a General Education Diploma (GED).

Important Steps

Only a state-trained individual is authorized to complete COEs. Here are essential guidelines or helpful hints.

1. A personal interview is conducted to ascertain the eligibility and a COE is completed.
2. By completing Section III first, possible eligibility is learned before the entire COE is completed.
3. It is extremely important to tell the family that the information obtained is CONFIDENTIAL and will only be used by educational agencies.
4. Information about the MEP and services available need to be explained to the parent or guardian prior to obtaining his/her signature.
5. The COE must be completed, in ink, through a personal interview with the parent or guardian immediately upon identification. The COE should be neat and legible.
6. The interviewer and interviewee must sign the COE.
7. Review the completed COE with the interviewee before leaving the home to ensure that all sections have been completed and responses recorded in the proper section.

Distribution and Verification

Once the interview and COE are completed, the parent is given the pink copy; the white and yellow copies are sent to the regional MEA office for processing; the white copy is filed at the regional MEA office, and the yellow copy is sent to be filed at the LEA or consortium staff office. *For Certificate of Eligibility (COE) Processing see page 42.*

Requesting Additional COE Forms

No less than a six-month supply of blank COEs should be kept in inventory at the regional MEA offices. Additional forms may be obtained from:

MR. BERNARDO SANCHEZ-VESGA
STATE ID&R COORDINATOR
GEORGIA DEPARTMENT OF EDUCATION
P.O. BOX 780
BROOKLET, GA 30415
PHONE 912-842-5400
TOLL FREE 800-621-5217
FAX 912-842-5440

Once eligibility is determined, a COE is processed and a COE is generated by the COEstar system, the children are eligible for three (3) years from their qualifying arrival date.

Basic Steps to Ensure COEs are Completed Correctly

1. Review entire COE for blanks—fill in the blanks.
2. Compare birth dates with QAD. Birth dates cannot be after the QAD.
3. Compare the interview date with parent signature date, these dates must be the same. The QAD date cannot be after the signature dates.
4. Scrutinize the QAD section. Are all boxes checked? Is the date and location correct? Does the qualifying activity match the qualifying arrival date?
5. Are all required comments included e.g., to join move, qualify under seeking, personal subsistence, temporary work worker or employer' statement, previous move, unfamiliar work activity, and any other comments that make clear the eligibility decision?
6. Have corrections to the COE been made according to the above procedures?
7. Have copies of the COE been distributed correctly?

Confidentiality**Confidentiality (English)**

It is crucial that confidentiality be maintained in dealing with all matters related to identification and recruitment efforts. No outside agency, firm or private citizen should be able to receive personal identifiable information on an individual migrant family through the school, unless authorized by the parent. This, however, does not preclude education agencies from exchanging records or information about the child. This is in compliance with the *Family Education Rights and Privacy Act (FERPA) of 1974*.

FERPA 74 Sec. 438(b)(1)(A) - (D)

(b) (1) No funds shall be made available under any applicable program to any State or local educational agency, an institution of higher education, any community college, any school agency offering a preschool program or any other educational institution which has a policy of permitting the release of personal identifiable records or files (or personal information contained therein) of students without the written consent of their parents to any individual, agency, or organization, other than the following:

- (A) Other school officials, including teachers within the educational institution or local educational agency who have legitimate educational interests;
- (B) Officials of other schools or school systems in which the student intends to enroll, upon condition that the student's parents be notified of the transfer; receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record;
- (C) Authorized representative of (i) the comptroller General of the United States, (ii) the Secretary, (iii) an administrative head of an education agency (as defined in section 409 of this Act), or (iv) State educational authorities, under the conditions set forth in paragraph (3) of this subsection; and
- (D) In connection with a student's application for, or receipt of, financial aid.

Confidencialidad**Confidencialidad (Spanish)**

Es crítico que la confidencialidad de la información sea mantenida al tratar todos los asuntos relacionados con los esfuerzos de identificación y reclutamiento. Ninguna agencia otra agencia, o ciudadano privado podrá recibir información de identificación personal de un individuo o de una familia migrante a través de la escuela, a menos que sea autorizada por los padres. Sin embargo, esto no impide a las agencias educacionales compartir información y datos de los niños. Esto es en cumplimiento con el Acta de los Derechos Educativos Familiares y Privacidad (FERPA) de 1974.

FERPA 74 Sec. 438(b) (1) (A) - (D)

(b) (1) No habrán fondos disponibles para ninguna solicitud de programa de ninguna agencia educacional estatal o local, o institución de educación superior, o colegio comunitario, escuela, o agencia que ofrezca programas preescolares,

o cualquier otra institución educacional que tenga una política que permita la entrega de registros o archivos de identificación personal (o con información personal contenida en ellos) de estudiantes, sin el consentimiento escrito de sus padres, a algún individuo, agencia, o organización, que no sean las siguientes:

(A) otros funcionarios escolares, incluyendo maestros dentro de instituciones educacionales o agencias educacionales locales que tengan intereses educacionales legítimos;

(B) funcionarios de otras escuelas o sistemas escolares en los cuales el estudiante trate de matricularse, con la condición que los padres del estudiante sean notificados de la transferencia, que reciban, si lo desean, una copia de los datos que van a ser entregados, y que tengan la oportunidad de una reunión para cuestionar el contenido de dichos datos;

(C) representantes autorizados de (i) el controlador General de los Estados Unidos, (ii) el Secretario, (iii) y el jefe administrativo de una agencia educacional (como se define en la sección 409 de esta Acta), o (iv) autoridades estatales educacionales, con las condiciones fijadas en el párrafo (3) de esta subsección; y

(D) en relación con la solicitud o el recibo de ayuda financiera estudiantil.

Georgia COE Sample

Georgia Department of Education - Migrant Education Program

Certificate of Eligibility

The child(ren) moved into _____ on _____

(School district) (Residency date)

I. FAMILY DATA		First Name		MI
Male Parent/Guardian: (Male Qualifier/Work)	Last Name	Last Name		MI
Father:	Last Name	First Name		MI
Current Address: Street	State:	Zip Code:	Telephone:	
Mailing Address: Street/P.O. Box (if different from above)	State:	Zip Code:	Telephone:	
City:	State:	Zip Code:	City:	State:
II. CHILD DATA				
Last Name 1	Suffix	First Name	Middle Name	Birth Date (Verification Code)
				Sex
				MB
				Race
				Enrollment Date
				Grade
				School Name/School ID
				Birth Place (City/State/Country)
				School District:
				State:
III. QUALIFYING MOVE & WORK				
1. The child(ren) listed above moved from a residence in _____ School district / _____ State, _____ to a residence in _____ School district / _____ State, _____				
2. The child(ren) moved (complete both a. and b.):				
a. <input type="checkbox"/> on own as worker, OR <input type="checkbox"/> with the worker, OR <input type="checkbox"/> to join or precede the worker.				
b. The worker, _____ (fill in name and last name of worker) is the child or the child's <input type="checkbox"/> parent <input type="checkbox"/> spouse <input type="checkbox"/> guardian, moved on _____ (provide comment)				
3. The Qualifying Arrival Date was _____ (provide comment)				
4. The worker moved due to economic necessity in order to obtain:				
a. <input type="checkbox"/> seasonal OR <input type="checkbox"/> temporary employment				
b. <input type="checkbox"/> agricultural OR <input type="checkbox"/> fishing work				
c. <input type="checkbox"/> any work, and obtained qualifying work soon after the move, OR				
d. <input type="checkbox"/> qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:				
i. <input type="checkbox"/> The worker has a prior history of moves to obtain qualifying work (provide comment), OR				
ii. <input type="checkbox"/> There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).				
5. The qualifying work, _____ (fill in name and last name of job), was (make a selection in both a. and b.):				
a. <input type="checkbox"/> seasonal OR <input type="checkbox"/> temporary employment				
b. <input type="checkbox"/> agricultural OR <input type="checkbox"/> fishing work				
c. <input type="checkbox"/> if applicable, check: <input type="checkbox"/> personal subsistence (provide comment)				
6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:				
a. <input type="checkbox"/> worker's statement (provide comment), OR				
b. <input type="checkbox"/> employer's statement (provide comment), OR				
c. <input type="checkbox"/> State documentation for _____ (provide comment)				

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

(YANF information and Migrant History)
 (Migrant History)
 (Temporary employer and work location)

V. PARENT/GUARDIAN/SPOUSE/WORKER SIGNATURE

I understand the purpose of this form is to help the State determine if the child(ren)/youth listed on this form is 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.
 I give permission for me (self-eligible), my child(ren), or my child(ren) to participate in the Migrant Education Program.

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

Numbered COE for Instructions

Certificate of Eligibility

The child(ren) moved into 1 (School District) on 2 (Residency date)

I. FAMILY DATA

Male Parent/Guardian: (Male Qualifying Worker) Last Name 1 First Name 2 MI 3 Middle Name 4 First Name 5 MI 6
 (Female Qualifying Worker)

Father: Last Name 7 First Name 8 MI 9 Middle Name 10 First Name 11 MI 12

Current Address: Street: 13 State: 15 Zip Code: 16 Telephone: 17
 City: 14 Mailing Address: Street/P.O. Box: (if different from above) 18
 State: 20 Zip Code: 21

II. CHILD DATA

Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	Birth Date (Verification Code)	MB	Race	Birth Place (City/State/Country)	School Name/School ID	Grade	Enrollment Date	
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>

Home Base City/Town: 22 State: 23 Country: 24
 Family Language: 25
 Student(s) intend(s) to graduate from: School Name: 26 School District: 27 State: 28

III. QUALIFYING MOVE & WORK

1. The child(ren) listed above moved from a residence in A (School District) / B (City) / C (County) / D (State) to a residence in E (School District) / F (City) / G (County) / H (State).

2. The child(ren) moved (complete both a. and b.):
 a. on own as worker, OR with the worker, OR to join or precede the worker.
 b. The worker, A (First Name and Last Name of Worker) is the child or the child's parent spouse guardian.
 i. Complete if "to join or precede" is checked in 2a.) The worker moved on MM/DD/YYYY B (The child(ren) moved on MM/DD/YYYY C (provide comment))
 3. The Qualifying Arrival Date was MM/DD/YYYY A
 4. The worker moved due to economic necessity in order to obtain:
 a. seasonal OR temporary employment
 b. agricultural OR fishing work
 c. any work, and obtained qualifying work soon after the move; OR
 d. any work, and obtained qualifying work, but did not obtain the work. If the worker did not obtain the qualifying work:
 i. The worker has a prior history of moves to obtain qualifying work (provide comment), OR
 ii. There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).
 5. The qualifying work, A (describe the actual nature of the job/work) was (make a selection in both a. and b.):
 a. seasonal OR temporary employment
 b. agricultural OR fishing work
 c. personal subsistence (provide comment)
 6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:
 a. worker's statement (provide comment), OR
 b. employer's statement (provide comment), OR
 c. State documentation for A (Employer)

IV. COMMENTS (Must include 2b, 4c, 5, 6a and 6b of the Qualifying Move & Work Section, if applicable)
 (VAPE information and Migrant History)
 (Migrant History)
 (Temporary employer and work location)
V. PARENT/GUARDIAN/SPOUSE/WORKER SIGNATURE
 I understand the purpose of this form is to help the State determine if the child(ren)/youth listed on this form is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.
 I give permission for me (self-eligible), my child(ren), or my child(ren) to participate in the Migrant Education Program. 1 (Signature) 2 (Date)
 Relationship to the child 3 Date 4
VI. ELIGIBILITY DATA CERTIFICATION
 I certify that the information provided on this form is true and correct, and that I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to F.R.U.S.C. 1001.
 Signature of interviewer 1 Date 2
 Signature of Designated SEA Reviewer 3 Date 4

III. QUALIFYING MOVE & WORK

1. The child(ren) listed above moved from a residence in A (School District) / B (City) / C (County) / D (State) to a residence in E (School District) / F (City) / G (County) / H (State).

2. The child(ren) moved (complete both a. and b.):
 a. on own as worker, OR with the worker, OR to join or precede the worker.
 b. The worker, A (First Name and Last Name of Worker) is the child or the child's parent spouse guardian.
 i. Complete if "to join or precede" is checked in 2a.) The worker moved on MM/DD/YYYY B (The child(ren) moved on MM/DD/YYYY C (provide comment))
 3. The Qualifying Arrival Date was MM/DD/YYYY A
 4. The worker moved due to economic necessity in order to obtain:
 a. seasonal OR temporary employment
 b. agricultural OR fishing work
 c. any work, and obtained qualifying work soon after the move; OR
 d. any work, and obtained qualifying work, but did not obtain the work. If the worker did not obtain the qualifying work:
 i. The worker has a prior history of moves to obtain qualifying work (provide comment), OR
 ii. There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).
 5. The qualifying work, A (describe the actual nature of the job/work) was (make a selection in both a. and b.):
 a. seasonal OR temporary employment
 b. agricultural OR fishing work
 c. personal subsistence (provide comment)
 6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:
 a. worker's statement (provide comment), OR
 b. employer's statement (provide comment), OR
 c. State documentation for A (Employer)

IV. COMMENTS (Must include 2b, 4c, 5, 6a and 6b of the Qualifying Move & Work Section, if applicable)
 (VAPE information and Migrant History)
 (Migrant History)
 (Temporary employer and work location)
V. PARENT/GUARDIAN/SPOUSE/WORKER SIGNATURE
 I understand the purpose of this form is to help the State determine if the child(ren)/youth listed on this form is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.
 I give permission for me (self-eligible), my child(ren), or my child(ren) to participate in the Migrant Education Program. 1 (Signature) 2 (Date)
 Relationship to the child 3 Date 4
VI. ELIGIBILITY DATA CERTIFICATION
 I certify that the information provided on this form is true and correct, and that I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to F.R.U.S.C. 1001.
 Signature of interviewer 1 Date 2
 Signature of Designated SEA Reviewer 3 Date 4

Distribution: White - MEA Yellow - LEA Pink - Parent/Guardian

Georgia COE Instructions

General instructions

- A COE must be completed every time a child makes a new qualifying move.
- In cases where a response may not be required or does not apply, the recruiter must write a dash (-) or "N/A" in the appropriate blank.
- A separate COE must be completed 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.
- The recruiter must not include any child who:
 - was born after the qualifying move;
 - 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
 - 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.

COE's top right area

- The child(ren) moved into: (School District) Record the actual school district where child(ern) are residing.
- On: (Residency Date) Record the date when child(ren) arrived to the actual school district. Use the two-digit number that refers to the month and day, and the last two digits of the year. For example, August 20, 2009 would be written as 08/20/09.

Section I - Family Data

Male Parent/Guardian [Last Name(s), First Name]

Record the name of the male qualifying worker (if any) currently responsible for the child(ren). (e.g. such as a grandparent, spouse, brother, or stepparent with whom the child lives who is responsible for the welfare of the child). If the "child" is the worker and a male, write the child's name for this data element.

- Last name(s): Record this male qualifying worker's legal last name (or names). If he has two last names or a hyphenated last name, record his last name(s) as it legally exists.
- First name: Record this male's legal first name.
- Middle initial: Record this male's middle initial.

Female Parent/Guardian [Last Name(s), First Name]

Record the name of the female qualifying worker (if any) currently responsible for the child(ren), e.g., such as a grandmother, spouse, sister, stepmother, or aunt with whom the child lives who is responsible for the welfare of the child). If the "child" is the worker and a female, write the child's name for this data element.

- Last name(s): Record this female's legal last name (or names if hyphenated)

as it legally exists

5. First Name. Record this female's legal first name.
6. Middle Initial. Record this female's legal middle initial. If the child's legal father is different from the current male qualifying worker, provide the name of the child's legal male parent, or current father figure. If there is no legal male parent information disclosed, write "father name withhold." If the child's legal father is the current male qualifying worker, write "same."
7. Last name(s): Record the name of father or current father figure at home. If he has two last names or a hyphenated last name, record his last name(s) as it legally exists.
8. First name. Record this male's legal first name.
9. Middle initial. Record this male's middle initial.

Biological Mother Maiden Last Name, First Name, Middle Name:

Record this information even if biological mother is deceased. The information is needed to ensure the right person is receiving services, and to prevent double or triple counting a migrant student.

10. Maiden Last name. Record the biological mother's maiden last name.
11. First name. Record the biological mother's first name.
12. Middle initial. Record the biological mother's middle initial.

Current Address

13. Record the physical address, including the complete name of the street or road where the child(ren) currently reside. 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).
14. City. Record the name of the city or town where the child(ren) currently resides.
15. State. Record the postal abbreviation used by the U.S. Postal Service for the state where the child(ren) currently reside.
16. Zip. Record the five or nine-digit zip code where the child(ren) currently reside.
17. Telephone. Record the telephone number, including area code, of the family.

Note: If the physical current address is different from the mailing address, provide the mailing address in the section below.

Mailing Address

(Only if it is different from their physical, current address.)

18. Record the street number and street name or their P.O. Box number. Record mailing address
19. City. Record the name of the city or town where the family/OSY currently receives their mail.
20. State. Record the postal abbreviation for the State where the family/OSY currently receives their mail.
21. Zip Code. Record the five or nine-digit zip code where the family/OSY cur-

rently receives their mail.

Home Base

City or town the migrant family/OSY considers their permanent home. (E.g. city or town where family returns after their migratory moves; or where they live most of the year).

22. Home base City/Town. Record the name of the city the family considers home.
23. State. Record the name of the state where the family home base is located.
24. Country. Record the name of the country where the family home base is located.
25. Family language. Predominant language used at home.

Student(s) Intend(s) to Graduate From

This field only applies for students currently in high school. Out-of-school youth (OSY) or children in elementary or middle school don't need this information.

26. School Name. Only if information is available.
27. School District. Only if information is available.
28. State. We need at least the state where they intent to graduate.

Note: We need the graduation information for each one of the high school students in the family.

Section II - 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.

1. 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).
2. 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."
3. Suffix: Where applicable, record the child's generation in the family (e.g., Jr., Sr., III, 3rd). Otherwise, write a dash (-) or "N/A."
4. 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).
5. 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.”
6. Sex: Record the child’s sex - “M” for male or “F” for female.
 7. 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 17, 2005, would be written as 09/17/05.
 8. 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 in the following page).

Note: 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/guardian or emancipate youth’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.”

9. 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.).
10. Race: Record child(ren)/OSY race. Insert one of the following codes (The COEstar database accepts only these codes):

Code Description

- 1 - American Indian or Alaska Native (Persons having origins in any of the original people of North, Central, or South America)
- 2 - Asian
- 3 - Native Hawaiian or other Pacific Islander
- 6 - Black or African American
- 7 - White (Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East)

11. Birth Place: (City/State/Country) Record the city, state and country in which the child was born. Must be designated by an abbreviation, e.g., Patzcuaro, MC, MEX. Use two-letter abbreviations for state and three-letter abbreviations for country. A listing of Mexico cities/villages, and states is available in section VII of the ID&R handbook.
12. School Code: Record the school name or the Georgia school code.
13. Grade: Record grade the student is actually in. Out-of-School Youth should be coded to the high school of their area of residence. (Use grade table)
14. Enrollment Date: Record enrollment date into school.

Section III - Qualifying Move & Work Section

In this section, record the qualifying move and qualifying work information which the state interviewer believes documents the child’s eligibility for the program. Remember, the move from one school district to another must be done for economic necessity.

1. The child(ren) listed on this form moved from a residence in... ***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.
 - A. School District. If the move was from one school district to another school district within the same city or county boundaries, enter the name of school district, name of the city, state and country. Otherwise record:
 - B. City
 - C. State
 - D. Country

to a residence in _____ (School District/City/State/Country). ***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.

 - E. School District
 - F. City
 - G. State
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, _____A_____ (First and Last Name of Worker). Record the first and last name of the individual who sought or obtained the qualifying work (e.g., 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 (e.g., 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.)
- I. The worker moved on ___B___ (MM/DD/YY).
- J. The child(ren) moved on ___C___ (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 _____A_____ (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 the worker completed the move. The QAD of a “to join move” is the day the worker and child reunite in the school district where they complete a qualifying move. Remember, the move of the worker and child must be within a year from each other.

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* _____A_____ (describe agricultural or fishing work),(Continued below)
- 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; de-tasseling corn; catching chickens; planting oysters; walking (weeding) soybeans; and harvesting crabs.
- (Continued from above)...was (make a selection in both a. and b.):
- a. seasonal **OR** temporary employment, (Continued below)
- Mark the box for “seasonal employment” if the employment occurs only during a certain period of the year because of the cycles of nature and

that, by its nature, may not be continuous or carried on throughout the year (Section 200.81(j)).

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

[NOTE: The definition of temporary employment includes employment that is constant and available year-round only if, consistent with the requirements of Section 200.81(k) of the regulations, 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.
- * 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 _____ A _____ (employer).

- 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.

Section IV - 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 the migrant’s history (First move for agricultural reasons), OSY information, and 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 natural disaster in the area that caused work not to be available.

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

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

Section V - 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 on this form is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.

(1) Signature, (2) Relationship to the child(ren), (3) 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.

Section VI - Eligibility Data Certification

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.

(1) Signature of Interviewer, (2) Date

(3) Signature of Designated SEA Reviewer, (4) Date

At least one SEA-designated reviewer, primarily the MEA Regional Coordinator, 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 SEA-designated reviewer must sign and date the COE on the day it was reviewed.



Appendices
CHAPTER 6

APPENDICES

Georgia Title I Part C Migrant Education Program**REFERENCE MATERIALS****SPECIFIC PROJECT INFORMATION**

This section is provided for the recruiter to identify specific reference material about his/her district or office. Such information must be kept handy for quick reference and to share with families:

1. **District graduation requirements and handbooks from the schools in the district**
2. **Attendance Requirements**
3. **Bus Schedules**
4. **Holiday Schedules**
5. **School Board Policies**
6. **Parent Conference Days**
7. **Schedule of Field Trips**
8. **Handy information for new residents, example:**
 - names, addresses and phone numbers of:
 - utility services
 - phone company
 - social service agencies
 - adult learning centers
 - police department
 - fire department, etc.
9. **Migrant Education Program Brochures:**
 - Georgia Migrant Education Program Services**
(English and Spanish)
10. **Alternative educational program brochures and information, if applicable.**
11. **Recruiter Kit Model** -- suggested information, forms and supplies needed by a home visitor (see page 75).

Education Program Information**HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)**

A national program especially funded for migrant youth is the High School Equivalency Program (HEP). There are several of these programs in university and college campuses throughout the nation. The program may be residential or commuter based. The purpose of the program is to provide individualized instruction to enable participants to take the general education diploma (GED). This exam may be taken in English or Spanish. The program also offers guidance about the opportunities to continue post-secondary education. Program participants are provided with room and board, transportation and a weekly stipend. For more information, **call your Adolescent Outreach Specialist at your regional office.**

ADULT BASIC EDUCATION

There are Adult Basic Education (ABE) classes in every state across the nation. Community colleges and universities sponsor many of these. Some have ABE programs in conjunction with grants from the Immigration and Reform Control Act (IRCA). Individuals sixteen years of age and older are eligible to enroll in English as a Second Language (ESL) classes. Often times the classes are held at churches, public schools and libraries. All ABE classes have open enrollment; that is, students may enroll at any time during the school year. Classes are free and books and materials are provided without charge. For a listing of the educational institutions, which sponsor ABE classes in the State of Georgia, **Call your Adolescent Outreach Specialist at your regional office.**

COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)

CAMP is a unique educational program that helps students from migrant and seasonal farmworker backgrounds succeed in college. CAMP was established in 1972 and has helped thousands of students accomplish their educational goals. CAMP offers pre-college transition and first-year support services to help students develop the skills needed to stay in school and successfully graduate from college. CAMP services include providing help with admissions, financial aid and other university services; CAMP staff can assist the student in finding housing either on-campus or off-campus and find roommates with your same interests; select and register for classes and introduce them to campus services; adjust to college life through individual and group counseling; develop a long-term support system; develop study and college survival skills; obtain tutors for academic assistance; receive supplemental financial assistance for books, supplies, health insurance and transportation. CAMP is evaluated by college graduation rate which is somewhere between 80-90% nationally. For more information about CAMP, **call your Adolescent Outreach Specialist at your regional office.**

RECRUITING TIPS

- 1) **Starting Early** – Recruiting early before the school year begins is important. The recruiter can be at the school for the first few days to sign up families as they bring their children to school.
- 2) **Student Handbook** – As part of the reference materials, a copy of the student handbook from all of the schools in the area can be collected. It is a good idea to become familiar with the school policies for attendance, discipline and graduation requirements and grading periods.
- 3) **Welcome Wagon Approach** – A packet of information for newly-arrived families is useful, including emergency phone numbers, directories of social service agencies, schools, churches, businesses, etc. This information may be gathered in a folder. Distribute the packets to new families as they arrive in town.
- 4) **Take School Officials on Recruiting Visits** – The superintendent, principals and others may be invited to accompany the recruiter on a home visit occasionally. This will help them understand the recruiter role and may help break down barriers.
- 5) **Visit With an Experienced Recruiter** – A new recruiter may wish to ask an experienced recruiter in the area if he/she could accompany him or her on some home visits. After a few visits, ask if you could do a parent interview.
- 6) **Recruit at School Registration** – Set up a table at schools that have pre-registration before school starts, and have all parents pass by your station to be screened for eligibility. Those who qualify should be signed up on the spot. Other migrant personnel could be trained to help in other schools if families pre-register on the same day.
- 7) **Name Tag** – The recruiter should wear identification prominently displayed when going on home visits. Try to include the migrant logo on the identification. It identifies the program to the parents, and the identification reminds the parents of your association with the Migrant Education Program.
- 8) **Business Cards** – Have business cards printed with the recruiter's name, title, address, and phone number. Staple them to brochures, posters or flyers to advertise the program.
- 9) **Give – Always** – Have something to give to the parents or to the children that will be useful to them. It helps break the ice and the family feels that they have gained by your visit. Give-always could include pencils, pens, calendars, brochures, key chains, etc.
- 10) **Call – Back Form/Door Knob Messages** – Doorknob message signs are available, free of charge, through the MEP. These signs are good to use when you are not able to locate a family. Check the appropriate message on one of these forms and leave it on their door to let them know that you were there.
- 11) **Take the old COE on Home Visits** – When visiting families take their previous COE and compare it with the new DEF information. Specifically, compare the qualifying arrival dates

HOME VISITOR/RECRUITER MODEL KIT

Each recruiter has his/her unique way of taking along necessary forms and information during home visits. Having all of the forms, information and supplies needed by a recruiter in a self-contained kit may aid in making the job of a recruiter more efficient.

Below is a suggested sample of what a recruiter kit might contain:

FORMS:

The recruiter may find it useful to have brochures and other information on programs available when identifying and recruiting these youth. The social services directory is one starting point to begin identifying services/programs in the youth community.

- DEFS
- Free and Reduced Lunch Application
- School Enrollment Forms (This would include all necessary school information, e.g., registration, immunizations and medical release forms).

OTHER INFORMATION:

- Migrant Education Program** — This would be any information on the National Program: brochures, handouts, etc. Contact the MEP office if more information is needed.
- Materials for special services for out of school youth, such as:
 - o English Spanish Courses
 - o Summer School contracts
- Daycare** — Contact Kiddie Kastle (day care for migrant infants) or Headstart for referrals, daycare centers or other community social agencies for available daycare.
- DFACs Pamphlets** — Contact local DFACs office for any programs that might be needed for referrals. Examples of programs might be Food Stamps, Medical, WIC, Housing, Job/Employment, and Clinics.
- Resource Directory** — Listing of social agencies in the community and surrounding area.
- PAC** — Contact the regional MEP office for information.
- Log, Calendar, Map, Miscellaneous Items** — It may be helpful to have these items to record dates, referrals, and make appointments. There may be miscellaneous items that each home visitor may find useful.
- Supplies** — This might include a clipboard, several pencils and pens, paper clips, post-it notes, door knob messages, file folders, English/Spanish course books, dictionaries, blue document bags, etc.

Once the necessary forms and items are gathered, place them in an expandable file or case and carry with you on home visits.

