



TITLE I, PART C
MIGRANT EDUCATION PROGRAM

**2008 COLORADO IDENTIFICATION & RECRUITMENT
DRAFT GUIDEBOOK**



COLORADO DEPARTMENT OF EDUCATION
LANGUAGE CULTURE AND EQUITY UNIT

September 18, 2008



COLORADO DEPARTMENT OF EDUCATION

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September 18, 2008

Dear Migrant Education Program Staff,

The 2008 Colorado Migrant Education Program, Identification and Recruitment Draft Guidebook is our effort to provide you with State Education Agency (SEA) guidance on the recently published amendment to Regulatory Guidance issued by the Office of Migrant Education (OME), July 27, 2008.

We anticipate that this document will be revised as we continue to improve our support to you our sub-grantee's in the identification and recruitment of migrant children.

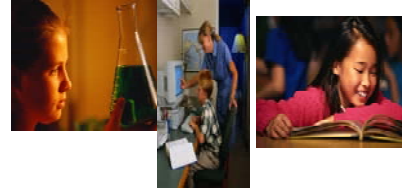
We appreciate in advance your cooperation and support of this effort, as the MEP responds to the new regulations and National Certificate of Eligibility requirements.

Sincerely,

Dr. Bárbara Medina Ph.D



Language Culture and Equity Unity



The mission of the Language Culture and Equity Unit is to support all English language learners, linguistically, socially and academically, by providing educational leadership for teachers, parents/guardians, students and Colorado communities.

Adopted
01/07



TABLE OF CONTENTS

Greetings from Dr. Barbara Medina <i>Assistant Commissioner of Innovation and Transformation</i> <i>Colorado State Director MEP</i>	1
Language, Culture, and Equity Mission Statement	2
Table of Contents	3-4
 SECTION I: BASIS FOR TITLE I, PART C	
Basis for Title I, Part C MEP Identification and Recruitment	5-10
 SECTION II: IDENTIFICATION AND RECRUITMENT INTERVIEWING	
How to Conduct an Interview	11-17
 SECTION III: ELIGIBILITY DETERMINATION	
Who is Eligible?	18-19
What Type of Work Do They Do?	20-22
Where Did the Child or Family Move?	23-24
Why Did the Child and the Family Move?	25-26
Economic Necessity	27
 SECTION IV: NATIONAL CERTIFICATE OF ELIGIBILITY COLORADO CERTIFICATE OF ELIGIBILITY	
Federal Register	28-33
Colorado Department of Education Comments on the NCOE	34-38
Completing the NCOE	39-57

Completing the CCOE	58-61
National Certificate of Eligibility (English)	62
National Certificate of Eligibility (Spanish)	63
Colorado Certificate of Eligibility (English)	64
Colorado Certificate of Eligibility (Spanish)	65

SECTION V: COLORADO AGRICULTURAL ACTIVITIES

Colorado State Agricultural Activities	66
Colorado Regional Agricultural Activities	67-68
Colorado County Map	69
Colorado School District Map	70

SECTION VI: IDENTIFICATION AND RECRUITMENT RESOURCES, FORMS, TOOLS

State Names, Territories, and Possessions: Abbreviations	71
Mexico Cities, States, and Villages	72-90
Foreign Countries	91-93

SECTION VII: MIGRANT EDUCATION PROGRAM REFERENCE

Common Migrant Related Acronyms	94-95
Age Appropriate Grade Placement of LEP Students	96
Surnames with Similar Spelling	97
FERPA (English)	98
FERPA (Spanish)	99

SECTION I

BASIS FOR TITLE I, PART C MIGRANT EDUCATION PROGRAM IDENTIFICATION & RECRUITMENT





BASIS FOR IDENTIFICATION AND RECRUITMENT

The state of Colorado receives Migrant Education Program funding for which federal law mandates that the state identify and recruit all migrant students residing in Colorado who are eligible to receive services provided by the MEP. State MEP funds are then allocated to each Board of Cooperative Educational Service (BOCES) and other agencies in Colorado as part of the agreement that each subgrantee will conduct identification and recruitment of the migrant children within its boundaries.

THE ROLE OF THE RECRUITER

The recruiter's primary role is to find and enroll eligible migrant children in the Migrant Education Program. Because the recruiter is often the first contact migrant families have with their new school or district, the recruiter can make a powerful difference in the migrant family's relationship with the school community. The subgrantee is responsible for coordinating among the districts active year-round recruitment of migrant families in each region.

RESPONSIBILITIES OF THE RECRUITER

- **Receive initial and annual training.**

Before a MEP recruiter can recruit a migrant family and complete an NCOE/CCOE, he/she must first receive complete ID&R training and pass the ID&R Certification Test in order to demonstrate sufficient knowledge about the MEP eligibility requirements, procedures for completing the NCOE/CCOE, and quality control.

- **Assist the administration with creating a local ID&R strategic plan.**

Establishing a time-line for peak seasons of agricultural activities is an important part of the MEP-funded ID&R. The recruiter should provide input based on his/her knowledge, field experiences, and previous ID&R attempts to assist with developing the portions of the ID&R plan relative to the recruiter.

- **Actively identify and recruit eligible migrant children on a year-round basis.**

Locate prospective migrant families or youth. A recruiter must use several methods to locate migrant families, in and out of the school district on a year-round basis.

Interview prospective migrant families. A recruiter must use effective interview techniques and employ various questioning methods in order to gather information from prospective migrant families that relates to their eligibility for the MEP. When at all possible, the recruiter should interview the actual migrant worker instead of family members.

Determine eligibility of prospective migrant children. The analysis of the information gathered through the interview process should guide the recruiter in making preliminary determinations of MEP eligibility as specified in the training guidebook and in the Non-Regulatory Guidance.

Complete the recruitment log, National Certificate of Eligibility, and Colorado Certificate of Eligibility. The accurate completion of the recruitment log is required even in cases where the interview results in the family's non-eligibility status. Recruitment logs provide documentation of ID&R efforts at the local or district level, and at the regional office. Because active ID&R is a requirement of the program, the documentation that records this is an important element. Recruitment logs show the history of ongoing attempts at ID&R, details the days and amount of time a recruiter spends conducting interviews, and documents the exclusion of those families who did not meet the requirements. Recruitment logs provide a way to include information for which space is not normally provided on the NCOE/CCOE, and give the recruiter a systematic way to retain important field notes for future reference. The NCOE/CCOE is the legal document that must be completed before a migrant family is officially enrolled into the MEP. As the legal instrument, the recruiter must record information on the NCOE/CCOE accurately and completely, being careful to include any information not transferred from the recruitment log. An NCOE/CCOE is not complete until the parent/guardian signature is obtained and the recruiter signs and dates the form.

- **Refer families for services.**

Recruiters must determine the needs of migrant children, whether through direct questioning or indirect observation, and refer the child or family to school district, local, or community resources to meet those needs. Recruiters should create a list of community agencies to help make appropriate referrals to families, while maintaining an awareness of changes in agencies and the availability of resources and new services to the area. Recruiters are expected to foster a commitment toward passing on the most current information possible to migrant families in need.

- **Conduct face-to-face interviews for non-attendees.**

Because the MEP eligibility extends to migrant workers up to the age of 22, many who are enrolled in the program are not enrolled in a school district. When the worker himself/herself is eligible for the program and there are no school records, the recruiter must continue to monitor

the needs of the adult, make appropriate referrals, and conduct a personal, face-to-face interview prior to the end of the eligibility term.

- **Maintain a recruiter daily/weekly log.**

A recruiter must keep a daily and weekly calendar detailing the activities and time devoted to ID&R. Although the required recruitment log documents both telephone and personal contact with prospective migrant families, many activities fall outside of this form. A calendar listing of all meetings, trainings, and special events attended should provide a comprehensive look at the recruiter's time and effort.

- **Maintain auditable records.**

Every contact with a migrant family, from the initial conversation and interview to establish eligibility, to recruiter contacts later regarding MEP meetings, events, and special programs, should be documented. Recruitment logs, move notification forms, emergency referral forms, and other methods should be utilized to assist with accurate record keeping for the district, regional, and state offices.

RECRUITER TIME MANAGEMENT

For ID&R purposes, there are daily, weekly, monthly, and annual considerations for the recruiter's responsibilities.

Daily/Weekly:

- The best days/hours to work (nights, weekends)
- The best times to visit migrant families, schools, employers
- Which employers, farms or growers to visit in the current week
- When to promote the program with community agencies
- When to be in the office to complete paperwork and follow up on leads
- When the recruiter work schedule needs to be changed to accommodate migrant patterns
- Timely submission of recruitment logs, COEs, and other forms
- Migrant vehicle readiness

Monthly:

- Monthly recruiter meetings
- ID&R updates
- Submitting time sheets and logs to the MEP Specialist/Coordinator or Regional Director
- Determining if all schools, growers, employers, and farms have been contacted for the current month

Annual:

- Peak recruitment seasons
- Low recruitment seasons
- When and how often training is conducted
- Vacation plans

RECRUITMENT STRATEGIES

A recruiter must employ a variety of strategies in order to find prospective migrant children both inside and outside of the school setting. Recruiters become a familiar face on school campuses, in the migrant community, and are by the agribusinesses that employ migrant workers. Establishing a good relationship and professional network within the community resource agencies will lead to tips of new families, also.

IN SCHOOLS:

Obtaining agricultural work surveys

Administering family or agricultural work surveys is one way to conduct ID&R at the campus level. Surveys are provided by the district to all students to complete upon registration at the beginning of school and also to those enrolling later in the year, whether in the fall, spring, or summer semesters. The completed surveys are then collected by the recruiter, who reviews the forms for leads to possible migrant families.

Agricultural surveys ask specific questions regarding the employment and mobility of the family. Surveys which have “yes” answers require follow up by recruiters to determine if a family is eligible for the Migrant Education Program. A survey with “yes” answers does not guarantee eligibility, but is indicative of probability. After the surveys are collected from the district campuses, the recruiter carefully screens the surveys for those requiring interviews. Additional information gathered through telephone calls may lead the recruiter to schedule personal interviews with the family to investigate eligibility.

Informing and educating school personnel

Provide information about the MEP to key school personnel in order to generate awareness and leads to potential students. Registrars, attendance clerks, nurses, teachers, counselors, assistant principals, and principals, provide valuable links to incoming and exiting students. Forming good working relationships within schools helps to create good will toward students already enrolled in the MEP, and encourages referrals of new students.

OUT OF SCHOOLS:

Distributing flyers and posters

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

Maintaining contact with agribusinesses and area agencies

Keeping in contact with farm worker organizations, growers, and processors in the area serves to educate them about the MEP and provides information to the recruiter about peak seasons and needs. Leaving MEP brochures and recruiter business cards with employers helps them to make referrals easily. Area agencies may likewise contact the recruiter when new families apply for services when MEP materials have been placed in their offices.

INTERVIEWING STRATEGIES

Before the visit: The recruiter must make adequate preparation before interviewing the family to ensure a successful interview.

- Obtain as much information as possible from the school, agency, etc., in advance to have an idea about the prospective family's situation and needs.
- Pre-screen the family by telephone first if possible and enter basic data, such as the current address and other information on the recruitment log ahead of time. This will lesson the amount of note-taking that can slow the interview process.
- Make an appointment for the face-to-face interview with the family.
- Conduct an internet search for directions to the family's home, noting the time/distance needed to arrive on time for the appointment.
- Inform MEP administrative team of the location, time, and expected completion of the interview. Notify the office of any changes to the schedule.
- Prepare the MEP or personal vehicle for travel, using a regional checklist (making certain fuel levels are sufficient for to/from trips).
- Review the Mock Interview Script in English/Spanish.
- Take printed materials such as MEP brochures and door-knob hangers.
- Dress appropriately for an interview with a family.
- Examine the checklist, be organized and prepared for the interview before leaving the office. Remember that you represent the MEP the minute you walk out the door.

During the visit:

- Introduce yourself and present a business card for identification.
- Explain the purpose of the visit, being careful with the word “Migrant.”
- Use a conversational tone –don’t make the person feel as though they are undergoing an interrogation.
- Use the Mock Interview Script
- Be an active listener and show an interest
- Repeat or reword questions as needed, ask for clarification if you don’t understand their answers
- Inform/explain to the parent/guardian the FERPA and obtain their signature
- Record answers on the recruitment log first.
- Include all information on the NCOE/CCOE, including comments.
- Review the NCOE/CCOE for completeness and accuracy while still at the site.
- Observe the home and surroundings.
- Confirm the information gathered by summarizing and restating.
- Obtain the parent signature and date on the NCOE/CCOE, then make sure to sign as the recruiter
- Explain that the NCOE/CCOE will be reviewed and after a determination of eligibility is made, the parent will be contacted and will receive a copy of the NCOE/CCOE
- Ask the family for the names of other prospective migrant families who might have come to the area to work in qualifying activities.

After the visit:

- Enter the ending time of the interview on the recruitment log.
- Submit the recruitment log and/or NCOE/CCOE
- Proceed to the next appointment or return to the office.

SECTION II

IDENTIFICATION & RECRUITMENT INTERVIEWING





HOW TO CONDUCT AN INTERVIEW

An understanding of the Non-Regulatory Guidance governing eligibility determinations under the Title I, Part C Migrant Education Program is a prerequisite to beginning an interview with a prospective migrant family. Although an overview of the program provides recruiters with a basic understanding of the guidance, formulating a systematic list of questions to discover important information is often difficult. The following mock interview is offered as a practical means of presenting pre-screening questions and leads into the personal interview with the family. The script within the mock interview is presented only as a framework from which the recruiter is able to model his/her own statements. The experienced recruiter's method for eliciting responses during an actual interview will sound less regimented and more like a normal conversation. The mock interview is written in English and Spanish in order for native and bilingual speakers of both languages to benefit from reading the translated questions and statements.



WHERE DO I START...?

To establish your identity and purpose of the telephone call or visit:

English: “Hello. My name is _____ and as I told you when I talked with you before, I represent the _____. Is this a good time to discuss if our program services might be available to your children?”

Spanish: “Hola. Mi nombre es _____ y como le dije cuando hablé con usted antes, estoy representando la _____. ¿Es ahorita un buen tiempo para discutir si los servicios de nuestro programa sería disponible a sus niños?”

To establish prior completion of an agricultural work survey:

English: “The school district referred us to you because of the family survey that you completed stating that you have moved in the last three years to do agricultural work. I would like to ask some questions regarding the work that was done.”

Spanish: “Recibimos su nombre por medio del distrito porque usted llenó un cuestionario en donde indicó que, dentro de los tres últimos años, Uds. viajaron en búsqueda de trabajo en la agricultura. Me gustaría hacerle algunas preguntas acerca del trabajo que hicieron.”



NEXT STEPS.... PRE-SCREENING FOR ELIGIBILITY

Before proceeding with the completion of a National Certificate of Eligibility (NCOE) and the Colorado Certificate of Eligibility (CCOE), certain questions should be asked to determine if a family is potentially eligible. During this process, the recruitment log should be completed and retained, even if the information gathered results in the family being deemed non-eligible. The family's responses to the *questions below will help the recruiter know whether to proceed with an in-depth interview and the completion of the NCOE/CCOE.

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

PRE-SCREENING QUESTIONS PRIOR TO A COMPLETE INTERVIEW

English: Did you or any member of your household move from one school district to another school district or from one city to another city to find work?

Spanish: ¿Cambió Ud. o un miembro de su casa de un distrito escolar al otro distrito escolar o de una ciudad a otra ciudad para buscar trabajo?

English: What kind of job were you looking for?

Spanish: ¿Qué tipo de trabajo estaba buscando?

English: Were you looking for a temporary or a permanent job?

Spanish: ¿Estaba buscando por un trabajo temporal o permanente?

English: What kind of job did you obtain?

Spanish: ¿Qué tipo de trabajo obtuvo?

English: If the job you obtained was not in agriculture, why not?

Spanish: ¿Si no obtuvo un trabajo de agricultura, por qué no?

English: When was the last month and year that the children in your family moved?

Spanish: ¿En qué mes y qué año viajaron los niños la última vez?

English: Why did they make that move?

Spanish: ¿Por qué viajaron ellos?

English: Who moved?

Spanish: ¿Quiénes viajaron?

English: Did any children younger than 22 years old move with you?

Spanish: ¿Viajaron con Ud. los niños menores de 22 años de edad?

English: Did any children younger than 22 years old move to join you later?

Spanish: ¿Viajaron a reunirse con Ud. los niños menores de 22 años más tarde?

English: Is the person who got the job younger than 22 years old?

Spanish: ¿Tiene la persona quién obtuvo el trabajo menos de 22 años de edad?

English: Where did you move from (what city, state, and country)?

Spanish: ¿De dónde se viajó (de que ciudad, estado, y país)?

English: Where did you move to (what city, state, and country)?

Spanish: ¿A dónde se viajó (a que ciudad, estado, y país)?

English: How important is this job for the economic necessities of you and your family?

Spanish: ¿Cuál importante es este trabajo para las necesidades económicas de Ud. y su familia?

List your own preferred expressions and the translations:

FACE TO FACE ELIGIBILITY INTERVIEWS



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

To establish the family data information.

English: I need to write the parents' names, address, and phone numbers.

Spanish: Necesito escribir los nombres de los padres, su dirección , y sus números de teléfonos.

To establish the names and enrollment information of the children who traveled with/joined the worker.

English: Who are the children who traveled with or joined the worker?

Spanish: ¿Cuáles son los hijos que viajaron para acompañarse o para reunirse con el trabajador?

English: Which child or children traveled on their own?

Spanish: ¿Cuál niño o cuáles niños viajaron solos?

English: When did the child or children arrive?

Spanish: ¿Cuándo llego/llegaron el niño o los niños?

To establish the Qualifying Arrival Date (QAD).

English: Where did you and your family live before you came here? (city, state, school district)

Spanish: ¿Dónde vivieron Ud. y su familia antes de vinieron aquí?(la ciudad, el estado, el distrito escolar)

English: Where did you and your family move in order to find agricultural work?

Spanish: ¿A dónde viajaron Ud. y su familia para encontrar un trabajo en la agricultura?

English: Do you remember when you arrived at the job site?

Spanish: ¿Recuerda Ud. cuándo llegaron al sitio del trabajo?

To establish if the work is a qualifying agricultural or fishing activity.

English: What type of work did you find?

Spanish: ¿Qué tipo de trabajo encontró Ud?

To establish whether the work is temporary or seasonal.

English: When did the work begin and when will it end?

Spanish: ¿Cuándo comenzó y cuándo va a terminar el trabajo?

To establish intent moves:

English: Why wasn't the job obtained?

Spanish: ¿Porqué no pudieron obtener el trabajo?

English: Who was the family going to work for?

Spanish: ¿Para quién iban a trabajar la familia?

To establish a history of migrancy:

English: When was the first time that you traveled to do this type of work?

Spanish: ¿Cuándo fue la primera vez que viajaron para hacer este tipo de trabajo?

English: How many times have you traveled to do this type of work?

Spanish: ¿Cuántas veces han viajado para hacer este tipo de trabajo?

To establish Principal Means of Livelihood:

English: How does this agricultural work help you to cover your family's economic necessities?

Spanish: ¿Como ayuda este trabajo de actividad agrícola a cubrir las necesidades económicas de la familia?

To establish the residency date or when the family arrived at the school district:

English: When did you and your family arrive in this school district?

Spanish: ¿Cuándo llegaron Ud. y su familia a este distrito escolar?

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

The information that you have provided to us is confidential. By signing the COE, you give us permission to enroll your child (children) into the Migrant Education Program and to share your child's records with other educational and health agencies. FERPA gives you the right to access and update your children's records upon request.

English: The following conditions and FERPA rights must be explained to parents:

- 1. The parents' rights to access and inspect their child's education records.*
- 2. The parents' right to have the records amended.*
- 3. The parents' right to consent prior to the disclosure of information from education and health records.*

Spanish: Con el Acta de Derechos Educativos y Privacidad de la Familia (FERPA), usted tiene los siguientes derechos:

- 1. Tiene el derecho de tener acceso a los documentos educativos de su hijo/a;*
- 2. Tiene el derecho de pedir que enmienden (cambien) los documentos de su hijo/a;*
- 3. Tiene el derecho de dar/no dar su permiso antes de que la información de los documentos sobre la educación o la salud de su hijo/a sea revelada con otras organizaciones.*

SECTION III

ELIGIBILITY DETERMINATION





WHO IS ELIGIBLE?

