



## **SOUTH CAROLINA PUBLIC CHARTER SCHOOL DISTRICT**

Dr. Wayne Brazell  
Superintendent

3710 Landmark Drive, Suite 201  
Columbia, SC 29204

### **Memorandum**

To: School Leaders  
Title III Coordinators  
ESOL Teachers and Staff  
Registrars/Attendance Clerks  
PowerSchool System Administrators

From: Vamshi Rudrapati, Assistant Director of Federal Programs 

Date: June 20, 2013

Re: SCPCSD Procedures for Enrolling Limited English Proficient (LEP), Migrant and Homeless Students

#### **SCPCSD Procedures for Enrolling Limited English Proficient (LEP) Students**

Federal Law requires that districts ensure that enrollment procedures and policies do not negatively impact students based on their immigrant or English-speaking status. To help ensure appropriate services and enrollment practices for LEP students, please review the following information.

- Social Security Cards or numbers are not required, nor must parents be required to present South Carolina drivers licenses or other photo ID's for access to the main office in order to enroll their children in school.
- If an enrolling student does not have a Social Security number, leave the SS# field blank. The PowerSchool system will automatically assign an identification number to that student.
- The Department of Health and Environment Control (DHEC) immunization form is required of all children; however, DHEC allows a thirty-day waiver for students to present records or begin immunizations. School nurses and office staff can assist parents that may not be aware of where their child can receive immunizations and/or may need a listing of free clinics or health resources available in the community.
- Initial grade placement should be with same-age classmates. Placing an LEP student in a lower grade is not in compliance with state guidelines.

#### **SCPCSD Procedures for Enrolling Students who are Homeless**

Unless the school is at enrollment capacity as set forth in its charter, the school shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation.

- The enrolling school shall immediately contact the school last attended by the child or youth to obtain relevant academic and other records.
- School nurses and office staff can assist parents that may not be aware of where their child can receive immunizations and/or may need a listing of free clinics or health resources available in the community.

**RECORDS-** Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained--

- (i) so that the records are available, in a timely fashion, when a child or youth enters a new school or school district; and
- (ii) in a manner consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g).

#### **SCPCSD Procedures for Enrolling Students who are Migrant**

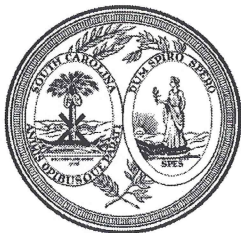
- Migrant children receive immediate enrollment (same conditions as LEP and Homeless)
- Migrant children, by having a COE automatically receive free and reduced lunch
- Migrant children will need Certificate of Eligibility (COE). All COEs need to be sent to the SCPCSD Title III coordinator

For additional information and guidance, please refer to the attached documents:

- SCDE's Enrollment & Services Memo of October 20, 2011; and the
- U.S. Department of Justice & Education's Letter of May 06, 2011.
- Page 9 from The McKinney-Vento Homeless Assistance Act Guidance; Reauthorized January 2002
- USDA Memo on USDA and MEP Categorical Eligibility for Free lunch of August 16, 2004
- Certificate of Eligibility (COE)
- MEP Eligibility Flow Model
- MEP Qualifying Examples

For additional information about services for LEP students or Homeless and Migrant, please contact your school's ESOL coordinator or a School Administrator. For further questions contact Vamshi Rudrapati, Assistant Director of Federal Programs, at (803)-734-1105 or by email [vrudrapati@sccharter.org](mailto:vrudrapati@sccharter.org).

CC: Dr. Wayne Brazell, Superintendent  
Dr. Robert Compton, Director of Federal Program and School Safety  
Dana Reed, Director of Compliance  
William James, Director of Technology Services



# STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

Mick Zais  
Superintendent

1429 Senate Street  
Columbia, South Carolina 29201

## MEMORANDUM

**TO:** District Superintendents and Principals

**FROM:** Steve Abbott  
Director, Office of Federal and State Accountability

**DATE:** October 20, 2011

**RE:** Enrollment and Services for Limited English Proficient (LEP) Students

Title I and Title III Law requires that LEAs provide appropriate services for Limited English Proficient (LEP) students. Federal law also requires LEAs to ensure that enrollment procedures and policies do not negatively impact students based on their immigrant or English-speaking status. To help ensure appropriate services and enrollment policies for LEP students please review the following information:

- The state only requires two documents as a prerequisite to the enrollment of a child in a South Carolina public school. The Department of Health and Environmental Control (DHEC) immunization form is required of all children; however, DHEC allows a thirty-day waiver for students to present records or begin immunizations. A birth certificate or other proof of age, as determined by the school district, is required for first-time enrollment of children entering kindergarten or first grade. In addition, your district may require written proof of residency. A district may not deny a student enrollment due to the lack of proof of immigration status, and a district should not request that information of the parent. Additionally, Social Security Cards or numbers are not required, nor must parents be required to present South Carolina drivers' licenses or other photo IDs for access to the main office in order to enroll their children in school.
- A home language survey must be administered to all students. Based on the information in the survey, schools must give a standardized language assessment to potential LEP students to determine needs and provide appropriate language program services.
- Initial grade placement should be with same-age classmates and LEP students should be advanced along with age-level peers. Classroom teachers should modify instruction and assignments to meet the academic and language needs of LEP students and grades should reflect these modifications. Additionally, all LEP students are eligible to participate in all age-appropriate school programs and to receive all available services.

District Superintendents and Principals

Page 2

October 20, 2011

- Once students have exited language program services, they are monitored for at least two academic years. Language program services may be reestablished if necessary.

For additional information about services for LEP students, please contact Catherine Neff, Title III, at 803-734-2880 or [cneff@ed.sc.gov](mailto:cneff@ed.sc.gov).

SA/cn

cc: ESOL Coordinators



**U.S. Department of Justice**

*Civil Rights Division*



**U.S. Department of Education**

*Office for Civil Rights  
Office of the General Counsel*

May 6, 2011

Dear Colleague:

Under Federal law, State and local educational agencies (hereinafter "districts") are required to provide all children with equal access to public education at the elementary and secondary level. Recently, we have become aware of student enrollment practices that may chill or discourage the participation, or lead to the exclusion, of students based on their or their parents' or guardians' actual or perceived citizenship or immigration status. These practices contravene Federal law. Both the United States Department of Justice and the United States Department of Education (Departments) write to remind you of the Federal obligation to provide equal educational opportunities to all children residing within your district and to offer our assistance in ensuring that you comply with the law.

The Departments enforce numerous statutes that prohibit discrimination, including Titles IV and VI of the Civil Rights Act of 1964. Title IV prohibits discrimination on the basis of race, color, or national origin, among other factors, by public elementary and secondary schools. 42 U.S.C. § 2000c-6. Title VI prohibits discrimination by recipients of Federal financial assistance on the basis of race, color, or national origin. 42 U.S.C. § 2000d. Title VI regulations, moreover, prohibit districts from unjustifiably utilizing criteria or methods of administration that have the effect of subjecting individuals to discrimination because of their race, color, or national origin, or have the effect of defeating or substantially impairing accomplishment of the objectives of a program for individuals of a particular race, color, or national origin. *See* 28 C.F.R. § 42.104(b)(2) and 34 C.F.R. § 100.3(b)(2).

Additionally, the United States Supreme Court held in the case of *Plyler v. Doe*, 457 U.S. 202 (1982), that a State may not deny access to a basic public education to any child residing in the State, whether present in the United States legally or otherwise. Denying "innocent children" access to a public education, the Court explained, "imposes a lifetime hardship on a discrete class of children not accountable for their disabling status. . . . By denying these children a basic education, we deny them the ability to live within the structure of our civic institutions, and foreclose any realistic possibility that they will contribute in even the smallest way to the progress of our Nation." *Plyler*, 457 U.S. at 223. As *Plyler* makes clear, the undocumented or non-citizen status of a student (or his or her parent or guardian) is irrelevant to that student's entitlement to an elementary and secondary public education.

To comply with these Federal civil rights laws, as well as the mandates of the Supreme Court, you must ensure that you do not discriminate on the basis of race, color, or national origin, and that students are not barred from enrolling in public schools at the elementary and secondary level on the basis of their own citizenship or immigration status or that of their parents



or guardians. Moreover, districts may not request information with the purpose or result of denying access to public schools on the basis of race, color, or national origin. To assist you in meeting these obligations, we provide below some examples of permissible enrollment practices, as well as examples of the types of information that may not be used as a basis for denying a student entrance to school.