AGRICULTURAL/FISHING**AGRICULTURAL ACTIVITY**

The criteria as stipulated in the Federal Register dated May 1, 1995, defines agricultural, fishing and the qualifying worker as follows:

"Agricultural activity" is:	"Any activity directly related to the production or processing of crops, dairy products, poultry, or livestock for initial commercial sale or personal subsistence."
"Personal subsistence"	Includes both the workers (and family's) direct personal consumption and incidental sale of the agricultural or fishing product.
The "production" of crops, dairy products, or animals includes, among other things:	Planting, cultivation, or harvesting of crops or preparing of land for such activities, raising or milking dairy farm animals, gathering of eggs, and the raising of livestock for eventual slaughter (but not for sport or recreational use). Planting cultivation, and harvesting of fruits and vegetables (e.g., apples, oranges, grapes, tomatoes, potatoes, celery, etc.) are the major activities that employ migratory workers.
"Processing" includes such activities as:	Transporting to the processor, storing, refining, canning, and freezing. It also includes the processing of any part of a crop, dairy products or animal (e.g., cotton seed pressing that is performed after cotton ginning, or processing of animal organs). "Processing" ends at the point where the crop, dairy product, poultry, or livestock ceases to be recognized as the entity that began to be processed and becomes part of a more refined product – potato soup, apple pie, macaroni and cheese, chicken pot pie, beef stew, etc., - or when the product – fresh packaged chicken, bagged grapefruit, boxed broccoli – is readied for sale to the wholesaler or consumer. Depending on the circumstances, "initial commercial sale" can occur at the conclusion of the processing activity(ies), when the product or processed product is sold: <ol style="list-style-type: none"> 1. FOR REFINING TO THE NEXT STAGE PROCESSOR 2. TO THE WHOLESALER 3. TO THE RETAILER 4. DIRECTLY TO THE CONSUMER
"Initial commercial sale"	Occurs after the last processing stage of the product. Persons who own their own trucks, and who use them to perform work "directly related" to production or processing, are engaged in an "agricultural activity" for purposes of the Title I, Part C regulations.

CROPS

The following are examples of activities that involve the "production" of crops:

Planting:	Oranges, apples, trees, onions
Cultivating:	Cotton, beans, onions, pecans
Pruning:	Grapes, trees
Thinning:	Sugar beets, tomatoes, cotton
Weeding:	Lettuce, Tomatoes, Celery
Fertilizing:	Peanuts, apples, oranges, cotton, lettuce
Irrigating:	Cotton, carrots, tomatoes
Harvesting:	Picking or gathering of products, agricultural and fishing

In addition to foods and fiber, the term "crop" includes nursery plants, turf, Christmas trees, flowers, fibers and similarly grown items.

FISHING ACTIVITY

A Fishing activity is:	"Any activity directly related to the catching or processing of fish or shellfish for initial or commercial sale or personal subsistence."
"Personal subsistence"	Includes both the workers (and family's) direct personal consumption and incidental sale of the agricultural or fishing product.
"Processing"	Producing or processing a product for "initial commercial sale" may occur at the same site or at multiple sites. In isolated instances, the refinement process of a product may occur at the site where the product is produced.

REVIEW OF TARGETED TEMPORARY ACTIVITIES

In order to obtain complete and accurate information, the state needs to conduct an industrial survey for any agricultural related industry like beef and poultry in which the state wants to ascertain their jobs as temporary. **In the absence of this survey, any temporary work needs to be evaluated on a case-by-case basis.** The Georgia MEP conducts annual reviews of all participants, signed under temporary qualifying work, to ensure accuracy of the program's eligibility policy.

Poultry Production and Processing

DEFINITION

Poultry production and processing in the state of Georgia is the raising and processing of domestic fowl for eggs and flesh. Georgia has two types of commercial poultry farms. Farms of the first type (egg farms) produce eggs, while farms of the second type (broiler houses) produce meat (chicken and turkey) for the flesh market. Initial commercial sale of eggs takes place between the egg farmers and the retail market, while the initial sale of fowl flesh takes place between the broiler houses (which are also the processors) and the retail market. The eggs can also be hatched and remain as part of the integrated poultry activities until they are processed.

NATURE OF EMPLOYMENT

Migrant qualifying activities may occur in poultry in relation to fowl processing plants, broiler houses, and egg farms. All aspects of the poultry industry experience peak periods of employment which follow growing and marketing activities.

According to egg farmers and broiler houses, there is a high incidence of part-time/temporary employment and turnover of workers. Statistics and news reports indicate that most employees leave within 12 months of their original date of hiring due to the demanding, hard working condition. The cyclical nature of growing and marketing activities makes this work most instable. For example, workers are hired for a limited number of days to clean chicken houses, depending upon when the chickens are picked up or delivered. This delivery cycle varies on all farms throughout the state.

Due to fluctuating growing and marketing activities, some plants will have a greater need for temporary workers than others. While some plants only process whole broilers, other plants are equipped to cut up; package, and label separate parts of the chicken.

It should be noted that prior to the Thanksgiving holiday, turkey processing increases greatly. Due to the seasonal nature of this increase, activities undertaken by workers hired only for this duration of time shall be termed migrant "seasonal"(it is seasonal because the workers are hire to meet the increase demand during the holiday season) qualifying activities.

LOCATION

The heaviest concentration of poultry production is in North Georgia. Due to cooler weather in the northern part of the state, fewer chickens are lost and buildings do not have to be cooled. Poultry producers are expanding throughout the state. Egg hatcheries are also scattered throughout the state.

SAMPLE ACTIVITIES

Employees are hired on a temporary basis due to the cyclical nature of the industry. Temporary migrant qualifying activities in the poultry industry may include but are not limited to:

PROCESSING PLANTS

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Processing plants ▪ Unloading chickens from coops ▪ Hanging chickens to prepare them for slaughter ▪ Killing chickens ▪ De-heading chickens ▪ Bleeding chickens ▪ Scalding chickens ▪ Removing feathers ▪ Opening body cavity | <ul style="list-style-type: none"> ▪ Separating viscera (internals) ▪ Trimming (employee is called trimmer) ▪ Inspecting carcass ▪ Chilling chickens and parts ▪ Grading ▪ Operating cutting machine ▪ Packing and icing chicken parts ▪ Stacking boxes of chickens ▪ Transporting to markets |
|---|--|
-

BROILER HOUSES

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ Preparing chicken houses and feeders ▪ Receiving and unloading of chicks ▪ Hauling of feed from truck ▪ Feeding and watering of chicks | <ul style="list-style-type: none"> ▪ Adjusting height of feed and water ▪ Catching, caging and loading birds for transporting to processing plant ▪ Loading and transporting unused feed |
|---|---|
-

EGG FARMS

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ Preparing chicken houses and feeders ▪ Unloading/spreading shavings or bedding material ▪ Receiving and unloading chicks ▪ Separating pullets into units | <ul style="list-style-type: none"> ▪ Preparing eggs for shipment ▪ Transporting eggs to hatchery ▪ Catching and caging hens ▪ Loading hens for transporting ▪ Gathering eggs |
|---|---|
-

BY-PRODUCTS

Some poultry manure is sold to local farms on a small scale. Also, after one year of egg production, fowl may be sold back to the seller for resale to the consumer as soup, chicken nuggets and dog food. Functions related to the processing of such by-products do not normally qualify as eligible Migrant Education Program activities. The related processors normally do not have peak periods of employment nor is the 'raw' product processed by the grower for such by-products.

Dairy Production and Processing

DEFINITION

Dairy production and processing in the state of Georgia is the milking of cows to produce cash income and food. Dairy animals and products are produced and/or processed in what is known as "dairy farming" or "dairying."

NATURE OF EMPLOYMENT

According to the guidelines this has to be a temporary job to qualify. There is a high probability that only 50% of the work force will remain for the entire year. Some temporary employees are hired to perform preparation activities prior to the peak milking season, while others choose to leave the dairy industry for agricultural purposes (to enable more family members to work in the crop harvesting).

SAMPLE ACTIVITIES

Temporary employees are generally hired right before spring flush for weeding, disinfecting, and general clean-up purposes. In addition, migrant qualifying activities which may provide temporary employment for workers on a dairy farm throughout the year may include but are not limited to:

DAIRY FARMS

- | | |
|-----------------------------|---|
| ▪ Milking cows | ▪ Bringing cows in from pasture |
| ▪ Shift foreman | ▪ Feeding cows by hand or by loader |
| ▪ Stripping cans | ▪ Treating cows for infection and cuts |
| ▪ Washing of milk tanks | ▪ Hauling out manure |
| ▪ Removing cows to pasture | ▪ Transporting dairy to market for sale |
| ▪ Drive trash | ▪ Building and repairing fences |
| ▪ Loader worker | ▪ Cleaning pens and fence rows |
| ▪ Driving tractor | ▪ Fertilizing and irrigating pastures |
| ▪ Spraying for weed control | ▪ Hospital string pen |
| ▪ Changing hay | |

BY PRODUCTS

By-products of dairy activities include such products as cheese, ice cream, cottage cheese, dry milk, sour cream, yogurt, butter, and manure. In producing these products employees are not considered migrant eligible unless these temporary activities are directly related to the production or processing of dairy products for initial commercial sale or as a principal means of personal subsistence.

Beef Production

DEFINITION

Beef production is the raising of cattle for slaughtering purposes. This includes the activities performed in raising the cattle as well as preparing the cuts of meat for wholesale distribution.

BEEF PRODUCTION

- Herding cattle
- Feeding cattle
- Mending fences
- Cleaning feedlots
- Hauling and loading feed
- Nursing calves

BEEF PROCESSING

- | | |
|---|---|
| ▪ Herding cattle into chute | ▪ Packing offal |
| ▪ Stunning cattle | ▪ Scriber |
| ▪ Bleeding cattle | ▪ Washing trolleys |
| ▪ Skinning cattle | ▪ Trimming tongues |
| ▪ Hooking carcass | ▪ Cleaning and cutting feet, arms, and ears |
| ▪ Dismembering carcass | ▪ Operating triple wash |
| ▪ Separating edible parts from inedible parts | ▪ Operating down puller |
| ▪ Washing and bleaching tripe | ▪ Operating J hook |
| ▪ Trimming carcass clean | ▪ Operating jaw pullet |
| ▪ Washing tail and sweetbreads | ▪ Rendering helper |
| ▪ Removing meat from head | ▪ Shackle |
| ▪ Packaging tail, tongue and tripe | ▪ Grading |
| ▪ Spacing carcass | ▪ Driving equipment |
| ▪ Loading trucks | ▪ Rendering operator II |
| ▪ Hand edible offal | |
| ▪ Separating and tying gut | |

BY-PRODUCTS

Types of by-products include but are not limited to hides, tallow, dog and cat food. However, functions related to the processing of such by-products do not qualify as eligible Title I Migrant Education Program activities, as the related processors normally do not have peak periods of employment nor is the 'raw' product processed by the grower for such by-products.

PACKING SHEDS

For the purpose of this document, only the temporary activities initiated in the packing shed/processing plant will be addressed. Seasonal activities relevant to the crops will not be included since these activities are carried out at the farmer/grower site. Packing shed activities include the post harvest processing of the aforementioned crops so they can be packaged for the fresh market, and/or stored in a controlled atmosphere (cold storage) room for packaging or processing at a later date.

For example, some strawberries, grapes, apples and raspberries are canned and processed into juices, frozen concentrate or fruit fillings. Potatoes are packaged for fresh market consumption or processed into frozen hash browns, french fries, etc., while apples can be packed and kept in cold storage for future marketing activities.

DEFINITION

Packing shed/processing covers a variety of fruits and vegetables in Georgia. They include:

FRUITS

Apples	Pears
Tomatoes	Prunes
Blueberries	Plums
Grapes	Strawberries
Peaches	Watermelon

FIELD CROPS

Asparagus	Peas
Corn	Potatoes
Onions	Tobacco
Cucumber	Squash
Peanuts	Cotton

NATURE OF EMPLOYMENT

Employment periods vary from crop to crop due to the varying dates of harvest or the grower's utilization of cold storage facilities. Some employees who move to obtain packing shed/processing work do so with the understanding that the work is for a given period of time, usually less than one year, and that layoffs will occur during slack times.

LOCATION

While the entire state enjoys a strong agricultural economy, certain crops and activities are predominant in select parts of the state.

Field crops play an important role in Georgia's agricultural market. While most field crops can be found in the southern half of the state, apples, pears, and other produce are processed in the northern part of the state in preparation for initial commercial sale. The nation's largest growing area of the world famous Vidalia Onions is located in southeastern Georgia, in Toombs and Tattnall Counties. Peaches, the state fruit, are produced in the southwest part of the state, especially in Peach County.

FISHERIES

There are many different fisheries, as well as different ways to catch fish. Listed below are short explanations of several different fisheries.

Gillnetting is when fish are caught with a net. Gillnet boats are called either bow-pickers, or stern pickers, depending on where the reel is—in the bow, in the front of the boat, the stern or the rear of the boat. The reel is a big drum that winds in the net on and off the boat. The net is laid out, and sinks into the water with the lead line, a heavy line at the bottom of the net. The top of the net is held up with corks or floats that stay on top of the water and keep the net from sinking. In between these lines is the web. This is what the fish get caught in. The fish swim and get entangled in the net, usually head first and cannot get back out, as their gills get stuck. Hence, the term gills net. When the fisherman brings the net in, the fish must be picked out of the net by hand. Some examples of gillnet fish are; salmon, sturgeon and silvers.

Trolling is done with lines and hooks. The hooks have artificial lures on them. The fisherman goes out into the ocean, the hooks are dropped into the waters on lines. The boat slowly idles along, with the hooks moving in the water attracting fish. The lines are brought in and the fish are taken off the hooks by hand. Some examples of troll fish are: salmon and tuna.

Long-lining is also done with hooks; however, live bait is used. The crew must bait hundreds of hooks by hand. The hooks are put in the ocean on weighted lines. They settle at the bottom of the sea. The lines are brought in and the fish must be taken off the hooks by hand. Some examples of fish caught long-lining are: halibut and sole.

Purse-Seine fisherman lay out their net in a circle, around a school of fish. The net is closed by pulling lines that act like purse strings, and gather the bottom edges of the net. Fish are scooped or pumped onto the boat. Some examples of fish caught purse-seining are: salmon, herring, mackerel and tuna.

Crabbing - crabs are caught in pots. The pots weigh 70-100 pounds. They are made of steel bars to hold them at the bottom of the sea and wire. The pots have bait cans, which attract the crab. The crab moves along the ocean floor, and enters the crab pot, but cannot get back out. The pots are put out by hand, and usually fished daily. Attached to a pot is a long rope, with a buoy, or float to be used as a marker as it floats on the top of the water. The pots are brought on board with crab block or hydraulic winch. The pot is brought on deck, opened and emptied by hand, and bait is refilled. There are strict regulations on size and hardness of crab. Many are thrown back. Legal crabs are put in tanks on the boat, which keep the crabs alive, until they are sold.

Trawling/Drugging - trawling also called **drugging** is done by laying out a net that settles to the bottom of the sea. A heavy steel "door" helps to spread that net evenly. The net is then dragged along the sea floor scooping up the fish. The net is brought onto the boat with hydraulics and the fish fall from the gear. Some examples of fish caught drugging are: black cod and bottom fish. Shrimping is done in the same manner using different size gear.

Crops in Georgia

Ware				BLUEBERRIES							
Ware					CANTALOUPE						
Ware			SQUASH					SQUASH			
Ware				BELLPEPPERS							
Ware	CABBAGE									CABBAGE	
Ware			TOBACCO								
Ware				TOMATOES							
Warren	NO AGRICULTURAL ACTIVITY REPORTED										
Washington	NURSERY: PLANTING & CULTIVATION of PLANTS & FLOWERS										
Wayne				SNAP BEANS							
Wayne	CHICKEN EGGS										
Wayne	PINE STRAW										
Wayne			SQUASH					SQUASH			
Wheeler			SQUASH					SQUASH			
Wheeler	PINE STRAW										
Wheeler					CANTALOUPE						
Wheeler					TOBACCO						
Wheeler				ONIONS						ONIONS	
White	BROILERS										
White	CHICKEN EGGS										
White	HOGS & PIGS										
White	CATTLE & CALVES										
White	HAY										
Whitfield	BROILERS										
Whitfield	CHICKEN EGGS										
Whitfield	HAY										
Whitfield	CATTLE & CALVES										
Wilkes	HAY										
Wilkes	CATTLE & CALVES										
Wilkinson	NURSERY: PLANTING & CULTIVATION of PLANTS & FLOWERS										

MEXICO STATE ABBREVIATIONS

STATE	COE USE	MEXICAN ABBREVIATION
1. Aguascalientes	AG	AGS.
2. Baja California	BC	B.C.
3. Baja California Sur	BS	B.C.S.
4. Campeche	CM	CAMP.
5. Coahuila	CU	COAH.
6. Colima	CL	COL.
7. Chiapas	CS	CHIS.
8. Chihuahua	CH	CHIH.
9. Distrito Federal	DF	D.F.
10. Durango	DG	DGO.
11. Estado de México (state)	MX	EDO.MEX.
12. Guanajuato	GT	GTO.
13. Guerrero	GR	GRO.
14. Hidalgo	HG	HGO.
15. Jalisco	JA	JAL.
16. Michoacán	MC	MICH.
17. Morelos	MR	MOR.
18. Nayarit	NA	NAY.
19. Nuevo León	NL	N.L.
20. Oaxaca	OA	OAX.
21. Puebla	PU	PUE.
22. Querétaro	QE	QRO.
23. Quintana Roo	QI	QROO.
24. San Luis Potosí	SL	S.L.P.
25. Sinaloa	SI	SIN.
26. Sonora	SO	SON.
27. Tabasco	TB	TAB.
28. Tamaulipas	TM	TAMPS.
29. Tlaxcala	TL	TLAX.
30. Veracruz	VE	VER.
31. Yucatán	YU	YUC.
32. Zacatecas	ZA	ZAC.

For more information and updates on Georgia crops, please visit The United States Department of Agriculture (USDA) - National Agriculture Statistics Service at:

http://www.nass.usda.gov/Statistics_by_State/Georgia/Publications/County_Estimates/index.asp

ALPHABETIZED BY STATE

City/Village	State	City/Village	State
Aguascalientes	AG	Tecate	BC
Calvillo	AG	Tijuana	BC
Cosío	AG	Valle de las Palmas	BC
Los Campos	AG	Valle de Trinidad	BC
Rincón de Romos	AG	Arroyo Seco	BC
Algodones	BC	Bahía Asunción	BS
Bahía de los Angeles	BC	Bahía de Tortugas	BS
Calmali	BC	Buena Vista	BS
Camalu	BC	Cabo San Lucas	BS
Catarina-Sta. Catarina	BC	Ciudad Constitución	BS
Colnett	BC	El Alamo	BS
Colonia Guerrero	BC	El Refugio	BS
Ejido de los Heroes de la Independencia	BC	El Triunfo	BS
Ejido Erendira	BC	Guerrero Negro	BS
Ejido Puebla	BC	La Paz	BS
El Arco	BC	La Poza Grande	BS
El Descanso	BC	La Purísima	BS
El Progreso	BC	Las Cruces	BS
El Rosario	BC	Loreto	BS
El Sauzal	BC	Los Barriles	BS
El Socorro	BC	Miraflores	BS
El Topo	BC	Mulegé	BS
Ensenada	BC	Pénjamo	BS
Guadalupe	BC	Pichilingue	BS
La Bufadora	BC	Puerto Chale	BS
La Puerta	BC	Puerto Lopez Mateos	BS
La Rumorosa	BC	Puerto Magdalena	BS
Ledón	BC	Punta Abreojos	BS
Manadero	BC	Rancho San José de Castro	BS
Mexicali	BC	Rosarito	BS
Oakie Landing	BC	San Antonio	BS
Ojos Negros	BC	San Bartolo	BS
Pozo Alemán	BC	San Bruno	BS
Puertecitos	BC	San Carlos	BS
Puerto Santo Tomás	BC	San Ignacio	BS
Punta Final	BC	San Javier	BS
Punta Prieta	BC	San Jorge	BS
Rancho Chapala	BC	San José de los Planes	BS
Rancho El Crucero	BC	San José de García	BS
Rosarito	BC	San José de Comondú	BS
San Agustín	BC	San José del Cabo	BS
San Felipe	BC	San Jose Viejo	BS
San Quintín	BC	San Lucas	BS
San Simón	BC	San Pedro	BS
San Vicente	BC	San Roque	BS
Santa Catarina	BC	Santa Anita	BS
Santa Inés	BC	Santa Rita	BS
Santo Tomás	BC	Santa Rosalía	BS
Sesvania	BC	Santiago	BS

ALPHABETIZED BY STATE

City/Village	State	City/Village	State
Todos Santos	BS	Galeana	CH
Villa Colnstitución	BS	Gallego	CH
Villa Insurgentes	BS	Gomez Farias	CH
Aguas Calientes	CH	General Trias	CH
Aldama	CH	Guachochi	CH
Aquiles Serdan	CH	Guadalupe Bravo	CH
Arroyo de Agua	CH	Guadalupe y Calvo	CH
Asención	CH	Hidalgo del Parral	CH
Bavícora	CH	Ignacio Zaragoza	CH
Bachimba	CH	Janos	CH
Bachiniva	CH	Júarez	CH
Bahuichivo	CH	Julimes	CH
Banderas	CH	La Bufa	CH
Batopilas	CH	La Junta	CH
Buenaventura	CH	La Mula	CH
Buenavista	CH	La Perla	CH
Casas Grandes	CH	Las Palomas	CH
Cedillos	CH	Las Varas	CH
Celulosa	CH	Lázaro Cárdenas	CH
Cerocahui	CH	Madera	CH
Chihuahua	CH	Meoqui	CH
Ciudad Camargo	CH	Moctezuma	CH
Ciudad Guerrero	CH	Nogales	CH
Ciudad Jiménez	CH	Nonoava	CH
Ciudad Juárez	CH	Nuevas Casas Grandes	CH
Colonia Alvaro Obregón	CH	Ocampo	CH
Colonia Búfalo	CH	Ojinaga	CH
Colonia Nueva Delicias	CH	Orranteno	CH
Concho	CH	Pedernales	CH
Corralitos	CH	Piedras Verdes	CH
Coyame	CH	Praxedis G. Guerrero	CH
Creel	CH	Ricardo Flores Magón	CH
Cuahtémoc	CH	Rocheachic	CH
Cusarare	CH	Samachic	CH
Delicias	CH	Samalayuca	CH
Doctor Belisario Dominguez	CH	San Agustín	CH
Dublan	CH	San Diego	CH
El Chilicote	CH	San Francisco de Borja	CH
El Divisadero	CH	San Francisco del Oro	CH
El Espia	CH	San Juan	CH
El Morrior	CH	San Juanito	CH
El Mulato	CH	Santa Barbara	CH
El Porvenir	CH	Saucillo	CH
El Sauz	CH	Temósachi	CH
El Sueco	CH	Tosanachi	CH
El Tigre	CH	V. Matamoros	CH
El Vergel	CH	Valle de Allende	CH
Escalón	CH	Valle de Zaragoza	CH

ALPHABETIZED BY STATE

City/Village	State	City/Village	State
Villa Ahumada	CH	Altamirano	CS
Villa Escobedo	CH	Amatenango del Valle	CS
Yepachi	CH	Apitpac	CS
Yepomera	CH	Arniga	CS
Alzada	CL	Balancan de Dominguez	CS
Armería	CL	Blanquillo	CS
Arnaga	CL	Catazaja	CS
Cerro de Ortega	CL	Chable	CS
Colima	CL	Chiapa de Corzo	CS
Colomo	CL	Cintalpa	CS
Cuyutlán	CL	Ciudad Cuauhtémoc	CS
El Jabalí	CL	Ciudad Hidalgo	CS
Manzanillo	CL	Colonia Unesco	CS
Minatitlán	CL	Comitan	CS
Pascuales	CL	El Bosque	CS
Playa de Santiago	CL	El Jocote	CS
Becal	CM	El Sumidero	CS
Bolonchen de Rejon	CM	Emiliano Zapata	CS
Campeche	CM	Escuintla	CS
Candelaria	CM	Frontera Comalapa	CS
Cayal	CM	Huehuetan	CS
Champotón	CM	Huixtla	CS
Chencoyi	CM	Ixtapa	CS
China	CM	Jitotol	CS
Ciudad del Carmen	CM	La Trinitaria	CS
Dzibalchén	CM	Las Cruces	CS
Escárcega	CM	Las Margaritas	CS
Haltunchen	CM	Mapatepec	CS
Hechelchakán	CM	Motozintla	CS
Hool	CM	Nueva Alemania	CS
Hopelchén	CM	Ocosingo	CS
Isla Aguada	CM	Ocozacoautla	CS
Iturbide	CM	Palenque	CS
Lerma	CM	Paredón	CS
NCP Monclova	CM	Pichucalco	CS
NCP Nueva Coahuila	CM	Pijijapan	CS
Palizada	CM	Puerto Arista	CS
Puerto Real	CM	Puerto Madero	CS
S. Dimas	CM	Raudal del Malpaso	CS
Sabancuy	CM	Revolución Mexicana	CS
San Joaquín	CM	Rincón Chamula	CS
Seybaplaya	CM	Rizo de Oro	CS
Sihochac	CM	Salto de Agua	CS
Silvituc	CM	San Cristobal de las Casas	CS
Tenabo	CM	San Juan Chamula	CS
Xcabacab	CM	Santiago Astata	CS
Xpujil	CM	Simojovel	CS
Zacatal	CM	Solusuchiapa	CS

ALPHABETIZED BY STATE

City/Village	State	City/Village	State
Soyalo	CS	Los Muchachos	CU
Talismán	CS	Matamoros	CU
Tapachula	CS	Melchor Ocampo	CU
Tenosique	CS	Monclova	CU
Teopisca	CS	Monjas	CU
Tierra y Libertad	CS	Morelos	CU
Tonalá	CS	Múzquiz	CU
Tumbala	CS	Nacimiento de los Negros	CU
Tuxtla Gutiérrez	CS	Nava	CU
Villa Carranza	CS	Nueva Rosita	CU
Villa de Corzo	CS	Obayos	CU
Villa Flores	CS	Paila	CU
Zaragoza	CS	Parras	CU
Agujita	CU	Piedras Negras	CU
Ahuichila	CU	Progreso	CU
Allende	CU	Ramos Arizpe	CU
Arteaga	CU	Refugio	CU
Barroteran	CU	Rosario Junco	CU
Bella Unión	CU	Sabinas	CU
Boquillas	CU	Sacramento	CU
Cabeceras	CU	Saltillo	CU
Candela	CU	San Antonio de los Alazanas	CU
Castaños	CU	San Blas	CU
Chavez	CU	San Buenaventura	CU
Ciudad Acuña	CU	San Carlos	CU
Coyote	CU	San José	CU
Crucero Juárez	CU	San Juan de Sabinas	CU
Cuatrociénegas	CU	San Marcos	CU
Don Martín	CU	San Miguel	CU
El Oro	CU	San Pedro de las Colonias	CU
Emiliano Zapata	CU	Santa Cruz	CU
Estación Madero	CU	Sierra Mojada	CU
Finisterre	CU	Torreón	CU
General Cepeda	CU	V. Frontera	CU
Gomez Farias	CU	V. Unión	CU
Guerrero	CU	Viesca	CU
Hacienda de Guadalupe	CU	Villa de Fuentes	CU
Hipólito	CU	Zaragoza	CU
La Cuesta	CU	Azcapotzalco	DF
La Esmeralda	CU	Contreras	DF
La Rosa	CU	Ixtapalapa	DF
La Rosita	CU	La Cima	DF
La Saucedá	CU	La Venta	DF
La Ventura	CU	Los Reyes	DF
Las Delicias	CU	México Ciudad de	DF
Las Estancias	CU	Milpa Alta	DF
Las Mangas	CU	Mixcoac	DF
Linos	CU	Oxtotepéc	DF