The first step in determining eligibility requires looking at the migrant child, self-eligible youth, emancipated youth, parent, spouse, guardian, migrant agricultural worker, and migrant fisher.

DEFINITIONS

A **migrant child** is between the ages of 3-21 (must be younger than 22). The child is, or his/her parent, spouse, or guardian is, a migrant agricultural worker, or migrant fisher, and has moved in the past 36 months with the parent, spouse, or guardian in order to obtain temporary or seasonal employment in agricultural or fishing work and has moved from one school district to another.

A **self-eligible youth** is under the age of 22, is doing the qualifying work himself/herself, may be traveling on his/her own or with groups of workers or a crew leader, is under the control of a parent/guardian during the regular school year, and is not completely responsible for his/her own welfare.

An **emancipated youth** is under the age of 22, is doing the qualifying work himself/herself, is traveling on his/her own, is no longer under the control of a parent or guardian, and is completely responsible for his/her own welfare.

A **parent** is a birth parent, a step-parent, a foster parent, or parent of an adopted child.

A **guardian** is a person who has been appointed to be the legal guardian of a child through formal proceedings, or who is acting in the place of a parent to a child in the absence of a court order or any legal documents transferring parental rights to them.

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

A **migrant fisher** means a person who, in the preceding 36 months, has moved, from one school district to another, or from one administrative area to another within a state that is comprised of a single school district, in order to obtain temporary employment or seasonal employment in fishing work. This also includes a person who in the preceding 36 months, resided in a school district of more than 15,000 square miles and moved a distance of 20 miles or more to a temporary residence in order to obtain temporary employment or seasonal employment in fishing work.

QUALIFYING WORK



WHAT TYPE OF WORK DO THEY OR THEIR PARENTS DO?

DEFINITIONS

Qualifying work means any activity that meets the definition of “agricultural or fishing activity,” is an economic necessity, and is temporary or seasonal employment.

An **agricultural activity** mean any activity connected to the production or initial processing of crops, dairy products, poultry, or livestock, as well as the cultivation or harvesting of trees. It consists of work performed for wages or personal subsistence farms.

A fishing activity means any activity connected to the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. It consists of work performed for wages or personal subsistence.

Production means working on farms, dairies, orchards, nurseries, and greenhouses in the production of crops, plants, or vines. It also means keeping, grazing, or feeding of livestock; or engaging in the production of bulbs, flower seeds, and vegetable seeds; working in special operation like sod farms, and mushroom cellars.

Initial processing means working with a raw agricultural or fishing product to transform it into a more refined product. The term processing includes cooking, baking, curing, heating, drying, mixing, grinding, churning, separating, extracting, slaughtering, cutting, fermenting, distilling, skinning, preserving, dehydrating, freezing, chilling, packaging, canning, jarring, or storing food in a container.

Second-stage Processing occurs after a processed product is sold to the next-stage processor for additional refinement. For example, using the cornmeal to bake tortillas would be second-stage processing because the first stage processing occurred when the corn was processed into cornmeal. At this point, any work performed at the tortilla factory does not meet the definition of an agricultural activity because there was an initial commercial sale of a processed product when the cornmeal was sold to the factory. Activities that meet the criteria for second-stage processing are non qualifying activities under the MEP.

A **crop** means a plant that is harvested for use by people or livestock, not necessarily for consumption as food.

Dairy farming means where dairy animals and/or products are produced/processed such as milking cows, taking cows back from pasture, cleaning pens, cleaning fence rows.

Livestock means a domestic animal produced or kept chiefly for breeding or slaughter, such as beef and dairy cattle, hogs, sheep, rabbits, deer, goats, and horses. Livestock raised for sport, recreation, research, or pets are NOT included.

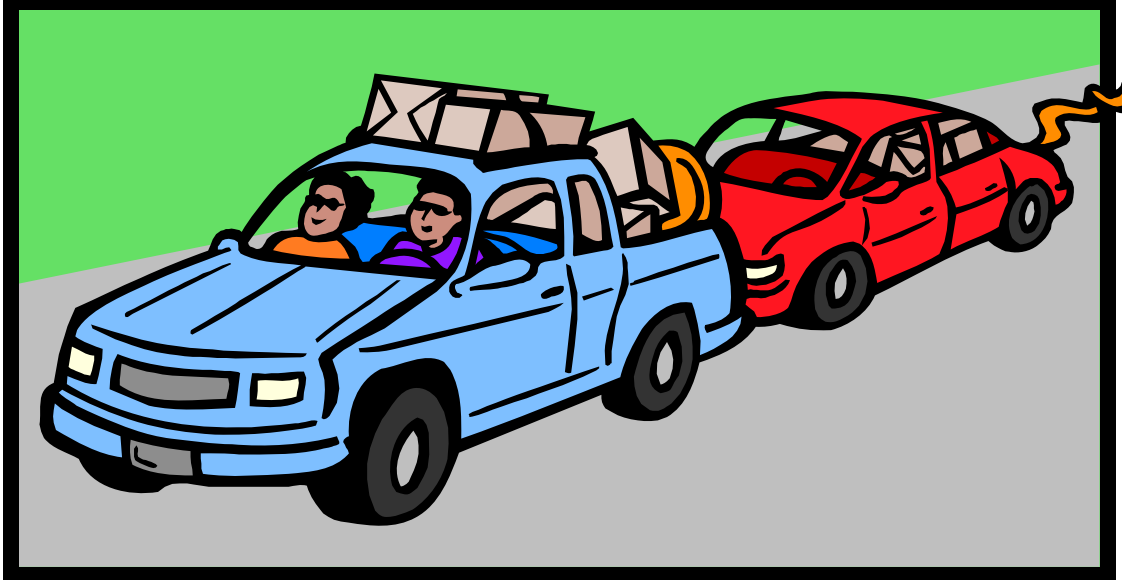
Livestock production means taking care of animals by herding, handling, feeding, watering, giving injections, branding, tagging or assisting in the raising of animals.

Poultry production/processing means raising domestic fowl for either the flesh, eggs, feathers, down, breeding, or by-products. Poultry includes chickens, turkeys, Cornish hens, ducks, geese, quail, ostrich, emus, pheasant, and dove.

Cultivating/harvesting trees means the soil preparation, planting, tending, fertilizing, watering, pruning, shaping, felling, and cutting of trees. **Processing trees is not directly related to cultivation and harvesting of trees, therefore processing trees is not considered an agricultural activity.** Transporting of trees from the cutting site is not an

agricultural activity because it is after the cultivation and harvesting. Sizing or sorting cut trees is a part of processing and not an agricultural activity.

Fish farms means a body of water especially designed for the artificial growth of fish/shellfish, as in crawfish, trout, redbfish, minnows, crabs, clams, eels, oysters, catfish. A fish farm does not have open, running water where a “fishing activity” would take place. Fish “farming” is a type of agricultural activity where a “crop” (the fish) is cultivated, then harvested; a “fishing activity” is conducted in open, running water, such as shrimping or deep sea fishing.



WHERE DID THE CHILD OR FAMILY MOVE?

DEFINITIONS

A **move** means a change from one residence to another residence that **occurs due to economic necessity – across school district lines or boundaries.**

A **qualifying move** means a change of residence that crosses school district lines, or to the U.S. from a bordering country of Mexico or Canada. If a move is from a non-border country, it is a qualifying move only if the worker can show that he/she came to the U.S. for temporary or seasonal employment in agriculture or fishing and that they do not have the intention of settling in the U.S. on a permanent basis.

A family who makes a non-qualifying move to the U.S. from another country may be considered eligible based on a **subsequent move.** It is possible that the family may enter the migrant labor pool after the initial move to the U.S. As long as the family subsequently moved to seek or obtain qualifying work, or obtained the qualifying work soon after the move, the move would qualify and the family would be eligible – assuming it met all other eligibility criteria.

A qualifying move can never be with the intention to relocate on a permanent basis. The worker and his/her family have to move to seek or to obtain seasonal or temporary work in agriculture or fishing activities.

A move to Mexico is not a qualifying move because it is not a move to a school district within the U.S. The move may be to pursue agricultural work, but the MEP does not qualify moves outside of the U.S. borders.

Moves back to homebase may qualify if the move is made to obtain or seek qualifying employment due to economic necessity. In that case, comments should be included on the COE as to what the qualifying work is, where the worker is employed, and the availability dates of the work.

***SEA note: A move where a worker is simply returning home after a vacation, visiting a sick relative or traveling for personal reasons is not a qualifying move. The move must occur due to economic necessity and because the definition of “move” requires a change of residence, a return to homebase must indicate a change of physical and mailing address for it to be considered a qualifying move.**

A short duration move means a move of a short stay, such as a one-day move or a weekend move, in which it is difficult to establish that the qualifying work is due to economic necessity. The move must last long enough to demonstrate that it is prompted by economic necessity and to establish residency. If a short duration move is used as a qualifying move, comments on the COE must explain where the family lived, the types of qualifying activities obtained, the distance from the family’s home base, and if the move is one of a series of short duration moves. If the move is one of a series of short duration moves, the recruiter should qualify the family on the last move – using the most recent residency date and QAD. The recruiter should document each of the moves within a six-month period in order to establish the pattern of migration.

A short distance move means a move where the distance traveled from the previous home to the current home was of such minimal distance that it would not appear to be necessary. Moves across school district lines only to establish a new residence do not qualify. Only if the short distance move was to a temporary residence to allow the worker to perform the seasonal or agricultural work is it qualifying. Comments on the COE should document the reasons for moves normally considered a commutable distance. Commuting or day-hauls does not qualify for the MEP.

***SEA note: The SEA will review the eligibility of short duration and short distance moves on a case by case basis.**



WHY DID THE CHILD AND THE FAMILY MOVE?

DEFINITIONS

A move 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. Obtained means that the worker made a move to perform qualifying work, obtained employment to do the qualifying work, and receives or received income from an employer as a result of the employment obtained.

1) **A worker who states that a purpose of the move was to seek any type of employment, that is, that the worker moved with no specific intent to find work in a particular job, is considered to have moved with a purpose of obtaining qualify work if the worker obtains qualifying work soon after the move.** When a worker states that he/she has received employment with a company but has not yet begun the work, the recruiter should mark “to obtain” on the COE and then contact the family again in a few weeks to verify that employment has actually begun.

2) **A worker who did not obtain qualifying work soon after a move may be considered to have moved in order to obtain qualifying work** only if the worker states that at least one purpose of the move was specifically to seek the qualifying work **AND**

(i) The worker is found to have a prior history of moves to obtain qualifying work;

(ii) There is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available or was unable to secure employment. Examples of this include crop failures, early harvests, reduction in number of migrant workers hired, and natural disasters.

Two factors then are used to support previously termed "to seek" moves:

- the worker's history of migration as documented on the state MEP database or the New Generation System
- a listing of the worker's search for qualifying work.

If there is a history of migration on the state database or NGS, that history can be included on the COE. If no history of migration exists on the state database or on NGS, comments on the COE must list:

- QADs
- Previously **obtained** types of employment
- To/from information for qualifying move

For the documentation of the worker's search for qualifying work, the comments on the COE must list:

- The type of work sought
- Where the work was sought
- Why the work was not obtained

The family's move is non-qualifying under these circumstances:

A first time "to seek" move without a history of migrant qualifying work that was obtained.

A second consecutive "to seek" move.

A "to seek" move of short distance and/or short duration where qualifying work was sought but not obtained.



ECONOMIC NECESSITY

DEFINITIONS

The economic necessity requirement means that the worker and his/her family rely on the income derived from the agricultural or fishing activities for their livelihood.

Economic necessity does not indicate that it is the single or only type of employment, or that which brings in the largest amount of money. The migrant employment does not have to represent the greatest percentage of the family income or even the full-time employment of the worker. It is possible for the migrant worker to have another occupation and perform migrant activities part-time or during the summer months. If the recruiter discovers that this is the case, he/she must document the other employment on the NCOE comment section.

SECTION IV

**NATIONAL CERTIFICATE OF
ELIGIBILITY**

**COLORADO CERTIFICATE OF
ELIGIBILITY**



**Federal Register PART 200 – TITLE I
IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED**

1. The authority citation for part 200 continues to read as follows: **Authority:** 20 U.S.C. 6301 through 6578, unless otherwise noted.

2. Revise § 200.81 to read as follows:

§ 200.81 Program definitions. The following definitions apply to programs and projects operated under subpart C of this part:

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

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

(c) *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.

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

(2) Notwithstanding the introductory text of this paragraph (c), a worker who did not obtain qualifying work soon after a move may be considered to have moved in order to obtain qualifying work only if the worker states that at least one purpose of the move was specifically to seek the qualifying work, and—

(i) The worker is found to have a prior history of moves to obtain qualifying work; or

(ii) There is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available.

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

(e) *Migratory child* means a child

(1) Who is a migratory agricultural worker or a migratory fisher; or

(2) Who, in the preceding 36 months, in order to accompany or join a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher—

(i) Has moved from one school district to another;

(ii) In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or

(iii) As the child of a migratory fisher, resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence.

(f) *Migratory fisher* means a person who, in the preceding 36 months, has moved, as defined in paragraph (g) from one school district to another, or from one administrative area to another within a State that is comprised of a single school district, in order to obtain temporary employment or seasonal employment in fishing work. This definition also includes a person who, in the preceding 36 months, resided in a school district of more than 15,000 square miles and moved, as defined in paragraph (g), a distance of 20 miles or more to a temporary residence in order to obtain temporary employment or seasonal employment in fishing work.

(g) *Move or Moved* means a change from one residence to another residence that occurs due to economic necessity.

(h) *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.

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

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

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

3. Amend § 200.83 as follows:

- a. Redesignate paragraphs (a)(3) and (a)(4) as paragraphs (a)(4) and (a)(5), respectively, and add a new paragraph (a)(3).
- b. Revise the introductory text of redesignated paragraph (a)(4). The revision and addition read as follows:

§ 200.83 Responsibilities of SEAs to implement projects through a comprehensive needs assessment and a comprehensive State plan for service delivery.

(3) *Measurable program outcomes.* The plan must include the measurable program outcomes (i.e., objectives) that a State's migrant education program will produce to meet the identified unique needs of migratory children and help migratory children achieve the State's performance targets identified in paragraph (a)(1) of this section.

(4) *Service delivery.* The plan must describe the strategies that the SEA will pursue on a statewide basis to achieve the measurable program outcomes in paragraph (a)(3) of this section by addressing—

4. Add § 200.89 to read as follows:

§ 200.89 MEP allocations; Re-interviewing; Eligibility documentation; and Quality control.

(a) *Allocation of funds under the MEP for fiscal year (FY) 2006 and subsequent years.*

(1) For purposes of calculating the size of MEP allocations for each SEA for FY 2006 and subsequent years (as well as for supplemental MEP allocations for FY 2005), the Secretary determines each SEA's FY 2002 base allocation amount under section 1303(a)(2) and (b) of the Act by applying, to the counts of eligible migratory children that the SEA submitted for 2000–2001, the defect rate that the SEA reports to the Secretary and that the Secretary accepts based on a statewide retrospective reinterviewing process that the SEA has conducted.

(2)(i) The Secretary conditions an SEA's receipt of final FY 2007 and subsequent-year MEP awards on the SEA's completion of a thorough redocumentation of the eligibility of all children (and the removal of all ineligible children) included in the State's 2007–2008 MEP child counts. (ii) To carry out this redocumentation, an SEA must examine its rolls of all currently identified migratory children and remove from the rolls all children it judges to be ineligible based on the types of problems identified in its statewide retrospective re-interviewing as causing defective eligibility determinations.

(b) *Responsibilities of SEAs for reinterviewing to ensure the eligibility of children under the MEP.*

(1) *Retrospective re-interviewing.* (i) As a condition for the continued receipt of MEP funds in FY 2006 and subsequent years, an SEA that received such funds in FY 2005 but did not implement a statewide re-interviewing process prior to the enactment of this regulation, as well as an SEA with a defect rate that is not accepted by the Secretary under paragraph (a)(1) of this section, or an SEA under a corrective action issued by the Secretary under paragraph (b)(2)(vii) or (d)(7) of this section, must, within six months of the effective date of these regulations or as subsequently required by the Secretary,—

(A) Conduct a statewide reinterviewing process consistent with paragraph (b)(1)(ii) of this section; and (B) Consistent with paragraph (b)(1)(iii) of this section, report to the Secretary on the procedures it has employed, its findings, its defect rate, and corrective actions it has taken or will take to avoid a recurrence of any problems found. (ii) At a minimum, the re-interviewing process must include—

2008 COLORADO IDENTIFICATION & RECRUITMENT DRAFT GUIDEBOOK Last revision 9.18.2008

(A) Selection of a sample of identified migratory children (from the child counts of a particular year as directed by the Secretary) randomly selected on a statewide basis to allow the State to estimate the statewide proportion of eligible migratory children at a 95 percent confidence level with a confidence interval of plus or minus 5 percent. (B) Use of independent reinterviewers (i.e., interviewers who are neither SEA or local operating agency staff members working to administer or operate the State MEP nor any other persons who worked on the initial eligibility determinations being tested) trained to conduct personal interviews and to understand and apply program eligibility requirements; and (C) Calculation of a defect rate based on the number of sampled children determined ineligible as a percentage of those sampled children whose parent/guardian was actually re-interviewed.

(iii) At a minimum, the report must include—(A) An explanation of the sample and procedures used in the SEA’s reinterviewing process; (B) The findings of the re-interviewing process, including the determined defect rate; (C) An acknowledgement that, consistent with § 200.89(a), the Secretary may adjust the child counts for 2000–2001 and subsequent years downward based on the defect rate that the Secretary accepts; (D) A summary of the types of defective eligibility determinations that the SEA identified through the reinterviewing process; (E) A summary of the reasons why each type of defective eligibility determination occurred; and (F) A summary of the corrective actions the SEA will take to address the identified problems.

(2) *Prospective re-interviewing.* As part of the system of quality controls identified in § 200.89(d), an SEA that receives MEP funds must, on an annual basis, validate current-year child eligibility determinations through the re-interview of a randomly selected sample of children previously identified as migratory.

In conducting these reinterviews, an SEA must— (i) Use, at least once every three years, one or more independent interviewers (i.e., interviewers who are neither SEA or local operating agency staff members working to administer or operate the State MEP nor any other persons who worked on the initial eligibility determinations being tested) trained to conduct personal interviews and to understand and apply program eligibility requirements; (ii) Select a random sample of identified migratory children so that a sufficient number of eligibility determinations in the current year are tested on a statewide basis or within categories associated with identified risk factors (e.g., experience of recruiters, size or growth in local migratory child population, effectiveness of local quality control procedures) in order to help identify possible problems with the State’s child eligibility determinations; (iii) Conduct re-interviews with the parents or guardians of the children in the sample. States must use a face-to-face approach to conduct these reinterviews unless circumstances make face-to-face re-interviews impractical and necessitate the use of an alternative method such as telephone reinterviewing; (iv) Determine and document in writing whether the child eligibility determination and the information on which the determination was based were true and correct;

2008 COLORADO IDENTIFICATION & RECRUITMENT DRAFT GUIDEBOOK Last revision 9.18.2008

(v) Stop serving any children found not to be eligible and remove them from the data base used to compile counts of eligible children; (vi) Certify and report to the Department the results of reinterviewing in the SEA's annual report of the number of migratory children in the State required by the Secretary; and (vii) Implement corrective actions or improvements to address the problems identified by the State (including the identification and removal of other ineligible children in the total population), and any corrective actions, including retrospective re-interviewing, required by the Secretary.

(c) *Responsibilities of SEAs to document the eligibility of migratory children.* (1) An SEA and its operating agencies must use the Certificate of Eligibility (COE) form established by the Secretary to document the State's determination of the eligibility of migratory children. (2) In addition to the form required under paragraph (a) of this section, the SEA and its operating agencies must maintain any additional documentation the SEA requires to confirm that each child found eligible for this program meets all of the eligibility definitions in § 200.81. (3) An SEA is responsible for the accuracy of all the determinations of the eligibility of migratory children identified in the State.

(d) *Responsibilities of an SEA to establish and implement a system of quality controls for the proper identification and recruitment of eligible migratory children.*

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

(1) Training to ensure that recruiters and all other staff involved in determining eligibility and in conducting quality control procedures know the requirements for accurately determining and documenting child eligibility under the MEP.

(2) Supervision and annual review and evaluation of the identification and recruitment practices of individual recruiters.

(3) A formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all local operating agencies.