In order to ensure that its educational services are enjoyed only by residents of the district, a district may require students or their parents to provide proof of residency within the district. *See, e.g., Martinez v. Bynum*, 461 U.S. 321, 328 (1983).<sup>1</sup> For example, a district may require copies of phone and water bills or lease agreements to establish residency. While a district may restrict attendance to district residents, inquiring into students' citizenship or immigration status, or that of their parents or guardians would not be relevant to establishing residency within the district.

A school district may require a birth certificate to ensure that a student falls within district-mandated minimum and maximum age requirements; however, a district may not bar a student from enrolling in its schools based on a foreign birth certificate. Moreover, we recognize that districts have Federal obligations, and in some instances State obligations, to report certain data such as the race and ethnicity of their student population. While the Department of Education requires districts to collect and report such information, districts cannot use the acquired data to discriminate against students; nor should a parent's or guardian's refusal to respond to a request for this data lead to a denial of his or her child's enrollment.

Similarly, we are aware that many districts request a student's social security number at enrollment for use as a student identification number. A district may not deny enrollment to a student if he or she (or his or her parent or guardian) chooses not to provide a social security number. *See* 5 U.S.C. §552a (note).<sup>2</sup> If a district chooses to request a social security number, it shall inform the individual that the disclosure is voluntary, provide the statutory or other basis upon which it is seeking the number, and explain what uses will be made of it. *Id.* In all instances of information collection and review, it is essential that any request be uniformly applied to all students and not applied in a selective manner to specific groups of students.

As the Supreme Court noted in the landmark case of *Brown v. Board of Education*, 347 U.S. 483 (1954), "it is doubtful that any child may reasonably be expected to succeed in life if he [or she] is denied the opportunity of an education." *Id.* at 493. Both Departments are committed to vigorously enforcing the Federal civil rights laws outlined above and to providing any technical assistance that may be helpful to you so that all students are afforded equal educational opportunities. As immediate steps, you first may wish to review the documents your district requires for school enrollment to ensure that the requested documents do not have a chilling effect on a student's enrollment in school. Second, in the process of assessing your compliance with the law, you might review State and district level enrollment data. Precipitous drops in the

---

<sup>1</sup> Homeless children and youth often do not have the documents ordinarily required for school enrollment such as proof of residency or birth certificates. A school selected for a homeless child must immediately enroll the homeless child, even if the child or the child's parent or guardian is unable to produce the records normally required for enrollment. *See* 42 U.S.C. § 11432(g)(3)(C)(i).

<sup>2</sup> Federal law provides for certain limited exceptions to this requirement. *See* Pub. L. 93-579 § 7(a)(2)(B).

enrollment of any group of students in a district or school may signal that there are barriers to their attendance that you should further investigate.

Please contact us if you have any questions or if we can provide you with assistance in ensuring that your programs comply with Federal law. You may contact the Department of Justice, Civil Rights Division, Educational Opportunities Section, at (877) 292-3804 or [education@usdoj.gov](mailto:education@usdoj.gov), or the Department of Education Office for Civil Rights (OCR) at (800) 421-3481 or [ocr@ed.gov](mailto:ocr@ed.gov). You may also visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the OCR enforcement office that serves your area. For general information about equal access to public education, please visit our websites at <http://www.justice.gov/crt/edo> and <http://www2.ed.gov/about/offices/list/ocr/index.html>.

We look forward to working with you. Thank you for your attention to this matter and for taking the necessary steps to ensure that no child is denied a public education.