ALPHABETIZED BY STATE

City/Village	State	City/Village	State
San Bartolo	DF	Parrilla	DG
Tlalpan	DF	Pedricena	DG
Topilejo	DF	Peñón Blanco	DG
Tulyehualco	DF	Revolcaderos	DG
Villa Obregón	DF	Rodeo	DG
Xalpa	DF	Rosario	DG
Xochimilco	DF	San Antonio	DG
Bayas	DG	San Bartolo	DG
Bermejillo	DG	San Juan de Guadalupe	DG
Canatlán	DG	San Juan del Río	DG
Canutillo	DG	San Lucas	DG
Ceballos	DG	Santa Clara	DG
Cebollas	DG	Santiago Papasquiaro	DG
Cerro Gordo	DG	Tepehuanes	DG
Chinacates	DG	Tlahualillo	DG
Ciénega	DG	Topia	DG
Coneto de Comonfort	DG	V. Guerrero	DG
Cuencamá	DG	Villa Hidalgo	DG
Dinamita	DG	Villa Juárez	DG
Durango	DG	Villa Ocampo	DG
El Palmito	DG	Villa Unión	DG
El Salto	DG	Yerbanis	DG
El Zape	DG	Acapulco	GR
Esmeralda	DG	Acatlán	GR
F.I. Madero	DG	Ahuacoutzingo	GR
Gómez Palacio	DG	Alpoyeca	GR
Guadalupe Victoria	DG	Apaxtla	GR
Guatimape	DG	Arcelia	GR
Indé	DG	Atoyac	GR
J.G. Aguilera	DG	Atzacualoya	GR
La Cadena	DG	Azoyú	GR
La Cuesta	DG	Cetocingo	GR
La Ciudad	DG	Chilapa	GR
La Flor	DG	Chilpancingo	GR
La Mimblera	DG	Colotlipa	GR
La Resolana	DG	Coyuca de Benítez	GR
La Zarca	DG	Coyuca de Catalán	GR
Las Nieves	DG	Cruz Grande	GR
León Guzmán	DG	Cuajinicuilapa	GR
Lerdo	DG	Cuatepin	GR
Los Herrera	DG	El Mogote	GR
Luis Moya	DG	El Naranjo	GR
Mapimí	DG	El Ocotito	GR
Mezquital	DG	Entroque Axixintla	GR
Morcillo	DG	Horqueta	GR
Nazas	DG	Huamuxtlán	GR
Nombre de Dios	DG	Huitzucó	GR
Otinapa	DG	Iguala	GR

ALPHABETIZED BY STATE

City/Village	State	City/Village	State
Ixcamilpa	GR	La Quemada	GT
Ixcateopan	GR	La Saucedá	GT
Ixtapa	GR	León	GT
Juchitán	GR	Manuel Doblado	GT
La Unión	GR	Moroleón	GT
Lagunillas	GR	Ocampo	GT
Las Cruces	GR	Pénjamo	GT
Los Sabinos	GR	Pozos	GT
Milpillas	GR	Ríncon de Tamayo	GT
Mochitlán	GR	Romita	GT
Olinalá	GR	Salamanca	GT
Ometepec	GR	Salvatierra	GT
Papanao	GR	San Diego de la Unión	GT
Petaquillas	GR	San Felipe	GT
Petatlán	GR	San Francisco del Rincón	GT
Pie de la Cuesta	GR	San José Iturbide	GT
Pilcaya	GR	San Juan de los Llanos	GT
Puerto Marqués	GR	San Luis de la Paz	GT
Quechultenango	GR	San Miguel de Allende	GT
San Luis	GR	Santa Rosa	GT
San Marcos	GR	Silao	GT
Taxco	GR	Tierra Blanca	GT
Tecpan	GR	Uriangato	GT
Teloloapan	GR	Valle de Santiago	GT
Tenaxpa	GR	Xichú	GT
Tetipae	GR	Yuriria	GT
Tierra Colorada	GR	A. Blanca	HG
Tixtla	GR	Acatlán	HG
Tlalixtaquilla	GR	Acayuca	HG
Tlapa	GR	Acoxochitlán	HG
Tres Palos	GR	Actopan	HG
Zihuatanejo	GR	Ajacuba	HG
Zirándaro	GR	Apulco	HG
Zitlala	GR	Atilalaquia	HG
Zumpango del Río	GR	Chapulucán	HG
Abasolo	GT	Ciudad Sahagún	HG
Acambaro	GT	Colonia	HG
Apaseo El Alto	GT	Cuatepec	HG
Celaya	GT	Cuyamaloya	HG
Comonfort	GT	Doxhev	HG
Corralejo	GT	El Ocote	HG
Cortazar	GT	El Refugio	HG
Cuerámaro	GT	Epazoyucan	HG
Dolores Hidalgo	GT	Huejutla	HG
Guanajuato	GT	Huichapan	HG
Irapuato	GT	Irolo	HG
Jerécuaro	GT	Ixmiquilpan	HG
Juventino Rosas	GT	Jacala	HG

ALPHABETIZED BY STATE

City/Village	State	City/Village	State
Jasso	HG	Ayotlán	JA
La Concordia	HG	Ayutla	JA
Metzquititlan	HG	Barra de Navidad	JA
Metztitlan	HG	Casimiro Castillo	JA
Mineral del Monte	HG	Cauatla	JA
Ocoteppec	HG	Chamela	JA
Orizatlan	HG	Chapala	JA
Pachuca	HG	Cihuatlán	JA
Pachuquilla	HG	Ciudad Guzmán	JA
San Alejo	HG	Cocula	JA
San Lorenzo	HG	Colotlán	JA
San Marcos	HG	Costa de Careyes	JA
San Miguel Regla	HG	El Grullo	JA
Santa Clara	HG	El Limón	JA
Santa Mónica	HG	El Rincón	JA
Santo Tomás	HG	El Tuito	JA
Singuilucan	HG	Encarnación de Díaz	JA
Soledad	HG	Etzatlán	JA
Tasquillo	HG	Guadalajara	JA
Tecajete	HG	Huejuquilla el Alto	JA
Tecozantla	HG	Ixtlahuacán del Rio	JA
Tehuétlan	HG	Jalostotitlán	JA
Tepeapulco	HG	Jaralillo	JA
Tepeji del Rio	HG	Jocotepec	JA
Tezontepec	HG	Juanacatlán	JA
Tizayuca	HG	Juchitan	JA
Tlacocomulco	HG	Juchitlan	JA
Tlahuelilpan	HG	La Barca	JA
Tlalchinol	HG	La Huerta	JA
Tlapacoya	HG	La Vega	JA
Tula	HG	Lagos de Moreno	JA
Tulancingo	HG	Los Volcanes	JA
Tulantepec	HG	Magdalena	JA
Tultengo	HG	Mascota	JA
Yolotepec	HG	Matanzas	JA
Zempoala	HG	Mazamitla	JA
Zimapán	HG	Mexxicacán	JA
Acatlán	JA	Mixtlán	JA
Agua Caliente	JA	Monte Escobedo	JA
Ahualulco	JA	Ocotlán	JA
Ajijic	JA	Ojuelos	JA
Ameca	JA	Pihuamo	JA
Arandas	JA	Puerto Vallarta	JA
Arenal	JA	Purificación	JA
Atenquique	JA	San Juan de los Lagos	JA
Atotonilco El Alto	JA	San Miguel el Alto	JA
Atoyac	JA	Santa Rosa	JA
Autlan	JA	Sayula	JA

ALPHABETIZED BY STATE

City/Village	State	City/Village	State
Tala	JA	Coahuayana	MC
Talpa de Allende	JA	Coalcomán	MC
Tamazula	JA	Coeneo	MC
Tapalpa	JA	Comanja	MC
Tecalitlán	JA	Cotija	MC
Teocaltiche	JA	Cuatro Caminos	MD
Tepatitlan	JA	Cuitzeo	MC
Tequila	JA	Dos Aguas	MC
Tizapan el Alto	JA	El Zapote	MC
Tlacuitapan	JA	Erendia	MC
Tlaquepaque	JA	Felipe Carrillo Puerto	MC
Tomatlán	JA	Gabriel Zamora	MC
Tonaya	JA	Guanoro	MC
Tonila	JA	Huaniqueo	MC
Tototlal	JA	Huetamo	MC
Tuxcacuesco	JA	Indaparapeo	MC
Tuxpan	JA	Irimbo	MC
Unión de San Antonio	JA	Ixtlán de los Hervores	MC
Unión de Tula	JA	Jacona	MC
V. Hidalgo	JA	Jairpo	MC
Venustiano Carranza	JA	Jiquilpan	MC
Yahualica	JA	Jungapeo	MC
Zacoalco	JA	La Huacana	MC
Zapopan	JA	La Mira	MC
Zapotlanejo	JA	La Orilla	MC
Acuitzio	MC	La Piedad	MC
Agua Blanca	MC	La Placita	MC
Aguililla	MC	Las Canas	MC
Alvarao Obregón	MC	Las Penas	MC
Angahuan	MC	Lázaro Cárdenas	MC
Angamacutiro	MC	Los Reyes	MC
Anganguero	MC	Macho de Agua	MC
Apatzingán	MC	Maravatío	MC
Áporo	MC	Morelia	MC
Aquila	MC	Ocampo	MC
Aro de Rosales	MC	Opopeo	MC
Arteaga	MC	Otocutia	MC
Boca de Apiza	MC	Pajacuarán	MC
Buenavista Tomatlan	MC	Parachar	MC
Caleta de Campos	MC	Parácuaro	MC
Carácuaro	MC	Pátzcuaro	MC
Capirio	MC	Pedernales	MC
Carapan	MC	Peribán de Ramos	MC
Charapan	MC	Playa Azul	MC
Cheran	MC	Purépero	MC
Churumuco	MC	Pururándiro	MC
Ciudad Altamirano	MC	Quiroga	MC
Ciudad Hidalgo	MC	Sahuayo	MC

ALPHABETIZED BY STATE

City/Village	State	City/Village	State
San Felipe de los Alzati	MC	Emiliano Zapata	MR
San Francisco de los Reyes	MC	Huajintlan	MR
San José Purúa	MC	Huehuetlan el Chico	MR
Senguio	MC	Hueyapan	MR
Tacámbaro	MC	Huitzilac	MR
Tanganoicuario	MC	Janateteleo	MR
Taretan	MC	Jojutla	MR
Tehuantepec	MC	Juitepec	MR
Tepalcatepec	MC	La Fundición	MR
Tinguindín	MC	Lagunillas	MR
Tiquicheo	MC	Las Estacas	MR
Tlalpujahua	MC	Mazatepec	MR
Tlazazalca	MC	Miacatlán	MR
Tocumba	MC	Moyotepec	MR
Tuxpan	MC	Oacalco	MR
Tuzantla	MC	Oaxtepec	MR
Tzintzuntzan	MC	Ocotepc	MR
Tzitzio	MC	Palpan	MR
Uruapan	MC	Tehuixtla	MR
V. Madero	MC	Tejalpa	MR
Villa Escalante	MC	Temixco	MR
Villa Victoria	MC	Tepalcingo	MR
Yurecuaro	MC	Tepoztlán	MR
Zacapu	MC	Tequisquitengo	MR
Zamora	MC	Tetecala	MR
Zináparo	MC	Tezoyuca	MR
Zinapécuaro	MC	Ticumán	MR
Ziracuaretiro	MC	Tilzapotla	MR
Zirahuen	MC	Tlacotepec	MR
Zitácuaro	MC	Tlalnepantla	MR
Acatlipa	MR	Tlaltenchi	MR
Ahuacatlán	MR	Tlaquiltenango	MR
Alpoyeca	MR	Tlalizapán	MR
Amacuzac	MR	Tlayacapan	MR
Amayuca	MR	Tlayecac	MR
Atlatlahucan	MR	Totolapan	MR
Atotonilco	MR	Tres Cumbres	MR
Axochiapan	MR	Xochitepec	MR
Chapultepec	MR	Xoxocotia	MR
Chavarría	MR	Yautepec	MR
Chinoncuac	MR	Yecapixtla	MR
Coatetelco	MR	Zacatepec	MR
Cocoyoc	MR	Zacualpan	MR
Cocoyotla	MR	Achualco	MX
Cuatla	MR	Acambay	MX
Cuautlixco	MR	Acolman	MX
Cuernavaca	MR	Aculco	MX
El Higuera	MR	Almaya	MX

ALPHABETIZED BY STATE

City/Village	State	City/Village	State
Almoloya de Juárez	MX	El Mayorazgo	MX
Almoloya del Río	MX	El Oro de Hidalgo	MX
Amanalco	MX	El Rosal	MX
Amatepec	MX	El Salitre	MX
Amecameca	MX	El Salto	MX
Ameyalco	MX	El Salvador	MX
Amomolulco	MX	Estancia	MX
Apaxco	MX	Estanco	MX
Arroyo Zarco	MX	Gaspar	MX
Atenco	MX	Hacienda Ixtapan	MX
Atizapán	MX	Huixquilucan	MX
Atlatomulco	MX	Iturbide	MX
Atlatlahuca	MX	Ixtapan de la Sal	MX
Atlatonga	MX	Ixtapan del Oro	MX
Atzacolco	MX	Ixtapantongo	MX
Ayotla	MX	Ixtlahuaca	MX
Barrientos	MX	Jajalpa	MX
Bassoco	MX	Jazmin	MX
Bejucos	MX	Jilotepec	MX
Cajones	MX	Jiquipilco	MX
Calimaya	MX	Jocotitlán	MX
Capultitlán	MX	Joquicingo	MX
Carmona	MX	Juatlaco	MX
Cedral	MX	La Marquesa	MX
Cerro Gordo	MX	Lechería	MX
Chalco	MX	Lerma	MX
Chalma	MX	Limonés	MX
Chapa de Moto	MX	Llano Grande	MX
Chapingo	MX	Los Remedios	MX
Chiconautla	MX	Los Reyes	MX
Chimalhuacán	MX	Los Sabinos	MX
Chimalpa	MX	Luvianos	MX
Cieneguillas	MX	Malacota	MX
Ciudad del Campo	MX	Malinalco	MX
Coacalco	MX	Malinaltenango	MX
Coajomulco	MX	Melchor Ocampo	MX
Coatepec	MX	Metepc	MX
Coatepec Harinas	MX	Mexicalzingo	MX
Colorines	MX	Mextepc	MX
Coruco	MX	Miraflores	MX
Coyotepec	MX	Naucalpan	MX
Cuantitlan	MX	Nepantla	MX
Cuautitlan	MX	Nextlalpan	MX
Danxho	MX	Nicolás Romero	MX
Donato Guerra	MX	Nuevo Santo Tomás	MX
Dongu	MX	Ocoyoacac	MX
Ecatepec Morelos	MX	Ocuilan	MX
El Bosque	MX	Otomba	MX

ALPHABETIZED BY STATE

City/Village	State	City/Village	State
Otzolapan	MX	Tenango de Arista	MX
Ozumba	MX	Teoloyuacan	MX
Ozumbilla	MX	Teotihuacan	MX
Palizada	MX	Tepaxco	MX
Palmar Chico	MX	Tepetitla	MX
Paraje Minas	MX	Tepetlaoxtoc	MX
Paso de Cortéz	MX	Tepetzingo	MX
Pathe	MX	Tepexpan	MX
Porfirio Díaz	MX	Tepotzotlán	MX
Progreso	MX	Tequexquipan	MX
Puente Rio Hondo	MX	Tetitlán	MX
Rio Frio	MX	Texcaltitlán	MX
S.A. Timilpan	MX	Texcalyacac	MX
S.B. del Monte	MX	Texcoco	MX
S.B. Morelos	MX	Tingambato	MX
S.J. del Sitio	MX	Tlalnepantla	MX
San Alejo	MX	Tlamacas	MX
San Felipe Progreso	MX	Tlamanalco	MX
San Francisco	MX	Tlatlaya	MX
San Francisco las Tablas	MX	Tlazala	MX
San José Atzacoyaloya	MX	Toluca	MX
San José del Rincón	MX	Tonatico	MX
San Juan	MX	Totlamajac	MX
San Martín de las Pirámides	MX	Totolmaloya	MX
San Miguel Amatepec	MX	Tultepec	MX
San Miguel de los Magueyes	MX	Tultitlán	MX
San Pedro Cholula	MX	Valle de Bravo	MX
San Pedro Limón	MX	Venta de Carpio	MX
San Rafael	MX	Villa del Carbón	MX
San Simón	MX	Villa Guerrero	MX
Santa Clara	MX	Villa Madero	MX
Santa María del Monte	MX	Villa Victoria	MX
Santiago Acutzilapan	MX	Xonacatlán	MX
Santiago Tianguistengo	MX	Zacazonapan	MX
Santo Tomás Apipilhuasco	MX	Zacualpan	MX
Shindejo	MX	Zoquiapan	MX
Solis	MX	Zumpahuacán	MX
Soyaniquilpan	MX	Zumpango	MX
Sultepec	MX	Acaponeta	NA
Tacuba	MX	Ahuacatlán	NA
Tapaxco	MX	Amatlán	NA
Tecamac	MX	Bellavista	NA
Tejocote	MX	Chapalilla	NA
Tejupilco de Hidalgo	MX	Compostela	NA
Temascalapa	MX	El Limón	NA
Temascalcingo	MX	Ixtlan del Río	NA
Temascaltepec	MX	Jala	NA
Tenancingo	MX	Jalcocotán	NA

ALPHABETIZED BY STATE

City/Village	State	City/Village	State
Jalisco	NA	Guadalupe	NL
Jamulco	NA	Hidalgo	NL
La Labor	NA	Iturbide	NL
Las Piedras	NA	La Ascensión	NL
Las Varas	NA	La Escondida	NL
Mexcaltitán	NA	La Gloria	NL
Milpas Viejas	NA	La Jarita	NL
Navarrete	NA	La Paz	NL
Nayar	NA	La Soledad	NL
Playa los Corchos	NA	Lampazos	NL
Playa Novillero	NA	Las Anacuás	NL
Rincón de Guayabitos	NA	La Gavia	NL
Ruiz	NA	Linares	NL
San Blas	NA	Los Herreras	NL
San Cayetano	NA	Mina	NL
Santa Cruz	NA	Montemorelos	NL
Santa Isabel	NA	Monterrey	NL
Santa María del Oro	NA	Parás	NL
Santiago Ixcuintla	NA	Pesquería Chica	NL
Sauta	NA	Porvenir	NL
Sayulita	NA	Potosí	NL
Tecuala	NA	Providencia	NL
Tepic	NA	Sabinas Hidalgo	NL
Tetitlán	NA	Salinas Victoria	NL
Tuzpan	NA	San Cayetano de las Vacas	NL
Valle de Banderas	NA	San José de Raíces	NL
Villa Hidalgo	NA	San Juanito	NL
Yago	NA	San Roberto	NL
Zapotán	NA	Santa Catarina	NL
Allende	NL	Vallecito	NL
Anteojitos	NL	Villa Aldama	NL
Apodaca	NL	Villa de García	NL
Atongo	NL	Villa de Santiago	NL
Bustamante	NL	Villadama	NL
Cadereyta	NL	Acatlán	OA
Cerralvo	NL	Amatlán	OA
China	NL	Amuzgos	OA
Ciénega de Flores	NL	Ayoqueco	OA
Ciudad Anáhuac	NL	Barra de la Cruz	OA
Dr. Arroyo	NL	Camotlán	OA
Dr. Coss	NL	Chahuítes	OA
Dr. González	NL	Chalcatongo	OA
El Cercado	NL	Chilapa de Díaz	OA
Galeana	NL	Chiltepec	OA
General Bravo	NL	Ciudad Ixtepec	OA
General Terán	NL	Cuicatlán	OA
General Treviño	NL	Ejutla	OA
Grufus	NL	El Camarón	OA

ALPHABETIZED BY STATE

City/Village	State	City/Village	State
El Tule	OA	Tuxtepec	OA
Guelatao	OA	Valle Nacional	OA
Hidalgo Yalalag	OA	Villa Alta	OA
Huajuapán de León	OA	Yanhuitlán	OA
Huitzo	OA	Yosonotu	OA
Ixtlán de Juárez	OA	Yucudaac	OA
Jalapa de Díaz	OA	Zacatepec	OA
Jalapa del Márquez	OA	Zanatepec	OA
Jamiltepec	OA	Zimatlán	OA
Juchatengo	OA	Acateno	PU
Juchitán	OA	Acatepec	PU
La Capilla	OA	Acatlán	PU
La Ventosa	OA	Acatzingo	PU
Macuiltianguis	OA	Acuaco	PU
Matías Romero	OA	Ahuazotec	PU
Miahuatlan	OA	Ahuehuetzingo	PU
Mitlan	OA	Altepexi	PU
Nochixtlán	OA	Amozoc	PU
Nopala	OA	Aquixtla	PU
Oaxaca	OA	Arzampa	PU
Ocotlán	OA	Atencingo	PU
Ojitlán	OA	Atlixco	PU
Palomares	OA	Atotonilco	PU
Papaloapan	OA	Benstain	PU
Pinotepa Nacional	OA	Chapulco	PU
Pochutla	OA	Chiautla de Tapis	PU
Puerto Ángel	OA	Chietla	PU
Puerto Escondido	OA	Chignahuapan	PU
Punta Palomas	OA	Chila de la Sal	PU
Putla	OA	Chipilo	PU
Río Grande	OA	Cholula	PU
Salinas Cruz	OA	Ciudad Serdán	PU
San Gabriel	OA	Coacoyunga	PU
San Pedro	OA	Coatzingo	PU
Santa Cruz Huatulco	OA	Cuetzalán	PU
Santiago Yosundua	OA	El Carmen	PU
Sila de Vega	OA	El Seco	PU
Suchixtepec	OA	Epatlán	PU
Tamazulapan	OA	Guadalupe Victoria	PU
Tapanatepec	OA	Huaquechula	PU
Tehuantepec	OA	Huauchinango	PU
Telixtlahuaca	OA	Huehuetlán	PU
Temazcal	OA	Huejotzingo	PU
Teotitlán	OA	Ixcauixtla	PU
Texquisistlán	OA	Izucar de Matamoros	PU
Tezoatlán	OA	Jaulillas	PU
Tlacolula	OA	La Boquilla	PU
Tlacoatepec	OA	La Tinaja	PU

ALPHABETIZED BY STATE

City/Village	State	City/Village	State
Libres	PU	Pinal de Amoles	QE
Metepéc	PU	Querétaro	QE
Morelos Canada	PU	San Juan del Río	QE
Ometepec	PU	Santa Rosa de Jauregui	QE
Oriental	PU	Tequisquiapan	QE
Peñafiel	PU	Tolimán	QE
Petlalingo	PU	Akimal	QI
Piaxtla	PU	Bacalar	QI
Puebla	PU	Calderitas	QI
Raboso	PU	Cancún	QI
San Gabriel Chilac	PU	Chetumal	QI
San Hipólito	PU	Coba	QI
San Lucas	PU	Dziuche	QI
San Martín Texmelcán	PU	E. Montes	QI
San Salvador	PU	Felipe Carrillo Puerto	QI
Santa María Zacatepec	PU	La Unión	QI
Tatetla	PU	Leona Vicario	QI
Tecamachalco	PU	Limones	QI
Tehuacán	PU	Majahual	QI
Tehuiztzingo	PU	Nuevo X-Can	QI
Tejocotal	PU	Placer	QI
Tenango	PU	Playa del Carmen	QI
Teopantlán	PU	Polyuc	QI
Tepatlixco	PU	Puerto Juárez	QI
Tepeaca	PU	Reforma Agraria	QI
Tepehene	PU	San Miguel	QI
Tepeojuma	PU	Santa Rosa	QI
Tepexico	PU	Tepic	QI
Tetela de Ocampo	PU	Tihosuco	QI
Teyuca	PU	Tulum	QI
Teziutlán	PU	Uh-May	QI
Tlacoatepec	PU	Varadero	QI
Tlahuapan	PU	Vigia Chico	QI
Tonatzintla	PU	Xcalak	QI
Totimehuacán	PU	Xiatil	QI
Tulcingo	PU	Agua Caliente	SI
Villa A. Comacho	PU	Ahome	SI
Xicotepex de Juárez	PU	Altata	SI
Xochiltepec	PU	Angostura	SI
Zacapoxtla	PU	Badiraguato	SI
Zacatepec	PU	Bamoa	SI
Zacatlán	PU	Boca del Río	SI
Zapotitlán	PU	Cacalotan	SI
Amealco	QE	Caimanero	SI
Bernal	QE	Charay	SI
Cadereyta	QE	Choix	SI
Jalpan	QE	Cohuimampo	SI
Landa de Matamoros	QE	Concordia	SI

ALPHABETIZED BY STATE

City/Village	State	City/Village	State
Cosalá	SI	Catorce	SL
Costa Rica	SI	Cedral	SL
Culiacán	SI	Cerritos	SL
Culiacancito	SI	Charcas	SL
Dimas	SI	Ciudad del Maíz	SL
El Carrizo	SI	Ciudad Santos	SL
El Dorado	SI	Ciudad Valles	SL
El Fuerte	SI	El Bañito	SL
El Gallo	SI	El Charquillo	SL
El Palmito	SI	El Ebano	SL
El Quelite	SI	El Huizache	SL
Elota	SI	El Naranjo	SL
Escuiapa	SI	Entroque El Huizache	SL
Guamuchil	SI	Estación Charcas	SL
Guasave	SI	Hincada	SL
Higueras	SI	Huichihuayan	SL
La Cruz	SI	La Paz	SL
León Fonseca	SI	La Vega	SL
Los Mochis	SI	Las Norias de Conde	SL
Los Ojitos	SI	Las Tablas	SL
Marmol	SI	Matehuala	SL
Matatán	SI	Matlapa	SL
Mazatlán	SI	Mesquitic	SL
Mesa de San Miguel	SI	Nuñez	SL
Mochicahui	SI	Palmira	SL
Mocorito	SI	Pedro Montoya	SL
Morconto	SI	Pujal	SL
Naranjo	SI	Rayón	SL
Navalato	SI	Río Verde	SL
Ocoroni	SI	Salinas	SL
Rosario	SI	San Ciro	SL
San Blas	SI	San Luis Potosí	SL
San Ignacio	SI	Santa Catarina	SL
San Javier	SI	Santa María del Río	SL
San José de la Brecha	SI	Santo Domingo	SL
Sinaloa de Leyva	SI	Soledad	SL
Siqueros	SI	Tamán	SL
Tecapah	SI	Tamasopo	SL
Topolobampo	SI	Tamazunchale	SL
Villa Unión	SI	Tamuín	SL
Walamo	SI	Tanacuayalab	SL
Ahualulco	SL	Tanguian	SL
Alaguines	SL	Tuzal	SL
Angostura	SL	Villa de Arriaga	SL
Arista	SL	Villa de Guadalupe	SL
Buenavista	SL	Villa de Ramos	SL
Canoas	SL	Villa de Reyes	SL
Cárdenas	SL	Villa Hidalgo	SL

ALPHABETIZED BY STATE

City/Village	State	City/Village	State
Xilitla	SL	Guaymas	SO
Xolol	SL	Guisamopa	SO
Aconchi	SO	Hermosillo	SO
Agiabampo	SO	Hauchinera	SO
Agua Prieta	SO	Huásabas	SO
Agua Zarca	SO	Huatabampo	SO
Alamos	SO	Huépac	SO
Altar	SO	Huivalai	SO
Arizpe	SO	Imuris	SO
Bacadéhuachi	SO	La Colorada	SO
Bacanora	SO	Las Bocas	SO
Bacerac	SO	Llano Blanco	SO
Bacoachi	SO	Los Chirriones	SO
Bacobampo	SO	Los Hoyos	SO
Bácum	SO	Magdalena	SO
Bahía de San Carlos	SO	Maycava	SO
Bahía Kino	SO	Mazatán	SO
Banámichi	SO	Meresichi	SO
Baviácora	SO	Moctezuma	SO
Bavispe	SO	Mocuzan	SO
Benjamin Hill	SO	Movas	SO
Bonancita	SO	Naco	SO
Buena Vista	SO	Nacori Chico	SO
Caborca	SO	Nacozari	SO
Cabullona	SO	Navojoa	SO
Cananea	SO	Nogales	SO
Carbó	SO	Nuri	SO
Chirriones	SO	Opedope	SO
Cibuta	SO	Oputo	SO
Ciudad Obregón	SO	Oquitoa	SO
Coahuila	SO	Oroz	SO
Colonia Militar	SO	Ortiz	SO
Costa Rica	SO	Peon	SO
Cucurpe	SO	Pimas	SO
Cumpas	SO	Pitiquito	SO
El Carrizal	SO	Potam	SO
El Datil	SO	Puerto de la Libertad	SO
El Desemboque	SO	Puerto Peñasco	SO
El Golfo de Santa Clara	SO	Quitovac	SO
El Oeseo	SO	Rancho Bizani	SO
Empalme	SO	Rayón	SO
Escondida	SO	Riíto	SO
Esqueda	SO	Sahuaral	SO
Esperanza	SO	Sahuaripa	SO
Estación Llano	SO	San Javier	SO
Etchojoa	SO	San Luis	SO
Fronteras	SO	San Luisito	SO
Guadalupe	SO	San Rafael	SO