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

(5) A process for the SEA to validate that eligibility determinations were properly made, including conducting prospective re-interviewing as described in paragraph (b)(2).

(6) Documentation that supports the SEA's implementation of this quality control system and of a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so.

(7) A process for implementing corrective action if the SEA finds COEs that do not sufficiently document a child's eligibility for the MEP, or in response to internal State audit findings and recommendations, or monitoring or audit findings of the Secretary.

Authority: 20 U.S.C. 6391–6399, 6571, 7844(d); 18 U.S.C. 1001.

[FR Doc. E8–16859 Filed 7–28–08; 8:45 am]

BILLING CODE 4000–01–P



Federal Register

Tuesday,
July 29, 2008

Part IV

Department of Education

34 CFR Part 200

Improving the Academic Achievement of
the Disadvantaged; Migrant Education
Program; Final Rule

**Colorado Department of Education Migrant Education Program
Comments on the National Certificate of Eligibility (NCOE)**

Effective 9/18/2008

Section I Family Data			
Section	Previous Colorado COE (CCOE)	New/NCOE	Comments
Homebase	List the City, State and Country the parent identifies as their home	Instructions for these data points can be found in Chapter 8 (pg 5) of the Completing the NCOE	If the family does not have a homebase, record N/A. If the current address is the same as the homebase address, record “see above.” If the homebase is a country outside of the United States, record N/A for “not applicable,” but include State/Country in data point. * This is a significant change.
Section II Child/School Data			
Section	Previous Colorado COE (CCOE)	New/NCOE	Comments
Residency Date	The date the family arrived at their current address The residency date will differ from the QAD, when the families last move was made for non-agricultural reasons Input only MM/DD/YY	Instructions for these data points can be found in Chapter 8 (pg 5) of the Completing the NCOE The child(ren) listed on the NCOE arrived in the present school district (Name of School District), on (MM/DD/YYYY) from (School District, City, State, Country)	This section of the NCOE is considered the residency date
Verification	List the appropriate verification code for the child P = Parent B = Birth Certificate D = Document (Immunization Record/Baptismal Record) S = Self Other = Guardian (Uncle, Aunt, Grandpa, Grandma, Sister, Brother or Family Friend)	Instructions for these data points can be found in Chapter 8 (pg 6) of the Completing the NCOE 1) Multiple births 2) Documentation of birth date codes	Documentation must be requested at time of visit. If documentation is not available, a follow up visit is required to collect documentation for verification of date of birth. *This is a significant change.

Section II Child/School Data			
Section	Previous Colorado COE (CCOE)	New/NCOE	Comments
School or Project Name.	The code for the school the child is attending (see your regional school list)	<p>Instructions for these data points can be found in Chapter 8 (pg 7) of the Completing the NCOE</p> <p>Record the full legally or popularly accepted name of the regular school (public or private) (or MEP project providing educational and/or educationally-related services) in which the child is currently enrolled</p> <p>Record N/A if the child is not currently enrolled in a regular school or is not receiving services through the migrant education program</p>	<p>SEA recommends SSID code for electronic users/submitter of paper NCOE use both the school name /and the SSID code</p> <p>* This is a significant change.</p>
Grade Level	Current grade level (summer grade level is the same as regular year)	<p>Instructions for these data points can be found in Chapter 8 (pg 7) of the Completing the NCOE</p>	<p>Grade level codes for children ages 0-5 yrs will be 00, (on former) COE the grade level code was P0-P5.</p> <p>Children ages 3-5 yrs "PS - Pre-school" means that the child is enrolled in a public or private preschool program that is held in a building or facility.</p> <p>*This is a significant change.</p>

Section III Eligibility Data			
Section	Previous Colorado COE (CCOE)	New/NCOE	Comments
1. Qualifying Arrival Date (QAD)	<p>The date the family made a qualifying move into the current district</p> <p>For example, 05/20/08</p>	<p>Instructions for these data points can be found in Chapter 8 (pg 8) of the Completing the NCOE</p> <p>Record the Qualifying Arrival Date (QAD) using the two-digit numbers that refer to the month and day, and the four-digit number that refers to the year</p> <p>For example, May 20, 2008 is written as 05/20/2008</p>	<p>This location is the last place of residency before the child(ren), parent, spouse or guardian moved due to economic necessity in order to obtain qualifying work. The following information is required on the NCOE.</p> <p>School District/City/ State/Country School District/City/State Qualifying Arrival Date (MM/DD/YYYY)</p>
2. Child(ren) moved with whom	<p>Check the appropriate box Who did the child make the qualifying move with; for example, Parent, Guardian, Other family member or Self</p> <p>If student joined family at a later date check “to join” box</p>	<p>Instructions for these data points can be found in Chapter 8 (pg 9) of the Completing the NCOE</p>	<p>Mark only one of the following boxes, either a, or b, or c</p> <p>a. Child moved on their own b. Child moved with worker c. Child moved to join</p>
3. The worker moved due to economic necessity in order to obtain	<p>Where did the family seek or obtain the agricultural activity? For example, Farm, Fields, Processing Plant, Dairy</p> <p>What agricultural activity did they seek or obtain? For example, planting corn, picking cherries, milking cows, cutting meat</p> <p>Check the appropriate box of the workers intent, was to seek or obtain the agricultural activity</p>	<p>Instructions for these data points can be found in Chapter 8 (pg 9-10) of the Completing the NCOE</p>	<p>Mark only one of the following boxes, either a, b, or c</p> <p>a. Qualifying work, and obtained b. Any work, and obtained qualifying work c. Qualifying work, but did not obtain</p> <p>*This is a significant change.</p>

Section III Eligibility Data			
Section	Previous Colorado COE (CCOE)	New/NCOE	Comments
4. The qualifying work was temporary or seasonal employment (agricultural/fishing)	Check the appropriate box of whether the parent sought or obtained a seasonal or temporary agricultural activity	Instructions for these data points can be found in Chapter 8 (pg 11) of the Completing the NCOE	Record the name and address of the employer, whether it is the name of an individual farmer or grower, a business, or a corporation. *This is a significant change.
5. The work was determined to be temporary employment based on.	Check the appropriate box of whether the parent sought or obtained temporary agricultural activity	Instructions for these data points can be found in Chapter 8 (pg 12) of the Completing the NCOE 1. Worker's Statement 2. Employer's Statement 3. State's documentation of the temporary nature of the work	The SEA will continue to build capacity to collect this data as part of SEA ID&R process. Regions are asked to provide explanatory comments and/or attach supporting documentation.
Section IV Comments – Attach additional Comments as needed			
Section	Previous Colorado COE (CCOE)	New/NCOE	Comments
Comments	Extra space for comments provided (See NRG, Chapter II, M5 under Child Eligibility when additional comments are necessary)	Instructions for these data points can be found in Chapter 8 (pg 13) of the Completing the NCOE	The SEA supports the OME suggestion that the recruiter provide additional comments on the COE in the following circumstances. (See page 13)

Section V Parent/Guardian/Spouse/Worker Signature

Section	Previous Colorado COE (CCOE)	New/NCOE	Comments
Male or Female Signature	Check appropriate gender box from whom the information was obtained	Instructions for these data points can be found in Chapter 8 (pg 14) of the Completing the NCOE	<p>The person who signs the COE should either be the source of the information contained in the document or the verifier of the information provided by another source.</p> <p>The SEA has brought to the attention of OME the incompatibility “male parent female parent” in this section. Stay tuned for further guidance.</p>

Section VI Eligibility Data Certification

Section	Previous Colorado COE (CCOE)	New/NCOE	Comments
Signature Interviewer and Designated SEA Reviewer	<p>Recruiter completing the COE will sign and date the form the same day of the home visit</p> <p>The regional director will make their final approval by signing and dating the COE for entry into the State’s database</p>	<p>Line 1 (Signature of Interviewer) is the signature of the recruiter</p> <p>Line 2 (Signature of Designated SEA Reviewer) is the signature of the Regional Migrant Director who has reviewed and checked each completed COE form for accuracy, completeness and validity</p>	<p>*The NCOE is not official until the SEA reviews and makes the final determination.</p>



COMPLETING THE NATIONAL CERTIFICATE OF ELIGIBILITY

The SEA must document every migrant child’s eligibility for the MEP on a standard national COE form created by the U.S. Department of Education, which serves as the official record of why the recruiter and state believe the child is eligible for the MEP.

What’s more, states must “maintain any additional documentation the SEA requires to confirm that each child found eligible for the program meets all of the eligibility definitions.” (Section 200.89 (c)(2)(a)) States will also require recruiters to complete other forms to provide this additional information on why the child is eligible or to gather additional information needed by the state (e.g., information on other children in the family who didn’t make the qualifying move or were born after the qualifying move, parental permission for records to be shared with other programs that the child might be eligible for like Migrant Education Even Start or the College Assistance Migrant Program). Because the COE establishes the basis for a particular child’s eligibility, it is crucial that the information on the COE be accurate and reliable. Moreover, it is important that the COE be properly reviewed, filed, secured and maintained so it is available for review at any time during the required recordkeeping period.

THE PURPOSE OF THE COE

The recruiter obtains the information needed to complete the COE by conducting a personal interview with a migrant family or other credible individual (e.g., an employer), and collects supporting documentation, where needed. **The recruiter should only record data on a COE if the recruiter finds the source to be credible and believable since the COE serves as the primary record of eligibility when an auditor or reviewer checks the child’s eligibility.** States often use the information from the COE to determine the number of migrant children who live in the state each year and to compile demographic information about these migrant children. States require the recruiter to complete a COE before the MEP is permitted to provide services to a child. For these reasons, the COE is the most important document generated by the MEP and it must be accurate and reliable.

General Instructions for the National COE

The U.S. Department of Education has created a national COE form that all states are required to use. This section provides instructions for completing the national COE form. Space has been left at the bottom of the national COE form that states can use to record other information, if needed. States should use these instructions for completing the COE but may have additional instructions for completing the COE that go beyond these instructions and reflect state procedures or data-entry systems.

In general, only trained--and, in some states, certified--recruiters are authorized to complete the COE. General instructions for completing the COE form are as follows:

- A new COE must be completed every time a child makes a new qualifying move.
- All sections and items on the COE must be completed. The recruiter must use dashes or “N/A” to mean “not applicable” if a response is not required.
- If the recruiter completes a COE for a family, the recruiter must fill out a separate COE for any child who has a different qualifying arrival date (QAD) or any child who has different eligibility criteria than the rest of the children in the family, such as an OSY who may have moved on his or her own. In general, the qualifying arrival date (QAD) is the date that the child moved with his or her parent to enable the parent to find qualifying employment. There are special cases that are discussed later in this section.
- The recruiter must not include any child who (1) was born after the qualifying move, (2) has graduated from a U.S. high school or obtained a General Educational Development (GED) certificate, or (3) did not make the qualifying move described on the COE.
- If more than one COE is necessary, the recruiter must complete all sections on each form.

The following instructions represent best practices:

- The COE should be completed legibly in blue ink to show that it is an original document, not a photocopy.
- After the recruiter completes the interview, the recruiter should review key sections of the COE with the interviewee to verify that the information is correct.
- Corrections that are made after the original interview should (1) be made in an ink color other than black or blue to make them easy to distinguish from the original text, (2) provide the name or initials of the person making the correction, (3) provide the date the correction was made, and (4) indicate the source of all new or corrected information (e.g., the parent, the school, the employer).

Completing the Data Elements of the COE

This section contains step-by-step instructions for completing a COE.

State Name. The national COE must be used by all states that have a MEP. To identify the state, complete this blank by writing the full name of the state.

Section I – Family Data. In this section of the COE, the recruiter will record the name and address of the child’s male and/or female parent or parents. The recruiter should be careful to ensure that the family’s last name is accurate. In some cases, the mother and father may have different last names or hyphenated names. Be aware that the use and spelling of last names may vary by culture or ethnic group. It is important that the recruiter become familiar with the naming conventions of the various groups that the local MEP serves.

- *Male Parent (First Name, Last Name 1, Last Name 2).* Record the legal first name and legal last name (or names) of the male (if any) currently responsible for the child(ren). If the male parent has a hyphenated last name, record the first part of the last name in *Last Name 1* and the second part of the hyphenated name in *Last Name 2*. The term “parent” on this form and in other sections of these instructions includes a legal guardian or other person who is standing in the place of the parent or *in loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). If the child has more than one male parent, provide an explanation in the comment section.
- *Female Parent (First Name, Last Name 1, Last Name 2).* Record the legal first name and legal last name (or names) of the female (if any) currently responsible for the child(ren). If the female parent has a hyphenated last name, record the first part of the last name in *Last Name 1* and the second part of the hyphenated name in *Last Name 2*. The term “parent” on this form and in other sections of these instructions includes a legal guardian or other person who is standing in the place of the parent or *in loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). If the child has more than one female parent, provide an explanation in the comment section.
- *Current Address.* Record the mailing address, including the complete name of the street or road where the child(ren) currently reside. If no mailing address is available, include as much other identifying information as possible (e.g., trailer number, rural route, migrant camp, landmark). If the mailing address is different from the child’s physical residence, provide the physical address in the comment section of the COE.
- *City.* Record the name of the city or town where the child(ren) currently reside.
- *State.* Record the postal abbreviation used by the U.S. Postal Service (or the full name if not known) for the state where the child(ren) currently reside.

- *Zip.* Record the five or nine digit zip code, if known, where the child(ren) currently reside. The U.S. Postal Service has an online zip code directory service at <http://zip4.usps.com/zip4/welcome.jsp>.
- *Telephone.* Record the telephone number, including area code, of the family. If no telephone number is available, record N/A.
- *Homebase Address, City, State, Zip, Telephone, Homebase District.* Record the address that the family considers to be the home residence, including the complete mailing address, state, city, zip code, telephone number and homebase school district, if known. The “homebase” is the place the family considers “home.” For example, the family might live in Texas from October to April, but travel to the north to obtain agricultural farm work during the rest of the year. Although the recruiter conducts the interview in a labor camp in Michigan where the family has lived for two months, for MEP purposes, Texas would be considered the child(ren)’s “homebase.” For secondary migrant youth, the homebase is generally where the child plans to graduate from high school. If the family does not have a homebase, write N/A. If the current address is the same as the homebase address, write “see above.” If the homebase is a country outside of the United States, write N/A for “not applicable.”

***The SEA requests that for migrant families with international homebases, the blanks for city, state, and country be completed for intra-state data management purposes. Recruiters should use the state and country abbreviation codes provided in Section VI: Identification & Recruitment Resources, Forms, Tools of this manual and enter both on the “state” blank.**

Section II – Child/School Data. Child/school data includes the name, sex, birth date, school, grade level, etc. of each child. A recruiter may include all children with the same family and eligibility data on the same COE. Any child who has different family and eligibility data—including a different QAD—should be documented on a separate COE.

The recruiter should confirm the child’s official name so the child can be matched with previous MEP records or database information, and school and health records. The recruiter should be aware that a child may have a different last name than the parents, and that a child’s last name may change (e.g., due to being adopted by a stepparent or for other reasons). The recruiter should also verify the child’s first name as the child may use a nickname or the English equivalent of the child’s name in his or her native language (e.g., María Luisa may be shortened to Marisa, or Maria may be translated as Mary).

The child(ren) listed below arrived in the present school district (Name of School District), on (MM/DD/YYYY) from (School District, City, State, Country).

- *Name of School District.* Record the full legal or commonly used name of the local educational agency (i.e., school district or local operating agency) where the

2008 COLORADO IDENTIFICATION & RECRUITMENT DRAFT GUIDEBOOK Last revision 9.18.2008

- child(ren) now resides. Do not abbreviate the name. *MM/DD/YYYY*. Record the date that the child(ren) entered the present school district. Use the two-digit number that refers to the month and day, and the four-digit number that refers to the year. For example, May 20, 2008 would be written as 05/20/2008.
- *School District, City, State, Country*. Record the school district, city, state, and country (if not the U.S.) where the child resided immediately prior to making the qualifying move. Provide the two-letter postal abbreviation code used by the U.S.

Postal Service (or the full name if not known) for the state. **Use the standard abbreviation code for cities and states in other countries, if known.** Use a map or the postal abbreviations in the back of this document to ensure that the name of the state is spelled correctly or the proper abbreviation is used.

- *Last name 1*. Record the legal last name of each eligible child in the family (this is often the father’s last name). If the child has a multiple or hyphenated last name (e.g., Ramirez-Garcia), record the first part of the name (i.e., Ramirez).
- *Last name 2*. If the child has a multiple or hyphenated last name (e.g., Ramirez-Garcia), record the second part of the name (i.e., Garcia). This is often the mother’s last name. If the child does not have a multiple or hyphenated name, record N/A.
- *Suffix*. Where applicable, record the child’s generation in the family (e.g., Jr., Sr., III, 3rd).
- *First name*. Record the first name of each eligible child in the family. This is the name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Ale or Alex for Alejandra).
- *Middle name*. Record the middle name of each eligible child in the family.
- *Sex*. Record the child’s gender; “M” for male or “F” for female.
- *Birth date*. Record the month, day and year the child was born. Use the two-digit number that refers to the month and day, and the four-digit number that refers to the year. For example, September 20, 2003 would be written as 09/20/2003.
- *Verification--Multiple Birth*. Record “yes” if the child is a twin, triplet, etc. Record “no” if the child is not a twin, triplet, etc.
- *Verification—Documentation of Birth Date*. Record the number that corresponds to the evidence used to confirm each child’s birth date. A birth certificate is the best evidence of the child’s birth date, if available. It is important for the interviewer to get the child’s correct birth date because that date is often used to locate the child in the state’s data system. If the interviewer does not get the correct date, the state may create more than one record for that child.

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

- 1003 – baptismal or church certificate;
 - 1004 – birth certificate;
 - 1005 – entry in family Bible;
 - 1006 – hospital certificate;
 - 1007 – parent's affidavit;
 - 1008 – passport;
 - 1009 – physician's certificate;
 - 1010 – previously verified school records;
 - 1011 – State-issued ID;
 - 1012 – driver's license;
 - 1013 – immigration document;
 - 2382 – life insurance policy; or
 - 9999 – other.
- *Birth City, Birth State.* Record the name of the city and state (or country if outside the U.S.) where the child was born. Provide the two-letter postal abbreviation code used by the U.S. Postal Service (or the full name if not known) for the state of birth. Use the standard abbreviation code for the city and country in which the child was born if the child was not born in the U.S.
 - *School or Project Name.* Record the full legally or popularly accepted name of the regular school (public or private) (or MEP project providing educational and/or educationally-related services) in which the child is currently enrolled. Record N/A if the child is not currently enrolled in a regular school or is not receiving services through the migrant education program.

***The SEA requests that the school or project name be abbreviated and the Short School Identification (SSID) be included on the same blank.**

- *Grade level.* Record the code from the list below that corresponds to the grade level in which the school/MEP project has enrolled the child.
 - UG – Ungraded means a child who is served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded, or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a GED through a K-12 institution, or those in a correctional setting. (Students working on a GED outside of a K-12 institution are counted as out-of-school youth.)
 - PS - Pre-school means that the child is enrolled in a public or private preschool program that is held in a building or facility. Do not record home-based pre-school programs, or children ages 0 through 5 who are not in school or in a program.

- KG – Kindergarten
 - 00 - Out-of-school means any child who is not enrolled in a school.
 - 01 - Grade 1
 - 02 - Grade 2
 - 03 - Grade 3
 - 04 - Grade 4
 - 05 - Grade 5
 - 06 - Grade 6
 - 07 - Grade 7
 - 08 - Grade 8
 - 09 - Grade 9
 - 10 - Grade 10
 - 11 - Grade 11
 - 12 - Grade 12
- *School Enrollment Date.* Record the month, day and year that the child enrolled in the regular school or a MEP project. If the child is not enrolled in school or a MEP project, record N/A. If the recruiter does not know the enrollment date, he or she should write “unknown.”

Section III – Eligibility Data. While all of the information on the COE should be completed accurately, the eligibility data are absolutely critical, as they document why the state believes the child(ren) are eligible to receive MEP services. Auditors often focus on this section because the child(ren)’s eligibility rests on the accuracy of the information provided here. Most of the information the recruiter records on the COE form will come from the interview discussed in Chapter 6. However, some of the information will come from other sources. For example, in many cases, the worker may not know whether the work he or she moved to seek or obtain is “temporary” or “seasonal” (as required on the COE); so the recruiter may need to get this information from the employer or the state. By understanding and evaluating the answers the worker gives, the recruiter should be able to provide accurate information on the COE and, more importantly, to make reliable preliminary eligibility determinations.