ALPHABETIZED BY STATE

City/Village	State	City/Village	State
Santa Ana	SO	Panzacola	TL
Santa Rosa	SO	Piedras Negras	TL
Saric	SO	San Cristobal	TL
Sasabe	SO	San Dionisio	TL
Sinoquipe	SO	Santa Ana Chiautempan	TL
Sonorita	SO	Santa Rosa	TL
Soyopa	SO	Soltepec	TL
Tajitos	SO	Teacalco	TL
Tezopaco	SO	Tepeyanco	TL
Tinaja	SO	Tlaxcala	TL
Tobarito	SO	Tlaxco	TL
Tonichi	SO	Villa Alta	TL
Trincheras	SO	Xalostoc	TL
Tubutama	SO	Xicohtzinco	TL
Turicachi	SO	Xipetzingo	TL
Ures	SO	Xocoyucan	TL
Vicam	SO	Zacatelco	TL
Villa Hidalgo	SO	Zocac	TL
Yavaros	SO	Abasolo	TM
Yecora	SO	Aldama	TM
Cardenas	TB	Altamira	TM
Chontalpa	TB	Anáhuac	TM
Ciudad Pemex	TB	Antiguo Morelos	TM
Comacalco	TB	Burgos	TM
El Triunfo	TB	Camargo	TM
Estación Macuspana	TB	Casas	TM
Etapilla	TB	Ciudad Alemán	TM
Frontera	TB	Ciudad Madero	TM
Huimanguillo	TB	Ciudad Monte	TM
J. Coloma	TB	Ciudad Victoria	TM
Jalapa	TB	Coronel	TM
Jalpa de Méndez	TB	Cruillas	TM
Macuspana	TB	El Limón	TM
Paraíso	TB	El Mulato	TM
Puerto Ceiba	TB	El Tejón	TM
Sánchez Magallanes	TB	Empalme	TM
Tacotalpa	TB	Forlón	TM
Teapa	TB	Gómez Farías	TM
Villahermosa	TB	González	TM
Apizaco	TL	Guemes	TM
Atotonilco	TL	Hidalgo	TM
Calpulapan	TL	Jaimes	TM
Españita	TL	Jaumave	TM
Huamantla	TL	Jiménez	TM
Hueyotlipan	TL	La Pesca	TM
Mena	TL	Llera	TM
Nanacamilpa	TL	Lomas del Real	TM
Ocotoxco	TL	Los Mungias	TM

ALPHABETIZED BY STATE

City/Village	State	City/Village	State
Manuel	TM	Córdoba	VE
Matamoros	TM	Cosamaloapan	VE
Méndez	TM	Coscomatepec	VE
Mier	TM	Cuichapa	VE
Nueva Ciudad Guerrero	TM	Cuitláhuac	VE
Nuevo Laredo	TM	El Higo	VE
Nuevo Morelos	TM	El Naranjo	VE
Nuevo Padilla	TM	Filisola	VE
Nuevo Progreso	TM	Fortin de los Flores	VE
Ocampo	TM	Garro	VE
Padilla	TM	Huatusco	VE
Palmillas	TM	Ignacio de la Llave	VE
Palo Alto	TM	Isla	VE
Playa General Lauro Villar	TM	Jalapa	VE
Reynosa	TM	Jaltipan	VE
Rio Bravo	TM	Jesús Carranza	VE
San Carlos	TM	Joachín	VE
San Fernando	TM	Juan Díaz Covarrubias	VE
Santa Engracia	TM	Juan Rodríguez Clara	VE
Soto la Marina	TM	La Barra	VE
Tampico	TM	La Granja	VE
Tamaseno	TM	La Mesa	VE
Tula	TM	Las Choapas	VE
Valle Hermoso	TM	Las Vigas	VE
Villa Marinero	TM	Lerdo de Tejeda	VE
Villagran	TM	Llano Enmedio	VE
Xicotencatl	TM	Loma Bonita	VE
Zaragoza	TM	M. Limones	VE
Acayucan	VE	Matinez de la T.	VE
Alamo	VE	Méndez	VE
Alazán	VE	Minatitlán	VE
Allende	VE	Misantla	VE
Alto del Moralito	VE	Montepio	VE
Altotonga	VE	Nanchinal	VE
Alvarado	VE	Naranjos	VE
Anton Lizardo	VE	Nautla	VE
Barra de Tonalá	VE	Orizaba	VE
Cardel	VE	Palma Sola	VE
Carlos A. Carrillo	VE	Pánuco	VE
Castillo de Teayo	VE	Papantla	VE
Catemaco	VE	Paso de Ovejas	VE
Cazones	VE	Paso de San Juan	VE
Chapopote	VE	Paso del Toro	VE
Chicontepec	VE	Perote	VE
Ciudad Alemán	VE	Piedras Negras	VE
Ciudad Mendoza	VE	Plan de las Hayas	VE
Coatepec	VE	Platón Sánchez	VE
Coatzacoalcos	VE	Playa Vicente	VE

ALPHABETIZED BY STATE

City/Village	State	City/Village	State
Potrero del Llano	VE	El Cuyo	YU
Poza Rica	VE	Espita	YU
Rinconada	VE	Halachó	YU
San Andrés	VE	Hoctún	YU
San Andrés Tuxtla	VE	Hunucmá	YU
San Juan	VE	Izamal	YU
San Juan Evangelista	VE	Kanasín	YU
San Rafael	VE	Kantunil	YU
San Sebastian	VE	Kinchil	YU
Santiago de la Peña	VE	Libre Unión	YU
Santiago Tuxtla	VE	Mama	YU
Sayula	VE	Maxcanú	YU
Soledad de Doblado	VE	Mérida	YU
Sontecomapan	VE	Mococha	YU
Tamiahua	VE	Motul	YU
Tampico Alto	VE	Muna	YU
Tantoyuca	VE	Opichén	YU
Tempoal	VE	Oxkutzcab	YU
Tenapache	VE	Panabá	YU
Teocelo	VE	Peto	YU
Tierra Blanca	VE	Piste	YU
Tihuatlan	VE	Poxila	YU
Tlacotalpan	VE	Progreso	YU
Tlapacoyan	VE	Rio Lagartos	YU
Totalco	VE	Santa Clara	YU
Tres Valles	VE	Santa Elena	YU
Tuxpan	VE	Sisal	YU
V. Cuauhtémoc	VE	Sucila	YU
Veracruz	VE	Suma	YU
Villa Azueta	VE	Talchaquillo	YU
Villa Rica	VE	Teabo	YU
Xiutetelco	VE	Tekax	YU
Zacualpan	VE	Tekik de Regil	YU
Zempoala	VE	Telchac	YU
Zongolica	VE	Telchac Puerto	YU
Abalá	YU	Temax	YU
Acanceh	YU	Tepakán	YU
Baca	YU	Ticul	YU
Becanchen	YU	Tlxkokob	YU
Celestún	YU	Tizimín	YU
Chemax	YU	Tunkás	YU
Chichen Itza	YU	Tzucacab	YU
Chicxulub	YU	Umán	YU
Colonia Yucatán	YU	Uxmal	YU
Dzidzantún	YU	Valladolid	YU
Dzilam de Bravo	YU	X-Can	YU
Dzilam González	YU	Yaxcaba	YU
Dzités	YU	Apozol	ZA

ALPHABETIZED BY STATE

City/Village	State
Chalchuites	ZA
Colonia Gonzáles Ortega	ZA
Concepción del Oro	ZA
El Calabazal	ZA
El Fuerte	ZA
El Salvador	ZA
Felipe Pescador	ZA
Fresnillo	ZA
Frio	ZA
General E. Estrada	ZA
Guadalupe	ZA
Huanusco	ZA
Huejucar	ZA
Jalpa	ZA
Jeréz de García Salinas	ZA
Juan Aldama	ZA
Juchipila	ZA
Loreto	ZA
Los Adames	ZA
Luis Moya	ZA
Malpaso	ZA
Mazapil	ZA
Miguel Auza	ZA
Monte Escobedo	ZA
Moyahua	ZA
Nieves	ZA
Nochistlán	ZA
Ojo Caliente	ZA
Pinos	ZA
Plateros	ZA
Rancho Grande	ZA
Rio Grande	ZA
Saín Alto	ZA
San Tiburcio	ZA
Sauceda	ZA
Sombrerete	ZA
Tabasco	ZA
Tepechitlán	ZA
Tepetongo	ZA
Tlaltenango	ZA
Trancoso	ZA
Valparaíso	ZA
Victor Rosales	ZA
Villa de Cos	ZA
Villanueva	ZA
Zacatecas	ZA

ALPHABETIZED BY CITY/VILLAGE

City/Village	State	City/Village	State
Abalá	YU	Alaguinés	SL
Abasolo	GT	Alamo	VE
Abasolo	TM	Alamos	SO
Acahualco	MX	Alazán	VE
Acambaro	GT	Aldama	CH
Acambay	MX	Aldama	TM
Acanceh	YU	Algodones	BC
Acaponeta	NA	Allende	CU
Acapulco	GR	Allende	NL
Acateno	PU	Allende	VE
Acatepec	PU	Almaya	MX
Acatlán	GR	Almoleya de Juárez	MX
Acatlán	HG	Almoleya del Río	MX
Acatlán	JA	Alpoyeca	GR
Acatlán	OA	Alpoyeca	MR
Acatlán	PU	Altamira	TM
Acatlipa	MR	Altamirano	CS
Acatingo	PU	Altar	SO
Acayuca	HG	Altata	SI
Acayucan	VE	Altepeixi	PU
Acolman	MX	Alto del Moralito	VE
Aconchi	SO	Altotonga	VE
Acoxochitlán	HG	Alvarado	VE
Actopan	HG	Alvaro Obregón	MC
Acuaco	PU	Alzada	CL
Acutzio	MC	Almacuzac	MR
Aculco	MX	Almanalco	MX
Agiabampo	SO	Almatenango del Valle	CS
Agua Blanca	MC	Amatepec	MX
Agua Caliente	CH	Amatlán	NA
Agua Caliente	JA	Amatlán	OA
Agua Prieta	SO	Amayuca	MR
Agua Zarca	SO	Amealco	QE
Agua Caliente	SI	Ameca	JA
Aguascalientes	AG	Amecameca	MX
Aguililla	MC	Ameyalco	MX
Agujita	CU	Amomolulco	MX
Ahome	SI	Amozoc	PU
Ahuacatitlan	MR	Amuzgos	OA
Ahuacatlán	NA	Anáhuac	TM
Ahuacoutzingo	GR	Angahuan	MC
Ahualulco	JA	Angamacutiro	MC
Ahualulco	SL	Anganguero	MC
Ahuazotec	PU	Angostura	SI
Ahuehuetzingo	PU	Angostura	SL
Ahuichila	CU	Anteojitos	NL
Ajacuba	HG	Antiguo Morelos	TM
Ajjic	JA	Anton Lizardo	VE
Akimal	QI	Apaseo el Alto	GT

ALPHABETIZED BY CITY/VILLAGE

City/Village	State	City/Village	State
Apatzingán	MC	Axo Chiapan	MR
Apaxco	MX	Ayoqueco	OA
Apatxla	GR	Ayotla	MX
Apitpac	CS	Ayutla	JA
Apizaco	TL	Ayotlán	JA
Apodaca	NL	Azcapotzalco	DF
Áporo	MC	Azoyú	GR
Apozol	ZA	Bavícora	CH
Apulco	HG	Baca	YU
Aquila	MC	Baca de Huachi	SO
Aquiles Serdán	CH	Bacalar	QI
Aquixtla	PU	Bacanora	SO
Arandas	JA	Bacerac	SO
Arcelia	GR	Bachimba	CH
Arenaol	JA	Bachiniva	CH
Arista	SL	Bacoachi	SO
Arizpe	SO	Bacobampo	SO
Armería	CL	Bácum	SO
Arnaga	CL	Badiraguato	SI
Arniga	CS	Bahía Asunción	BS
Aro de Rosales	MC	Bahía de los Angels	BC
Arroyo de Agua	CH	Bahía de San Carlos	SO
Arroyo Seco	BC	Bahía de Tortugas	BS
Arroyo Zarco	MX	Bahía Kino	SO
Arteaga	CU	Bahuichivo	CH
Arteaga	MC	Balcan de Dominguez	CS
Arzampa	PU	Bamoa	SI
Acencion	CH	Banámichi	SO
Atenzingo	PU	Banderas	CH
Atenco	MX	Barra de la Cruz	OA
Atenquique	JA	Barra de Navidad	JA
Atlilalaquia	HG	Barra de Tonalá	VE
Atizapán	MX	Barrientos	MX
Atlacomulco	MX	Barroteran	CU
Atlatlahuca	MX	Bassoco	MX
Atlatlahucan	MR	Batopilas	CH
Atlatonga	MX	Bavícora	SO
Atlixco	PU	Babispé	SO
Atongo	NL	Bayas	DG
Atotonilco	MR	Becal	CM
Atotonilco	PU	Becanchen	YU
Atotonilco	TL	Bejucos	MX
Atotonilco el Alto	JA	Bella Unión	CU
Atoyac	GR	Bellavista	NA
Atoyac	JA	Benjamin Hill	SO
Atzacualco	MX	Benstein	PU
Atzacualoya	GR	Bermejillo	DG
Autlán	JA	Bernal	QE

ALPHABETIZED BY CITY/VILLAGE

City/Village	State	City/Village	State
Blanquillo	CS	Carlos A Carrillo	VE
Boca de Apiza	MC	Carmona	MX
Boca del Río	SI	Casas	TM
Bolonchen de Rejon	CM	Cases Grandez	CH
Bonancita	SO	Casimiro Castillo	JA
Boquillas	CU	Castaños	CU
Buena Vista	BS	Castillo de Teayo	VE
Buena Vista	SO	Catarina-Sta	CS
Buenaventura	CH	Catazaja	BC
Buenavista	CS	Catemaco	VE
Buenavista Tomatlan	MC	Catorce	SL
Burgos	TM	Cuatla	JA
Bustamante	NL	Cayal	CM
Cabeceras	CU	Cazones	VE
Cabo San Lucas	BS	Ceballos	DG
Caborca	SO	Celoollas	DG
Cabullona	SO	Cedillos	CH
Cacalotan	SI	Cedral	MX
Cadereyta	NL	Cedral	SL
Cadereyta	QE	Celaya	GT
Caimanero	SI	Celestún	YU
Cajones	MX	Celulosa	CH
Calderitas	QI	Cerocahui	CH
Caleta de Campos	MC	Cerralvo	NL
Calimaya	MX	Cerritos	SL
Calmalli	BC	Cerro de Ortega	CL
Calpulapan	TL	Cerro Gordo	DG
Calvillo	AG	Cerro Gordo	MX
Camalú	BC	Cetocingo	GR
Camargo	TM	Chable	CS
Camotlán	OA	Chahuities	OA
Campeche	CM	Chalcatongo	OA
Cananea	SO	Chalchiuites	ZA
Canatlán	DG	Chalco	MX
Cancún	QI	Chalma	MX
Candela	CU	Chamela	JA
Candelaria	CM	Chapotón	CM
Canoas	SL	Chapa de Moto	MX
Canutillo	DG	Chapala	JA
Carácuaro	MC	Chapalilla	NA
CapiRío	MC	Chapingo	MX
Capultitlán	MX	Chapopote	VE
Carapan	MC	Chapulco	PU
Carbó	SO	Chapultepec	MR
Cardel	VE	Chapulucacán	HG
Cárdenas	SL	Charapan	MC
Cárdenas	TB	Charay	SI
		Charcas	SL

ALPHABETIZED BY CITY/VILLAGE

City/Village	State	City/Village	State
Chavarría	MR	Ciudad del Maíz	SL
Chavez	CU	Ciudad Guerrero	CH
Chemax	YU	Ciudad Guzmán	JA
Chencoyi	CM	Ciudad Hidalgo	CS
Cherán	MC	Ciudad Hidalgo	MC
Chetumal	QI	Ciudad Ixtepec	OA
Chiapa de Corzo	CS	Ciudad Jiménez	CH
Chiautla de Tapis	PU	Ciudad Juárez	CH
Chichen Itza	YU	Ciudad Madero	TM
Chiconautla	MX	Ciudad Mendoza	VE
Chicontepec	VE	Ciudad Monte	TM
Chicxulub	YU	Ciudad Obregón	SO
Chietla	PU	Ciudad Pemex	TB
Chignahuapan	PU	Ciudad Sahagún	HG
Chihuahua	CH	Ciudad Santos	SL
Chila de la Sal	PU	Ciudad Serdán	PU
Chilapa	GR	Ciudad Valles	SL
Chilapa de Díaz	OA	Ciudad Victoria	TM
Chilmalhuacán	MX	Coacalco	MX
Chilpancingo	GR	Coacoyunga	PU
Chiltepec	OA	Coahuayana	MC
Chimalpa	MX	Coahuila	SO
China	CM	Coajomulco	MX
China	NL	Coalcomán	MC
Chinacates	DG	Coatepec	MX
Chinconcuac	MR	Coatepec	VE
Chipilo	PU	Coatepec Harinas	MX
ChirRíones	SO	Coatetelco	MR
Choix	SI	Coatzacoalcos	VE
Cholula	PU	Coatzingo	PU
Chontalpa	TB	Coba	QI
Churumuco	MC	Cocoyoc	MR
Cibuta	SO	Cocoyotla	MR
Ciénega	DG	Cocula	JA
Ciénega de Flores	NL	Coeneo	MC
Cieneguillas	MX	Cohuibampo	SI
Chuatlán	JA	Colima	CL
Cintalpa	CS	Colomo	CL
Ciudad Acuña	CU	Colnett	BC
Ciudad Alemán	TM	Colonia	HG
Ciudad Alemán	VE	Colonia Alvaro Obregón	CH
Ciudad Altamirano	MC	Colonia Búfalo	CH
Ciudad Anáhuac	NL	Colonia Gonzales Ortega	ZA
Ciudad Camargo	CH	Colonia Guerrero	BC
Ciudad Constitución	BS	Colonia Militar	SO
Ciudad Cuahtémoc	CS	Colonia Nueva Delicias	CH
Ciudad del Campo	MX	Colonia Unesco	CS
Ciudad del Carmen	CM	Colonia Yucatán	YU

ALPHABETIZED BY CITY/VILLAGE

City/Village	State	City/Village	State
ColorInés	MX	Cuerámara	GT
Colotlán	JA	Cuernavaca	MR
Colotlipa	GR	Cuetzaián	PU
Comacalco	TB	Cuicatlán	OA
Comanja	MC	Cuichapa	VE
Comitan	CS	Cuitláhuac	VE
Comonfort	GT	Cuitzeo	MC
Compostela	NA	Culiacan	SI
Concepción del Oro	ZA	Culiacancito	SI
Concho	CH	Cumpas	SO
Concordia	SI	Cusarare	CH
Coneto de Comonfort	DG	Cuyamaloya	HG
Contreras	DF	Cuyutlán	CL
Córdoba	VE	Danxho	MX
Coronel	TM	Delicias	CH
Corralejo	GT	Dimas	SI
Corralitos	CH	Dinamita	DG
Cortazar	GT	Doctor Belisario Domínguez	CH
Coruco	MX	Dolores Hidalgo	GT
Cosala	SI	Don Martín	CU
Cosamaloapan	VE	Donato Guerra	MX
Coscomatepec	VE	Dongu	MX
Cosío	AG	Dos Aguas	MC
Costa de Careyes	JA	Doxhev	HG
Costa Rica	SI	Dr. Arroyo	NL
Costa Rica	SO	Dr. Coss	NL
Cotija	MC	Dr. González	NL
Coyame	CH	Dublan	CH
Coyote	CU	Durango	DG
Coyotepec	MX	Dzilbalchén	CM
Coyuca de Benítez	GR	Dzidzantún	YU
Coyuca de Catalán	GR	Dzilam de Bravo	YU
Creel	CH	Dzilam González	YU
Crucero Juárez	CU	Dzitás	YU
Cruillas	TM	Dziuche	QI
Cruz Grande	GR	E. Montes	QI
Cuajinicuilapa	GR	Ecatepec Morelos	MX
Cuantitlan	MX	Ejido de los Heroes de la Independencia	BC
Cuatepin	GR	Ejido Erendira	BC
Cuatro Caminos	MD	Ejido Puebla	BC
CuatroCiénegas	CU	Ejutla	OA
Cuauhtémoc	CH	El Alamo	BS
Cuauhtepic	HG	El Arco	BC
Cuautitlan	MX	El Bañito	SL
uautla	MR	El Bosque	CS
Cuautlixco	MR	El Bosque	MX
Cucurpe	SO	El Calabazal	ZA
Cuencamé	DG	El Rincón	JA

ALPHABETIZED BY CITY/VILLAGE

City/Village	State	City/Village	State
El Carmen	PU	El Camarón	OA
El Carrizal	SO	El Rosal	MX
El Carrizo	SI	El Rosario	BC
El Cercado	NL	El Salitre	MX
El Charquillo	SL	El Salto	DG
El Chilicote	CH	El Salto	MX
El Cuyo	YU	El Salvador	MX
El Datil	SO	El Salvador	ZA
El Descanso	BC	El Sauz	CH
El Desemboque	SO	El Sauzal	BC
El Divisadero	CH	El Seco	PU
El Ebano	SL	El Socorro	BC
El Eorado	SI	El Sueco	CH
El Espia	CH	El Sumidero	CS
El Fuerte	SI	El Tejón	TM
El Fuerte	ZA	El Tigre	CH
El Gallo	SI	El Topo	BC
El Golfo de Santa Clara	SO	El Triunfo	BS
El Grullo	JA	El Triunfo	TB
El Higo	VE	El Tuito	JA
El Higuera	MR	El Tule	OA
El Huizache	SL	El Vergel	CH
El Jabalí	CL	El Zape	DG
El Jocote	CS	El Zapote	MC
El Limón	JA	Elota	SI
El Limón	NA	Emiliano Zapata	CS
El Limón	TM	Emiliano Zapata	CU
El Mayorazgo	MX	Emiliano Zapata	MR
El Mogote	GR	Empalme	TM
El MorRior	CH	Empalme	SO
El Mulato	CH	Encarnación de Días	JA
El Mulato	TM	Ensenada	BC
El Naranjo	GR	Entroque Axixintla	GR
El Naranjo	SL	Entroque El Huizache	SL
El Naranjo	VE	Epatlán	PU
El Ocote	HG	EpAzoyúcan	HG
El Ocotito	GR	Erendia	MC
El Oeseo	SO	Escalón	CH
El Oro	CU	Escárgeca	CM
El Oro de Hidalgo	MX	Escondida	SO
El Palmito	DG	Esqueda	SO
El Palmito	SI	Escuiapa	SI
El Porvenir	CH	Escuintla	CS
El Progreso	BC	Esmeralda	DG
El Quelite	SI	Españita	TL
El Refugio	BS	Esperanza	SO
El Refugio	HG	Espita	YU

ALPHABETIZED BY CITY/VILLAGE

City/Village	State	City/Village	State
El Carmen	PU	El Camarón	OA
El Carrizal	SO	El Rosal	MX
El Carrizo	SI	El Rosario	BC
El Cercado	NL	El Salitre	MX
El Charquillo	SL	El Salto	DG
El Chilicote	CH	El Salto	MX
El Cuyo	YU	El Salvador	MX
El Datil	SO	El Salvador	ZA
El Descanso	BC	El Sauz	CH
El Desemboque	SO	El Sauzal	BC
El Divisadero	CH	El Seco	PU
El Ebano	SL	El Socorro	BC
El Eorado	SI	El Sueco	CH
El Espia	CH	El Sumidero	CS
El Fuerte	SI	El Tejón	TM
El Fuerte	ZA	El Tigre	CH
El Gallo	SI	El Topo	BC
El Golfo de Santa Clara	SO	El Triunfo	BS
El Grullo	JA	El Triunfo	TB
El Higo	VE	El Tuito	JA
El Higuera	MR	El Tule	OA
El Huizache	SL	El Vergel	CH
El Jabalí	CL	El Zape	DG
El Jocote	CS	El Zapote	MC
El Limón	JA	Elota	SI
El Limón	NA	Emiliano Zapata	CS
El Limón	TM	Emiliano Zapata	CU
El Mayorazgo	MX	Emiliano Zapata	MR
El Mogote	GR	Empalme	TM
El MorRíor	CH	Empalme	SO
El Mulato	CH	Encarnación de Días	JA
El Mulato	TM	Ensenada	BC
El Naranjo	GR	Entroque Axixintla	GR
El Naranjo	SL	Entroque El Huizache	SL
El Naranjo	VE	Epatlán	PU
El Ocote	HG	EpAzoyúcan	HG
El Ocotito	GR	Erendia	MC
El Oeseo	SO	Escalón	CH
El Oro	CU	Escárgeca	CM
El Oro de Hidalgo	MX	Escondida	SO
El Palmito	DG	Esqueda	SO
El Palmito	SI	Escuiapa	SI
El Porvenir	CH	Escuintla	CS
El Progreso	BC	Esmeralda	DG
El Quelite	SI	Españita	TL
El Refugio	BS	Izamal	YU
El Refugio	HG	Esperanza	SO
		Espita	YU

ALPHABETIZED BY CITY/VILLAGE

City/Village	State	City/Village	State
Huejutla	HG	Jacala	HG
Huépac	SO	Jacona	MC
Huetamo	MC	Jaimés	TM
Hueyapan	MR	Jairpo	MC
Hueyotlipán	TL	Jajalpa	MX
Huichapan	HG	Jala	NA
Huichihuayan	SL	Jalapa	TB
Huimanguillo	ZA	Jalapa	VE
Huitzilac	MR	Jalapa de Díaz	OA
Huitzo	OA	Jalapa del Márquez	OA
Huitzuco	GR	Jalcocotán	NA
Huivalai	SO	Jalisco	NA
Huixquilucan	MX	Jalostotitlán	JA
Huixtla	CS	Jalpa	ZA
Hunucmá	YU	Jalpa de Méndez	TB
Ignacio de la Llave	VE	Jalpan	QE
Ignacio Zaragoza	CH	Jaltipan	VE
Iguala	GR	Jamiltepec	OA
Imuris	SO	Jamulco	NA
Indaparapeo	MC	Janateteleo	MR
Indé	DG	Janos	CH
Irapuato	GT	Jaralillo	JA
Irimbo	MC	Jasso	HG
Irolo	HG	Jaulillas	PU
Isla	VE	Jaumave	TM
Isla Aguada	CM	Jazmin	MX
Iturbide	CM	Jerécuaro	GT
Iturbide	MX	Jeréz de García Salinas	ZA
Iturbide	NL	Jesús Carranza	VE
Ixcamilpa	GR	Jilotepec	MX
Ixcateopan	GR	Jiménez	TM
Ixcauixtla	PU	Jiquilpan	MC
Ixmiquilpan	HG	Jiquipilco	MX
Ixtapa	CS	Jitotol	CS
Ixtapa	GR	Joachin	VE
Ixtapalapa	DF	Jocotepec	JA
Ixtapan de la Sal	MX	Jocotitlán	MX
Ixtapan del Oro	MX	Jojutla	MR
Ixtapantongo	MX	Joquicingo	MX
Ixtlahuaca	MX	Juan Aldama	ZA
Ixtlahuacán del Río	JA	Juan Díaz Covarrubias	VE
Ixtlán de Juárez	OA	Juan Rodríguez Clara	VE
Ixtlán de los Hervores	MC	Juan Acatlán	JA
Ixtlán del Río	NA	Juárez	CH
Izamal	YU	Juatlaco	MX
Izucar de Matamoros	PU	Juchateango	OA
J. Coloma	TB	Juchipila	ZA
J.G. Aguilera	DG	Juchitán	GR