1. *The child(ren) listed above moved from a residence in _____ (School district/City State/Country) to a residence in _____ (School district/City/State) on _____ (Qualifying Arrival Date (MM/DD/YYYY)).*

- *School district/City/ State/Country.* Record the full legally or commonly used name of the school district where the child(ren) listed resided immediately prior to the qualifying move. Also record the name of the city, state, or country from which the child(ren) listed moved. If the most recent move was from a country outside of the U.S., record the country instead of the state. If any of this information is unknown, write “unknown” for that particular piece of information.

This location is the last place of residency before the child(ren), 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.

***The SEA requests that in support of the legislation requiring MEP inter-state and intra-state collaboration, the fields for school district, city, state, and country be completed with the appropriate data collected either from the family or through an internet search. An internet website for national school districts can be accessed at: <http://nces.ed.gov>. (School, college, and library section)**

- *School district/City/State.* Record the name of the school district, city, and state that the child(ren) reside in following the qualifying move. 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.
- *Qualifying Arrival Date (MM/DD/YYYY).* Record the Qualifying Arrival Date (QAD), using the two-digit numbers that refer to the month and day, and the four-digit number that refers to the year. For example, May 20, 2008 would be written as 05/20/2008.

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

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

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

a. *on own as a worker, OR*

- Mark this box if the child himself or herself moved out of economic necessity to obtain qualifying work;

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

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

c. *to join the worker, _____ (First and Last name of Worker) who is the parent spouse guardian.*

- Mark this box if the child(ren) moved either before or after the date the parent, spouse, or guardian moved due to economic necessity to obtain qualifying work. Record the first and last name of the worker who obtained the qualifying work. Mark the box that indicates the child's relationship to the worker (i.e., parent, spouse or guardian). If the child(ren) moved more than 3 months before or after the parent, spouse or guardian moved to obtain qualifying work, provide an explanation in the comment section of the COE.

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

a. *qualifying work, and obtained qualifying work, OR*

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

b. *any 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 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" and/or "ii" below.]*

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

i. The worker has a prior history of moves to obtain qualifying work (explain in Section IV), 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. Please explain this history in Section IV—Comments. For example, the recruiter could write, “Jorge Garcia moved from Brownsville, Texas to Decatur, Michigan to plant tomatoes in May of 2007.” The recruiter could also check the MSIX database, or other local database, to see if it contained a history of prior moves and append the print-out to the COE.

ii. There is other credible evidence that the worker actively sought qualifying work soon after the move, but for reasons beyond the worker’s control, the work was not available (explain in Section IV).

- Mark this box to indicate that there is other credible evidence that demonstrates that the worker actively looked for qualifying agricultural or fishing work soon after the move, but the work was not available for reasons beyond the worker’s control. For example, the recruiter obtained a copy of or reviewed work applications the worker completed at local farms or processors; a local farmer or grower confirmed that the worker applied for work but none was available; newspaper clippings document that work is not available because of a recent drought, flood, hail storm, or other crop disaster in the area). Please explain this evidence in Section IV—Comments, and attach supporting documentation where available.

4. *The qualifying work was temporary employment (also complete #5 below) seasonal employment [Mark only one of the following boxes; see below] (Continued below)*

- 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 employer states that the worker was hired for a limited time frame; the worker states that the worker does not intend to remain in that employment indefinitely; or the SEA has determined on some other reasonable basis that the employment is temporary.” (Section 200.81(k))

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

- 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)).

in agricultural work fishing work _____ (Describe agricultural or fishing work) for _____ (Employer's Name and Address, “Self-Employed,” or “Personal Subsistence”).

- Mark “*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 “*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.
- *Describe agricultural or fishing work.* When describing the specific agricultural or fishing work, the recruiter should use a gerund (a verb plus “ing” as in “picking”) and a noun (as in “strawberries”). In other words, the recruiter should describe the worker's action (e.g., “picking”) and the crop, livestock, or seafood (e.g., “strawberries”). Here are some examples of properly written qualifying activities: picking strawberries, thinning sugar beets, pruning grapes, detasseling corn, catching chickens, planting oysters, walking (weeding) soybeans, and harvesting crabs.
- *Employer's Name and Address, “Self-Employed,” or “Personal Subsistence.”* Record the name and address of the employer, whether it be the name of an individual farmer or grower, a business, or a corporation.

***The SEA requests the field for the employer's name and address be completed using a regional agricultural mapping list or by internet search at:**
<http://www.colorado.gov/cs/satellite/Agriculture-Main/CDAG/1176829302610>.

Record “self-employed” in this blank if the worker works for himself or herself instead of as an employee of another person or entity.

Record “personal subsistence” in this blank 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.”

5. *The work was determined to be temporary employment based on:*

a. *worker’s statement (explain in Section IV), 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 (Explain in Section IV). For example, the worker states that he or she only plans to remain at the job for a few months. Provide explanatory comments in Section IV—Comments.

b. *employer’s statement (explain in Section IV), 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 Section IV—Comments, and/or attach supporting documentation.

c. *State’s documentation of the temporary nature of the work.*

Mark this box if the State has current documentation that verifies 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. In other words, 100 percent, or nearly 100 percent, of workers with children identified as eligible under the MEP stay on the job generally for only a brief period of weeks or months, and only rarely stay for 12 months. Provide explanatory comments in Section IV—Comments, and/or attach supporting documentation.

***The SEA requests that temporary employment statement choices be confined to a) the worker’s statement; and b) the employer’s statement in conjunction with the explanation of each that follows in Section IV. The SEA’s documentation of statewide temporary employment activities will be provided upon completion.**

Section IV – Comments. 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. It provides an opportunity to “tell the story” if the reasons for eligibility require further explanation. 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. The new recruiter should show his or her written comments to a supervisor to ensure that they are clear. At a minimum, the recruiter must provide comments that clearly explain items 3, 4 and 5 of Section III – Eligibility Data. OME suggests that the recruiter should provide additional comments on the COE in the following circumstances:

- 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 a qualifying activity. An explanation is needed to enable a reviewer to understand how the preliminary eligibility determination was made.
- The employment is temporary. In particular, the recruiter should record the information provided by the worker or employer regarding how long they expect the employment to last.
- The work could be part of a "series of activities" that, viewed together, would constitute year-round employment (e.g., mending fences and haying could be two parts of year-round ranching with one employer).
- The work may be viewed by an independent reviewer as either temporary or year-round employment (e.g., collecting eggs or milking cows).
- The state has documented the temporary nature of the work. In this case the recruiter would record (1) the date the work was determined to be temporary (should be consistent with the timeframes provided in Section 200.81 (k) of the regulation), and (2) the title (e.g., 2008 XYZ Processing Plant Temporary Employment Documentation) or other reference for state documentation of the temporary nature of the work.
- The child(ren) qualified on the basis of “personal subsistence,” meaning “that the worker and the worker’s family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch.” (Section 200.81(h))

- The worker did not obtain qualifying employment as a result of the move. In this case, the recruiter must document (1) that the worker stated that one purpose of the move was to obtain qualifying work, and (2) the worker has a prior history of moves to obtain qualifying work; or there is other credible evidence that the
- worker actively sought qualifying work soon after the move, but, for reasons beyond the worker's control, the work was not available; or both. Examples of credible evidence include a completed work application from a local farm or processor, a statement by a farmer that the worker applied for work but none was available, or a newspaper clipping regarding a recent drought in the area that caused work not to be available.
- 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).
- The qualifying move is from a country *other* than Mexico or Canada to a first place of residence in the United States.
- The length of time between "to join" moves is longer than 3 months.
- The household is supported, at least in part, by nonagricultural/nonfishing work.
- 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 or youth.
- The mailing address is different from the child's physical residence; provide the physical address as a comment.

States may require additional comments on other issues based on their own requirements or needs. However, where explanatory comments are called for in the body of the instructions, they must be provided.

Section V – Parent/Guardian/Spouse/Worker Signature. The recruiter should read and explain the following statement to the parent or guardian before he or she signs the COE (in the parent or guardian’s primary language, if possible). The person who signs the COE should either be the source of the information contained in the document or have verified information provided by another source.

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

The recruiter should make sure the interviewee understands what he or she is signing. The recruiter can do this by reviewing every line of the COE and confirming with the parent that the information is correct. If the interviewee can read, the recruiter should give the interviewee a blank copy of the COE form in his or her native language (if available) so the interviewee can follow along. Some programs have portable printers and are able to print off a duplicate of the completed COE that they can give to the interviewee, others use a COE form that makes carbon copies, and give the parent a signed copy of the COE at the conclusion of the interview.

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

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

At least one SEA designated reviewer must check each completed COE form for accuracy, completeness and face validity. If any reviewer has concerns about the child’s eligibility or the documentation of eligibility on the COE form, the reviewer should ensure that those concerns are resolved in accordance with the state’s procedures before signing the COE form. The COE is not documentation of an official child eligibility determination until the SEA reviews the COE and makes final the determination.

For State Use Only

While all states are required to use the standard national COE form, some states may want to collect additional information during the interview that is not directly related to eligibility but is needed for other purposes (e.g., supplemental enrollment forms, information for the comprehensive needs assessment, data on school interruption, information for federal performance reports such as ethnicity data, consent forms for field trips, directions to the house or camp, health insurance forms, family needs that were observed during the recruiter’s visit like the need for heat, clothing, glasses, or other health or safety issues, etc.).

The state may also wish to record information on children who are not eligible for the MEP but who reside with the family. For example, children who did not make a qualifying move with the family or children who were born after the QAD are not eligible for MEP services but may become eligible if they move with the family in the future. These children should not be listed in the body of the COE to avoid errors in data entry.

It is permissible for the state to collect information like the examples provided above, but the state should try to limit the information collected to essential data to avoid unnecessary burden.

Family Educational Rights and Privacy Act (FERPA). The information collected on this COE is subject to the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA).

FERPA is a federal law that establishes the rights of parents to examine and question the content of their child's school records and restricts the transfer of school records without parental permission.¹ The act applies to any SEA and LOA that receives federal funds. FERPA gives certain rights to parents regarding their child's educational records. FERPA provides parents the right to:

- Access and inspect their child's educational records,
- Amend records, and Consent prior to the disclosure of information from educational and health records.

FERPA provides certain exceptions to the restriction of transferring school records without parental consent. One exception is when an LOA transfers the records to other school officials either (1) within the agency (whom the LOA has determined to have legitimate educational interests) or (2) to another school, school system, or institution of postsecondary education where the student seeks or intends to enroll. This exception applies only if the LOA notifies parents annually of this policy.

FERPA is particularly important since it affects how SEAs and LOAs are able to meet their responsibility to promote inter-state and intra-state coordination of services, including the transfer of pertinent school records for migrant children. In addition, state and local programs may need to share educational records with authorized personnel from other programs serving migrant children, including health and social service agencies.

Although the COE is subject to FERPA, the COE does not document that FERPA was explained to a parent nor does it document that parent's consent to share or transmit information. The COE is strictly a documentation of child eligibility for the MEP. SEAs and LOAs must document that they have informed families about their rights under FERPA and obtain the appropriate permission from the parent to share or transmit the information contained in the COE as well as other information about the enrollment of the child(ren) according to the requirements of FERPA. Obtaining this permission will require SEAs and LOAs to develop and use a form other than the COE.

Processing and Storing the COE

After the recruiter completes the COE, the SEA is responsible for reviewing the information on the document, and then storing and securing it appropriately. This process varies by state, but there are some basic guidelines for the recruiter and other ID&R staff. The recruiter should forward the COE to a reviewer to verify the information. Often, the COE will go to a data-entry specialist who performs the same checks for accuracy as the recruiter. If the reviewer finds errors, the reviewer will return the form to the recruiter for corrections. If the form is complete and error free, it then goes to a recruitment supervisor, local administrator, or other trained recruiter, who reviews the eligibility determination and certifies that, based on the information provided, each listed child is eligible for the MEP. The reviewer then signs the COE and the COE is entered in the state MEP database. States that use electronic COEs generally have a comparable review process. The COE may also be subject to another review at the state level. These quality control checks help ensure that every COE is completed and that the information contained on the COE establishes eligibility under the MEP. States generally do not provide services until after the SEA has certified each child is eligible for the MEP.

Most states require the recruiter to keep a copy of all completed COEs. Because these documents contain personal information that, under FERPA and some state laws, is not authorized for public disclosure, the recruiter should store them in a safe and secure place. The recruiter should check with a supervisor about policies and procedures for storing and securing COEs.

Electronic COEs. Historically, state MEPs have made efforts to incorporate technology into all aspects of the program and the area of ID&R has been no exception. Some states are working on the use of technology to document child eligibility. If using electronic COEs to document child eligibility determinations, the recruiter should follow the instructions of the state MEP. Further consideration regarding a state's use of electronic COEs is in the Administrator's Guide of the Draft MEP ID&R Manual.

Record Keeping Requirements

The recruiter should be aware that records must be maintained for at least three years after the date the grantee or local operating agency submits its last expenditure report for the period in question. (See sections 80.42(b) and (c) of EDGAR.) The SEA would have to maintain the COE if any litigation, claim, negotiation, audit, or other action involving the records has been started before the expiration of the three year period, the records must be retained until completion of the action and resolution of all issues which arise from it, or until the end of the regular three year period, whichever is later.

Because a COE may affect the funding of a state MEP for subsequent years, the storage of a COE has an effect on the length of the record keeping retention requirement. For example, a certificate of eligibility that indicates that a child made a qualifying move in October 2000 means that the child will remain eligible, without another qualifying move, until October 2003. A child eligible in October 2003 would be included in the Category 1 child count for the period September 1, 2003 – August 31, 2004 and would generate funding in fiscal year (FY) 2005 for the state. FY 2005 funds may be used, with carryover, until September 30, 2007. The SEA does not need to submit the final expenditure report for these funds to the Department until as late as December 31, 2007. The three-year record retention period begins in December 2007, when the SEA submits the final expenditure report, and runs until December 31, 2010. Therefore, if no other actions are pending concerning these funds, the SEA would have to keep this particular certificate of eligibility until December 31, 2010. (See MEP draft Non-Regulatory Guidance, Chapter XI Question C3.). If any funds are in question, records need to be kept until such a time that all parties (ED and the state) agree that there are no obligations on the funds and the grant can be closed.

While the SEA does not have to keep all COES at the state-level, the SEA must ensure that records are stored and readily available, if needed, in an ordered way. By carefully maintaining and preserving MEP records, the SEA:

- Satisfies regulatory requirements;²
- Increases efficiency and saves administrative costs (both time and storage) by making it easy to locate and retrieve records;
- Makes current data readily available to decision makers;
- Helps document the demographic characteristics of migrant children and achievement of the MEP performance targets and measurable objectives;
- Demonstrates accountability for the use of federal funds; and protects the confidentiality and interests of migrant children.

Conclusion

The COE is the most important document the recruiter will generate for the MEP, and it should be treated as such. The recruiter should complete the COE with care so that it is easy to read and understand, and serves as a clear basis for determining the child's eligibility. The COE tells a very private story about a family's movement and employment. The family shares this information with the recruiter with the understanding that the information will remain confidential, and that the recruiter will use it to determine whether their child is eligible for needed services. Moreover, federal law requires the recruiter and other federal program staff, as well as SEA staff, to maintain the privacy of this information.

² Section 76.730 of the Education Department General Administrative Regulations (EDGAR) requires SEAs and subgrantees to keep records that show (1) the amount of funds under the grant or subgrant; (2) how the SEA or subgrantee uses the funds; (3) the total cost of the project; (4) the share of that cost provided from other sources; and (5) other records as needed to facilitate an effective audit. Section 76.731 requires the SEA and its subgrantees to keep records to show their compliance with program requirements.



COMPLETING THE COLORADO CERTIFICATE OF ELIGIBILITY

States must “maintain any additional documentation the SEA requires to confirm that each child found eligible for the program meets all of the eligibility definitions.” (Section 200.89 (c)(2)(a))

States will also require recruiters to complete other forms to provide this additional information on why the child is eligible or to gather additional information needed by the state (e.g., information on other children in the family who didn’t make the qualifying move or were born after the qualifying move, parental permission for records to be shared with other programs that the child might be eligible for like Migrant Education Even Start or the College Assistance Migrant Program.)

THE PURPOSE OF THE CCOE

The purpose of the Colorado Certificate of Eligibility is to provide the additional documentation required to confirm the eligibility of each child for Title I, Part C, Migrant Education Program enrollment and to collect information for state data management. The CCOE is used in conjunction with the NCOE and is to be completed by the recruiter for submission to the SEA. The CCOE data elements are collected from the family during the interview and from the New Generation System. Both the NCOE and CCOE are required to enroll eligible students in the Migrant Education Program and the enrollment process is not complete until both documents are provided to the SEA. The NCOE/CCOE are the most important documents generated by the MEP and must be accurate and reliable.

Completing the Data Elements of the CCOE

This section contains step-by-step instructions for completing a CCOE.

Section VII – Additional School Data. In this section of the CCOE, the recruiter will record the family identification number assigned from the New Generation System, the academic school year, homeless status and codes, and physical address if different from the mailing address of the family. The children listed on the NCOE are listed again on the CCOE with the assigned SASID numbers and NGS student identification numbers. The race code and age of each student, absent from the NCOE, is listed in this section.

- *Family ID#.* Record the family identification number assigned from the New Generation System if the family has a current NGS record. For new families with no existing NGS history, the NGS family identification number will be assigned after the data specialist enters the information and creates an enrollment record for the family.
- *Academic School Year.* Record the academic year in numeric form using the forward slash to separate the years. (2008/2009)
- *Homeless.* Record the students' homeless status using the yes/no check boxes. The codes for homeless status are:

Not all persons living in the situations described would be considered homeless. Two major factors to consider when making a determination are the adequacy and permanence of the housing.

A flow chart for Determining Homelessness by the Definition can be accessed at <http://www.cde.state.co.us/cdeprevention/download/pdf/Homeless%20Flowchart.pdf>

Primary Nighttime Residence – Is a temporary residence that is being used as a result of economic displacement. The residence may be either public or private.

00= N/A

01= Shelters

02= Doubled Up

03= Unsheltered (Cars, Parks, Campgrounds)

04= Hotels/Motels

99= Unknown

- *Physical Address.* Record the house, apartment, mobile home, or other number and street or rural route address, city, state, and zip code, where the family lives. ***This information is also collected on the NCOE under Section IV.**

2008 COLORADO IDENTIFICATION & RECRUITMENT DRAFT GUIDEBOOK Last revision 9.18.2008

- *Last name 1.* Record the legal last name of each eligible child in the family (this is often the father’s last name). If the child has a multiple or hyphenated last name (e.g., Ramirez-Garcia), record the first part of the name (i.e., Ramirez).
- *Last name 2.* If the child has a multiple or hyphenated last name (e.g., Ramirez-Garcia), record the second part of the name (i.e., Garcia). This is often the mother’s last name. If the child does not have a multiple or hyphenated name, record N/A.
- *First name.* Record the first name of each eligible child in the family. This is the name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Ale or Alex for Alejandra).
- *Middle name.* Record the middle name of each eligible child in the family.
- *SASID#.* State Assigned Student Identification number (available through Record Integration Tracking System and or NGS). Record the correct number for each child.
- *NGS#.* New Generation System. Record the correct number for each child.
- *Race Code.* Record the appropriate code for each child.
 - 1= American Indian or Alaskan Native
 - 2= Asian
 - 3= Black or African American (not Hispanic)
 - 4= Hispanic or Latino
 - 5= White (not Hispanic)
 - 6= Native Hawaiian or other Pacific Islander
- *Age.* Record the current age of each child.

Section VIII – Additional Comments. In this section, comments from the family which substantiate their temporary move and the economic necessity of the agricultural work are listed. The recruiter should list the comments using the words of the person interviewed. (see Section III Eligibility Determination)

- *Temporary Move.* Record the statement from the family or worker(s) which includes information that the move was not for permanent relocation, but in order to seek or obtain seasonal or temporary employment in an agricultural activity.
- *Economic Necessity.* Record the statement from the family or worker(s) which includes information that the qualifying activity provides economic necessities for the family.

Section IX – Family Educational Rights and Privacy Act (FERPA).