ALPHABETIZED BY CITY/VILLAGE

City/Village	State	City/Village	State
Juchitán	JA	La Piedad	MC
Juchitán	OA	La Placita	MC
Juchitlán	JA	La Poza Grande	BS
Juitepec	MR	La Puerta	BC
Julimes	CH	La Purísima	BS
Jungapeo	MC	La Quemada	GT
Juventino Rosas	GT	La Resolana	DG
Kanasín	YU	La Rosa	CU
Kantunil	YU	La Rosita	CU
Kinchil	YU	La Rumorosa	BC
La Ascensión	NL	La Saucedá	CU
La Barca	JA	La Saucedá	GT
La Barra	VE	La Soledad	NL
La Boquilla	PU	La Tinaja	PU
La Bufa	CH	La Trinitaria	CS
La Bufadora	BC	La Unión	GR
La Cadena	DG	La Unión	QI
La Capilla	OA	La Vega	JA
La Cima	DF	La Venta	DF
La Ciudad	DG	La Ventosa	OA
La Colorada	SO	La Ventura	CU
La Concordia	HG	La Viga	SL
La Cruz	SI	La Zarca	DG
La Cuesta	CU	Lagos de Moreno	JA
La Cuesta	DG	Lagunillas	GR
La Escondida	NL	Lagunillas	MR
La Esmeralda	CU	Lampazos	NL
La Flor	DG	Landa de Matamoros	QE
La Fundición	MR	Las Anacuas	NL
La Gavia	NL	Las Bocas	SO
La Gloria	NL	Las Cañas	MC
La Granja	VE	Las Choapas	VE
La Huacana	MC	Las Cruces	BS
La Huerta	JA	Las Cruces	CS
La Jarita	NL	Las Cruces	GR
La Junta	CH	Las Delicias	CU
La Labor	NA	Las Estacas	MR
La Marquésa	MX	Las Estancias	CU
La Mesa	VE	Las Mangas	CU
La Mimbrera	DG	Las Margaritas	CS
La Mira	MC	Las Nieves	DG
La Mula	CH	Las Norias de Conde	SL
La Orilla	MC	Las Palomas	CH
La Paz	BS	Las Peñas	MC
La Paz	NL	Las Piedras	NA
La Paz	SL	Las Tablas	SL
La Perla	CH	Las Varas	CH
La Pesca	TM	Las Varas	NA

ALPHABETIZED BY CITY/VILLAGE

City/Village	State	City/Village	State
Las Vigas	VE	M. Limónes	VE
Lázaro Cárdenas	CH	Macho de Agua	MC
Lázaro Cárdenas	MC	Macuiltianguis	OA
Lechería	MX	Macuspana	TB
Ledón	BC	Madera	CH
Léon	GT	Magdalena	JA
Léon Fonseca	SI	Magdalena	SO
Léon Guzmán	DG	Majahual	QI
Léona Vicario	QI	Malacota	MX
Lerdo	DG	Malinalco	MX
Lerdo de Tejada	VE	Malinaltenango	MX
Lerma	CM	Malpaso	ZA
Lerma	MX	Mama	YU
Libre Unión	YU	Maneadero	BC
Libres	PU	Manuel	TM
Limónes	MX	Manuel Doblado	GT
Limónes	QI	Manzanillo	CL
Linares	NL	Mapatepec	CS
Linos	CU	Mapimí	DG
Llano Blanco	SO	Maravatío	MC
Llano Enmedio	VE	Marmol	SI
Llano Grande	MX	Mascota	JA
Llera	TM	Matamoros	TM
Loma Bonita	VE	Matamoros	CU
Lomas del Real	TM	Matanzas	JA
Loreto	BS	Matatán	SI
Loreto	ZA	Matehuala	SL
Los Adames	ZA	Matías Romero	OA
Los Barriles	BS	Matinez de la T.	VE
Los Campos	AG	Matlapa	SL
Los ChirRíones	SO	Maxcanú	YU
Los Herrera	DG	Maycava	SO
Los Herreras	NL	Mazamitla	JA
Los Hoyos	SO	Mazapil	ZA
Los Mochis	SI	Mazatán	SO
Los Muchachos	CU	Mazatepec	MR
Los Mungias	TM	Mazatlán	SI
Los Ojitos	SI	Melchor Ocampo	CU
Los Remedios	MX	Melchor Ocampo	MX
Los Reyes	DF	Mena	TL
Los Reyes	MC	Méndez	TM
Los Reyes	MX	Méndez	VE
Los Sabinos	GR	Meoqui	CH
Los Sabinos	MX	Meresichi	SO
Los Volcanes	JA	Merida	YU
Luis Moya	DG	Mesa de San Miguel	SI
Luis Moya	ZA	Mezquital	DG
Luvianos	MX	Mesquitic	SL

ALPHABETIZED BY CITY/VILLAGE

City/Village	State	City/Village	State
Metepéc	MX	Motul	YU
Metepéc	PU	Movas	SO
Metzquitlán	HG	Moyahua	ZA
Metztitlán	HG	Moyotepec	MR
Mexcaltítán	NA	Mulegé	BS
Mexicali	BC	Muna	YU
Mexicalzingo	MX	Múzquiz	CU
Mexico-Ciudad de	DF	Nacimiento de los Negros	CU
Mex-tepec	MX	Naco	SO
Mexticacán	JA	Nacori Chico	SO
MiAcatlán	MR	Nacozari	SO
Miahuatlán	OA	Nanacamilpa	TL
Mier	TM	Nanchinal	VE
Miguel Auza	ZA	Navolato	SI
Milpa Alta	DF	Naranjo	SI
Milpas Viejas	NA	Naranjos	VE
Milpillas	GR	Naucalpan	MX
Mina	NL	Nautla	VE
Minatitlán	CL	Nava	CU
Minatitlán	VE	Navarrete	NA
Mineral del Monte	HG	Navojoa	SO
Miraflores	BS	Nayar	NA
Miraflores	MX	Nazas	DG
Misantla	VE	NCP Monclova	CM
Mitlan	OA	NCP Nueva Coahuila	CM
Mixcoac	DF	Nepantla	MX
Mixtlán	JA	Nextlalpan	MX
Mochicahui	SI	Nicolás Romero	MX
Mochitlán	GR	Nieves	ZA
Mococho	YU	Nochistlán	ZA
Mocorito	SI	Nochixtlán	OA
Moctezuma	CH	Nogales	CH
Moctezuma	SO	Nogales	SO
Mocuzán	SO	Nombre de Dios	DG
Monclova	CU	Nonoava	CH
Monjas	CU	Nopala	OA
Monte Escobedo	JA	Nueva Alemania	CS
Monte Escobedo	ZA	Nueva Ciudad Guerrero	TM
Montemorelos	NL	Nueva Rosita	CU
Montepío	VE	Nuevas Casas Grandes	CH
Monterrey	NL	Nuevo Laredo	TM
Morcillo	DG	Nuevo Morelos	TM
Morcontó	SI	Nuevo Padilla	TM
Morelia	MC	Nuevo Progreso	TM
Morelos	CU	Nuevo Santo Tomás	MX
Morelos Canada	PU	Nuevo X-Can	QI
Morolón	GT	Nuñez	SL
Motozintla	CS	Nuri	SO

ALPHABETIZED BY CITY/VILLAGE

City/Village	State	City/Village	State
Petlalcingo	PU	Puerto Peñasco	SO
Peto	YU	Puertecitos	BC
Piactla	PU	Puerto Angel	OA
Pichilingue	BS	Puerto Arista	CS
Pichucalco	CS	Puerto Ceiba	TB
Pie de la Cuesta	GR	Puerto Chale	BS
Piedras Negras	TL	Puerto de la Libertad	SO
Piedras Negras	VE	Puerto Escondido	OA
Piedras Verdes	CH	Puerto Juárez	QI
Pijijapan	CS	Puerto Lopez Mateos	BS
Pilcaya	GR	Puerto Madero	CS
Pimas	SO	Puerto Magdalena	BS
Pinal de Amoles	QE	Puerto Marqués	GR
Pinos	ZA	Puerto Real	CM
Pinotepa Nacional	OA	Puerto Santo Tomás	BC
Pihuamo	JA	Puerto Vallarta	JA
Piste	YU	Pujal	SL
Pitiquito	SO	Punta Abreojos	BS
Placer	QI	Punta Final	BC
Plan de las Hayas	VE	Punta Palomas	OA
Plateros	ZA	Punta Prieta	BC
Platón Sánchez	VE	Purépero	MC
Playa Azul	MC	Purificación	JA
Playa de Santiago	CL	Pururándiro	MC
Playa del Carmen	QI	Putla	OA
Playa General Lauro Villar	TM	Quechultenango	GR
Playa los Corchos	NA	Querétaro	QE
Playa Novillero	NA	Quiroga	MC
Playa Vicente	VE	Quitovac	SO
Pochutla	OA	Raboso	PU
Polyuc	QI	Ramos Arizpe	CU
Porfirio Díaz	MX	Rancho Bizani	SO
Porvenir	NL	Rancho Chapala	BC
Potam	SO	Rancho El Crucero	BC
Potosí	NL	Rancho Grande	ZA
Potrero del Llano	VE	Rancho San José de Castro	BS
Poxila	YU	Raudal del Malpaso	CS
Poza Rica	VE	Rayón	SL
Pozo Alemán	BC	Rayón	SO
Pozos	GT	Reforma Agraria	QI
Praxedis G. Guerrero	CH	Refugio	CU
Progreso	CU	Revolcaderos	DG
Progreso	MX	Revolución Mexicana	CS
Progreso	TM	Reynosa	YU
Providencia	NL	Ricardo Flores Magón	CH
Pachuquilla	HG	Riíto	SO
Puebla	PU	Rincón Chamula	CS
Puente Río Hondo	MX	Rincón de Guayabitos	NA

ALPHABETIZED BY CITY/VILLAGE

City/Village	State	City/Village	State
Rincón de Romos	AG	San Bartolo	BS
Rincón de Tamayo	GT	San Bartolo	DF
Rincónada	VE	San Bartolo	DG
Río Bravo	TM	San Blas	CU
Río FRío	MX	San Blas	NA
Río Grande	OA	San Blas	SI
Río Grande	ZA	San Bruno	BS
Río Lagartos	YU	San Buenaventura	CU
Río Verde	SL	San Carlos	BS
Rizo de Oro	CS	San Carlos	CU
Rocheachic	CH	San Carlos	TM
Rodeo	DG	San Cayetano	NA
Romita	GT	San Cayetano de las Vacas	NL
RosaRío	DG	San Ciro	SL
RosaRío	SI	San Cristobal	TL
RosaRío Junco	CU	San Cristobal de las Casas	CS
Rosarito	BC	San Diego	CH
Rosarito	BS	San Diego de la Unión	GT
Ruiz	NA	San Dionisio	TL
S. Dimas	CM	San Felipe	BC
S.A. Timilpan	MX	San Felipe	GT
S.B. del Monte	MX	San Felipe de los Alzati	MC
S.B. Morelos	MX	San Felipe Progreso	MX
S.J. del Sitio	MX	San Fernando	TM
Sabinas Hidalgo	NL	San Francisco	MX
Sacramento	CU	San Francisco de Borja	CH
Sahuaral	SO	San Francisco de los Reyes	MC
Sahuaripa	SO	San Francisco del Oro	CH
Sahuayo	MC	San Francisco del Rincón	GT
Salamanca	GT	San Francisco las Tablas	MX
Salinas	SL	San Gabriel	OA
Salina Cruz	OA	San Gabriel Chilac	PU
Salinas Victoria	NL	San Hipólito	PU
Saltillo	CU	San Ignacio	BS
Salto de Agua	CS	San Ignacio	SI
Salvatierra	GT	San Javier	BS
Samachic	CH	San Javier	SI
Samalayuca	CH	San Javier	SO
San Agustín	CH	San Joaquin	CM
San Agustín	BC	San Jorge	BS
San Alejo	HG	San José	CU
San Alejo	MX	San José Atzacoyaloyá	MX
San Alejo	ZA	San José de Comondú	BS
San Andrés	VE	San José de Gracia	BS
San Andrés Tuxtla	VE	San José de la Brecha	SI
San Antonio	BS	San José de los Planes	BS
San Antonio	DG	San José de Raices	NL
San Antonio de los Alazanas	CU	San José del Cabo	BS

ALPHABETIZED BY CITY/VILLAGE

City/Village	State	City/Village	State
San José del Rincón	MX	San Roque	BS
San José Iturbide	GT	San Salvador	PU
San José Purúa	MC	San Sebastian	VE
San José Viejo	BS	San Simón	BC
San Juan	CH	San Simón	MX
San Juan	MX	San Tiburcio	ZA
San Juan	VE	San Vicente	VE
San Juan Chamula	CS	Sánchez Magallanes	TB
San Juan de Guadalupe	DG	Santa Ana	SO
San Juan de Sabinas	CU	Santa Ana Chiautempan	TL
San Juan de los Lagos	JA	Santa Anita	BS
San Juan de los Llanos	GT	Santa Barbara	CH
San Juan del Río	DG	Santa Catarina	BC
San Juan del Río	QE	Santa Catarina	NL
San Juan Evangelista	VE	Santa Catarina	SL
San Juanito	CH	Santa Clara	DG
San Juanito	NL	Santa Clara	HG
San Lorenzo	HG	Santa Clara	MX
San Lucas	BS	Santa Clara	YU
San Lucas	DG	Santa Cruz	CU
San Lucas	PU	Santa Cruz	NA
San Luis	GR	Santa Cruz Huatulco	OA
San Luis	SO	Santa Elena	YU
San Luis de la Paz	GT	Santa Engracia	TM
San Luis Potosí	SL	Santa Inés	BC
San Luisito	SO	Santa Isabel	NA
San Marcos	CU	Santa Maria del Monte	MX
San Marcos	GR	Santa Maria del Oro	NA
San Marcos	HG	Santa Maria del Río	SL
San Martín de las Piramides	MX	Santa Maria Zacatepec	PU
San Martín Texmelccan	PU	Santa Mónica	HG
San Miguel	CU	Santa Rita	BS
San Miguel	QI	Santa Rosa	GT
San Miguel Amatepec	MX	Santa Rosa	JA
San Miguel de Allende	GT	Santa Rosa	QI
San Miguel de los Magueyes	MX	Santa Rosa	SO
San Miguel el Alto	JA	Santa Rosa	TL
San Miguel Regla	HG	Santa Rosa de Jauregui	QE
San Pedro	BS	Santa Rosalía	BS
San Pedro	OA	Santiago	BS
San Pedro Cholula	MX	Santiago Acutzilapan	MX
San Pedro de las Colonias	CU	Santiago Astata	CS
San Pedro Limón	MX	Santiago de la Peña	VE
San Quintín	BC	Santiago Ixcuintla	NA
San Rafael	MX	Santiago Papasquiaro	DG
San Rafael	SO	Santiago Tlanguistengo	MX
San Rafael	VE	Santiago Tuxtla	VE
San Roberto	NL	Santiago Yosundua	OA

ALPHABETIZED BY CITY/VILLAGE

City/Village	State	City/Village	State
Santo Domingo	SL	Tajitos	SO
Santo Tomás	BC	Tala	JA
Santo Tomás	HG	Talchaquillo	YU
Santo Tomás Apipilhuasco	MX	Talismán	CS
Saric	SO	Talpa de Allende	JA
Sasabe	SO	Tamán	SL
Sauceda	ZA	Tamaseno	TM
Saucillo	CH	Tamasopo	SL
Sauta	NA	Tamazula	JA
Sayula	JA	Tamazulapan	OA
Sayula	VE	Tamazunchale	SL
Sayulita	NA	Tamiahua	VE
Senguio	MC	Tampico	TM
Sesvania	BC	Tampico Alto	VE
Seybaplaya	CM	Tamuín	SL
ShIndéjo	MX	Tanacuayalab	SL
Sierra Mojada	CU	Tangancícuaro	MC
Sihochac	CM	Tanguian	SL
Sila de Vega	OA	Tantoyuca	VE
Silao	GT	Tapachula	CS
Silvituc	CM	Tapalpa	JA
Simojovel	CS	Tapanatepec	OA
Sinaloa de Leyva	SI	Tapaxco	MX
Singuilucan	HG	Taretan	MC
Sinoquipe	SO	Tasquillo	HG
Siqueros	SI	Tatetla	PU
Sisal	YU	Taxco	GR
Soledad	HG	Teabo	YU
Soledad	SL	Teacalco	TL
Soledad de Doblado	VE	Teapa	TB
Solis	MX	Tecajete	HG
Soltepec	TL	Tecalitlan	JA
Solusuchiapa	CS	Tecamac	MX
Sombrerete	ZA	Tecamachalco	PU
Sonorita	SO	Tecapah	SI
Sontecomapan	VE	Tecate	BC
Soto la Marina	TM	Tecozantla	HG
Soyalo	CS	Tecpan	GR
Soyaniquilpan	MX	Tecuala	NA
Soyopa	SO	Tehuacán	PU
Suchixtepec	OA	Tehuantepec	MC
Sucila	YU	Tehuantepec	OA
Sultepec	MX	Tehuettlan	HG
Suma	YU	Tehuitzingo	PU
Tabasco	ZA	Tehuixtla	MR
Tacámbaro	MC	Tejalpa	MR
Tacotalpa	TB	Tejocotal	PU
Tacuba	MX	Tejocote	MX

ALPHABETIZED BY CITY/VILLAGE

City/Village	State	City/Village	State
Tejupilco de Hidalgo	MX	Tepeyanco	TL
Tekax	YU	Tepic	NA
Tekik de Regil	YU	Tepic	QI
Telchac	YU	Tepotzotlán	MX
Telchac Puerto	YU	Tepoztlán	MR
Telxiltlahuaca	OA	Tequexquipan	MX
Teloloapan	GR	Tequila	JA
Temascalapa	MX	Tetitlán	QE
Temascalcingo	MX	Tequisquiapan	MR
Temascaltepec	MX	Tetecala	MR
Temax	YU	Tetela de Ocampo	PU
Temazcal	OA	Tetipac	GR
Temixco	MR	Tetitlán	MX
Temósachi	CH	Tetitlán	NA
Tempoal	VE	Texcallitlán	MX
Tenabo	CM	Texcalyacac	MX
Tenancingo	MX	Texcoco	MX
Tenango	PU	Texquisistlán	OA
Tenango de Arista	MX	Teyuca	PU
Tenapache	VE	Teziutlán	PU
Tenaxpa	GR	Tezoatlán	OA
Tenosique	CS	Tezontepec	HG
Teocaltiche	JA	Tezopaco	SO
Teocelo	VE	Tezoyuca	MR
Teoloyucan	MX	Ticul	YU
Teopantlan	PU	Ticumán	MR
Teopisca	CS	Tierra Blanca	GT
Teotihuacan	MX	Tierra Blanca	VE
Teotitlán	OA	Tierra Colorada	GR
Tepakán	YU	Tierra y Libertad	CS
Tepalcatepec	MC	Tihosuco	QI
Tepalcingo	MR	Tihuatlan	VE
Tepatitlan	JA	Tijuana	BC
Tepatlatxco	PU	Tilzapotla	MR
Tepaxco	MX	Tinaja	SO
Tepeaca	PU	Tingambato	MX
Tepeapulco	HG	Tinguindín	MC
Tepechitlán	ZA	Tiquicheo	MC
Tepehuanes	DG	Tixkokob	YU
Tepeji del Río	HG	Tixtla	GR
Tepenene	PU	Tizapan el Alto	JA
Tepeojuma	PU	Tizayuca	HG
Tepetitla	MX	Tizimín	YU
Tepetlaoxtoc	MX	Tlacocomulco	HG
Tepetongo	ZA	Tlacolula	OA
Tepetzingo	MX	Tlacotalpan	VE
Tepexco	PU	Tlacotepec	MR
Tepexpan	MX	Tlacotepec	OA

ALPHABETIZED BY CITY/VILLAGE

City/Village	State	City/Village	State
Tlacotepec	PU	Totolapan	MR
Tlacuitapan	JA	Totolmaloya	MX
Tlahualillo	DG	Tototlal	JA
Tlahuapan	PU	Trancoso	ZA
Tlahuelilpan	HG	Tres Cumbres	MR
Tlalchinol	HG	Tres Palos	GR
Tlalixtaquilla	GR	Tres Valles	VE
Tlalnepantla	MR	Trincheras	SO
Tlalnepantla	MX	Tubutama	SO
Tlalpan	DF	Tula	HG
Tlalpujahua	MC	Tula	TM
Tlaltenango	ZA	Tulancingo	HG
Tlaltenchi	MR	Tulantepec	HG
Tlamacas	MX	Tulcingo	PU
Tlamanalco	MX	Tultengo	HG
Tlapa	GR	Tultepec	MX
Tlapacoya	HG	Tultitlán	MX
Tlapacoyan	VE	Tulum	QI
Tlaquepaque	JA	Tulyehualco	DF
Tlaquiltenango	MR	Tumbala	CS
Tlaltizapán	MR	Tunkás	YU
Tlatlaya	MX	Turicachi	SO
Tlaxcala	TL	Tuxcacuesco	JA
Tlaxco	TL	Tuxpan	JA
Tlayacapan	MR	Tuxpan	MC
Tlayecac	MR	Tuxpan	VE
Tlazala	MX	Tuxtepec	OA
Tlazazalca	MC	Tuxtla Gutiérrez	CS
Tobarito	SO	Tuzal	SL
Tocumba	MC	Tuzantla	MC
Todos Santos	BS	Tuzpan	NA
Tolimán	QE	Tzintzuntzan	MC
Toluca	MX	Tzitzio	MC
Tomatlán	JA	Tzucacab	YU
Tonalá	CS	Uh-May	QI
Tonatico	MX	Umán	YU
Tonatzintla	PU	Unión de San Antonio	JA
Tonaya	JA	Unión de Tula	JA
Tonichi	SO	Ures	SO
Tonila	JA	Uriangato	GT
Topia	DG	Uruapan	MC
Topilejo	DF	Uxmal	YU
Topolobampo	SI	V. Cuauhtémoc	VE
Torreon	CU	V. Frontera	CU
Tosanachi	CH	V. Guerrero	DG
Totalco	VE	V. Hidalgo	JA
Totimehuacan	PU	V. Hidalgo	CH
Totlamajac	MX	V. Matamoros	CH
		V. Madero	MC

ALPHABETIZED BY CITY/VILLAGE

City/Village	State	City/Village	State
V. Unión	CU	Villa Juárez	DG
Valladolid	YU	Villa Madero	MX
Valle de Allende	CH	Villa Marinero	TM
Valle de Banderas	NA	Villa Obregón	DF
Valle de Bravo	MX	Villa Ocampo	DG
Valle de las Palmas	BC	Villa Rica	VE
Valle de Santiago	GT	Villa Unión	DG
Valle de Trinidad	BC	Villa Unión	SI
Valle de Zaragoza	CH	Villa Victoria	MC
Valle Hermoso	TM	Villa Victoria	MX
Valle Nacional	OA	Villa Aldama	NL
Vallecito	NL	Villagran	TM
Valparaíso	ZA	Villahermosa	TB
Varadero	QI	Villanueva	ZA
Venta de Carpio	MX	Walamo	SI
Venustiano Carranza	JA	Xalostoc	TL
Veracruz	VE	Xalpa	DF
Vicam	SO	Xcabacab	CM
Victor Rosales	ZA	Xcalak	QI
Viesca	CU	X-Can	YU
Vigia Chico	QI	Xiatil	QI
Villa A. Comacho	PU	Xichú	GT
Villa Ahumada	CH	Xicohtzinco	TL
Villa Aldama	NL	Xicotencatl	TM
Villa Alta	OA	Xicotopex de Juárez	PU
Villa Alta	TL	Xilitla	SL
Villa Azueta	VE	Xipetzingo	TL
Villa Carranza	CS	Xiutetelco	VE
Villa Colnstitucion	BS	Xochiltepec	PU
Villa de Arriaga	SL	Xochimilco	DF
Villa de Corzo	CS	Xochitepec	MR
Villa de Cos	ZA	Xocoyucan	TL
Villa de Fuentes	CU	Xolol	SL
Villa de García	NL	XonAcatlán	MX
Villa de Guadalupe	SL	Xoxocotia	MR
Villa de Ramos	SL	Xpujil	CM
Villa de Reyes	SL	Yago	NA
Villa de Santiago	NL	Yahualica	NL
Villa del Carbón	MX	Yanhuitlán	OA
Villa Escalante	MC	Yautepec	MR
Villa Escobedo	CH	Yavaros	SO
Villa Flores	CS	Yaxcaba	YU
Villa Guerrero	MX	Yecapixtla	MR
Villa Hidalgo	DG	Yécora	SO
Villa Hidalgo	NA	Yepachí	CH
Villa Hidalgo	SL	Yepomera	CH
Villa Hidalgo	SO	Yerbanis	DG
Villa Insurgentes	BS	Yolotepec	HG

ALPHABETIZED BY CITY/VILLAGE

City/Village	State
Yosonotu	OA
Yucudaac	OA
Yurécuaro	MC
Yuriria	GT
Zacapoaxtla	PU
Zacapu	MC
Zacatal	CM
Zacatecas	ZA
Zacatelco	TL
Zacatepec	MR
Zacatepec	OA
Zacatepec	PU
Zacatlán	PU
Zacazonapan	MX
Zacoalco	JA
Zacualpan	MR
Zacualpan	MX
Zacualpan	VE
Zamora	MC
Zanatepec	OA
Zapopan	JA
Zapotán	NA
Zapotitlán	PU
Zapotlanejo	JA
Zaragoza	CS
Zaragoza	CU
Zaragoza	TM
Zempoala	HG
Zempoala	VE
Zihuatanejo	GR
Zimapán	HG
Zimatlán	OA
Zinaparo	MC
Zinapécuaro	MC
Ziracuaretiro	MC
Zirahuen	MC
Zirándaro	GR
Zitácuaro	MC
Zitlata	GR
Zocac	TL
Zongolica	VE
Zoquiapan	MX
Zumpahuacan	MX
Zumpango	MX
Zumpango del Río	GR

UNITED STATES ABBREVIATIONS

STATE	MSRS/COE USE	STATE	MSRS/COE USE
1. Alaska	AK	27. Montana	MT
2. Alabama	AL	28. North Carolina	NC
3. Arkansas	AR	29. North Dakota	ND
4. Arizona	AZ	30. Nebraska	NE
5. California	CA	31. New Hampshire	NH
6. Colorado	CO	32. New Jersey	JN
7. Connecticut	CT	33. New Mexico	NM
8. District of Col.	DC	34. Nevada	NV
9. Delaware	DE	35. New York	NY
10. Florida	FL	36. Ohio	OH
11. Georgia	GA	37. Oklahoma	OK
12. Hawaii	HI	38. Oregon	OR
13. Iowa	IA	39. Pennsylvania	PA
14. Idaho	ID	40. Puerto Rico	PR
15. Illinois	IL	41. Rhode Island	RI
16. Indiana	IN	42. South Carolina	SC
17. Kansas	KS	43. South Dakota	SD
18. Kentucky	KY	44. Tennessee	TN
19. Louisiana	LA	45. Texas	TX
20. Massachusetts	MA	46. Utah	UT
21. Maryland	MD	47. Virginia	VA
22. Maine	ME	48. Vermont	VT
23. Michigan	MI	49. Washington	WA
24. Minnesota	MN	50. Wisconsin	WI
25. Missouri	MO	51. West Virginia	WV
26. Mississippi	MS	52. Wyoming	WY

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FOREIGN COUNTRY ABBREVIATIONS

STATE	MSRS/ COE Use	STATE	MSRS/ COE Use	STATE	MSRS/ COE Use
1. Arabic	AB	51. Huasteco (Mexico)	HS	101. Polish	PO
2. Afrikaans	AF	52. Hungarian	HU	102. Portuguese	PR
3. Aguacateco	AG	53. Huave (Mexico)	HV	103. Pushtu (Afghanistan, Pakistan)	PS
4. AM Sign Lanugage	AI	54. Ilocano (Philippines)	IL	104. Punjabi (India, Pakistan)	PU
5. Albanian	AL	55. Irish	IR	105. Quechua (S. America)	QU
6. Amharic (Ethiopia)	AM	56. Italian	IT	106. Rajasthani (India, Pakistan)	RA
7. Armenian	AR	57. Japanese	JA	107. Romany	RM
8. Assamese	AS	58. Kanarese (India)	KA	108. Romanian	RO
9. Amuzgo (Mexico)	AU	59. Khmer	KH	109. Russian	RU
10. Azerbaizani	AZ	60. Kickapoo	KI	110. Supai	SA
11. Basque	BA	61. Kanjobal (Guatemala)	KJ	111. Serbo Croatian	SC
12. Bengali (India, Pakistan)	BE	62. Kanjobal (Mexico)	KN	112. Swedish	SD
13. Bulgarian	BL	63. Korean	KO	113. Serbian (Bosnia)	SE
14. Croatian (Bosnia)	BO	64. Kashmiri (India)	KS	114. Sindhi (India)	SI
15. Belorussian	BR	65. Kurdish	KU	115. Slovak	SL
16. Breton	BT	66. Kycme	KY	116. Samoan	SM
17. Burmese	BU	67. Lalaos	LA	117. Sinhalese (Ceylon)	SN
18. Catalan	CA	68. Lettish	LE	118. Somali	SO
19. Chatino (Mexico)	CB	69. Lao	LO	119. Spanish	SP
20. Chocho (Mexico)	CC	70. Lapp	LP	120. Sundanese (Indonesia)	SU
21. Chinese	CH	71. Laos	LS	121. Slovene	SV
22. Chinanteco (Mexico)	CI	72. Laotian	LT	122. Swahili (E. Africa)	SW
23. Chuukese	CK	73. Lithuanian	LU	123. Tagalog	TA
24. Columbia River	CL	74. Madurese (Indonesia)	MA	124. Tarahumara (Mexico)	TB
25. Cambodian	CM	75. Maya (Mexico)	MB	125. Tepehuan (Mexico)	TC
26. Chontal (Mexico)	CN	76. Mayo (Mexico)	MC	126. Telugu (India)	TE
27. Chol (Mexico)	CO	77. Mame (Mexico)	MD	127. Thai	TH
28. Cora (Mexico)	CP	78. Mixe (Mexico)	ME	128. Tibetan	TI
29. Crioulo	CR	79. Mazahua (Mexico)	MH	129. Tojolabal (Mexico)	TJ
30. Chontal De Tabasco (Mexico)	CT	80. Mien	MI	130. Tlapaneco (Mexico)	TL
31. Cuicateco (Mexico)	CU	81. Malagasy (Madagascar)	ML	131. Tamil (India, Pakistan)	TM
32. Czech	CZ	82. Malayalam (India)	MM	132. Tanganese	TN
33. Danish	DA	83. Mayan	MN	133. Tzotzil (Mexico)	TO
34. Dinka	DI	84. Mordvin	MO	134. Tepehua (Mexico)	TP
35. Dutch	DU	85. Marathi (India)	MR	135. Triqui (Mexico)	TR
36. English	EN	86. Mossi (W. Africa)	MS	136. Totonaca (Mexico)	TT
37. Estonian	ES	87. Mixteco (Mexico)	MX	137. Turkish	TU
38. Favanese	FA	88. Malay (Bahasa Indonesia)	MY	138. Tzeltal (Mexico)	TZ
39. Finnish	FI	89. Mazateco (Mexico)	MZ	139. Ukrainian	UK
40. Flemish (Belgium)	FL	90. Navaho	NA	140. Unreported	UN
41. French	FR	91. Nahuatl (Mexico)	NH	141. Uzbek (USSR)	UZ
42. German	GE	92. Norwegjan	NO	142. Visayan (Philippines)	VS
43. Greek (Modern)	GR	93. Nez Pierze	NP	143. Vietnamese	VT
44. Gujarati (India, Pakistan)	GU	94. Ojibwe	OJ	144. Welch	WE
45. Hawaiian	HA	95. Orome	OM	145. Yakima (Sahapton)	YA
46. Huichol (Mexico)	HC	96. Oriya (India)	OR	146. Yiddish	YI
47. Hebrew (Modern)	HE	97. Otomi (Mexico)	OT	147. Yaqui (Mexico)	YQ
48. Hindustani (Hindi-Urdu)	HI	98. Papago	PA	148. Zapoteco (Mexico)	ZA
49. Hmong	HM	99. Persian	PE	149. Zapoteco Bureno (Mexico)	ZB
50. Housa (Central Africa)	HO	100. Popoluca (Mexico)	PL	150. Zoque (Mexico)	ZO

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I. CHILD ELIGIBILITY

Children are eligible to receive MEP services if (1) they meet the definition of “migratory child” and “eligible children” in the statute and regulations that apply to the MEP (or met them previously and qualify for continuation of services under section 1304(e)), and if (2) the basis for their being a “migratory child” is properly recorded on a certificate of eligibility (COE). The term “migratory child” is defined in section 1309(2) of the statute and § 200.81(e) of the MEP regulations. The term “eligible children” is defined in section 1115(b)(1)(A) of the statute and the term “children” is defined in § 200.103(a) of the Title I regulations. Determining whether a child meets these definitions requires careful consideration and depends on a recruiter’s assessment of information presented by a parent, spouse, or guardian responsible for the child, or by the child if the child is the migratory worker who is eligible for MEP services in his or her own right.

This chapter discusses issues of child eligibility and how SEAs may make these important determinations.

STATUTORY REQUIREMENTS:

Sections 1115(b)(1)(A) and 1309 of Title I, Part C

REGULATORY REQUIREMENTS:

34 CFR 200.81, 200.103

A. Migratory Child

A1. What is the definition of “migratory child”?

According to sections 1115(b)(1)(A) (incorporated into the MEP program by virtue of sections 1304(c)(2)) and 1309(2) of the statute and §§ 200.81(e) and 200.103(a) of the regulations, a child is a “migratory child” and is eligible for MEP services 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*

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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*
5. With regard to the move identified in paragraph 4, above, the child has moved from one school district to another

Note that the terms “migratory agricultural worker,” “migratory fisher,” “move or moved,” “in order to obtain,” and “qualifying work” are defined in § 200.81 of the regulations and discussed in sections C through H of this chapter.

A2. Is there a difference between a child who is eligible to receive MEP services and one who is counted for State funding purposes?

Yes. Any child, birth through age 21, who meets the statutory definition of “migratory child” (or who is eligible for continuation of services under section 1304(e)) is eligible to receive MEP services. However, as provided in section 1303(a)(1)(A) of the statute, only migratory children ages 3 through 21 may be counted for State funding purposes.

A3. Is a child eligible for MEP services after finishing high school?

Generally, no. Under section 1309(2), a migratory child is a “child” who meets the specific eligibility requirements for the MEP. While the MEP statute does not further define who is a “child,” section 1304(c)(2) incorporates by reference the requirement to carry out MEP projects consistent with the basic objectives of section 1115(b), which defines eligible children to include:

- (i) children not older than age 21 who are entitled to a free public education through grade 12, and
- (ii) children who are not yet at a grade level at which the local educational agency provides a free public education.

See also 34 CFR § 200.103(a).

Given paragraph (i), once a migrant child has received a high school diploma or its equivalent, the individual is generally no longer entitled under State law to a free public education through grade 12 and, therefore, is not eligible as a “child” to receive MEP services.

However, in some circumstances, it might be possible that a child who finished high school may be eligible for MEP services because, under State law, he or she may still be entitled to a free public education through grade 12. For example, a child who received a certificate of completion or attendance but failed the State high school exit exam *might* be

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allowed to re-enroll in high school under State law. If so, as long as the child is not yet 22 years of age, the child remains eligible for MEP services. An SEA should consult with its own legal counsel to determine whether children who have received a certificate of completion or attendance rather than a diploma or equivalency certificate are still eligible for a free public education through grade 12 in its State.

A4. Is a child who graduated from high school in his or her native country eligible for the MEP?

It depends on State law. If the child is considered under State law to be eligible to receive a free public education through grade 12 and otherwise meets the definition of “migratory child,” the child is eligible for the MEP.

A5. What is the definition of “out-of-school youth”? Are such youth eligible for MEP services?

For the purposes of the MEP, the Department considers the term “out-of-school youth” to mean 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 school. This could include students who have dropped out of school, youth who are working on a general education development credential (GED) outside of a K-12 school, and youth who are “here-to-work” only. It would not include children in preschool. Out-of-school youth who meet the definition of a “migratory child” as well as all other MEP eligibility criteria are eligible for the MEP.

A6. What is the definition of “emancipated youth”?

The Department considers emancipated youth to be children under the age of majority (in accordance with State law) who are no longer under the control of a parent or guardian and who are solely responsible for their own welfare. In order to be eligible for the MEP these youth may not be older than 21 years of age.

A7. Are emancipated youth eligible for MEP services?

Yes. Emancipated youth are eligible for the MEP so long as they meet the definition of a “migratory child” and all other MEP eligibility criteria. Out-of-school youth may or may not be “emancipated youth.” See A5 of this section.

B. Guardians and Spouses

B1. May MEP eligibility be based on a guardian’s status as a migratory worker?

Yes. Section 200.81(e) of the regulations specifically includes a child’s move to accompany or join a guardian who is a migratory agricultural worker or a migratory fisher as a basis for a child’s eligibility.

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B2. Who is a “guardian” for MEP purposes?

The Department considers a guardian to be any person who stands in the place of the child’s parent (“*in loco parentis*”), whether by voluntarily accepting responsibility for the child’s welfare or by a court order.

B3. Is a legal document necessary to establish guardianship?

No. As long as the guardian stands in the place of the child’s parent and accepts responsibility for the child’s welfare, a legal document establishing the guardianship is not necessary.

B4. May a sibling act as a guardian to other siblings?

Yes. If a working sibling acknowledges responsibility for the child’s welfare and stands in the place of the child’s parent, the child may be eligible based on the working sibling’s qualifying employment and qualifying move.

B5. Must a recruiter see a marriage certificate or other legal document in order to establish a spousal relationship when MEP eligibility is based on a spouse’s status as a migratory worker?

No.

C. Migratory Workers

C1. Who is a “migratory agricultural worker”?

According to § 200.81(d) of the regulations, a “migratory agricultural worker” is a person who, in the preceding 36 months, has moved from one school district to another, or, in a State that is comprised of a single school district, from one administrative area to another, in order to obtain temporary employment or seasonal employment in agricultural work (including dairy work). Note, the regulations also define the terms “move,” “in order to obtain,” “temporary employment,” “seasonal employment,” and “agricultural work.” These terms are discussed later in this chapter.

C2. Who is a “migratory fisher”?

According to § 200.81(f) of the regulations, a “migratory fisher” is a person who, in the preceding 36 months, has moved from one school district to another, or, in a State that is comprised of a single school district, from one administrative area to another, in order to obtain temporary employment or seasonal employment in fishing work. The definition also includes a person who, in the preceding 36 months, resided in a school district of more than 15,000 square miles and moved a distance of 20 miles or more to a temporary residence in order to obtain temporary employment or seasonal employment in fishing

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work. Note, the regulations also define the terms “move,” “in order to obtain,” “temporary employment,” “seasonal employment,” and “fishing work.” These terms are discussed later in this chapter.

C3. Does an individual’s visa status as an H-2A temporary agricultural worker have any impact on whether he or she may be considered a migratory child, migratory agricultural worker, or a migratory fisher?

No. The only criteria for being considered a migratory child, migratory agricultural worker, or migratory fisher are those established in § 200.81(d), (e), or (f) of the regulations.

D. Qualifying Move

D1. What is a “qualifying” move?

A qualifying move:

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

Note that the terms “move,” “in order to obtain,” and “qualifying work” are defined in § 200.81 of the regulations and discussed in sections D through H of this chapter.

*In a State that is comprised of a single school district, a move qualifies if it is from one administrative area to another within such a district. In addition, in a school district of more than 15,000 square miles, a move qualifies if it is over 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.

D2. What is the definition of “move” or “moved”?

Under § 200.81(g) of the regulations, “move” or “moved” means “a change from one residence to another residence that occurs due to economic necessity.”

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Change of Residence and Economic Necessity

D3. What is the definition of a “residence”?

For the purposes of the MEP, the Department considers a “residence” to be a place where one lives and not just visits. In certain circumstances, boats, vehicles, tents, trailers, etc., may serve as a residence.

D4. What does it mean to “change from one residence to another residence”?

The Department considers this to mean leaving the place where one currently lives and going to a new place to live, and not just to visit. For example, the Department believes that, generally, a person who goes to a new place to seek or obtain work, or because the person cannot afford to stay in his or her current location, is leaving the place where he or she currently lives and is going to a new place to live--and thus, has “changed from one residence to another residence” (or “changed residence”). Similarly, the Department believes that a person who goes to a new place to help sick or elderly family members on an extended basis is living with those family members, and thus might meet the MEP’s change of residence requirement if the person makes a return move to obtain qualifying work.

Thus, a person who leaves, on a short-term basis, the place where he or she lives to, for example, (1) visit family or friends, (2) attend a wedding or other event, (3) take a vacation, (4) have an educational or recreational experience, or (5) take care of a legal matter, would not have “changed residence” because the person did not go to the new place to live, but rather to visit. Similarly, this person would not have “changed residence” upon returning home from one of these visits. Note that, in these examples, the person also has not “moved” within the meaning of § 200.81(g) of the regulations since the move was not made “due to economic necessity.” See also D5 of this chapter.

The Department strongly recommends that the recruiter document on the COE his or her reason(s) for concluding that a person “changed residence” if it appears that an independent reviewer might question that a change of residence occurred.

D5. What does it mean to move “due to economic necessity”?

The Department considers this to mean that the worker moved either because he or she could not afford to stay in the current location, or went to a new location in order to earn a living. In general, the Department believes that if the worker’s move is related to work, e.g., a move to seek or obtain work, a move because of the loss of work, or a move because of the unavailability of work, the worker moved “due to economic necessity.” However, with respect to a move that is of such short duration (e.g., less than a week) that an independent reviewer might question whether the move was really “due to economic necessity,” the Department strongly recommends that each SEA establish a statewide

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written policy for determining and documenting whether and why these moves do and do not qualify for the MEP.

The Department also recommends that recruiters provide a comment on the COE if there appears to be any other reason that an independent reviewer would question whether a worker changed residence “due to economic necessity.”

D6. If a worker and his or her children go on vacation and the worker engages in qualifying work during the vacation, would the children qualify for the MEP?

In general, as noted in D4 of this chapter, vacations (*e.g.*, visits to family and friends, trips for entertainment purposes, etc.) do not constitute a change of residence, much less a change of residence due to economic necessity. In these cases, the family is not moving because it cannot afford to stay and live in the current location or because it needs to go to a new location to make a living. Therefore, even if the worker engages in qualifying work, a move for vacation purposes is not a qualifying move. The Department recognizes that there might be cultural differences in how people describe the reason for their relocation and, therefore, recommends that the recruiter question the worker carefully to determine what is meant when the worker asserts that his or her family is going on or returning from a vacation during which family members worked.

D7. Is determining whether a worker changed residence due to economic necessity sufficient for determining that the worker made a qualifying move?

No. In order for a move to qualify under the MEP, all of the conditions in D1 of this chapter must be met.

“In order to obtain”

D8. What is the definition of the phrase “in order to obtain”?

Under § 200.81(c) of the regulations, the phrase “in order to obtain,” when used to describe why a worker moved, means that one of the purposes of the move is *to seek or obtain* qualifying work. This does not have to be the only purpose, or even the principal purpose of the move, but it must be one of the purposes of the move.

D9. May a worker who asserts more than one purpose for moving be considered to have moved “in order to obtain” qualifying work?

Yes. A worker who asserts more than one purpose for moving, for example, to be closer to other family members or to find a better school for the children, may be considered to have moved “in order to obtain” qualifying work if the recruiter determines that one of the purposes of the move was also to seek or obtain qualifying work. As explained in D10 of this chapter, the phrase “in order to obtain” includes determining that the worker

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moved to find any kind of employment, provided that the worker obtained qualifying work soon after the move.

D10. May a worker, who states that he or she moved in order to obtain (or seek) any employment and who obtained qualifying work “soon after the move,” be considered to have moved “in order to obtain” qualifying work?

Under certain circumstances, yes. The Department recognizes that workers may not always express a clear intent to move and obtain qualifying work. According to § 200.81(c)(1) of the regulations, in those situations where a worker’s intent is not clearly expressed, an SEA may infer that individuals who express a general intent to have moved, for example, “for work,” “to obtain work,” “to obtain any type of employment,” or to “take any job,” may be deemed to have moved with a purpose of obtaining qualifying work if he or she obtained qualifying work soon after the move. See D22 of this chapter regarding “soon after the move.”

D11. May a worker who asserts that he or she moved specifically to find only non-qualifying work be considered to have moved “in order to obtain” such work if the worker obtains qualifying work soon after the move?

No. Section 1309(2) of the statute requires migratory agricultural workers and fishers, to move “in order to obtain” temporary or seasonal employment in agricultural or fishing work, that is, “in order to obtain” qualifying work. The phrase “in order to obtain” in this provision brings in the worker’s purpose or intent. See, in this regard, the July 29, 2008 notice of final MEP regulations at 73 FR 44102, 44105.

The Department considers the phrase “in order to obtain” to include workers who (a) moved to obtain qualifying work and obtained that work, and (b) moved with no specific type of work in mind and obtained qualifying work soon after the move. (*Id.*, at 44106.) Therefore, if the worker who moved to obtain any work obtains qualifying work soon after the move, it is presumed that one of the purposes of the move was to seek or obtain qualifying work.

However, if the worker asserts that he or she moved with only non-qualifying work (*e.g.*, construction work) in mind, given the definition of a migratory child in section 1309(2) of the ESEA and § 200.81(c) of the Title I regulations, one may not presume that one of the purposes of the worker’s move was to obtain qualifying work – even if the worker obtained qualifying work soon after the move.

D12. Must a recruiter ask a worker why he or she moved if the worker is engaged in qualifying work?

Yes. The fact that a worker moved and is engaged in qualifying work does not automatically establish that the worker moved “in order to obtain” that work. Consistent

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with the MEP regulations, the recruiter must determine whether one of the purposes of the worker's move was to obtain qualifying work or any employment, or conversely that the purpose was specifically to obtain non-qualifying work.

D13. How can a recruiter determine if one of the purposes of the worker's move was to obtain qualifying work if the recruiter finds the worker is engaged in qualifying work?

Even though a worker is engaged in qualifying work, the recruiter needs to ask the worker why he or she moved. In many cases, the response will clearly indicate that one purpose of the move was to obtain qualifying work or any employment. If this is not clear from the worker's response, the recruiter should ask whether the worker would have moved if he or she knew that no work was available. If the answer is "no," then the recruiter can presume that obtaining qualifying work was one purpose of the move.

If the worker indicates that he or she was looking for a specific type of work, which would be considered non-qualifying work, *e.g.*, construction, for purposes of the MEP, the recruiter may follow up by asking whether the worker would have moved to the area to take any kind of work, in other words qualifying or non-qualifying work, if construction work was not available. If the answer is "yes," and the worker obtained qualifying work, then the recruiter can presume that obtaining qualifying work was one purpose of the move. However, if the worker continues to express that his or her specific intent was to obtain only non-qualifying work, the recruiter cannot find this worker eligible for the MEP based on this move, regardless of whether the worker is engaged in qualifying work.

D14. May a worker who did not obtain qualifying work soon after the move, be considered to have moved "in order to obtain" qualifying work?

Under certain circumstances, yes. A worker who did not obtain qualifying work "soon after a move" may *only* be considered to have moved "in order to obtain" qualifying work if (1) the worker states that one purpose of the move was specifically to obtain qualifying work, AND

- (2) The worker has a prior history of moving to obtain qualifying work;

OR

- (3) 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.

See § 200.81(c)(2) and D22 of this chapter regarding the phrase, "soon after the move."

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D15. If a worker states that he or she moved to obtain *any* employment and the worker has a prior history of moves to obtain qualifying work, may this worker be considered to have moved "in order to obtain qualifying work" if the worker did not obtain qualifying work soon after the move?

No. The worker must have moved *specifically* for qualifying work, and not *any* employment, regardless of whether the worker has a prior history of moves to obtain qualifying work, or there is other credible evidence that the worker sought qualifying work. See § 200.89(c)(1) of the regulations.

D16. How may a recruiter determine whether a worker has a prior history of moving to obtain qualifying work?

The Department believes that the recruiter should ask the worker whether he or she has ever moved for temporary or seasonal employment in agricultural or fishing work, *i.e.*, qualifying work. The recruiter may also search the State's MEP database or the Migrant Student Information Exchange (MSIX) system (a web-based system that allows States to share education and health information on migrant children who travel from State to State) to see if the worker's child, or the child, if the child is the worker, was identified as eligible for the MEP in another part of the State or in another State.

After considering the available information, if the recruiter is satisfied that (1) one of the purposes of the worker's move was specifically to obtain qualifying work and (2) the worker has a prior history of moves to obtain qualifying work, the recruiter may deem the worker's children eligible for MEP services. The recruiter should document the basis for the decision in the comment section of the COE and, if available, attach the evidence he or she relied on for the decision.

D17. How far back may a recruiter look in considering "prior history of moves to obtain qualifying work"?

The Department does not believe that a worker's "prior history of moves to obtain qualifying work" had to have occurred within a certain time period before the most recent move, so long as the worker states that one of the purposes of his or her move was *specifically* to obtain qualifying work and not just any work, as explained in D14 and D15 of this chapter.

D18. What are examples of "other credible evidence" that a recruiter might rely on to determine that the worker actively sought qualifying work soon after a move but the work was unavailable for reasons beyond the worker's control?

Other credible evidence that a recruiter might consider includes:

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- Information obtained from conversations with an employer, crew chief, employment agency, or credible third party that indicates that the worker sought the qualifying work;
- Written information from the employer, such as a copy of an employment application or a list of recent applicants;
- Information in the public domain (*e.g.*, newspaper) that confirms a flood or crop failure in the area.

After considering all of the available information, if the recruiter is satisfied that the worker *actively* sought qualifying work *soon after the move* and that the work was unavailable due to reasons beyond the worker's control, the recruiter may deem the worker eligible for MEP services. The recruiter should document the basis for the decision in the comment section of the COE, and if available, attach the evidence he or she relied on for the decision.

D19. As discussed in criteria (1) and (3) of D14, may a worker's or family member's statement about the purpose of the move serve as both (1) the statement that the worker moved specifically to obtain qualifying work and (2) the necessary "other credible evidence" that the worker actively sought the work soon after the move?

No. The Department considers the term "other credible evidence" to refer to additional information that supports the worker's or family member's statement that the worker moved in order to obtain qualifying work. Therefore, this information would need to be obtained in addition to the information about the purpose of the move provided by the worker or his or her family.

D20. What happens if a worker, who moved to obtain qualifying work or any kind of job, first takes a non-qualifying job and only afterwards obtains qualifying work?

A worker does not necessarily forfeit MEP eligibility by taking a non-qualifying job for a limited period of time, so long as the worker moved in order to obtain qualifying work or any kind of job, and then obtains qualifying work that is still "soon after the move". See D22 of this chapter.

D21. If a worker and his or her child move weeks before qualifying work is available (*e.g.*, three weeks prior to the tomato harvest) in order to secure housing, and at the time of the interview the worker does not yet have qualifying work, may the worker be considered to have moved "in order to obtain" qualifying work?

Yes. The regulatory definition of "in order to obtain" does not expressly address this situation. However, the Department believes that the recruiter may find this move to have been made "in order to obtain" the work so long as the recruiter determines that one

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purpose of the move was to seek or obtain qualifying work, and not just any employment – which presumably would be the case in this situation. In this situation, the recruiter should check box 4a of the COE (the section on Qualifying Move & Work), which states that "the worker moved due to economic necessity in order to obtain qualifying work and obtained qualifying work." The recruiter should document in the COE Comments section that (1) the worker moved in advance to secure housing, (2) one purpose of the move was to secure the qualifying employment, and (3) the date that the worker is or was expected to start work. The children would be considered eligible upon the SEA's approval of the COE.

In this type of situation, consistent with § 200.81(c)(1) of the regulations, the recruiter must follow up with the worker to verify that the worker obtained qualifying work "soon after the move (see D22 of this section)." If the recruiter discovers that the worker did not obtain qualifying work "soon after the move," the recruiter must then determine, consistent with § 200.81(c)(2) of the regulations, that the worker has either a prior history of moves to obtain qualifying work or some other credible evidence that the worker actively sought qualifying work. The COE must be updated accordingly. If the recruiter cannot document a prior history or other credible evidence, this worker's children are not eligible for the MEP and must be removed from the rolls of eligible children.

"Soon After the Move"

D22. How much time may separate the date of the worker's move and the date the worker obtains qualifying work to permit an SEA to reasonably conclude that the worker obtained qualifying work "soon after the move"?

Because one of the purposes of the worker's move must be to seek or obtain qualifying work, the Department established the "soon after the move" test in the belief that the time between when the worker moves and when he or she obtains qualifying work must be small enough to reasonably presume that one of the purposes of the move was to obtain qualifying work. We think that in these circumstances, a worker generally should obtain qualifying work within 30 days of the move. However, we recognize that this period of time may vary depending on local conditions in agricultural or fishing operations or personal circumstance, which may cause the worker to delay obtaining qualifying work for a limited period of time beyond 30 days. If the recruiter believes that such circumstances exist and that he or she can still reasonably conclude that the worker obtained qualifying work "soon after the move," the Department recommends that the recruiter document in the comment section of the COE the factors that led him or her to this conclusion.

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Duration and Distance

D23. Is there a minimum duration for a qualifying move?

Although the statute and regulations are silent on the duration of a qualifying move, a migratory worker must stay in a new place long enough to show that the worker “moved,” *i.e.*, changed residence due to economic necessity, and that one of the purposes of the move was to seek or obtain qualifying work, or any kind of work so long as the worker obtained qualifying work soon after the move. Recruiters should carefully examine and evaluate relevant factors, such as whether the worker obtained, or could have obtained, a place to live that would allow the worker and the migratory child to remain in the new location long enough for the worker to engage in qualifying work or whether the move to work was a one-time act or a series of short moves to work in order to augment the family’s income. If the worker sought but did not obtain qualifying work soon after the move (or at all), the recruiter should determine whether the worker meets the requirements for moving “in order to obtain” qualifying work, as described in D14-D21 of this chapter. With respect to moves of such short duration (*e.g.*, less than a week) that an independent reviewer might question whether the move was “due to economic necessity,” the Department strongly recommends that the SEA establish a written policy for determining and documenting when and why these moves qualify for the MEP.

D24. Is there a minimum distance requirement for a qualifying move?

No. The only requirement is that the move be across school district boundaries. In a State that is comprised of a single school district (*e.g.*, Hawaii), the move must be across the established boundaries of intra-district administrative areas. In a State where school districts are more than 15,000 square miles (*e.g.*, Alaska), the move must be either across established school district boundaries or, a distance of 20 miles or more to a temporary residence to engage in temporary or seasonal fishing work. See § 200.81(d), (e), and (f) of the regulations.

D25. Has a worker who travels back and forth between a residence and an agricultural or fishing job within the same day made a qualifying move?

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

Moves by Boat

D26. Are there special issues that affect only the moves of migratory fishers who travel by boat?

No. These workers’ moves must be across school district boundaries (*i.e.*, from one school district to another), whether the moves are by water or by land. As with any other MEP eligibility determination, the SEA must maintain documentation of school district

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

D27. Has a fisher who travels by boat and docks in a new school district made a qualifying move?