Programs must inform parents of their rights under FERPA in order to share educational records, including the information on this CCOE. In developing materials to explain

FERPA to families, the recruiter can refer to state policies and the ED website: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. The information collected on this CCOE is subject to the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA is a federal law that establishes the rights of parents to examine and question the content of their child's school records and restricts the transfer of school records without parental permission.¹ The act applies to any SEA and LOA that receives federal funds. FERPA gives certain rights to parents regarding their child's educational records. FERPA provides parents the right to:

- Access and inspect their child's educational records,
- Amend records, and
- Consent prior to the disclosure of information from educational and health records.

FERPA provides certain exceptions to the restriction of transferring school records without parental consent. One exception is when an LOA transfers the records to other school officials either (1) within the agency (whom the LOA has determined to have legitimate educational interests) or (2) to another school, school system, or institution of postsecondary education where the student seeks or intends to enroll. This exception applies only if the LOA notifies parents annually of this policy. FERPA is particularly important since it affects how SEAs and LOAs are able to meet their responsibility to promote inter-state and intra-state coordination of services, including the transfer of pertinent school records for migrant children. In addition, state and local programs may need to share educational records with authorized personnel from other programs serving migrant children, including health and social service agencies. Although the NCOE/CCOE is subject to FERPA, the NCOE/CCOE does not document that FERPA was explained to a parent nor does it document that parent's consent to share or transmit information. The NCOE/CCOE is strictly a documentation of child eligibility for the MEP. SEAs and LOAs must document that they have informed families about their rights under FERPA and obtain the appropriate permission from the parent to share or transmit the information contained in the NCOE/CCOE as well as other information about the enrollment of the child(ren) according to the requirements of FERPA.

- *Print Name of Parent/Guardian:* Recruiters should clearly and legibly print the name of the parent/guardian and the date.
- *Signature of Parent/Guardian:* Recruiters should collect the signature of the parent/guardian and the date.

¹ These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.



State Name: _____

I. FAMILY DATA

Male Parent: _____ Female Parent: _____

First Name, Last Name1, Last Name 2

First Name, Last Name1, Last Name 2

Current Address: _____ City: _____ State: _____ Zip: _____ Telephone: _____

Homebase Address: _____ City: _____ State: _____ Zip: _____ Telephone: _____ Homebase District: _____

II. CHILD/SCHOOL DATA

The children listed below arrived in the present school district. _____ on _____ from _____

Name of school District

MM/DD/YYYY

School District, City, State, Country

Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	Birth Date	Verification	Birth City, Birth State	School or Project Name	Grade Level	School Enrollment Date

III. ELIGIBILITY DATA

1. The child(ren) listed above moved from a residence in: _____
School district/City/State/Country

to a residence in _____ on _____
School district/City/State/Country Qualifying Arrival Date (MM/DD/YYYY)

2. The child(ren) moved on that date:

- a. on own as a worker, OR
- b. with the worker, _____, who is the child's parent spouse
First and last name of worker
- c. to join the worker, _____, who is the child's parent spouse guardian.
First and last name of worker

3. The worker moved due to economic necessity in order to obtain:

- a. qualifying work, and obtained qualifying work, OR
- b. any work, and obtained qualifying work, OR
- c. qualifying work specifically, 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 (explain in Section IV), OR
 - ii. There is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available (explain in Section IV).

4. The qualifying work was temporary employment (also complete #5 below) seasonal employment in agricultural work fishing work _____
Describe agricultural or fishing work
 _____ for _____
Employer's name and address, "self employed", or "personal subsistence"

5. The work was determined to be temporary employment based on:

- a. worker's statement (explain in Section IV), OR
- b. employer's statement(explain in Section IV), OR
- c. State's documentation of the temporary nature of the work (explain in Section IV).

IV. COMMENTS – Attach additional comments as needed.

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 above is/are eligible for the Title I, Part C Migrant Education Program. To the best of my knowledge, all of the information I provided that is included on this form is true.

Signature _____ Relationship _____ Date _____

VI. ELIGIBILITY DATA CERTIFICATION

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

Signature of Interviewer _____ Date _____

Signature of Designated SEA reviewer _____ Date _____

For State Use Only



I. DATOS DE LA FAMILIA

Padre: _____ Madre: _____
Nombre, apellido paterno, apellido materno *Nombre, apellido paterno, apellido materno*
 Dirección actual: _____ Ciudad _____ Estado _____ Código Postal _____ Teléfono: _____
 Dirección de Origen: _____ Ciudad _____ Estado _____ Código Postal _____ Teléfono _____ Distrito de Origen _____

II. DATOS DEL ESTUDIANTE/DE LA ESCUELA

Los niños indicados abajo llegaron al distrito escolar presente: _____ en el día _____ de _____
Nombre del Distrito Escolar *MM/DD/AAAA* *Distrito escolar, Ciudad, Estado, País*

Apellido Paterno	Apellido Materno	Sufijo	Nombre	Segundo Nombre	Sexo	Fecha de Nacimiento	Verificación	Ciudad y estado de nacimiento	Escuela o proyecto escolar	Grado	Fecha de Inscripción

III. DATOS DE ELEGIBILIDAD

- El/los niño(s) listado(s) arriba se mudó(aron) de una residencia en _____
Distrito escolar/ Ciudad/ Estado/País
 para vivir en una residencia en _____ el día _____
Distrito escolar/Ciudad/Estado/País *Fecha de arribo calificativa*
- El/los niño(s) se mudó(aron) en esa fecha:
 - por su cuenta como trabajador;
 - con el trabajador, _____, el cual es el padre, esposo(a), o tutor del(los) niño(s), o
Nombre y apellido del trabajador
 - para unirse con el trabajador _____, el cual es el padre, esposo(a) o tutor del(los) niño(s).
Nombre y apellido del trabajador
- El trabajador se mudó debido a la necesidad económica con el propósito de obtener:
 - trabajo calificativo y obtuvo trabajo calificativo, o
 - cualquier trabajo y obtuvo trabajo calificativo, o
 - trabajo calificativo específico, pero no obtuvo el trabajo. Si el trabajador no obtuvo el trabajo calificativo
 - El trabajador tiene historial de mudarse para obtener trabajo calificativo (explique en la Sección IV), o
 - existe evidencia creíble de que el trabajador activamente busco trabajo calificativo inmediatamente después de mudarse pero, por razones fuera de su control del trabajador, el trabajo no estaba disponible (explique en la Sección IV).
- El trabajo calificativo fue trabajo temporal (también llene el punto #5 abajo) trabajo estacional en el trabajo de agricultura la pesca _____
Describe el trabajo de agricultura o de pesca
 para _____
Nombre y dirección del empleador, "empleado por su propia cuenta", o "Subsistencia personal"
- El trabajo se determinó como temporal con base en:
 - Así lo constó el trabajador (explique en la sección IV), o
 - Así lo constó el empleador (explique en la sección IV), o
 - Documentación estatal (explique en la Sección IV).

V. FIRMA DEL PADRE / TUTOR/ESPOSO(A) / TRABAJADOR

Entiendo que el propósito de esta forma es de ayudar al Estado a determinar si el/los niño(s)/ jóvenes listado(s) arriba son elegibles para el Título I, Parte C del Programa de Educación Migrante. De acuerdo a mi conocimiento, toda la información que provee en este formulario es verdadera.

 Firma Relación Fecha

VI. CERTIFICACION DE DATOS DE ELEGIBILIDAD

Certifico que estos niños son niños migrantes como se define en el 20 U.S.C. 63/99, 2) y elegibles como tales para servicios de MEP basado en la información proporcionada por el padre/esposo(a)/tutor/ trabajador identificado en la casilla mencionada arriba. Por esta declaración, certifico que, con el mejor de mi conocimiento, la información es verdadera, segura y válida. Cualquier dato falso proporcionado en la presente será sujeto a una multa o cárcel según el 18 U.S.C. 1001.

 Firma del entrevistador Fecha

 Firma del revisor designado del SEA Fecha

Para uso del Estado solamente

IV. COMENTARIOS. ADJUNTE COMENTARIOS ADICIONALES COMO SEA NECESARIO.



**COLORADO DEPARTMENT OF EDUCATION/MIGRANT EDUCATION PROGRAM
CERTIFICATE OF ELIGIBILITY (COE)**

VII. ADDITIONAL SCHOOL DATA

Family ID#	Academic School Year /	HL. <input type="checkbox"/> Yes <input type="checkbox"/> No HL Code: _____	Physical Address, City, State & ZIP <i>(Only if different from mailing address)</i>
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NO	Last Name (Last Name 1, Paternal/ Last Name 2, Maternal)	First Name	Middle Name	Student ID Numbers	RACE CODE	AGE
1				SASID NGS		
2				SASID NGS		
3				SASID NGS		
4				SASID NGS		
5				SASID NGS		
6				SASID NGS		

VIII. ADDITIONAL COMMENTS

TEMPORARY MOVE

Was the move intended to be temporary? Please explain.

ECONOMIC NECESISITY

Is the work important to your household? Please explain.

IX. Family Educational Rights and Privacy Act (FERPA)

The rules for migrant eligibility, services, student record transfer, and the Family Educational Rights and Privacy Act (FERPA) have been explained to me. I hereby authorize this school district and the State Educational Agency to release, transfer and/or receive my child's education and health records, including immunization records and standardized test results to/from other school districts, educational agencies and other pertinent agencies. In order to potentially qualify for more educational, health, or social services, I further consent that student/family information, otherwise confidential under the provisions of FERPA, may be shared with organization that provide services under the aegis of the following: the projects of the State Migrant Education Program (MEP), the College Assistance Migrant Program (CAMP), the High school Equivalency Program (HEP), the Migrant Education Even Start Program (MEES), and child nutrition programs.

Las reglas para la elegibilidad migratoria, los servicios, la transferencia del registro del estudiante y la Ley de Privacidad y Derechos Educativos de la Familia (FERPA) me han sido explicados. Autorizo a este distrito escolar y a la Agencia Educativa del Estado a dar, transferir y/o recibir los documentos de la educación y salud de mi hijo/a, incluyendo su cartilla de vacunación y los resultados de las evaluaciones estándares, / otros distritos escolares, a agencias educativas y otras agencias pertinentes. Para potencialmente calificar para más servicios de educativos, de salud y sociales, yo consiento que la información del estudiante/o familiar, sea tratada de forma confidencial bajo las provisiones de FERPA y pueda ser compartida con las organizaciones que proporcionan servicios bajo lo siguiente: los proyectos del Programa de Educación Migrante (MEP), el Programa de Asistencia Universitaria del Programa Migrante (CAMP), el Programa de Equivalencia de Escuela Superior (HEP), el Programa Even Start de Educación Migrante (MEES) y de los programas de nutrición del niño.

Print Name of Parent/Guardian: _____ **Date:** _____

Signature of Parent/Guardian: _____ **Date:** _____



**DEPARTAMENTO DE EDUCACIÓN DE COLORADO/PROGRAMA DE EDUCACIÓN MIGRANTE
CERTIFICADO DE ELEGIBILIDAD (COE)**

VII. DATOS ESCOLAR ADICIONALES

Número de ID de la Familia	Año Escolar Académico /	HL. <input type="checkbox"/> Sí <input type="checkbox"/> No Código HL: _____	Dirección Física, Ciudad, Estado y Código postal (<i>solo si es diferente de la dirección de correo</i>)
-----------------------------------	-----------------------------------	--	--

No.	Apellido (1 ^{er} Apellido, Paterno/ 2 ^{do} Apellido, Materno)	Nombre	Segundo Nombre	Número de ID del Estudiante	CÓDIGO ÉTNICO	EDAD
1				SASID		
				NGS		
2				SASID		
				NGS		
3				SASID		
				NGS		
4				SASID		
				NGS		
5				SASID		
				NGS		
6				SASID		
				NGS		

VIII.COMENTARIOS ADICIONALES

MUDANZA TEMPORAL

¿La intención de la mudanza es temporal? Explique por favor.

NECESIDAD ECONÓMICA

¿El trabajo es importante para el sustento del hogar? Explique por favor.

IX.Ley de Privacidad y Derechos Educativos de la Familia (FERPA)

The rules for migrant eligibility, services, student record transfer, and the Family Educational Rights and Privacy Act (FERPA) have been explained to me. I hereby authorize this school district and the State Educational Agency to release, transfer and/or receive my child's education and health records, including immunization records and standardized test results to/from other school districts, educational agencies and other pertinent agencies. In order to potentially qualify for more educational, health, or social services, I further consent that student/family information, otherwise confidential under the provisions of FERPA, may be shared with organization that provide services under the aegis of the following: the projects of the State Migrant Education Program(MEP), the College Assistance Migrant Program (CAMP), the High school Equivalency Program (HEP), the Migrant Education Even Start Program (MEES), and child nutrition programs.

Las reglas para la elegibilidad migratoria, los servicios, la transferencia del registro del estudiante y la Ley de Privacidad y Derechos Educativos de la Familia (FERPA) me han sido explicados. Autorizo a este distrito escolar y a la Agencia Educativa del Estado a dar, transferir y/o recibir los documentos de la educación y salud de mi hijo/a, incluyendo su cartilla de vacunación y los resultados de las evaluaciones estándares, / otros distritos escolares, a agencias educativas y otras agencias pertinentes. Para potencialmente calificar para más servicios de educativos, de salud y sociales, yo consiento que la información del estudiante/o familiar, sea tratada de forma confidencial bajo las provisiones de FERPA y pueda ser compartida con las organizaciones que proporcionan servicios bajo lo siguiente: los proyectos del Programa de Educación Migrante (MEP), el Programa de Asistencia Universitaria del Programa Migrante (CAMP), el Programa de Equivalencia de Escuela Superior (HEP), el Programa Even Start de Educación Migrante (MEES) y de los programas de nutrición del niño.

Nombre del Padre/Tutor: _____

Fecha: _____

Firma del Padre/Tutor: _____

Fecha: _____

SECTION V

COLORADO AGRICULTURAL ACTIVITIES



Crops and Agricultural Activities in Colorado

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

Agricultural Activities in Colorado

<ul style="list-style-type: none"> ● Chicken farm (feed, slaughter) ● Cutting sod ● Feeding livestock and poultry ● Irrigating fields ● Nurseries/green house (transplant, pruning) ● Poultry, turkey/chicken farm ● Bird Seed Processing Plant ● Cannery (canning, sorting) ● Fruit Orchards ● Grape Vineyards ● Hog Farm ● Lamb Farm ● Mushroom Plant ● Potato Plant ● Sheep Farm ● 	<ul style="list-style-type: none"> ● Cultivating fields ● Dairy farm (feed, milk) ● Feedlot (feeding, caring for) ● Forestry (planting, pruning, harvesting) ● Loading trucks (fields) ● Planting/plowing fields ● Preparing soil for planting crops ● Sheep shearing ● Food plant (processing) ● Grainer's ● Honey Bee Farm ● Bison Farm ● Pickle Plant ● Sod Farm ● ● ● ●
●	●
●	●
●	●

Crops and Agricultural Activities by Migrant Program Area

West Central Region – Western Part of Colorado

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

North Central Region – Northern Part of Colorado

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

Metro I & II Region – Colorado Metro Area

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

Northwest Region – Northern Part of Colorado

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

Northeast Region – Northeastern Part of Colorado

- Vegetables: beans, beets, corn, cucumbers, onions, pickles, potatoes, pumpkins
- Seeds: sunflowers, beans, beets, corn, onions

2008 COLORADO IDENTIFICATION & RECRUITMENT DRAFT GUIDEBOOK Last revision 9.18.2008

Grains: alfalfa, barley, hay, sorghum, wheat
Other: irrigating, preparing fields, sugar factory, planting, plowing, loading, Meat Packing Plant, feedlots, greenhouses/nurseries, dairy, and hog farms, sod farm, poultry farm, and vegetable shed
Livestock: Cattle, Hogs, Chickens, Baby Calves, Goats, Sheep

Southwest Region – Southwestern Part of Colorado

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

Southeast Region – Southern Part of Colorado

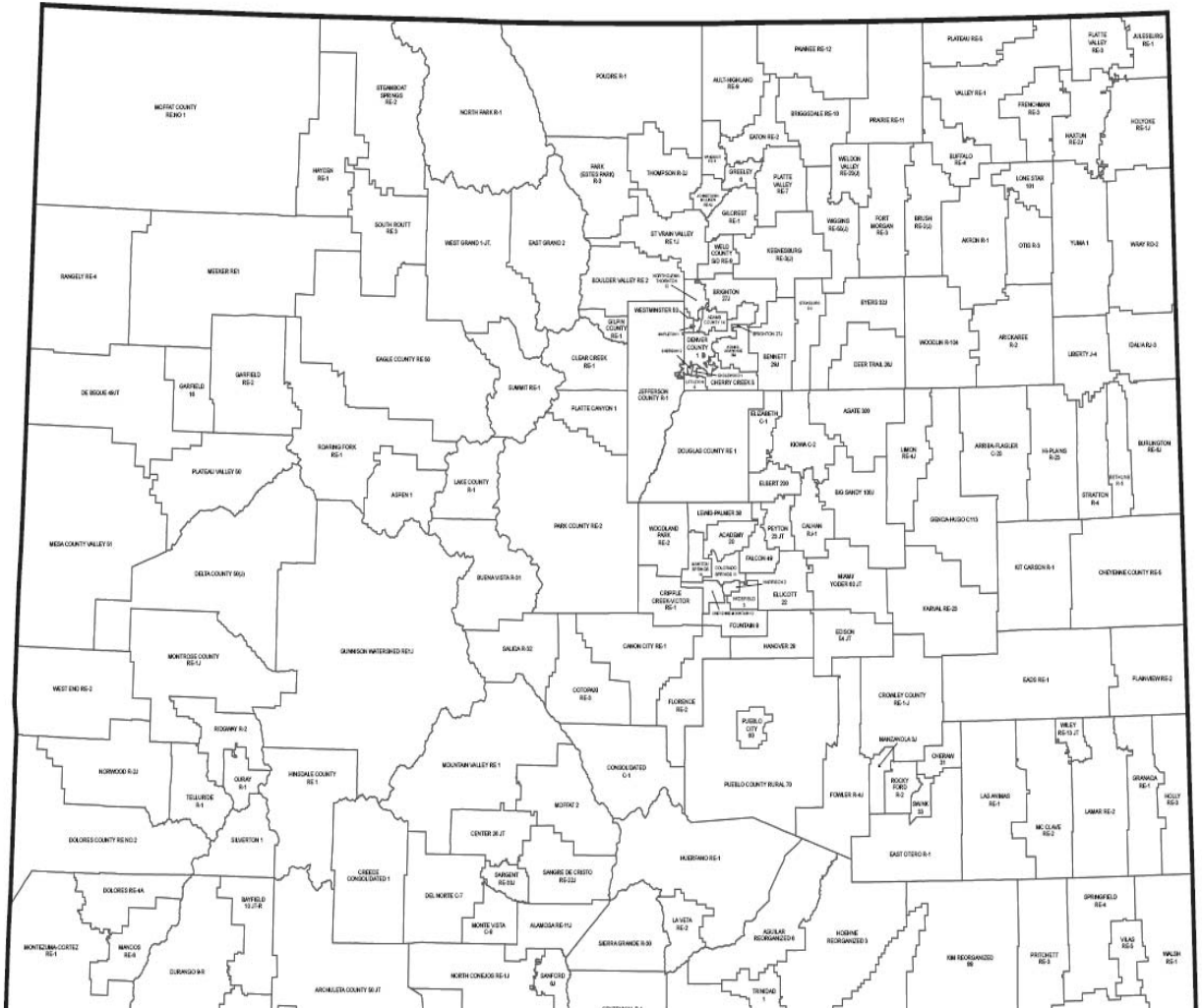
Vegetables: asparagus, cabbage, carrots, chili, corn, cucumbers, lettuce, onions, peppers, pumpkins, radishes, spinach, squash, tomatoes, turnips, trees
Fruits: cantaloupe, watermelons
Grains: alfalfa, hay, wheat, Milo, , barley
Other: cultivating, cutting sod, irrigating, preparing fields, planting,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