It depends. A fisher who travels by boat to a new school district, or travels 20 miles or more in Alaska, must stay in the new place long enough to show that the worker “moved,” *i.e.*, changed residence due to economic necessity, and that one of the purposes of the move was to seek or obtain qualifying work (or any kind of work, so long as the worker obtained qualified work soon after the move). See D23 of this chapter regarding moves of short duration. The Department recommends that recruiters obtain sufficient information about this type of trip to document in the COE that the move meets these requirements.

Stopover Sites

D28. What are stopover sites?

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

D29. May SEAs serve eligible migrant families who stay at a stopover site?

Yes.

D30. May SEAs count the eligible migrant children they serve at stopover sites for funding purposes?

It depends. An SEA may count eligible migrant children who have already established residency in the State prior to staying at the stopover site. (See D3 of this section for an explanation of the term “residence” as it pertains to the MEP.) However, an SEA may not count migrant children who have stopped at the stopover site but have not established residency in the State – the move was not made to obtain qualifying work at the stopover site. Moreover, simply stopping in the State for a rest period does not establish residency. In these cases, the SEA must wait for the migrant family to complete the qualifying move and establish residency in the State before it may count the children.

International Moves

D31. May a worker’s move to the United States from another country qualify for the MEP?

Yes. A worker’s move from another country to the U.S. may qualify if one of the purposes for the move was to seek or obtain qualifying work. For example, orchard

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growers in the Northeast hire contract workers from Guatemala to pick crops for a short period of time. Assuming all other eligibility criteria are met, the children of these workers would qualify because one of the purposes of the move to the U.S. was to obtain qualifying work. The workers are not disqualified if they have other reasons for moving to the U.S., even permanent relocation, so long as one of the purposes of the move is to obtain qualifying work and the other conditions are met.

D32. Is a move from the United States to another country a qualifying move?

No. The MEP was established to benefit families who perform qualifying work in the United States. Therefore, the Department does not view the MEP statute as authorizing moves to another country to engage in temporary or seasonal employment in agricultural or fishing work to be considered qualifying moves. However, if a worker's move to another country is a "change of residence," the worker's move back to a school district in the U.S. might be a qualifying move.

D33. If a worker and his or her children make a non-qualifying move to the U.S. from another country, may the children be considered eligible for the MEP based on a subsequent qualifying move?

Yes.

E. Qualifying Arrival Date (QAD) and Move "to Join" Issues

E1. When does a child's eligibility for MEP services begin?

A child may be identified as a "migratory child" when the child and the worker complete the qualifying move. This is often referred to as the qualifying arrival date, or QAD, for purposes of the COE. However, a child is only eligible for MEP services once the SEA has determined that the child meets all eligibility criteria outlined in A1 of this chapter.

E2. Must a child move at the same time as the worker to be eligible for the MEP?

No; however, both the worker and child must make the move. Section 1309(2) of the ESEA provides that if the child is not the qualifying worker, the child must move to "accompany" the worker who moved in order to obtain or seek qualifying work. The regulations expand the term "accompany" to include a child who moves separately to "join" a parent, spouse, or guardian. That is, under the definition of "migratory child" in § 200.81(e) of the regulations, a child who is not a migratory agricultural worker or migratory fisher qualifies if the child accompanies or "joins" a parent, spouse, or guardian who is a migratory agricultural worker or migratory fisher who moves in order to obtain qualifying work. The Department considers this provision to mean that the child's move may either precede or follow the worker's move. For example, the child may move before the worker in order to start the school year on time, or the worker may move before the

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child in order to secure housing. In either case, the fact that the child and his or her parent, spouse, or guardian do not move at the same time does not nullify the child's eligibility for the MEP.

E3. What is the QAD when a child moves before or after the worker?

In situations where the child and worker do not move at the same time, the Department considers the QAD to be the day that the child and worker complete the move to be together. That is, if the child's move precedes the worker's move, the QAD is the date that the worker arrived. If the child's move follows the worker's move, the QAD is the date the child arrived.

E4. How much time may separate the worker's move from a child's move "to join" a worker?

The time limit depends on the circumstances. The Department believes that, as a best and safe practice, the child's move should generally occur within no more than 12 months of the worker's move to obtain qualifying work, and that after one year it is difficult to link the child's move to the worker's move to obtain qualifying work. Nonetheless, there may be unusual circumstances that prevent a child from moving within 12 months of the worker's move. In these cases, the Department recommends that an SEA document in the comment section of the COE the basis for determining that the child moved to "accompany" a worker after such a prolonged period of time between the two moves.

F. Qualifying Work

F1. What is "qualifying work"?

Under § 200.81(i) of the regulations, "qualifying work" means temporary employment or seasonal employment in agricultural work or fishing work.

G. Agricultural Work or Fishing Work

Agricultural Work

G1. What is the definition of "agricultural work" for purposes of the MEP?

"Agricultural work" is:

1. the production or initial processing of crops, dairy products, poultry, or livestock; as well as

the cultivation or harvesting of trees,

that is—

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2. performed for wages or personal subsistence.

See § 200.81(a).

G2. What does “production” mean?

The Department considers agricultural production to mean work on farms, ranches, dairies, orchards, nurseries, and greenhouses engaged in the growing and harvesting of crops, plants, or vines and the keeping, grazing, or feeding of livestock or livestock products for sale. The term also includes, among other things, the production of bulbs, flower seeds, vegetable seeds, and specialty operations such as sod farms, mushroom cellars, and cranberry bogs.

G3. What is a crop?

The Department considers a crop to be a plant that is harvested for use by people or by livestock.

G4. What are examples of agricultural work related to the production of crops?

The production of crops involves work such as preparing land or greenhouse beds, planting, seeding, watering, fertilizing, staking, pruning, thinning, weeding, transplanting, applying pesticides, harvesting, picking, and gathering.

G5. Is work such as gathering decorative greens considered agricultural work?

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

G6. What is livestock?

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

G7. What are examples of agricultural work related to the production of livestock?

The Department considers the production of livestock to involve raising and taking care of animals described in the previous question. Such work includes, but is not limited to:

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herding; handling; feeding; watering; milking; caring for; branding; tagging, and assisting in the raising of livestock.

G8. Are animals such as deer, elk, and bison raised on farms considered “livestock”?

Yes, so long as these animals, sometimes referred to as specialty or alternative livestock, are raised for breeding or slaughter purposes and not for sport or recreation.

Cultivation or Harvesting of Trees

G9. What does “cultivation” mean in the context of trees?

In the context of trees, “cultivation” refers to work that promotes the growth of trees.

G10. What are examples of work that can be considered the cultivation of trees?

For the purposes of the MEP, examples of work that can be considered the cultivation of trees include, but are not limited to: soil preparation; plowing or fertilizing land; sorting seedlings; planting seedlings; transplanting; staking; watering; removing diseased or undesirable trees; applying insecticides; shearing tops and limbs; and tending, pruning, or trimming trees.

G11. What does “harvesting” mean in the context of trees?

For the purposes of the MEP, “harvesting” refers to the act of gathering or taking of the trees.

G12. What are examples of work that can be considered the harvesting of trees?

The Department considers the harvesting of trees to include work such as topping, felling, and skidding.

G13. What types of work are not considered part of the cultivation or harvesting of trees?”

The Department believes that the following activities are *not* part of the cultivation or harvesting of trees: clearing trees in preparation for construction; trimming trees around electric power lines; and cutting logs for firewood.

G14. Does transporting trees from a harvesting site to a processor (sawmill) qualify as agricultural work?

No. Transporting trees is not agricultural work for purposes of the MEP because it occurs after the cultivation and harvesting of trees.

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G15. Is processing trees considered agricultural work?

No. According to § 200.81(a) of the regulations, only the cultivation or harvesting of trees is considered agricultural work. Processing trees occurs after the cultivation and harvesting.

Fishing Work**G16. What is the definition of “fishing work” for purposes of the MEP?**

“Fishing work” is:

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

See § 200.81(b).

G17. What is a “fish farm”?

For purposes of the MEP, the Department considers a fish farm to be a tract of water, such as a pond, a floating net pen, a tank, or a raceway reserved for the raising or harvesting of fish or shellfish. Large fish farms sometimes cultivate fish in the sea, relatively close to shore. The fish are artificially cultivated, rather than caught, as they would be in “fishing.” Fish species raised on fish farms include, but are not limited to, catfish, salmon, cod, carp, eels, oysters, and clams.

G18. What are examples of work on a fish farm that would qualify as fishing work?

For the purposes of the MEP, examples of work on a fish farm that would qualify as “fishing work” include, but are not limited to, raising, feeding, grading, collecting, and sorting of fish, removing dead or dying fish from tanks or pens, and constructing nets, long-lines, and cages.

G19. Is the act of catching fish or shellfish for recreational or sport purposes “fishing work”?

No. These activities are not performed for wages or personal subsistence.

Initial Processing

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G20. What does “initial processing” mean?

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

G21. What are examples of “initial processing” work in the poultry and livestock industries?

For the purposes of the MEP, examples of “initial processing” work in the poultry and livestock industries include, but are not limited to: stunning; slaughtering; skinning; eviscerating; splitting carcasses; hanging; cutting; trimming; deboning; and enclosing the raw product in a container.

G22. What are examples of “initial processing” work in the crop industry?

For the purposes of the MEP, examples of “initial processing” work in the crop industry include, but are not limited to: cleaning; weighing; cutting; grading; peeling; sorting; freezing, and enclosing the raw product in a container.

G23. What are examples of “initial processing” work in the fishing industry?

For the purposes of the MEP, examples of “initial processing” work in the fishing industry include, but are not limited to: scaling; cutting; dressing; and enclosing the raw product in a container.

G24. When does “initial processing” end?

The Department considers a product no longer to be in the stage of “initial processing” once the transformation of the raw product into something more refined begins. The Department believes that work up to, but not including, the start of the transformation process is agricultural or fishing work for purposes of the MEP. However, work such as placing raw chicken breasts into the oven for cooking, adding starter cultures to milk to make cheese, or applying necessary ingredients to a raw pork belly to begin the curing process is the beginning of the transformation process and therefore is not agricultural or fishing work for purposes of the MEP.

G25. What work is not considered production or initial processing?

Work such as cooking; baking; curing; fermenting; dehydrating; breading; marinating; and mixing of ingredients involves transforming a raw product into a more refined product. Therefore, the Department does not consider this work to be production or initial processing. In addition, the Department does not consider the following work to be production or processing: placing labels on boxes of refined products; selling an

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agricultural or fishing product; landscaping; managing a farm or processing plant; providing accounting, bookkeeping, or clerical services; providing babysitting or childcare services for farmworkers; or working at a bakery or restaurant. With regard to work such as repairing or maintaining equipment used for production or processing, or cleaning or sterilizing farm machinery or processing equipment, the Department does not consider individuals whose *profession* is to do this work, or who were hired solely to perform this work, to be performing agricultural work.

G26. Is hauling a product on a farm, ranch or other facility considered agricultural work?

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

G27. May a worker who performs both qualifying and non-qualifying work still be eligible for the MEP?

Yes. A worker is only required to meet the definition of a migratory agricultural worker or migratory fisher as defined in § 200.81(d) and (f) of the regulations. The fact that the worker performs non-qualifying work in addition to qualifying work has no bearing on his or her eligibility for the MEP.

Wages and Personal Subsistence

G28. What does “personal subsistence” mean?

As used in the definitions of agricultural work and fishing work in § 200.81(a) and (b) of the regulations, and as defined in § 200.81(h) of the regulations, “personal subsistence” means that the worker and the worker’s family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch.

G29. May a worker who is “self-employed” qualify as a migratory agricultural worker or migratory fisher?

Yes, in some circumstances. In general, the Department considers migratory agricultural workers and fishers to be either employed for wages or performing work for personal subsistence. However, while some workers, such as those who glean leftover crops from fields or fishers who own their own boats, might consider themselves “self employed,” for

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purposes of MEP eligibility the Department considers the provisions regarding personal subsistence to mean that the money such workers earn from the sale of the product is equivalent to “wages” (and to the extent that gleaners consume the food they gather as a substantial portion of their food intake, “performed for personal subsistence”).

H. Temporary and Seasonal Employment

H1. What is seasonal employment?

According to § 200.81(j) of the regulations, seasonal employment is employment that occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year.

H2. How does the phrase “cycles of nature” pertain to seasonal employment?

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

H3. How long may seasonal employment last?

The definition of seasonal employment in § 200.81(j) of the regulations states that it is employment that occurs only during a certain period of the year and may not be continuous or carried on throughout the year. Therefore, like temporary employment, seasonal employment may not last longer than 12 months.

H4. How may an SEA determine that a worker’s job is “seasonal employment”?

A worker’s employment is seasonal if:

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

H5. What is temporary employment?

According to § 200.81(k) of the regulations, temporary employment means “employment that lasts for a limited period of time, usually a few months, but no longer than 12 months.”

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H6. How may an SEA determine that a worker’s job is “temporary employment”?

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

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

H7. Is a worker who was hired to perform a series of different jobs, which together lead to the worker being employed by the same employer for more than 12 months, employed on a temporary or seasonal basis?

No. Workers who are hired to work for more than 12 months by the same employer regardless of how many different jobs they perform are not employed on a temporary or seasonal basis as defined in 200.81(j) and (k) of the MEP regulations.

H8. What is an example of a statement from an employer that indicates that the employment is temporary?

An example of a statement from an employer who harvests ferns for the floral industry might be: “employer _____ (name) stated that she will hire the worker only for the months of February through May to accommodate the increase in floral gifting around Valentine’s Day, Easter, and Mother’s Day.” In this example, the employer stated that she is hiring the worker for a short period of time that will not exceed 12 months.

H9. What is an example of a statement from a worker that indicates that the employment is temporary?

An example of a worker’s statement might be: “the worker stated that he plans to leave the job after seven months in order to return to his home with his family.” Similar to the employer’s statement, the worker’s statement indicates that he will only remain in the job for a short period of time that will not exceed 12 months.

H10. When would an SEA rely on its own determination that a worker’s employment is temporary?

In general, the Department believes that a determination about the temporary nature of a worker’s employment is best obtained through a recruiter’s interview with the worker or

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employer. However, § 200.81(k) of the regulations authorizes an SEA to make its own determination that employment is temporary so long as the SEA has some other reasonable basis for determining that the employment will not last more than 12 months.

For employment that appears constant and available year round, § 200.81(k) of the regulations permits an SEA to conclude that the employment is “temporary” for purposes of the MEP only if it determines and documents that, given the nature of the work, of those agricultural and fishing workers whose children the SEA determined to be eligible using some other reasonable basis, virtually none remained employed by the same employer more than 12 months. For more information about how to determine and document that virtually no workers remained employed by the same employer for more than 12 months, please see section I of this chapter.

H11. What are examples of “other reasonable bas[e]s” that an SEA might consider when determining that employment will not last longer than 12 months?

Examples of information that an SEA might consider include:

1. A recent survey of workers (e.g., an attrition rate study—see I8 through I19 of this chapter), by worksite, whom the SEA previously determined to be employed temporarily.
2. A recent survey of workers (e.g., an attrition rate study—see I8 through I19 of this chapter) from another State that documents the temporary nature of employment at a similar worksite.
3. A relevant and timely literature review that supports the temporary nature of employment at a similar worksite(s) and that can be considered for the worksite in question.

The SEA should maintain appropriate documentation to support the basis for its determination. In the case of examples 2 and 3 above, this documentation should include the basis for finding that the worksite in the State is similar to those discussed in another State’s documentation or in the literature review.

As mentioned in H10, an SEA that relies on some other reasonable basis to determine the temporary nature of employment that appears constant and available year round must later confirm its conclusion by documenting that virtually none of the agricultural or fishing workers whose children were determined to be eligible, based on its determination of temporary employment, were still employed by the same employer for more than 12 months. See Section I of this chapter for more information.

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H12. What are examples of information that would not be considered “reasonable” for purposes of determining that employment will not last more than 12 months?

The Department does not consider information such as the following to be reasonable for purposes of determining that employment will not last more than 12 months:

1. Anecdotal information about a worksite or industry, for example, the working conditions are such that a worker is unlikely to remain employed for more than 12 months.
2. Newspaper ads announcing a job opening on a farm or at a worksite. The fact that an employer plans to hire new workers by announcing job openings is not necessarily a signal that employment at a worksite is to be temporary. Specificity about the nature of the jobs to be filled, *e.g.*, whether the work is agricultural or fishing and the employment is temporary or seasonal, would be needed.
3. After February 28, 2010, “industrial surveys” as described in the Department’s 2003 Non-Regulatory Guidance or other studies of turnover within job categories. See 17 of this chapter.

The Department does not believe that this type of information is sufficiently reliable for determining whether a worker’s employment is likely to last less than 12 months.

H13. Must the SEA stop serving children whose parent or guardian remains employed by the same employer after 12 months even though the worker was originally employed on a temporary basis?

In general, an SEA may continue serving these children and keep them on its rolls for the duration of their 36-month eligibility period. MEP eligibility is determined at the time of the interview and is based on the worker’s (or employer’s) stated intention at the time of the move, or on the SEA’s evidence of an “other reasonable basis” for determining the work may be considered to be temporary.

The Department would expect a situation in which the worker continues to be employed after 12 months to be a rare occurrence and not the norm for workers who are recruited on this basis. However, if a significant number or percentage of workers recruited on this basis remains employed at a particular worksite beyond 12 months, either in the same job or in another job at the same worksite, the Department believes the SEA should examine the reasons why workers are remaining employed. In some cases, the reasons may be justifiable. For example, if the economy took a turn for the worse, employees who intended to leave their employment much earlier did not do so because other jobs were not available. On the other hand, the recruiter might have made an incorrect eligibility determination because he or she did not understand the MEP definition of temporary

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employment. There even could be reasons to suspect fraud. In both of these latter situations, children’s eligibility should be terminated immediately if the SEA determines that the original eligibility determinations were erroneous.

Thus, the reasons workers remain employed for more than 12 months will determine whether and what action the SEA needs to take.

H14. If a worker planned to work at an agricultural or fishing worksite permanently, can the worker be recruited for the MEP if the recruiter finds out later that the worker did not remain employed more than 12 months?

In general, no. A worker who moved to seek permanent employment did not move “in order to obtain temporary or seasonal employment in agricultural or fishing work” as required by the statute.

However, if the SEA has determined and documented that employment at the worksite, despite appearing to be constant and available year-round, is temporary in accordance with 200.81(k) of the regulations, the worker can be considered eligible for the MEP (assuming that all other eligibility criteria are met). See Section I of this chapter.

H15. Should jobs that occur only at certain times of the year because of a holiday or event be considered as temporary employment or seasonal employment?

Jobs that occur only at certain times of the year because of a holiday or event (*e.g.*, Thanksgiving, Christmas, etc.) should be considered temporary employment because the time of year that the work is performed is not dependent on the cycles of nature, but rather the holiday or event.

I. Employment That Appears Constant and Available Year-Round

I1. Is an SEA always required to determine whether employment that appears constant and available year-round may be considered temporary?

No. An SEA is required to determine whether employment that is constant and available year-round may be considered temporary only if it intends to qualify the children of workers employed in these types of jobs.

I2. May SEAs consider employment that appears to be constant and available year-round to be temporary employment?

Yes. The Department recognizes that some agricultural and fishing jobs, for example certain jobs at processing plants or dairy farms, may appear to be constant and available year-round, but, perhaps because of the nature of the work, workers typically do not stay

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long at these jobs. In cases of employment that appears to be constant and available year-round, recruiters can base their determination that the employment is temporary on:

1. the worker's or the employer's statement that even though the work appears to be constant and available year-round, he or she intends to remain no longer than 12 months, or
2. the SEA's determination that even though the work appears to be constant and available year-round, the SEA has determined and documented, in accordance with § 200.81(k) of the regulations, that the employment is temporary.

I3. How does an SEA determine and document that certain employment that appears to be constant and available year-round is temporary employment for purposes of the MEP?

Consistent with § 200.81(k) of the regulations, an SEA determines the temporary nature of employment that appears to be constant and available year-round by:

Step 1: establishing its basis for reasonably concluding that particular employment that appears to be constant and available year-round can be considered temporary. (See H11 and H12 of this chapter regarding "reasonable bases" for determining temporary employment.)

AND

Step 2: later confirming the basis of this conclusion by documenting that virtually none of the migratory agricultural or fishing workers whose children were determined to be eligible, based on the SEA's determination of the temporary nature of such employment, remained employed by the same employer for more than 12 months. One way an SEA might confirm the basis of its subsequent conclusion is through an "attrition rate study." See I1 – I7, which apply to the requirements for documenting the temporary nature of work that appears to be constant and available year-round, and I8 – I21, which address attrition rate studies.

I4. May an SEA continue to rely on the documentation it used consistent with prior regulations and prior non-regulatory guidance to determine the temporary nature of employment that appears constant and available year round?

No. For a limited time, the July 29, 2008, regulations allowed the SEA to rely on documentation consistent with prior regulations and prior guidance (e.g., "industrial

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surveys) when determining the temporary nature of employment that appears constant and available year round. However, this allowance ended on February 28, 2010 (*i.e.*, 18 months from the effective date of the July 2008 regulations). To continue to find whether agricultural and fishing workers employed in what appears to be constant and year-round employment are, in fact, engaged in temporary employment, § 200.81(k) requires that by February 28, 2010, the SEA establish and implement procedures for determining which *employers*, whose agricultural and fishing workers it previously determined were employed temporarily, meet the definition of temporary employment established in the July 29, 2008 regulations.

In other words, the SEA must have determined by February 28, 2010, which employers, who offer employment that the SEA previously considered to be temporary based on its prior documentation, met the "virtually no workers remained employed by the same employer for more than 12 months" threshold. For employers (or their worksites – see I10 of this chapter) for which the SEA has made this determination, the SEA may continue to qualify the children of workers employed in agricultural or fishing work at these worksites on the basis of its new documentation. But, for employers (or their worksites) that did not meet the "virtually no workers remained employed..." threshold, the SEA must stop recruiting the children of agricultural and fishing workers at these worksites on the basis of the SEA's prior documentation that work that appears constant and available year-round is temporary. The SEA also must terminate eligibility of any children who were determined to be eligible on or after February 28, 2010, on the basis of the SEA's prior determination that work that appears constant and available year-round is temporary. See also I20 of this chapter.

I5. What is the purpose of determining that "virtually no workers remained employed by the same employer more than 12 months"?

The purpose is to determine which employers, whose workers' employment appears to be constant and available year-round, may be considered to offer "temporary employment" for purposes of MEP eligibility. This determination only affects whether an SEA may continue, going forward, to consider employment for a particular employer to be temporary based on the SEA's *documentation* (*i.e.*, employment may still be determined temporary based on the worker's or employer's statement that the employment will not last longer than 12 months). See reference to SEA documentation in § 200.81(k) of the regulations.

I6. How often must an SEA test the reasonableness of its temporary determinations for work that appears to be constant and available year-round?

Determinations made on the basis of criteria in the July 29, 2008, regulations must be made at least once every three years. See § 200.81(k). (By February 28, 2010, each SEA must have tested the reasonableness of determinations made according to the 2003 MEP

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Non-Regulatory Guidance or some other reasonable process that was used prior to the issuance of the July 29, 2008 regulations.)

- 17. After February 28, 2010, may an SEA continue to rely on (1) “industrial surveys” as discussed in the 2003 MEP Non-Regulatory Guidance, or (2) some other process that measures employee turnover that SEAs adopted prior to the issuance of the July 2008 regulations, as reasonable documentation of the temporary nature of employment that appears to be constant and available year-round?**

No. See § 200.81(k) of the regulations.

The 2003 MEP Non-Regulatory Guidance permitted an SEA to consider certain jobs temporary based on the turnover rate of workers within particular job categories. However, surveys that measure the turnover rate of workers in and out of a particular job do not account for situations in which workers continue to remain employed by the same employer in a succession of jobs. These types of surveys do not measure the temporary nature of a worker’s employment, but rather only the turnover within a particular job category. Thus, these types of surveys are not valid measures of “temporary employment” as defined in § 200.81(k) of the regulations. Instead, the SEA should consider conducting an “attrition rate study” to document the temporary nature of employment that appears to be constant and available year-round.

Attrition Rate Study

- 18. What is an attrition rate study?**

An attrition rate study is one way that an SEA can confirm its basis for reasonably concluding, despite the appearance that employment at a worksite is constant and available year-round, that virtually no migratory agricultural or fishing workers remained employed by the same employer for more than 12 months. For those worksites where the results of the attrition rate study reveal that virtually no migratory agricultural or fishing workers remained employed for more than 12 months, the SEA can continue to conclude that workers who perform agricultural or fishing work at those worksites are employed temporarily. (See Step 2 of I3 of this section.)

In this kind of study, an “attrition rate” means the percent of all migratory agricultural or fishing workers at a particular worksite (1) who were previously identified as eligible for the MEP, and (2) whose employment appears to be constant and available year-round, but who do not remain employed at that worksite more than 12 months.

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- 19. What attrition rate would permit an SEA to conclude that “virtually no workers remained employed by that employer more than 12 months”?**

The Department has adopted a presumption that an attrition rate of at least 90% for any given worksite satisfies the requirement that virtually none of the migratory agricultural or fishing workers hired remained employed at that worksite for more than 12 months – and, therefore, the employment may be considered temporary.

For worksites of five or fewer migratory workers who perform agricultural or fishing work that appears to be constant and available year-round (e.g., small dairy farms), calculating an attrition rate of 90% is impossible. Therefore, the Department considers the termination of employment for four out of five workers to be equivalent to “virtually no workers remained employed by the same employer more than 12 months.” Similarly, the Department considers worksites with three out of four workers, and two out of three workers, leaving within 12 months or less to be equivalent to “virtually no workers remained employed by the same employer more than 12 months.”

- I10. If an SEA is documenting the temporary nature of employment that appears to be constant and available year-round, does it make its temporary determination by employer or by worksite?**

An SEA that wants to document the temporary nature of employment that appears to be constant and available year-round is only required to make this determination by employer. Specifically, § 200.81(k) requires an SEA, for employment that appears to be constant and available year-round, to document that virtually no agricultural or fishing workers, whose children the SEA previously identified as eligible for the MEP, “remained employed by the same employer more than 12 months” (emphasis added). However, in cases where the employer has several worksites, the Department recommends that the SEA consider going further, and conduct its study by each of the employer’s worksites. Conducting an attrition rate study by worksite allows an SEA to continue qualifying the children of agricultural or fishing workers who are employed at worksites that have a 90% or higher attrition rate even though the attrition rate for the employer (which combines all of the worksites) might be less than 90%. In this situation, if the SEA only conducted its attrition rate by employer, it would no longer be able to qualify the children of agricultural or fishing workers employed by this employer, because the employer’s overall attrition rate is not 90% or higher.

Note, given the possible benefit of conducting an attrition rate study by employer’s worksite, the remainder of the discussion about attrition rate studies uses this perspective.

- I11. How would an SEA conduct an attrition rate study?**

The Department suggests following these steps:

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1. Generate a list of migratory agricultural and fishing workers whose children are currently qualified as eligible under temporary employment.
2. Separate COEs for these workers into two categories: Category A – determinations of temporary employment based on the worker’s or employer’s statement that the job was temporary or the worker would not remain employed longer than 12 months; and Category B – determinations of temporary employment based on employment that appeared constant and available year-round, but which the SEA determined to be temporary. Note, COEs classified as Category A should not be factored into the attrition rate study or calculation since the purpose of the study is to confirm whether the SEA’s determination is correct. COEs classified as Category B will represent the pool of workers whose employment appears constant and available year round but that the SEA has determined to be temporary.
3. Further separate the COEs for Category B by worksite if this has not been done already.
4. Contact each of these workers (or the workers’ employer) to determine or verify:
 - a. whether the worker is still employed at the same worksite listed on the COE;
 - b. when the worker started working at that worksite;
 - c. when the worker stopped working at the worksite (if the worker has stopped working at the worksite); and
 - d. whether the worker’s employment was terminated and resumed at any time during the 12 months.
5. Use the information from the results of the interviews to determine which of the Category B workers were employed at the same worksite for 12 months or less.
6. Calculate the percent of agricultural and fishing workers by worksite that the SEA can verify as being employed at that worksite for 12 months or less. See I12, immediately below, for information about calculating the attrition rate.