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

Colorado County Map

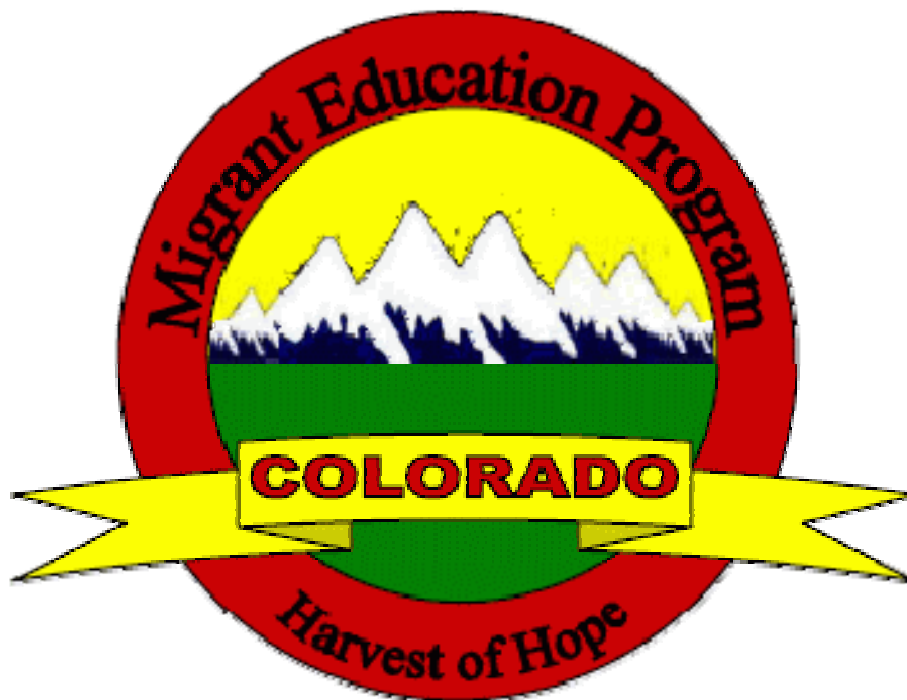


Colorado School District Map



SECTION VI

IDENTIFICATION & RECRUITMENT RESOURCES, FORMS, TOOLS



STATE NAMES, TERRITORIES AND POSSESSIONS: ABBREVIATIONS

USA

<u>Name</u>		<u>Name</u>		<u>Name</u>		<u>Name</u>	
Alabama	AL	Idaho	ID	Montana	MT	Rhode Island	RI
Alaska	AK	Illinois	IL	Nebraska	NE	South Carolina	SC
Arizona	AZ	Indiana	IN	Nevada	NV	South Dakota	SD
Arkansas	AR	Iowa	IA	New Hampshire	NH	Tennessee	TN
California	CA	Kansas	KS	New Jersey	NJ	Texas	TX
Canal Zone	CZ	Kentucky	KY	New Mexico	NM	Utah	UT
Colorado	CO	Louisiana	LA	New York	NY	Vermont	VT
Connecticut	CT	Maine	ME	North Carolina	NC	Virginia	VA
Delaware	DE	Maryland	MD	North Dakota	ND	Virgin Islands	VI
District of Columbia	DC	Massachusetts	MA	Ohio	OH	Washington	WA
Florida	FL	Michigan	MI	Oklahoma	OK	West Virginia	WV
Georgia	GA	Minnesota	MN	Oregon	OR	Wisconsin	WI
Guam	GU	Mississippi	MS	Pennsylvania	PA	Wyoming	WY
Hawaii	HI	Missouri	MO	Puerto Rico	PR		

<u>MEXICO</u>		<u>MEXICO</u>		<u>CANADA</u>	
<u>Name</u>		<u>Name</u>		<u>Name</u>	
Aguascalientes	AG	Morelos	MR	Alberta	AB
Baja California Norte	BN	Nayarit	NA	British Columbia	BC
Baja California Sur	BS	Nuevo León	NL	Manitoba	MB
Campeche	CM	Oaxaca	OA	New Brunswick	NB
Coahuila	CU	Puebla	PU	Newfoundland	NF
Colima	CL	Querétaro	QE	Northwest Territories	NT
Chiapas	CS	Quintana Roo	QI	Nova Scotia	NS
Chihuahua	CH	San Luis Potosi	SL	Ontario	ON
Distrito Federal	DF	Sinaloa	SI	Prince Edward Island	PE
Durango	DG	Sonora	SO	Providence of Quebec	PQ
Guanajuato	GT	Tabasco	TB	Saskatchewan	SK
Guerrero	GR	Tamaulipas	TM	Yukon Territory	YT
Hidalgo	HG	Tlaxcala	TL		
Jalisco	JA	Vera Cruz	VE		
México (State)	MX	Yucatán	YU		
Michoacán	MC	Zacatecas	ZA		

Mexico Cities, States and Villages

ALPHABETIZED BY CITY/VILLAGE

City/Village	State
Abalá	YU
Abasolo	GT
Abasolo	TM
Acahualco	MX
Acambaro	GT
Acambay	MX
Acanceh	YU
Acaponeta	NA
Acapulco	GR
Acateno	PU
Acatepec	PU
Acatlán	GR
Acatlán	HG
Acatlán	JA
Acatlán	OA
Acatlán	PU
Acatlipa	MR
Acatzingo	PU
Acayuca	HG
Acayucan	VE
Acolman	MX
Aconchi	SO
Acoxochitlán	HG
Actopan	HG
Acuaco	PU
Acuitzio	MC
Aculco	MX
Agiabampo	SO
Agua Blanca	MC
Agua Caliente	CH
Agua Caliente	JA
Agua Prieta	SO
Agua Zarca	SO
Agua Caliente	SI
Aguascalientes	AG
Aguililla	MC
Agujita	CU
Ahome	SI
Ahuacatitlan	MR
AhuAcatlán	NA
Ahuacoutzingo	GR
Ahualulco	JA
Ahualulco	SL
Ahuazotec	PU
Ahuehuetzingo	PU
Ahuichila	CU
Ajacuba	HG
Ajjijc	JA
Akimal	QI

City/Village	State
Alaguinés	SL
Alamo	VE
Alamos	SO
Alazán	VE
Aldama	CH
Aldama	TM
Algodones	BC
Allende	CU
Allende	NL
Allende	VE
Almaya	MX
Almoloya de Juárez	MX
Almoloya del Río	MX
Alpoyeca	GR
Alpoyeca	MR
Altamira	TM
Altamirano	CS
Altar	SO
Altata	SI
Altepexi	PU
Alto del Moralito	VE
Altotonga	VE
Alvarado	VE
Alvaro Obregón	MC
Alzada	CL
Almacuzac	MR
Almanalco	MX
Almatenango del Valle	CS
Amatepec	MX
Amatlán	NA
Amatlán	OA
Amayuca	MR
Amealco	QE
Ameca	JA
Amecameca	MX
Ameyalco	MX
Amomolulco	MX
Amozoc	PU
Amuzgos	OA
Anáhuac	TM
Angahuan	MC
Angamacutiro	MC
Angangueo	MC
Angostura	SI
Angostura	SL
Anteojitos	NL
Antiguo Morelos	TM
Anton Lizardo	VE
Apaseo el Alto	GT

ALPHABETIZED BY CITY/VILLAGE

City/Village	State
Apatzingán	MC
Apaxco	MX
Apatxla	GR
Apitpac	CS
Apizaco	TL
Apodaca	NL
Áporo	MC
Apozol	ZA
Apulco	HG
Aquila	MC
Aquiles Serdán	CH
Aqixtla	PU
Arandas	JA
Arcelia	GR
Arenaol	JA
Arista	SL
Arizpe	SO
Armería	CL
Arnaga	CL
Arniga	CS
Aro de Rosales	MC
Arroyo de Agua	CH
Arroyo Seco	BC
Arroyo Zarco	MX
Arteaga	CU
Arteaga	MC
Arzampa	PU
Acencion	CH
Atenzingo	PU
Atenco	MX
Atenquique	JA
Atlilalaquia	HG
Atizapán	MX
Atlacomulco	MX
Atlatlahuca	MX
Atlatlahucan	MR
Atlatonga	MX
Atlixco	PU
Atongo	NL
Atotonilco	MR
Atotonilco	PU
Atotonilco	TL
Atotonilco el Alto	JA
Atoyac	GR
Atoyac	JA
Atzacualco	MX
Atzacualoya	GR
Autlán	JA

City/Village	State
Axo Chiapan	MR
Ayoqueco	OA
Ayotla	MX
Ayutla	JA
Ayotlán	JA
Azacapotzalco	DF
Azoyú	GR
Bavícora	CH
Baca	YU
Baca dé Huachi	SO
Bacalar	QI
Bacanora	SO
Bacerac	SO
Bachimba	CH
Bachiniva	CH
Bacoachi	SO
Bacobampo	SO
Bácum	SO
Badiraguato	SI
Bahía Asunción	BS
Bahía de los Angeles	BC
Bahía de San Carlos	SO
Bahía de Tortugas	BS
Bahía Kino	SO
Bahuichivo	CH
Balancan de Dominguez	CS
Bamoa	SI
Banámichi	SO
Banderas	CH
Barra de la Cruz	OA
Barra de Navidad	JA
Barra de Tonalá	VE
Barrientos	MX
Barroteran	CU
Bassoco	MX
Batopilas	CH
Bavícora	SO
Babispe	SO
Bayas	DG
Becal	CM
Becanchen	YU
Bejucos	MX
Bella Unión	CU
Bellavista	NA
Benjamin Hill	SO
Benstein	PU
Bermejillo	DG
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	BC
Buenaventura	CH	Catazaja	CS
Buenavista	CS	Catemaco	VE
Buenavista	SL	Catorce	SL
Buenavista Tomatlan.....	MC	Cuautla	JA
Burgos	TM	Cayal	CM
Bustamante	NL	Cazones	VE
Cabeceras	CU	Ceballos	DG
Cabo San Lucas	BS	Celoollas	DG
Caborca	SO	Cedillos	CH
Cabullona	SO	Cedral	MX
Cacalotan	SI	Cedral	SL
Cadereyta	NL	Celaya	GT
Cadereyta	QE	Celestún	YU
Caimanero	SI	Celulosa	CH
Cajones	MX	Cerocahui	CH
Calderitas	QI	Cerralvo	NL
Caleta de Campos	MC	Cerritos	SL
Calimaya	MX	Cerro de Ortega	CL
Calmalli	BC	Cerro Gordo	DG
Calpulapan	TL	Cerro Gordo	MX
Calvillo	AG	Cetcingo	GR
Camalú	BC	Chable	CS
Camargo	TM	Chahuites	OA
Camotlán	OA	Chalcatongo	OA
Campeche	CM	Chalchiuites	ZA
Cananea	SO	Chalco	MX
Canatlán	DG	Chalma	MX
Cancún	QI	Chamela	JA
Candela	CU	Champotón	CM
Candelaria	CM	Chapa de Moto	MX
Canoas	SL	Chapala	JA
Canutillo	DG	Chapalilla	NA
Carácuaro	MC	Chapingo	MX
CapiRío	MC	Chapopote	VE
Capultitlán	MX	Chapulco	PU
Carapan	MC	Chapultepec	MR
Carbó	SO	Chapuluacán	HG
Cardel	VE	Charapan	MC
Cárdenas	SL	Charay	SI
Cárdenas	TB	Charcas	SL

ALPHABETIZED BY CITY/VILLAGE

City/Village	State
Chavarria	MR
Chavez	CU
Chemax	YU
Chencoyi	CM
Cherán	MC
Chetumal	QI
Chiapa de Corzo	CS
Chiautla de Tapis	PU
Chichen Itza	YU
Chiconautla	MX
Chicontepec	VE
Chicxulub	YU
Chietla	PU
Chignahuapan	PU
Chihuahua	CH
Chila de la Sal	PU
Chilapa	GR
Chilapa de Diaz	OA
Chilmalhuacán	MX
Chilpancingo	GR
Chiltepec	OA
Chimalpa	MX
China	CM
China	NL
Chinacates	DG
Chinconcuac	MR
Chipilo	PU
ChirRíones	SO
Choix	SI
Cholula	PU
Chontalpa	TB
Churumuco	MC
Cibuta	SO
Ciénega	DG
Ciénega de Flores	NL
Cieneguillas	MX
Cihuatlán	JA
Cintalpa	CS
Ciudad Acuña	CU
Ciudad Alemán	TM
Ciudad Alemán	VE
Ciudad Altamirano	MC
Ciudad Anáhuac	NL
Ciudad Camargo	CH
Ciudad Constitución	BS
Ciudad Cuauhtémoc	CS
Ciudad del Campo	MX
Ciudad del Carmen	CM

City/Village	State
Ciudad del Maíz	SL
Ciudad Guerrero	CH
Ciudad Guzmán	JA
Ciudad Hidalgo	CS
Ciudad Hidalgo	MC
Ciudad Ixtepec	OA
Ciudad Jiménez	CH
Ciudad Juárez	CH
Ciudad Madero	TM
Ciudad Mendoza	VE
Ciudad Monte	TM
Ciudad Obregón	SO
Ciudad Pemex	TB
Ciudad Sahagún	HG
Ciudad Santos	SL
Ciudad Serdán	PU
Ciudad Valles	SL
Ciudad Victoria	TM
Coacalco	MX
Coacoyunga	PU
Coahuayana	MC
Coahuila	SO
Coajomulco	MX
Coalcomán	MC
Coatepec	MX
Coatepec	VE
Coatepec Harinas	MX
Coatetelco	MR
Coatzacoalcos	VE
Coatzingo	PU
Coba	QI
Cocoyoc	MR
Cocoyotla	MR
Cocula	JA
Coeneo	MC
Cohuibampo	SI
Colima	CL
Colomo	CL
Colnett	BC
Colonia	HG
Colonia Alvaro Obregón	CH
Colonia Búfalo	CH
Colonia Gonzales Ortega	ZA
Colonia Guerrero	BC
Colonia Militar	SO
Colonia Nueva Delicias	CH
Colonia Unesco	CS
Colonia Yucatán	YU

ALPHABETIZED BY CITY/VILLAGE

City/Village	State
ColorInés	MX
Colotlán	JA
Colotlipa	GR
Comacalco	TB
Comanja	MC
Comitan	CS
Comonfort	GT
Compostela	NA
Concepción del Oro	ZA
Concho	CH
Concordia	SI
Coneto de Comonfort	DG
Contreras	DF
Córdoba	VE
Coronel	TM
Corralejo	GT
Corralitos	CH
Cortazar	GT
Coruco	MX
Cosala	SI
Cosamaloapan	VE
Coscomatepec	VE
Cosío	AG
Costa de Careyes	JA
Costa Rica	SI
Costa Rica	SO
Cotija	MC
Coyame	CH
Coyote	CU
Coyotepec	MX
Coyuca de Benítez	GR
Coyuca de Catalán	GR
Creel	CH
Crucero Juárez	CU
Cruillas	TM
Cruz Grande	GR
Cuajinicuilapa	GR
Cuantitlan	MX
Cuatepin	GR
Cuatro Caminos	MD
CuatroCiénegas	CU
Cauhtémoc	CH
Cuatepec	HG
Cuautitlan	MX
uautla	MR
Cuautlixco	MR
Cucurpe	SO
Cuencamé	DG

City/Village	State
Cuerámara	GT
Cuernavaca	MR
Cuetzaián	PU
Cuicatlán	OA
Cuichapa	VE
Cuitláhuac	VE
Cuitzeo	MC
Culiacan	SI
Culiacancito	SI
Cumpas	SO
Cusarare	CH
Cuyamaloya	HG
Cuyutlán	CL
Danxho	MX
Delicias	CH
Dimas	SI
Dinamita	DG
Doctor Belisario Dominguez	CH
Dolores Hidalgo	GT
Don Martín	CU
Donato Guerra	MX
Dongu	MX
Dos Aguas	MC
Doxhev	HG
Dr. Arroyo	NL
Dr. Coss	NL
Dr. González	NL
Dublan	CH
Durango	DG
Dzilbalchén	CM
Dzidzantún	YU
Dzilam de Bravo	YU
Dzilam González	YU
Dzitas	YU
Dziuche	QI
E. Montes	QI
Ecatepec Morelos	MX
Ejido de los Heroes de la Indépendencia	BC
Ejido Erendira	BC
Ejido Puebla	BC
Ejutla	OA
El Alamo	BS
El Arco	BC
El Bañito	SL
El Bosque	CS
El Bosque	MX
El Calabazal	ZA
El Rincón	JA

ALPHABETIZED BY CITY/VILLAGE

City/Village	State
El Carmen	PU
El Carrizal	SO
El Carrizo	SI
El Cercado	NL
El Charquillo	SL
El Chilicote	CH
El Cuyo	YU
El Datil	SO
El Descanso	BC
El Desemboque	SO
El Divisadero	CH
El Ebano	SL
El Eorado	SI
El Espia	CH
El Fuerte	SI
El Fuerte	ZA
El Gallo	SI
El Golfo de Santa Clara	SO
El Grullo	JA
El Higo	VE
El Higueron	MR
El Huizache	SL
El Jabalí	CL
El Jocote	CS
El Limón	JA
El Limón	NA
El Limón	TM
El Mayorazgo	MX
El Mogote	GR
El MorRíor	CH
El Mulato	CH
El Mulato	TM
El Naranjo	GR
El Naranjo	SL
El Naranjo	HG
El Ocote	HG
El Ocotito	GR
El Oeseo	SO
El Oro	CU
El Oro de Hidalgo	MX
El Palmito	DG
El Palmito	SI
El Porvenir	CH
El Progreso	BC
El Quelite	SI
El Refugio	BS
El Refugio	HG

City/Village	State
El Camarón	OA
El Rosal	MX
El Rosario	BC
El Salitre	MX
El Salto	DG
El Salto	MX
El Salvador	MX
El Salvador	ZA
El Sauz	CH
El Sauzal	BC
El Seco	PU
El Socorro	BC
El Sueco	CH
El Sumidero	CS
El Tejón	TM
El Tigre	CH
El Topo	BC
El Triunfo	BS
El Triunfo	TB
El Tuito	JA
El Tule	OA
El Vergel	CH
El Zape	DG
El Zapote	MC
Elota	SI
Emiliano Zapata	CS
Emiliano Zapata	CU
Emiliano Zapata	MR
Empalme	TM
Empalme	SO
Encarnación de Días	JA
Ensenada	BC
Entroque Axixintla	GR
Entroque El Huizache	SL
Epatlán	PU
EpAzoyúcan	HG
Erendia	MC
Escalón	CH
Escárgeca	CM
Escondida	SO
Esqueda	SO
Escuiapa	SI
Escuintla	CS
Esmeralda	DG
Españita	TL
Esperanza	SO
Espita	YU

ALPHABETIZED BY CITY/VILLAGE

City/Village	State
Huejutla	HG
Huépac	SO
Huetamo	MC
Hueyapan	MR
Hueyotlipan	TL
Huichapan	HG
Huichihuayan	SL
Huimanguillo	TB
Huitzilac	MR
Huitzo	OA
Huitzuco	GR
Huivalai	SO
Huixquilucan	MX
Huixtla	CS
Hunucmá	YU
Ignacio de la Llave	VE
Ignacio Zaragoza	CH
Iguala	GR
Imuris	SO
Indaparapeo	MC
Indé	DG
Irapuato	GT
Irimbo	MC
Irolo	HG
Isla	VE
Isla Aguada	CM
Iturbide	CM
Iturbide	MX
Iturbide	NL
Ixcamilpa	GR
Ixcateopan	GR
Ixcauixtla	PU
Ixmiquilpan	HG
Ixtapa	CS
Ixtapa	GR
Ixtapalapa	DF
Ixtapan de la Sal	MX
Ixtapan del Oro	MX
Ixtapantongo	MX
Ixtlahuaca	MX
Ixtlahuacán del Río	JA
Ixtlán de Juárez	OA
Ixtlán de los Hervores	MC
Ixtlán del Río	NA
Izamal	YU
Izucar de Matamoros	PU
J. Coloma	TB
J.G. Aguilera	DG

City/Village	State
Jacala	HG
Jacona	MC
Jaimes	TM
Jairpo	MC
Jajalpa	MX
Jala	NA
Jalapa	TB
Jalapa	VE
Jalapa de Diaz	OA
Jalapa del Márquez	OA
Jalcocotán	NA
Jalisco	NA
Jalostotitlán	JA
Jalpa	ZA
Jalpa de Méndez	TB
Jalpan	QE
Jaltipan	VE
Jamiltepec	OA
Jamulco	NA
Janateteleo	MR
Janos	CH
Jaralillo	JA
Jasso	HG
Jaulillas	PU
Jaumave	TM
Jazmin	MX
Jerécuaro	GT
Jeréz de García Salinas	ZA
Jesús Carranza	VE
Jilotepec	MX
Jiménez	TM
Jiquilpan	MC
Jiquipilco	MX
Jitotol	CS
Joachin	VE
Jocotepec	JA
Jocotitlán	MX
Jojutla	MR
Joquicingo	MX
Juan Aldama	ZA
Juan Diaz Covarrubias	VE
Juan Rodríguez Clara	VE
JuanAcatlán	JA
Juárez	CH
Juatlaco	MX
Juchatengo	OA
Juchipila	ZA
Juchitán	GR

ALPHABETIZED BY CITY/VILLAGE

City/Village	State
Juchitán	JA
Juchitán	OA
Juchitlán	JA
Juitepec	MR
Julimes	CH
Jungapeo	MC
Juventino Rosas	GT
Kanasín	YU
Kantunil	YU
Kinchil	YU
La Ascensión	NL
La Barca	JA
La Barra	VE
La Boquilla	PU
La Bufa	CH
La Bufadora	BC
La Cadena	DG
La Capilla	OA
La Cima	DF
La Ciudad	DG
La Colorada	SO
La Concordia	HG
La Cruz	SI
La Cuesta	CU
La Cuesta	DG
La Escondida	NL
La Esmeralda	CU
La Flor	DG
La Fundación	MR
La Gavia	NL
La Gloria	NL
La Granja	VE
La Huacana	MC
La Huerta	JA
La Jarita	NL
La Junta	CH
La Labor	NA
La Marquésa	MX
La Mesa	VE
La Mimbrera	DG
La Mira	MC
La Mula	CH
La Orilla	MC
La Paz	BS
La Paz	NL
La Paz	SL
La Perla	CH
La Pesca	TM

City/Village	State
La Piedad	MC
La Placita	MC
La Poza Grande	BS
La Puerta	BC
La Purísima	BS
La Quemada	GT
La Resolana	DG
La Rosa	CU
La Rosita	CU
La Rumorosa	BC
La Saucedá	CU
La Saucedá	GT
La Soledad	NL
La Tinaja	PU
La Trinitaria	CS
La Unión	GR
La Unión	QI
La Vega	JA
La Venta	DF
La Ventosa	OA
La Ventura	CU
La Viga	SL
La Zarca	DG
Lagos de Moreno	JA
Lagunillas	GR
Lagunillas	MR
Lampazos	NL
Landa de Matamoros	QE
Las Anacuás	NL
Las Bocas	SO
Las Cañas	MC
Las Choapas	VE
Las Cruces	BS
Las Cruces	CS
Las Cruces	GR
Las Delicias	CU
Las Estacas	MR
Las Estancias	CU
Las Mangas	CU
Las Margaritas	CS
Las Nieves	DG
Las Norias de Conde	SL
Las Palomas	CH
Las Peñas	MC
Las Piedras	NA
Las Tablas	SL
Las Varas	CH
Las Varas	NA

ALPHABETIZED BY CITY/VILLAGE

City/Village	State
Las Vigas	VE
Lázaro Cárdenas	CH
Lázaro Cárdenas	MC
Lecheria	MX
Ledón	BC
León	GT
León Fonseca	SI
León Guzmán	DG
Léona Vicario	QI
Lerdo	DG
Lerdo de Tejada	VE
Lerma	CM
Lerma	MX
Libre Unión	YU
Libres	PU
Limónes	MX
Limónes	QI
Linares	NL
Linos	CU
Llano Blanco	SO
Llano Enmedio	VE
Llano Grande	MX
Llera	TM
Loma Bonita	VE
Lomas del Real	TM
Loreto	BS
Loreto	ZA
Los Adames	ZA
Los Barriles	BS
Los Campos	AG
Los ChirRíones	SO
Los Herrera	DG
Los Herreras	NL
Los Hoyos	SO
Los Mochis	SI
Los Muchachos	CU
Los Mungias	TM
Los Ojitos	SI
Los Remedios	MX
Los Reyes	DF
Los Reyes	MC
Los Reyes	MX
Los Sabinos	GR
Los Sabinos	MX
Los Volcanes	JA
Luis Moya	DG
Luis Moya	ZA
Luvianos	MX

City/Village	State
M. Limónes	VE
Macho de Agua	MC
Macuiltianguis	OA
Macuspana	TB
Madera	CH
Magdalena	JA
Magdalena	SO
Majahual	QI
Malacota	MX
Malinalco	MX
Malinaltenango	MX
Malpaso	ZA
Mama	YU
Maneadero	BC
Manuel	TM
Manuel Doblado	GT
Manzanillo	CL
Mapatepec	CS
Mapimí	DG
Maravatío	MC
Marmol	SI
Mascota	JA
Matamoros	TM
Matamoros	CU
Matanzas	JA
Matatán	SI
Matehuala	SL
Matías Romero	OA
Matinez de la T.	VE
Matlapa	SL
Maxcanú	YU
Maycava	SO
Mazamitla	JA
Mazapil	ZA
Mazatán	SO
Mazatepec	MR
Mazatlán	SI
Melchor Ocampo	CU
Melchor Ocampo	MX
Mena	TL
Méndez	TM
Méndez	VE
Meoqui	CH
Meresichi	SO
Merida	YU
Mesa de San Miguel	SI
Mezquital	DG
Mesquitic	SL

ALPHABETIZED BY CITY/VILLAGE

City/Village	State
Metepec	MX
Metepec	PU
Metzquititlan	HG
Metztitlan	HG
Mexcaltitán	NA
Mexicali	BC
Mexicalzingo	MX
Mexico-Ciudad de	DF
Mextepec	MX
Mexticacán	JA
MiAcatlán	MR
Miahuatlan	OA
Mier	TM
Miguel Auza	ZA
Milpa Alta	DF
Milpas Viejas	NA
Milpillas	GR
Mina	NL
Minatitlán	CL
Minatitlán	VE
Mineral del Monte	HG
Miraflores	BS
Miraflores	MX
Misantla	VE
Mitlan	OA
Mixcoac	DF
Mixtlán	JA
Mochicahui	SI
Mochitlán	GR
Mocochoa	YU
Mocorito	SI
Moctezuma	CH
Moctezuma	SO
Mocuzan	SO
Monclova	CU
Monjas	CU
Monte Escobedo	JA
Monte Escobedo	ZA
Montemorelos	NL
Montepio	VE
Monterrey	NL
Morcillo	DG
Morconto	SI
Morelia	MC
Morelos	CU
Morelos Canada	PU
Morolón	GT
Motozintla	CS

City/Village	State
Motul	YU
Movas	SO
Moyahua	ZA
Moyotepec	MR
Mulegé	BS
Muna	YU
Múzquiz	CU
Nacimiento de los Negros	CU
Naco	SO
Nacori Chico	SO
Nacozari	SO
Nanacamilpa	TL
Nanchinal	VE
Navolato	SI
Naranjo	SI
Naranjos	VE
Naucalpan	MX
Nautla	VE
Nava	CU
Navarrete	NA
Navojoa	SO
Nayar	NA
Nazas	DG
NCP Monclova	CM
NCP Nueva Coahuila	CM
Nepantla	MX
Nextlalpan	MX
Nicolás Romero	MX
Nieves	ZA
Nochistlán	ZA
NochIxtlán	OA
Nogales	CH
Nogales	SO
Nombre de Dios	DG
Nonoava	CH
Nopala	OA
Nueva Alemania	CS
Nueva Ciudad Guerrero	TM
Nueva Rosita	CU
Nuevas Casas Grandes	CH
Nuevo Laredo	TM
Nuevo Morelos	TM
Nuevo Padilla	TM
Nuevo Progreso	TM
Nuevo Santo Tomás	MX
Nuevo X-Can	QI
Núñez	SL
Nuri	SO

ALPHABETIZED BY CITY/VILLAGE

City/Village	State
Oacalco	MR
Oakie Landing	BC
Oaxaca	OA
Oaxtepec	MR
Obayos	CU
Ocampo	CH
Ocampo	GT
Ocampo	MC
Ocampo	TM
Ocoroni	SI
Ocosingo	CS
Ocotepec	HG
Ocotepec	MR
Ocotlán	JA
Ocotlán	OA
Ocotoxco	TL
Ocoyoacac	MX
Ocozacoautla	CS
Ocuilan	MX
Ojinaga	CH
Ojitlán	OA
Ojo Caliente	ZA
Ojos Negros	BC
Ojuelos	JA
Olinála	GR
Ometepec	GR
Ometepec	PU
Opedope	SO
Opichén	YU
Opopeo	MC
Oputo	SO
Oquitoa	SO
Oriental	PU
Orizaba	VE
Orizatlan	HG
Oroz	SO
Orranteno	CH
Ortiz	SO
Otinapa	DG
Otocutia	MC
Otomba	MX
Otzoloapan	MX
Oxkutzcab	YU
Oxtotepec	DF
Ozumba	MX
Ozumbilla	MX
Pachuca	HG
Padilla	TM

City/Village	State
Paila	CU
Pajacuarán	MC
Palenque	CS
Palizada	CM
Palizada	MX
Palma Sola	VE
Palmar Chico	MX
Palmillas	TM
Palmira	SL
Palo Alto	TM
Palomares	OA
Palpan	MR
Panabá	YU
Pánuco	VE
Panzacola	TL
Papaloapan	OA
Papanoa	GR
Papantla	VE
Paracho	MC
Parácuaro	MC
Paraíso	TB
Paraje Minas	MX
Parás	NL
Paredón	CS
Parras	CU
Parrilla	DG
Pascuales	CL
Paso de Cortéz	MX
Paso de Ovejas	VE
Paso de San Juan	VE
Paso del Toro	VE
Pathe	MX
Pátzcuaro	MC
Pedernales	MC
Pedernales	CH
Pedricena	DG
Pedro Montoya	SL
Piedras Negras	CU
Peñafiel	PU
Pénjamo	BS
Pénjamo	GT
Peñón Blanco	DG
Peon	SO
Peribán de Ramos	MC
Perote	VE
Pesquería Chica	NL
Petaquillas	GR
Petatlán	GR

ALPHABETIZED BY CITY/VILLAGE

City/Village	State	City/Village	State
Petalcingo	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	YU	Reynosa	TM
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
Rincón de Romos	AG
Rincón de Tamayo	GT
Rincónada	VE
Río Bravo	TM
Río FRío	MX
Río Grande	OA
Río Grande	ZA
Río Lagartos	YU
Río Verde	SL
Rizo de Oro	CS
Rocheachic	CH
Rodeo	DG
Romita	GT
RosaRío	DG
RosaRío	SI
RosaRío Junco	CU
Rosarito	BC
Rosarito	BS
Ruiz	NA
S. Dimas	CM
S.A. Timilpan	MX
S.B. del Monte	MX
S.B. Morelos	MX
S.J. del Sitio	MX
Sabinas Hidalgo	NL
Sacramento	CU
Sahuaral	SO
Sahuaripa	SO
Sahuayo	MC
Salamanca	GT
Salinas	SL
Salina Cruz	OA
Salinas Victoria	NL
Saltillo	CU
Salto de Agua	CS
Salvatierra	GT
Samachic	CH
Samalayuca	CH
San Agustín	CH
San Agustín	BC
San Alejo	HG
San Alejo	MX
Saín Alto	ZA
San Andrés	VE
San Andrés Tuxtla	VE
San Antonio	BS
San Antonio	DG
San Antonio de los Alazanas	CU

City/Village	State
San Bartolo	BS
San Bartolo	DF
San Bartolo	DG
San Blas	CU
San Blas	NA
San Blas	SI
San Bruno	BS
San Buenaventura	CU
San Carlos	BS
San Carlos	CU
San Carlos	TM
San Cayetano	NA
San Cayetano de las Vacas	NL
San Ciro	SL
San Cristobal	TL
San Cristobal de las Casas	CS
San Diego	CH
San Diego de la Unión	GT
San Dionisio	TL
San Felipe	BC
San Felipe	GT
San Felipe de los Alzati	MC
San Felipe Progreso	MX
San Fernando	TM
San Francisco	MX
San Francisco de Borja	CH
San Francisco de los Reyes	MC
San Francisco del Oro	CH
San Francisco del Rincón	GT
San Francisco las Tablas	MX
San Gabriel	OA
San Gabriel Chilac	PU
San Hipólito	PU
San Ignacio	BS
San Ignacio	SI
San Javier	BS
San Javier	SI
San Javier	SO
San Joaquin	CM
San Jorge	BS
San José	CU
San José Atzacoyaloya	MX
San José de Comondú	BS
San José de Gracia	BS
San José de la Brecha	SI
San José de los Planes	BS
San José de Raices	NL
San José del Cabo	BS

ALPHABETIZED BY CITY/VILLAGE

City/Village	State
San José del Rincón	MX
San José Iturbide	GT
San José Purúa	MC
San José Viejo	BS
San Juan	CH
San Juan	MX
San Juan	VE
San Juan Chamula	CS
San Juan de Guadalupe	DG
San Juan de Sabinas	CU
San Juan de los Lagos	JA
San Juan de los Llanos	GT
San Juan del Río	DG
San Juan del Río	QE
San Juan Evangelista	VE
San Juanito	CH
San Juanito	NL
San Lorenzo	HG
San Lucas	BS
San Lucas	DG
San Lucas	PU
San Luis	GR
San Luis	SO
San Luis de la Paz	GT
San Luis Potosí	SL
San Luisito	SO
San Marcos	CU
San Marcos	GR
San Marcos	HG
San Martín de las Piramides	MX
San Martín Texmelccan	PU
San Miguel	CU
San Miguel	QI
San Miguel Amatepec	MX
San Miguel de Allende	GT
San Miguel de los Magueyes	MX
San Miguel el Alto	JA
San Miguel Regla	HG
San Pedro	BS
San Pedro	OA
San Pedro Cholula	MX
San Pedro de las Colonias	CU
San Pedro Limón	MX
San Quintín	BC
San Rafael	MX
San Rafael	SO
San Rafael	VE
San Roberto	NL

City/Village	State
San Roque	BS
San Salvador	PU
San Sebastian	VE
San Simón	BC
San Simón	MX
San Tiburcio	ZA
San Vicente	BC
Sánchez Magallanes	TB
Santa Ana	SO
Santa Ana Chiautempan	TL
Santa Anita	BS
Santa Barbara	CH
Santa Catarina	BC
Santa Catarina	NL
Santa Catarina	SL
Santa Clara	DG
Santa Clara	HG
Santa Clara	MX
Santa Clara	YU
Santa Cruz	CU
Santa Cruz	NA
Santa Cruz Huatulco	OA
Santa Elena	YU
Santa Engracia	TM
Santa Inés	BC
Santa Isabel	NA
Santa Maria del Monte	MX
Santa Maria del Oro	NA
Santa Maria del Río	SL
Santa Maria Zacatepec	PU
Santa Mónica	HG
Santa Rita	BS
Santa Rosa	GT
Santa Rosa	JA
Santa Rosa	QI
Santa Rosa	SO
Santa Rosa	TL
Santa Rosa de Jauregui	QE
Santa Rosalía	BS
Santiago	BS
Santiago Acutzilapan	MX
Santiago Astata	CS
Santiago de la Peña	VE
Santiago Ixcuintla	NA
Santiago Papasquiaro	DG
Santiago Tianguistengo	MX
Santiago Tuxtla	VE
Santiago Yosundua	OA

ALPHABETIZED BY CITY/VILLAGE

City/Village	State
Santo Domingo	SL
Santo Tomás	BC
Santo Tomás	HG
Santo Tomás Apipilhuasco	MX
Saric	SO
Sasabe	SO
Sauceda	ZA
Saucillo	CH
Sauta	NA
Sayula	JA
Sayula	VE
Sayulita	NA
Senguio	MC
Sesvania	BC
Seybaplaya	CM
ShIndéjo	MX
Sierra Mojada	CU
Sihochac	CM
Sila de Vega	OA
Silao	GT
Silvituc	CM
Simojovel	CS
Sinaloa de Leyva	SI
Singuilucan	HG
Sinoquipe	SO
Siqueros	SI
Sisal	YU
Soledad	HG
Soledad	SL
Soledad de Doblado	VE
Solis	MX
Soltepec	TL
Solusuchiapa	CS
Sombrerete	ZA
Sonorita	SO
Sontecomapan	VE
Soto la Marina	TM
Soyalo	CS
Soyaniquilpan	MX
Soyopa	SO
Suchixtepec	OA
Sucila	YU
Sultepec	MX
Suma	YU
Tabasco	ZA
Tacámbaro	MC
Tacotalpa	TB
Tacuba	MX

City/Village	State
Tajitos	SO
Tala	JA
Talchaquillo	YU
Talismán	CS
Talpa de Allende	JA
Tamán	SL
Tamaseno	TM
Tamasopo	SL
Tamazula	JA
Tamazulapan	OA
Tamazunchale	SL
Tamiahua	VE
Tampico	TM
Tampico Alto	VE
Tamuín	SL
Tanacuayalab	SL
Tangancícuaro	MC
Tanguian	SL
Tantoyuca	VE
Tapachula	CS
Tapalpa	JA
Tapanatepec	OA
Tapaxco	MX
Taretan	MC
Tasquillo	HG
Tatetla	PU
Taxco	GR
Teabo	YU
Teacalco	TL
Teapa	TB
Tecajete	HG
Tecalitlan	JA
Tecamac	MX
Tecamachalco	PU
Tecapah	SI
Tecate	BC
Tecozantla	HG
Tecpan	GR
Tecuala	NA
Tehuacán	PU
Tehuantepec	MC
Tehuantepec	OA
Tehuétlan	HG
Tehuitzingo	PU
Tehuixtla	MR
Tejalpa	MR
Tejocotal	PU
Tejocote	MX

ALPHABETIZED BY CITY/VILLAGE

City/Village	State
Tejupilco de Hidalgo	MX
Tekax	YU
Tekik de Regil	YU
Telchac	YU
Telchac Puerto	YU
Telixtlahuaca	OA
Teloloapan	GR
Temascalapa	MX
Temascalcingo	MX
Temascaltepec	MX
Temax	YU
Temazcal	OA
Temixco	MR
Temósachi	CH
Tempoal	VE
Tenabo	CM
Tenancingo	MX
Tenango	PU
Tenango de Arista	MX
Tenapache	VE
Tenaxpa	GR
Tenosique	CS
Teocaltiche	JA
Teocelo	VE
Teoloyucan	MX
Teopantlan	PU
Teopisca	CS
Teotihuacan	MX
Teotitlán	OA
Tepakán	YU
Tepalcatepec	MC
Tepalcingo	MR
Tepatitlan	JA
Tepatlaxco	PU
Tepaxco	MX
Tepeaca	PU
Tepeapulco	HG
Tepechitlán	ZA
Tepehuanes	DG
Tepeji del Río	HG
Tepenene	PU
Tepeojuma	PU
Tepetitla	MX
Tepetlaoxtoc	MX
Tepetongo	ZA
Tepetzingo	MX
Tepexco	PU
Tepexpan	MX

City/Village	State
Tepeyanco	TL
Tepic	NA
Tepic	QI
Tepotzotlán	MX
Tepoztlán	MR
Tequexquipan	MX
Tequila	JA
Tequisquiapan	QE
Tequisquitengo	MR
Tetecala	MR
Tetela de Ocampo	PU
Tetipac	GR
Tetitlán	MX
Tetitlán	NA
Texcaltitlán	MX
Texcalyacac	MX
Texcoco	MX
Texquisistlán	OA
Teyuca	PU
Teziutlán	PU
Tezoatlán	OA
Tezontepec	HG
Tezopaco	SO
Tezoyuca	MR
Ticul	YU
Ticumán	MR
Tierra Blanca	GT
Tierra Blanca	VE
Tierra Colorada	GR
Tierra y Libertad	CS
Tihosuco	QI
Tihuatlan	VE
Tijuana	BC
Tilzapotla	MR
Tinaja	SO
Tingambato	MX
Tinguindín	MC
Tiquicheo	MC
Tlaxkokob	YU
Tixtla	GR
Tizapan el Alto	JA
Tizayuca	HG
Tizimín	YU
Tlacocomulco	HG
Tlacolula	OA
Tlacotalpan	VE
Tlacotepec	MR
Tlacotepec	OA

ALPHABETIZED BY CITY/VILLAGE

City/Village	State
Tlacotepec	PU
Tlacuitapan	JA
Tlahualillo	DG
Tlahuapan	PU
Tlahuelilpan	HG
Tlalchinol	HG
Tlalixtaquilla	GR
Tlalnepantla	MR
Tlalnepantla	MX
Tlalpan	DF
Tlalpujahuá	MC
Tlaltenango	ZA
Tlaltenchi	MR
Tlamacas	MX
Tlamanalco	MX
Tlapa	GR
Tlapacoya	HG
Tlapacoyan	VE
Tlaquepaque	JA
Tlaquiltenango	MR
Tlaltizapán	MR
Tlatlaya	MX
Tlaxcala	TL
Tlaxco	TL
Tlayacapan	MR
Tlayecac	MR
Tlazala	MX
Tlazazalca	MC
Tobarito	SO
Tocumba	MC
Todos Santos	BS
Tolimán	QE
Toluca	MX
Tomatlán	JA
Tonalá	CS
Tonatico	MX
Tonatzintla	PU
Tonaya	JA
Tonichi	SO
Tonila	JA
Topia	DG
Topilejo	DF
Topolobampo	SI
Torreon	CU
Tosanachi	CH
Totalco	VE
Totimehuacan	PU
Totlamajac	MX

City/Village	State
Totolapan	MR
Totolmaloya	MX
Tototal	JA
Trancoso	ZA
Tres Cumbres	MR
Tres Palos	GR
Tres Valles	VE
Trincheras	SO
Tubutama	SO
Tula	HG
Tula	TM
Tulancingo	HG
Tulantepec	HG
Tulcingo	PU
Tultengo	HG
Tultepec	MX
Tultitlán	MX
Tulum	QI
Tulyehualco	DF
Tumbala	CS
Tunkás	YU
Turicachi	SO
Tuxcacuesco	JA
Tuxpan	JA
Tuxpan	MC
Tuxpan	VE
Tuxtepec	OA
Tuxtla Gutiérrez	CS
Tuzal	SL
Tuzantla	MC
Tuzpan	NA
Tzintzuntzan	MC
Tzitzio	MC
Tzacacab	YU
Uh-May	QI
Umán	YU
Unión de San Antonio	JA
Unión de Tula	JA
Ures	SO
Uriangato	GT
Uruapan	MC
Uxmal	YU
V. Cuauhtémoc	VE
V. Frontera	CU
V. Guerrero	DG
V. Hidalgo	JA
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	JA
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	Yepachi	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
Zínaparo	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

FOREIGN COUNTRIES

This list contains the proper spelling of the generic name accepted for international use by the U. S. Department of State.