I12. How can an SEA calculate an attrition rate?

Attrition rates can be calculated as follows:

- (1) Determine the total number of agricultural and fishing workers at each worksite whose children were qualified as eligible according to the SEA’s determination of temporary employment for employment that appears to be constant and available year-round; *i.e.*, steps 1 through 3 in I11, immediately above. Consider this number to be “Y”.

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- (2) Determine the number of agricultural and fishing workers by worksite identified in Step 1 who were employed for 12 months or less; *i.e.*, step 4 and 5 in I11, immediately above. Consider this number to be “X”.
- (3) Divide “X” by “Y” and multiply this number (“Z”) by 100 to give you the attrition rate for each worksite in a percentage.

Attrition Rate formula:

$$X / Y = Z \longrightarrow Z \times 100 = \text{Attrition rate (\%)}$$

The following example demonstrates how the formula works:

Worksite USA

(X) Total number of agricultural workers from worksite USA that were employed for 12 months or less

32

(Y) Total number of agricultural workers at worksite USA whose children are qualified as eligible according to the SEA’s prior determination of temporary employment that appears to be constant and available year-round

120

Calculation:

$$X / Y = Z \longrightarrow Z \times 100 = \text{Attrition Rate (\%)}$$

$$32 / 120 = 0.266 \longrightarrow 0.266 \times 100 = 27\% \text{ (round to the nearest tenth)}$$

In this example, only 27% of agricultural workers at worksite USA were no longer employed after 12 months (*i.e.*, 73% of workers were employed longer than 12 months). Despite the fact that workers at worksite USA were previously determined to be eligible for the MEP, agricultural or fishing work at worksite USA can no longer be considered temporary employment. This is because the SEA could not determine that “virtually no workers remained employed by [worksite USA] more than 12 months,” as required by § 200.81(k) of the regulations. Therefore, the SEA must stop recruiting workers at worksite USA based on the SEA’s own determination of temporary employment. Workers at the site may still be determined to be migratory workers if the determination of temporary employment is based on the worker’s or employer’s statement. See I21 of this chapter.

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I13. How would an SEA select the workers for its attrition rate study?

An SEA may use any approach that is reasonable to select workers for participation in its attrition rate study.¹ Below are two suggested approaches. In both examples, the SEA should only include in its sample migratory agricultural workers and fishers whose children (or the children themselves if they were the workers) were previously determined to be eligible based on the SEA's prior determination that the worker's constant and available year-round employment was actually temporary. In other words, these samples would not include the children of workers whose employment was determined to be temporary based on the worker's statement or the employer's statement.

1. This approach relies on workers whose children were identified as eligible for the MEP during a specified 12-month time period. Depending on the 12-month time period that the SEA selects, this option will allow the SEA to determine the temporary nature of employment at a particular worksite as quickly as the SEA can conduct the interviews with the workers and analyze the data. To select workers² using this approach, the SEA should generate a list of workers whose children were identified as eligible for the MEP during a specified 12-month time period (e.g., between September 1, 2008, and August 31, 2009). The SEA should select a time period that is sufficiently recent to ensure the most accurate data. However, to complete the attrition rate study as quickly as possible, it might want to ensure that at least 12 months have passed from the date the last child in the study was determined eligible. For example, if the last child in a September 1, 2008 through August 31, 2009 12-month list was determined eligible on August 31, 2009, the worker has until August 31, 2010, to leave his or her job before the SEA can determine whether the worker was employed at the same worksite for longer than 12 months. Thus, the overall timeframe for the attrition rate study would end on August 31, 2010. (That is, the period of analysis for this sampling approach will be no longer than 24 months.)
2. This approach selects workers whose children were identified as eligible for the MEP at a specific date in time. Depending on the date that the SEA chooses, it might have to wait as long as 12 months to complete its attrition rate study. To select workers using this approach, the SEA should generate a list of all workers whose children were eligible for the

¹ This guidance does not address requirements for statistically valid samples. SEAs should consult their own statistical experts if they choose to sample rather than interview the entire population.

² Again, as used in these two approaches, the term "workers" should include only migratory agricultural workers and fishers whose children (or the children themselves if they are the workers) were previously determined to be eligible based on the State's prior determination that the workers' employment was temporary.

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MEP at a specific date in time, for example, September 1, 2009. (Note: given a child's 36-month period of eligibility, children with qualifying arrival dates as early as September 2, 2006, will be included on this list.) When using this approach, the SEA should select a specific date in time that is sufficiently recent to ensure the most accurate data, but it should keep in mind that, depending on the date chosen, the SEA may have to wait as many as 12 months for the results of its attrition rate study. For example, if the SEA generates a list of children who were eligible on September 1, 2009, the sample could include children whose qualifying arrival date was as recent as August 31, 2009, and whose parent began his or her employment on that same date. In this situation, the worker has until August 31, 2010, to leave his or her job before the SEA can determine whether the worker was employed at the same worksite for longer than 12 months.

These are just two approaches an SEA can use to select its workers to test whether employment that appears constant and available year-round can reasonably be considered temporary employment. The approach an SEA uses will depend on the amount of time the SEA has to complete its attrition rate study and what data the SEA has about such employment: e.g., the number of years the SEA has been collecting needed data, and the specific data the SEA has been collecting.

I14. Is an attrition rate study the only vehicle SEAs may use to determine and document the temporary nature of work that appears to be constant and available year-round?

No. An attrition rate study is one way an SEA might determine and document that of those agricultural and fishing workers whose children were previously determined to be eligible based on the SEA'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. Any SEA that adopts an alternate process should ensure that its process adequately determines that "virtually no workers remained employed...more than 12 months" and should document its basis for reasonably making this conclusion.

I15. Should an SEA include in its attrition rate study workers whose temporary employment determination was based on the worker's statement or the employer's statement?

No. As we noted in step 2 of I11 of this chapter, the SEA should not include in its attrition rate study workers whose temporary employment determination was based on the worker's statement or the employer's statement. The purpose of the study is to determine whether employment that appears to be constant and year round is, in fact,

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temporary. In these cases, either the worker or the employer has already determined that the employment will not last longer than 12 months.

I16. Should an SEA include in its attrition rate study workers who sought, but did not obtain, temporary employment in agricultural or fishing work?

No. In this situation, the worker never obtained the employment, therefore, the SEA cannot determine the length of time the worker was employed.

However, if the SEA knows that a specific worker obtained qualifying work after his or her children were recruited in to the MEP, the SEA should include the worker in the study and subsequently determine the length of time he or she was employed.

I17. What should an SEA do if, when conducting its attrition rate study, it cannot locate a worker whom it previously determined was employed temporarily based on its own determination?

In situations where the SEA cannot locate a worker whom it previously determined was employed temporarily based on the SEA's determination, the SEA should contact the employer for information about the worker's length of employment. The SEA should only presume that the worker was not employed more than 12 months *if* the SEA can document that (1) the worker is no longer employed by the employer listed on the COE and (2) the worker was not employed by that employer for more than 12 months.

If the SEA is unable to verify a worker's length of employment by asking the employer, then the SEA may follow up with the children's school district to see if the worker's children are still enrolled and, if so, to obtain the worker's most up-to-date contact information. The SEA could also check its State database or MSIX to determine if either of these resources has current information on the worker. If the SEA obtains more current contact information, it should again try to speak with the worker to determine that (1) the worker is no longer employed by the employer listed on the COE, and (2) the worker was not employed by that employer for more than 12 months. The Department strongly recommends that the SEA establish a process for recruiters to follow when verifying whether a worker is no longer employed at a worksite.

If the SEA can document that (1) the worker is no longer employed by the employer listed on the COE and (2) the worker was not employed by that employer for more than 12 months, it should include the worker in both the X and Y variables described in question I12 of this section. If the SEA cannot confidently document both of these criteria, then it should not include the worker in either variable.

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I18. When calculating attrition rates, how should an SEA take into account a migratory agricultural or fishing worker who changed jobs but is still employed at the same worksite?

The fact that a worker changed jobs is irrelevant. A worker who changes jobs at a worksite should be included, in an attrition rate study, in the same manner as all other workers—by considering whether he or she remained employed at the worksite for 12 months or less.

I19. What should an SEA do if it determines that employment at a particular worksite does not meet the “virtually no workers remained employed...more than 12 months” threshold? Must the SEA stop serving, and remove from its rolls, those children whom it recruited in good faith?

If the SEA determines that employment at a worksite does not meet this threshold, it must stop recruiting the children of workers at these worksites on the basis of the SEA's own documentation that the employment at the worksite is temporary, because it has found otherwise. However, the SEA may continue to qualify the children of workers at these worksites if the determination of temporary employment is based on the worker's or the employer's statement that the work is to be temporary and the worker will not remain employed longer than 12 months, the child would still be eligible for the MEP (assuming all other eligibility criteria are met).

Children who were recruited by the SEA (1) on a reasonable basis (i.e., in good faith) that the employment that appeared constant and year-round could be considered temporary (see H11 of this chapter and the corresponding references), and (2) before the SEA completed its attrition rate study, remain eligible for the duration of their 36-month eligibility period starting with their last qualifying move.

I20. Once the SEA has determined which worksites meet the “virtually no workers remained employed by the same employer more than 12 months” threshold, can it find all children of agricultural or fishing workers at those sites to be eligible for the MEP?

Yes, provided that the children meet all other MEP eligibility requirements. The purpose of determining which worksites meet the “virtually no workers remained employed...more than 12 months” threshold is to permit anyone who works in agricultural or fishing work at these worksites to be considered employed on a temporary basis, regardless of any employer or worker statement that the work is intended to be permanent, and thus to permit their children to be considered migrant so long as all other MEP eligibility criteria are met.

I21. If an SEA has determined that employment at a particular worksite is not “temporary employment” (based on the SEA's documentation), but the worker

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indicates that he or she intended to remain employed at that site less than 12 months, can the SEA qualify the child so long as all other eligibility criteria are met?

Yes. As we noted in I19 of this chapter, an SEA may rely on a worker's statement to determine that employment is temporary even if the SEA's documentation demonstrates that the constant and available year-round employment is not "temporary". In this case, it is the worker's statement about his or her intention that makes the employment temporary.

J. Other Changes to MEP Eligibility

J1. Does the migratory worker's temporary or seasonal agricultural or fishing employment have to be a "principal means of livelihood"?

No. The MEP regulations published on July 29, 2008, removed the prior requirement that one's agricultural or fishing work needs to be a principal means of livelihood.

J2. Does the fact that a worker and child moved to relocate permanently affect the child's eligibility for the MEP?

No. The July 29, 2008 regulations define "move" or "moved" as it pertains to the MEP as a change from one residence to another residence that occurs due to economic necessity. Under this definition, the fact that a worker moved to permanently relocate does not matter so long as (1) another purpose of the worker's move was to obtain either qualifying work or any employment (not to include a move specifically for non-qualifying work), (2) the worker obtained qualifying work soon after the move, and (3) all other conditions of a qualifying move were met.

J3. Must the SEA consider whether an "initial commercial sale" has occurred in order to determine if the agricultural or fishing work can be considered qualifying?

No. The new regulations also removed the phrase "initial commercial sale" from the definition of agricultural work and fishing work. SEAs are no longer required to determine whether an "initial commercial sale" has occurred in order to determine if the work can be considered agricultural work or fishing work for purposes of the MEP.

K. Documenting Eligibility

K1. What responsibility does an SEA have to document eligibility determinations?

An SEA must document eligibility determinations in order to comply with § 76.731 of EDGAR, which provides that "[a] State and a subgrantee shall keep records to show its

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compliance with program requirements." As the MEP statute and regulations provide that only eligible migrant children (*i.e.*, those who meet the definitions contained in section 1309(2) of the MEP statute and § 200.81 of the MEP regulations) may be counted for and served by the MEP, each SEA must maintain documentation to confirm the eligibility of each child whom the SEA considers to be eligible for the program. In this regard, § 200.89(c) of the regulations requires an SEA and its local operating agencies to use the Certificate of Eligibility (COE) form established by the Secretary to document the State's determination of the eligibility of migratory children. (For more information about ID&R quality control requirements, see Chapter III titled Identification, Recruitment, and Quality Control.)

K2. What does the COE established by the Secretary require?

The COE established by the Secretary (the "national COE") consists of required data elements and required data sections necessary for documenting a child's eligibility for the MEP. A third part, for State-requested or required information, is optional. Each State's COE may look different, but every State's COE must include all of the required data elements and the required data sections contained in the national COE.

K3. What are the required data elements of the national COE?

The required data elements of the national COE are organized as Family Data and Child Data. The Family Data are as follows: Male Parent/Guardian Last Name, Male Parent/Guardian First Name, Female Parent/Guardian Last Name, Female Parent/Guardian First Name, Current Address, City, State, Zip Code, and Telephone. The Child Data are as follows: Last Name 1, Last Name 2, Suffix, First Name, Middle Name, Sex, Birth Date, Multiple Birth Flag (or MB), Birth Date Verification Code (or Code), and Residency Date.

K4. What are the required data sections for the national COE?

The required data sections mandated by the national COE are as follows: Qualifying Move & Work Section, Comment Section, Parent/Guardian/Worker/Spouse Signature Section, and Eligibility Certification Section. The content of these sections must remain unaltered, with limited exceptions. Certain formatting changes are allowable.

K5. May an SEA include its own State-requested or State-required information on the national COE?

Yes. As mentioned in K2 of this chapter, an SEA may include State-requested or State-required information on the national COE, within certain parameters. An SEA may only include its own information to the extent space is available on the single page in which the required data elements and the required data sections are included. However, an SEA may include its own information on additional pages that are to be attached to the single

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eligibility page. And, in general, an SEA may not collect any State-required or State-requested information inside any of the required data sections on the national COE. The Department has made limited exceptions to this last standard. For more information about exceptions for State-requested or State-required information, please see the national COE instructions at <http://www2.ed.gov/programs/mep/legislation.html>.

K6. Where can an SEA find more information about the national COE requirements?

Detailed information about the national COE, including how to complete a COE and specifics about how a State may design its COE to be in compliance with the July 2008 regulatory requirements, is available on the Department's website at <http://www2.ed.gov/programs/mep/legislation.html> or by calling the Department's Office of Migrant Education at (202) 260-1164.

K7. Must each SEA maintain a COE on all children eligible for the MEP?

Yes. Every child who the SEA determines is eligible for the MEP must have the basis for his or her eligibility recorded on the national COE. Children within the same family may be recorded on one COE so long as all of the children have the same eligibility information.

K8. When should a recruiter complete a new COE?

In order to ensure that children remain eligible to be counted and served by the MEP as long as is appropriate, recruiters should complete a new COE every time a child makes a new qualifying move.

K9. Must the parent or guardian sign the national COE?

Except for a few limited exceptions, yes. (See the instructions for completing the national COE at <http://www2.ed.gov/programs/mep/legislation.html> for more information about these exceptions.) By signing the national COE, the parent or guardian confirms that the information he or she provided is accurate and identifies who provided the information so that the SEA can verify information contained on the COE at a later date, if necessary.

K10. Must the recruiter sign the national COE?

Yes. The recruiter's signature on the national COE certifies that: (1) the children are eligible for the MEP, and (2) the information upon which the recruiter based the eligibility determination is correct to the best of his or her knowledge. Moreover, under § 200.89(c) and (d), the Department requires this signature on the national COE as an element of a reasonable system of quality control.

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K11. Must someone else review the information on the national COE?

Yes. As part of a sound system of quality control, § 200.89(d)(4) of the MEP regulations (as revised on July 29, 2008) requires that the system of quality control that an SEA establishes must include "[a]n examination by qualified individuals at the SEA or local operating agency level of each COE to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services." Therefore, the SEA may designate someone at the State, regional, or local level to assume this responsibility. This person must sign and date the national COE to indicate that this level of review has occurred. (For more information about ID&R quality control requirements, see 34 CFR 200.89.)

K12. May an SEA base its determination of a child's eligibility on a qualifying move that occurred in another State within the past 36 months?

Yes. It is possible that a child and his or her family will make a qualifying move, for example, to State A and then make a subsequent non-qualifying move to State B. So long as State B identifies the child within 36 months of the qualifying move, it may enroll the child in the MEP on the basis of the qualifying move to State A for the remainder of the 36 months. In doing so, State B makes its own independent determination that the child is eligible based on the earlier qualifying move as well as completes its own State's COE. SEAs are encouraged to coordinate with the State in which the qualifying move occurred to confirm the qualifying information.

K13. May a recruiter accept automatically another State's COE as evidence of a child's eligibility for the MEP?

No. Each State is responsible for making its own eligibility determination for the children it enrolls in the MEP. However, the Department encourages States to share information and to utilize each other's information to assist in making eligibility determinations.

Chapter III: Identification & Recruitment
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II. IDENTIFICATION AND RECRUITMENT

Finding and enrolling eligible migrant children is a cornerstone of the MEP and its importance cannot be overemphasized. Identification and recruitment are critical activities because:

- The children who are most in need of program services are often those who are the most difficult to find.
- Many migrant children would not fully benefit from school, and in some cases would not attend school at all, if SEAs did not identify and recruit them into the MEP. This is particularly true of the most mobile migrant children who may be more difficult to identify than those who have settled in a community.
- Children cannot receive MEP services without a record of eligibility.

The SEA is responsible for the proper and timely identification and recruitment of all eligible migrant children in the State, including securing pertinent information to document the basis of a child's eligibility. Typically, SEAs or their local operating agencies record eligibility data on a Certificate of Eligibility (COE). Recruiters obtain the data by interviewing the person responsible for the child, or the child him or herself, in cases where the child moves on his or her own. The SEA is responsible for implementing procedures to ensure the accuracy of eligibility information.

This chapter addresses the ways in which SEAs and local operating agencies may meet their responsibility to identify and recruit all eligible migrant children in the State. Related issues about how children are determined to be eligible for the MEP are addressed in Chapter II—"Child Eligibility."

STATUTORY REQUIREMENTS:

Sections 1304(c)(7) and 1309(2) of Title I, Part C

REGULATORY REQUIREMENTS:

34 CFR 200.81

A1. What do the terms "identification" and "recruitment" (ID&R) mean?

Identification means determining the location and presence of migrant children.

Recruitment means making contact with migrant families, explaining the MEP, securing the necessary information to make a determination that the child is eligible for the MEP, and recording the basis of the child's eligibility on a COE or like form. Upon successful recruitment of a migrant family, eligible children may be enrolled in the MEP. (See

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Questions M1 through M11 in Chapter II – "Child Eligibility" for more information on COEs.)

A2. Why is ID&R a unique and important aspect of the MEP?

The majority of migrant children would not fully benefit from the educational services to which they are entitled and, in some cases, would not attend school at all if SEAs did not identify and recruit them into the MEP. This is particularly true of the most mobile migrant children, who are the most difficult to locate.

A3. Who is responsible for ID&R?

Under section 1304(c)(7) of the statute, the SEA is responsible for identifying and recruiting all eligible migrant children residing in the State.

A4. What are the SEA's statewide responsibilities for ID&R?

In implementing an active statewide ID&R process, the SEA should:

- Implement a formal process to map all of the areas within the State where migrant families are likely to reside.
- Develop procedures to effectively identify and recruit all eligible migrant children in the State, generally through a statewide recruitment plan.
- Train and guide recruiters on how to identify and recruit migrant children and how to make appropriate eligibility determinations.
- Deploy recruiters to carry out statewide identification and recruitment efforts and monitor their efforts.
- Implement quality control procedures designed to ensure the reasonable accuracy of recruiters' eligibility determinations and written eligibility documentation.
- Evaluate periodically the effectiveness of identification and recruitment efforts and revise procedures as needed.

A5. What methods exist to identify all eligible migrant children in the State?

The SEA should consider implementing the following strategies:

- Identify and map the locations of agricultural and fishing areas throughout the State. The U.S. Departments of Agriculture, Labor, and Commerce, and the appropriate State offices (e.g., State employment office, county agricultural office, etc.) may assist in this process.

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- Obtain and maintain current information on the State's agricultural and fishing activities and determine: (1) areas of the State in which concentrations of migrant labor exist, and (2) peak employment periods. Growers, the State Office of Employment Security, and the U.S. Departments of Labor or Agriculture may assist in this effort.
- Locate and maintain current lists of migrant housing in each area of the State. State and Federal Departments of Health and Human Services and Labor may have lists of migrant camps.
- Develop and implement an identification and recruitment network by coordinating with organizations and agencies that provide services to migrant workers and their families. These include organizations such as farm worker unions, schools, legal aid agencies, social services offices, local businesses, local churches, Migrant Health offices, Workforce Investment Act (WIA) offices, Migrant Head Start offices, and Supplemental Federal Program for Women, Infants and Children (WIC) offices.
- Conduct community surveys or industrial surveys to confirm the location and presence of migrant workers and their families.

After the SEA implements these methods, it should update its information on the location of migrant children at least on an annual basis.

A6. What procedures exist to recruit migrant children effectively?

The SEA should consider developing the following procedures for effective recruitment:

- Personnel – The SEA should consider the number of recruiters that are necessary; the organizational structure for recruitment (e.g., Should it be done on a statewide or regional basis? Should the recruiters work in teams or individually?); and the different languages that are necessary to communicate with the migrant population.
- Eligibility Policy – The SEA should develop a written policy regarding who is eligible for the MEP, consistent with the statutory and regulatory definition of “migratory child.”
- Data collection and documentation – The SEA should have a system for documenting eligibility data on a COE or other written form.

A7. Should the SEA make an effort to determine when a child leaves the State?

Yes. To the extent feasible, the SEA should track the departure as well as the arrival of migrant families in their State. This practice is useful because: (1) it helps the SEA plan

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the program by determining an accurate number of eligible migrant children in the State; (2) it allows the SEA to initiate procedures for making pertinent records available for transfer; and (3) it allows the SEA to notify the receiving State in advance that the migrant child is en route.

A8. What are the primary responsibilities of a recruiter?

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

Because the SEA is responsible for all determinations of MEP eligibility, the information that the recruiter records should be specific enough to be understood by a knowledgeable independent reviewer. For more information on what is appropriate to include in the COE, please see Chapter II – “Child Eligibility.”

A9. What qualities make a recruiter effective?

The process of recruiting a migrant child by interviewing migrant parents or guardians requires careful training, planning, cultural sensitivity, knowledge of the MEP, and excellent communication skills. In order to be effective, recruiters should have adequate knowledge of:

- MEP eligibility requirements;
- languages spoken by migrant workers;
- local growers and fishing companies;
- local agricultural and fishing production and processing activities;
- cycles of seasonal employment and temporary employment;
- the local school system, the services available for migrant children and their families, and the most effective strategies for recruiting within each school;
- local roads and the locations of migrant labor camps and other migrant housing;
- MEP services offered by the local operating agency; and
- other agencies that may provide services to migrant workers and their families, such as Migrant Health, WIA, WIC, and Migrant Head start.

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A10. Is the SEA responsible for ensuring the accuracy of a recruiter's eligibility determinations?

Yes. The SEA and its local operating agencies are responsible for ensuring the accuracy of the information used to determine each child's eligibility for the MEP.

A11. Why is the accuracy of eligibility determinations important?

The accuracy of a State's eligibility determinations is important both for programmatic decisions regarding which children are eligible to receive MEP services and for fiscal decisions about the size of the State's MEP allocation.

A12. How does the SEA ensure the accuracy of the information used to determine a child's eligibility for the MEP?

The SEA should have a system of "quality control" to ensure that the information used to determine eligibility is accurate. This system provides the SEA and its local operating agencies a reasonable basis for determining that the children who are recruited are, in fact, migrant children and allows the SEA to demonstrate that it is entitled to receive MEP funds.

A13. What does the Department consider to be the components of an acceptable system of quality control at the SEA level?

A quality control system should include at least the following components:

1. Training for recruiters on various aspects of the job;
2. A designated reviewer for each COE to verify that, based on the recorded data, the child is eligible for MEP services;
3. A formal process for resolving eligibility questions raised by recruiters and their supervisors and for transmitting responses to all local operating agencies in written form;
4. A process for the SEA to validate that eligibility determinations were properly made;
5. Apart from steps 2 and 4, a plan for qualified SEA staff to monitor, at least annually, the identification and recruitment practices of individual recruiters;
6. Documentation that supports the SEA's implementation of this quality control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so; and

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7. A process for implementing corrective action in response to internal audit findings and recommendations.

A14. Should the SEA train recruiters as part of its system of quality control?

Yes. Training for recruiters should include, at a minimum:

1. Knowledge of all MEP eligibility definitions;
2. Understanding of the decision-making process that recruiters should use, consistent with Federal definitions and SEA-adopted procedures, to determine each child's eligibility for the MEP;
3. Knowledge of local agricultural and fishing production and processing activities;
4. Familiarity with local growers, processors, and fishing companies;
5. Skill in the use of studies of the State's agricultural and fishing industries, where available, as guides to determine whether particular employment activities are temporary;
6. Proficiency in accurately, completely, and clearly filling out all sections of the COE; and
7. Knowledge of the types of situations that need additional narrative or documentation beyond what is normally recorded on the COE to demonstrate that the children are eligible for the MEP.

A15. Must the individual who reviews each completed COE (step 2 in Question A13) be a State official?

No. So long as the individual who performs this task is qualified and understands the eligibility requirements, he or she need not be a State official. However, the SEA remains ultimately responsible for ensuring the accuracy of information on the COE. (See Question A10 of this chapter.)

A16. What is an acceptable process for validating eligibility determinations?

As a component of an acceptable quality control system, the SEA should review eligibility determinations at least once annually. This process should include:

1. An examination by qualified individuals at the SEA level of a representative sample of COEs for sufficiency of the written documentation;
2. A process for improvement, as needed, to eliminate the causes of common errors on COEs, such as not providing sufficient information to sustain an eligibility

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determination. This process should include a mechanism for communicating with reviewers and recruiters on a regular basis regarding these improvements; and

3. A process for corrective action if the SEA finds COEs that do not sufficiently document a child's eligibility for the MEP.

A17. Is re-interviewing a random sample of parents or guardians who provided information to the recruiter an important part of an acceptable system of quality control?

Yes. As a matter of good practice, re-interviewing parents or guardians from a representative sample of COEs on an annual basis should be a part of an SEA's quality control system. SEAs are encouraged to use an outside contractor to perform this task at least once every three years. This helps validate that the data on the COEs are accurate and that eligibility determinations are correct.

A18. Does the current statute allow a State to have a 5 percent margin of error in its child counts?

No. The 5 percent margin of error was part of the ESEA, as amended by the Hawkins-Stafford Amendment of 1988. This provision was eliminated in 1994 through the reauthorization of the ESEA (Improving America's School Act). There is no allowable margin of error in a State's child counts. Therefore, SEAs must ensure that only eligible children are included in the child count.

A19. Should recruiters ask migrant families for their immigration status in order to enroll them in the MEP?

No. In fact, recruiters should not request this type of information because it may discourage undocumented individuals from seeking the services they need and for which they qualify. A social security number or other proof of residency/citizenship is *not* required for recruitment in the MEP.

A20. Should the information that a recruiter records on eligible migrant children be entered into the State's migrant student records system?

Yes. As each child is recruited into the program, information on the child is recorded on a COE. Some or all of this information should also be entered into the State's migrant student records system. Some States use electronic COEs, which allows States to download the data that recruiters enter into the State's database on a regular basis. Other States forward key information from the COE form to a records specialist employed by the State MEP, who sends the information to the State's migrant student records system. Regardless of how the State manages this process, it is good practice to maintain eligibility

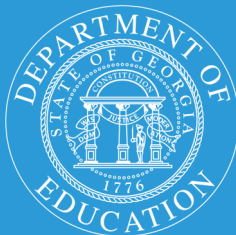
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information electronically so it can easily be transferred to other States and districts to which migrant students may travel.

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Dr. John D. Barge, State School Superintendent
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