This list includes nations, dependencies and areas of special sovereignty other than those of the United States of America. This list does not include U. S. Territories and possessions, although USA (code #191) is listed here for future reference.

FOREIGN COUNTRIES

COUNTRY	ABBRE.	CODE	COUNTRY	ABBRE.	CODE
Afghanistan	AFG	001	Albania	ALB	002
Algeria	ALG	003	Andorra	AND	004
Angola	ANG	005	Antigua	ANT	006
Argentina	ARG	007	Australia	AUL	008
Austria	AUS	009	Bahamas	BAH	010
Bahrain	BAI	011	Bangladesh	BAN	012
Barbados	BAR	013	Belgium	BEL	014
Belize	BEZ	015	Benin	BEN	016
Bermuda	BER	017	Bhutan	BHU	018
Bolivia	BOL	019	Botswana	BOT	020
Brazil	BRA	021	Brunei	BRU	022
Bulgaria	BUL	023	Burma	BUR	024
Burundi	BUI	025	Cameroon	CAM	026
Canada	CAN	027	Cape Verde	CAV	028
Cayman Islands	CAY	029	Central African Rep.	CAR	030
Chad	CHA	031	Chile	CHI	032
China	CHN	033	Christmas Island	CRI	034
Cocos Island (Keeling)	COC	035	Columbia	COL	036
Comoros	COM	037	Congo	CON	038
Cook Islands	CKI	039	Costa Rica	COR	040
Cuba	CUB	041	Cyprus	CYP	042
Czechoslovakia	CZE	043	Denmark	DEN	044
Djibouti	DJI	045	Dominica	DOM	046
Dominican Republic	DOR	047	Ecuador	ECU	048
Egypt	EGY	049	El Salvador	ELS	050
Equatorial Guinea	EQG	051	Ethiopia	ETH	052
Falkland Islands	FLI	053	Faro Islands	FAI	054
Fiji	FIJ	055	Finland	FIN	056
France	FRA	057	French Guiana	FGU	058

FOREIGN COUNTRIES

FOREIGN COUNTRIES

COUNTRY	ABBRE.	CODE	COUNTRY	ABBRE.	CODE
French Polynesia	FPO	059	Gabon	GAB	060
Gambia	GAM	061	East Germany	GEE	062
West Germany	GEW	063	Ghana	GHA	064
Gibraltar	GIB	065	Greece	GRE	066
Greenland	GND	067	Granada	GRN	068
Guadeloupe	GUD	069	Guatemala	GUT	070
Guernsey	GUE	071	Guinea	GUI	072
Guinea-Bissau	GUB	073	Guyana	GUY	074
Haiti	HAI	075	Honduras	HON	076
Hong Kong	HKG	077	Hungary	HUN	078
Iceland	ICE	079	India	IND	080
Indonesia	INS	081	Iran	IRA	082
Iraq	IRQ	083	Ireland	IRE	084
Isle of Man	IMN	085	Israel	ISR	086
Italy	ITA	087	Ivory Coast	IVC	088
Jamaica	JAM	089	Japan	JAP	090
Jersey	JER	091	Jordan	JOR	092
Kampuchea	KAM	093	Kenya	KEN	094
Kirbati	KIR	095	North Korea	NKO	096
South Korea	SKO	097	Kuwait	KUW	098
Laos	LAO	099	Lebanon	LEB	100
Lesotho	LES	101	Liberia	LIB	102
Libya	LIY	103	Liechtenstein	LIE	104
Luxembourg	LUX	105	Macau	MAC	106
Madagascar	MAD	107	Malawi	MAL	108
Malaysia	MAY	109	Maldives	MAV	110
Mali	MAI	111	Malta	MAT	112
Martinique	MAR	113	Mauritania	MAU	114
Mauritius	MAS	115	Mexico	MEX	116
Monaco	MON	117	Mongolia	MOG	118
Montserrat	MNT	119	Morocco	MOR	120
Mozambique	MOZ	121	Namibia	NAI	122
Nauru	NAU	123	Nepal	NEP	124
Netherlands	NET	125	Netherlands Antilles	NTA	126
New Caledonia	NCL	127	New Zealand	NEZ	128
Nicaragua	NIC	129	Niger	NGR	130
Nigeria	NGA	131	Niue	NIU	132
Norfolk Island	NFI	133	Norway	NOR	134
Oman	OMA	135	Pakistan	PAK	136
Panama	PAN	137	Papua New Guinea	PNG	138
Paraguay	PAR	139	Peru	PER	140

FOREIGN COUNTRIES

FOREIGN COUNTRIES

COUNTRY	ABBRE.	CODE	COUNTRY	ABBRE.	CODE
Philippines	PHI	141	Pitcairn Island	PIT	142
Poland	POL	143	Portugal	POR	144
Qatar	QAT	145	Reunion	REU	146
Romania	ROM	147	Rwanda	RWA	148
St. Christopher-Nevis-Anguilla	CNA	149	Saint Helena	SHL	150
Saint Lucia	STL	151	St. Pierre & Miquelon	SPM	152
St. Vincent & The Grenadines	SVG	153	Western Sahara	WSH	154
Western Samoa	WSA	155	San Marino	SAM	156
Sao Tome & Principe	STP	157	Saudi Arabia	SAU	158
Senegal	SEN	159	Seychelles	SEY	160
Sierra Leona	SIL	161	Singapore	SIN	162
Solomon Islands	SOI	163	Somalia	SOM	164
South Africa	SOA	165	Soviet Union	SOU	166
Spain	SPA	167	Spanish North Africa	SNA	168
Sri Lanka	SRL	169	Sudan	SUD	170
Suriname	SUR	171	Svalbard	SVL	172
Swaziland	SWA	173	Sweden	SWE	174
Switzerland	SWI	175	Syria	SYR	176
Taiwan	TAI	177	Tanzania	TAN	178
Thailand	THA	179	Togo	TOG	180
Tokelau	TOK	181	Tonga	TON	182
Trinidad & Tobago	TRT	183	Tunisia	TUN	184
Turkey	TUR	185	Turks & Caicos Island	TCI	186
Tuvalu	TUV	187	Uganda	UGA	188
United Arab Emirates	UAE	189	United Kingdom	UNK	190
United States of America	USA	191	Upper Volta	UPV	192
Uruguay	URU	193	Vanuatu	VAN	194
Vatican City	VAC	195	Venezuela	VEN	196
Vietnam	VIN	197	British Virgin Islands	VIB	198
Wallis & Futuna	WFT	199	Aden Yemen	ADY	200
Sansa Yemen	SAY	201	Yugoslavia	YUG	202
Zaire	ZAI	203	Zambia	ZAM	204
Zimbabwe	ZIM	205			

SECTION VII

MIGRANT EDUCATION PROGRAM REFERENCE



COMMON MIGRANT-RELATED ACRONYMS

• ADA	Average Daily Attendance
• CAMP	College Assistance Migrant Program
• CFR	Code of Federal Regulations
• COE	Certificate of Eligibility
• EDGAR	Education Department General Administrative Regulations
• ESEA	Elementary and Secondary Education Act
• FERPA	The Family Educational Rights and Privacy Act of 1974
• FTE	Full-time Equivalent
• GED	General Educational Development
• HEP	High School Equivalency Program
• IASA	Improving America's School Act
• ID	Identification
• ID&R	Identification and Recruitment
• LEA	Local Education Agency
• SEA	State Education Agency
• LEP	Limited English Proficient
• NEP	Non English Proficient
• FEP	Fluent English Proficient
• ELL	English Language Learner
• MEP	Migrant Education Program
• MOU	Memorandum of Understanding
• NCES	National Center for Education Statistics
• NCLB	No Child Left Behind
• NGS	New Generation System
• NRG	Non-regulatory Guidance
• OIG	Office of Inspector General
• OMB	Office of Management and Budget
• IEP	Individualized Educational Program
• OME	Office of Migrant Education
• PAC	Parent Advisory Council
• PFS	Priority for Services
• PPE	Per Pupil Expenditure
• QAD	Qualifying Arrival Date
• FTE	Full Time Equivalent
• CNA	Comprehensive Needs Assessment
• SBOE	State Board of Education
• USDOE	United States Department of Education
• EDEN	Educational Data Exchange Network
• RITS	Record Integration Tracking System
• EDAC	Educational Data Advisory Committee
• CONQIR	Consortium for Quality and Consistency in Identification and Recruitment
• ADE	Automated Data Exchange
• NASDME	National Association State Directors Migrant Education
• BOCES	Board of Cooperative Educational Services
• PMOL	Principal Means of Livelihood
• CELA	Colorado English Language Assessment

• CFIRS	Colorado Federal Integrated Review System
• CPIRC	Colorado Parent Information and Resource Center
• MERC	Migrant Education Resource Center
• SDP	Service Delivery Plan
• SWS	School Wide Schools
• TAS	Targeted Assisted Schools
• IDEA	Individuals with Disabilities Education Act
• COMEP	Colorado Migrant Education Program
• NSOR	No SASID On RITS
• GAO	General Accounting Office
• ESSU	Exceptional Student Services Unit
• CSPR	Consolidated State Performance Report
• CSPC	Colorado Statewide Parent Coalition
• SASID	Student Assigned State ID
• MYC	Migrant Youth Council
• ELAU	English Language Acquisitions Unit
• IMEC	Interstate Migrant Education Council
• BMEP	Binational Migrant Education Program
• CBLA	Colorado Basic Literacy Act
• CEU	Continuing Education Units (course credits)
• CPKP	Colorado Preschool and Kindergarten Program
• CCP	Colorado Preschool Program
• CRF	Colorado Reading First
• CSAP	Colorado State Assessment Program
• ECE	Early Childhood Education
• GPA	Grade Point Average
• HS	High School
• IHE	Institution of Higher Education
• LULAC	League of United Latin American Citizens
• MEES	Migrant Education Even Start
• MPAC	Migrant Parent Advisory Council
• MPO	Measurable Program Outcomes
• NCTM	National Council of Teachers of Mathematics
• PASS	Portable Assistance Study Unit (coursework)
• PD	Professional Development
• PIM	Parent Involvement Meetings
• RIF	Reading is Fundamental
• CDE	Colorado Department of Education
• TA	Technical Assistance

AGE APPROPRIATE GRADE PLACEMENT FOR LIMITED-ENGLISH PROFICIENT STUDENTS

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

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

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

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

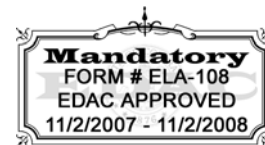
SURNAMES WITH SIMILAR SPELLING

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

Surname	Alternate Spelling(s)	Surname	Alternate Spelling(s)
A		DE LA GARZA	DE LA GARZA, DELAGARZA, DE LA PEÑA, DE LA TORRE, DE LA TORRE, DELGADILLO DELGADO DE LEON DEL BOSQUE DIAZ
ABELDANO	AVELDANO	DE LA TORRE	DE LA TORRE, DE LA TORRE, DELGADILLO DELGADO DE LEON DEL BOSQUE DIAZ
ALANIZ	ALANIS	DE LA TORRE	DE LA TORRE, DE LA TORRE, DELGADILLO DELGADO DE LEON DEL BOSQUE DIAZ
AGUIRRE	AQUIRRE	DE LA TORRE	DE LA TORRE, DE LA TORRE, DELGADILLO DELGADO DE LEON DEL BOSQUE DIAZ
ALONZO	ALONSO	DE LA TORRE	DE LA TORRE, DE LA TORRE, DELGADILLO DELGADO DE LEON DEL BOSQUE DIAZ
ALVARADO	ALBARADO	DE LA TORRE	DE LA TORRE, DE LA TORRE, DELGADILLO DELGADO DE LEON DEL BOSQUE DIAZ
ALVAREZ	ALBAREZ, ALVARES	DE LA TORRE	DE LA TORRE, DE LA TORRE, DELGADILLO DELGADO DE LEON DEL BOSQUE DIAZ
AREVALO	AREBALO	DE LA TORRE	DE LA TORRE, DE LA TORRE, DELGADILLO DELGADO DE LEON DEL BOSQUE DIAZ
AVILA	ABILA	DE LA TORRE	DE LA TORRE, DE LA TORRE, DELGADILLO DELGADO DE LEON DEL BOSQUE DIAZ
ARVIZU	ARVISU	DE LA TORRE	DE LA TORRE, DE LA TORRE, DELGADILLO DELGADO DE LEON DEL BOSQUE DIAZ
AMBRIZ	AMBRIS	DE LA TORRE	DE LA TORRE, DE LA TORRE, DELGADILLO DELGADO DE LEON DEL BOSQUE DIAZ
ARREAGA	ARIAGA	DE LA TORRE	DE LA TORRE, DE LA TORRE, DELGADILLO DELGADO DE LEON DEL BOSQUE DIAZ
ARMENDARIZ	ARMINDARIS	DE LA TORRE	DE LA TORRE, DE LA TORRE, DELGADILLO DELGADO DE LEON DEL BOSQUE DIAZ
ARZOLA	ARSOLA	DE LA TORRE	DE LA TORRE, DE LA TORRE, DELGADILLO DELGADO DE LEON DEL BOSQUE DIAZ
ANCISO	ANCIZO, ANSIZO	DE LA TORRE	DE LA TORRE, DE LA TORRE, DELGADILLO DELGADO DE LEON DEL BOSQUE DIAZ
B		ELIZONDO	ELIZONDO ESPINOSA ESQUIVEL ESPARZA URESTE EGUIA
BARBOZA	BARBOSA	ELIZONDO	ELIZONDO ESPINOSA ESQUIVEL ESPARZA URESTE EGUIA
BAZAN	BASAN	ELIZONDO	ELIZONDO ESPINOSA ESQUIVEL ESPARZA URESTE EGUIA
BAZALDUA	BASALDUA	ELIZONDO	ELIZONDO ESPINOSA ESQUIVEL ESPARZA URESTE EGUIA
BARRAZA	BERAZA	ELIZONDO	ELIZONDO ESPINOSA ESQUIVEL ESPARZA URESTE EGUIA
BENITEZ	BENITES	ELIZONDO	ELIZONDO ESPINOSA ESQUIVEL ESPARZA URESTE EGUIA
BARRON	BARON	ELIZONDO	ELIZONDO ESPINOSA ESQUIVEL ESPARZA URESTE EGUIA
C		ECHAVERRIA	ECHAVERRIA ESPIRIQUETA
CABALLERO	CAVALLERO	ECHAVERRIA	ECHAVERRIA ESPIRIQUETA
CARDOZA	CARDOSA	ECHAVERRIA	ECHAVERRIA ESPIRIQUETA
CARRANZA	CARANSA, CARANZA	ECHAVERRIA	ECHAVERRIA ESPIRIQUETA
CARRIZALES	CARRISALEZ	ECHAVERRIA	ECHAVERRIA ESPIRIQUETA
CASAREZ	CAZARES, CACERES	ECHAVERRIA	ECHAVERRIA ESPIRIQUETA
CEBALLOS	CEVALLOS	ECHAVERRIA	ECHAVERRIA ESPIRIQUETA
CEPEDA	ZEPEDA	ECHAVERRIA	ECHAVERRIA ESPIRIQUETA
SERVANTES	SERVANTES	ECHAVERRIA	ECHAVERRIA ESPIRIQUETA
CORTEZ	CORTES	ECHAVERRIA	ECHAVERRIA ESPIRIQUETA
COVARRUBIAS	COBARRUVIAS	ECHAVERRIA	ECHAVERRIA ESPIRIQUETA
CERRILLO	CIRELOS	ECHAVERRIA	ECHAVERRIA ESPIRIQUETA
D		FIGUEROA	FIGUEROA FLOREZ
DE LA CRUZ	DE LA CRUZ, DELACRUZ	FIGUEROA	FIGUEROA FLOREZ
DE LA FUENTE	DE LA FUENTE, DELAFUENTE	FIGUEROA	FIGUEROA FLOREZ
		FLORES	FIGUEROA FLOREZ
		GAMES	GAMES GODINES GOMES GONZALEZ GOVELLA GUTIERRES
		GODINEZ	GAMES GODINES GOMES GONZALEZ GOVELLA GUTIERRES
		GOMEZ	GAMES GODINES GOMES GONZALEZ GOVELLA GUTIERRES
		GONZALEZ	GAMES GODINES GOMES GONZALEZ GOVELLA GUTIERRES
		GOVEA	GAMES GODINES GOMES GONZALEZ GOVELLA GUTIERRES
		GUTIERREZ	GAMES GODINES GOMES GONZALEZ GOVELLA GUTIERRES
		H	GAMES GODINES GOMES GONZALEZ GOVELLA GUTIERRES
		HERNANDEZ	GAMES GODINES GOMES GONZALEZ GOVELLA GUTIERRES
		HERNANDEZ	GAMES GODINES GOMES GONZALEZ GOVELLA GUTIERRES
		I	GAMES GODINES GOMES GONZALEZ GOVELLA GUTIERRES
		IBARRA	GAMES GODINES GOMES GONZALEZ GOVELLA GUTIERRES
		IBARRA	GAMES GODINES GOMES GONZALEZ GOVELLA GUTIERRES
		J	GAMES GODINES GOMES GONZALEZ GOVELLA GUTIERRES
		JAIMES	GAMES GODINES GOMES GONZALEZ GOVELLA GUTIERRES
		JAIMES	GAMES GODINES GOMES GONZALEZ GOVELLA GUTIERRES
		JIMENEZ	GAMES GODINES GOMES GONZALEZ GOVELLA GUTIERRES
		JIMENEZ	GAMES GODINES GOMES GONZALEZ GOVELLA GUTIERRES



**Departamento de Educación de Colorado
Adquisición del Idioma Ingles
Programa de Educación Migrante**



Model Notification of Rights under FERPA for Elementary and Secondary Schools

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

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

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

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

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

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

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

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

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

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

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

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

Student Name	DOB	School Name	District

Parent's name: _____
(print)

Parent's signature: _____

Date: _____



**Departamento de Educación de Colorado
Adquisición del Idioma Ingles
Programa de Educación Migrante**



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

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

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

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

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

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

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

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

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

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

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

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

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

Nombre del Padre: _____
(impreso)

Firma del Padre: _____
Fecha: _____