Sincerely,

/s/

Russlynn Ali  
Assistant Secretary  
Office for Civil Rights  
U.S. Department of Education

/s/

Charles P. Rose  
General Counsel  
U.S. Department of Education

/s/

Thomas E. Perez  
Assistant Attorney General  
Civil Rights Division  
U. S. Department of Justice



*http://www.fns.usda.gov/end/Governance/policy/  
Reauthorization\_memos\_04/2004-08-16.pdf*

United States  
Department of  
Agriculture

August 16, 2004

Food and  
Nutrition  
Service

SUBJECT: Categorical Eligibility for Free Lunches and Breakfasts for Migrant  
Children

3101 Park  
Center Drive  
Alexandria, VA  
22302-1500

TO: Special Nutrition Programs  
All Regions

State Agencies  
Child Nutrition Programs  
All States

This memorandum supplements our Reauthorization Implementation Memo SP 4 (July 19, 2004) by providing additional information on identifying migrant children and on the procedures that school food authorities (SFAs) and local education agencies (LEAs) should use to coordinate with the Migrant Education Program (MEP) in order to document the categorical eligibility of migrant children for free meals.

#### Background on the Migrant Education Program

The MEP is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) and provides grants to State educational agencies. The State educational agency, in turn, makes sub-grants to LEAs and other entities to provide supplemental educational and support services to migrant children. A major goal of the MEP is to minimize the disruption caused by migrant children's frequent moves. While the full definition of a migrant child in section 1309 of ESEA is rather complicated, in general under this definition, a migrant child is one who has moved across school district lines, within the last three years, in order to accompany or join a parent or guardian who has moved to seek or obtain temporary or seasonal work in agriculture or fishing.

Please note, however, that it is not necessary for local SFA personnel to apply the ESEA definition because there are already State educational agency and local MEP staff who are responsible for identifying (and maintaining supporting documentation) as to who is an eligible migrant child under ESEA.

#### Local Level MEP Contacts

Most State educational agencies sub-grant MEP funds to local operating agencies (LOAs) to provide program services. These LOAs are typically LEAs; however, in some states, the LOAs may be regional units that administer the MEP in multiple LEAs. When an LOA/LEA receives MEP funds, a MEP coordinator is usually designated. (However, in some LEAs, a Federal program director administers multiple federal programs including the MEP). Each LEA/LOA typically identifies and recruits migrant children in their geographic area and maintains a list of eligible migrant children.



Regional Directors  
State Directors  
Page 2

### Documenting Free Meal Eligibility for Migrant Children

SFAs/LEAs should work directly with their LOA/LEA MEP coordinators or, where appropriate, the State MEP director, to identify migrant children and to document their eligibility for free school meals. SFAs/LEAs must accept documentation that the children are migrant children from the LOA/LEA MEP coordinator.

Documentation of migrant status to substantiate free meal eligibility is a dated list with each child's name and the signature of the LOA/LEA MEP coordinator or the State MEP director. This documentation is in lieu of free and reduced price meal applications and must be sought, as much as possible, prior to a household completing an application. Once documentation is obtained, the SFA/LEA must notify the household as soon as possible about the child's free meal eligibility. Any application submitted on behalf of the child would be disregarded.

It is particularly important that newly arrived migrant children in the LEA be documented and certified for free meals as promptly as possible. SFAs/LEAs need to establish procedures with the LOA/LEA MEP coordinator to assure prompt notification when a new migrant child is identified.

### Continuing Certification

Public Law 108-265 also amended the Richard B. Russell National School Lunch Act to establish that, once a child is certified as eligible to receive free or reduced price meals, eligibility remains effective for the remainder of the school year. Our policy further allows SFAs to continue a child's eligibility from the previous year for 30 operating days into the subsequent school year or until a new eligibility determination is made, whichever occurs first. Because of this and because the MEP strives to minimize a child's disruption in services and benefits, SFAs/LEAs should attempt to share the child's free meal eligibility status with the new SFA/LEA when a migrant child moves from their jurisdiction if the family knows their new location.

Please contact Rosemary O'Connell in my office if you have any questions on this guidance.

STANLEY C. GARNETT  
Director,  
Child Nutrition Division

## Side One

# SOUTH CAROLINA MIGRANT EDUCATION PROGRAM

## NATIONAL CERTIFICATE OF ELIGIBILITY

**FOR OFFICIAL USE**  
**PRINT AS A TWO-SIDED DOCUMENT**

School District: \_\_\_\_\_

| I. FAMILY DATA   |             |             |               |                           |         |                  |                          |                                     |  |  |             |                          |           |                 | MIS2000 COE I.D. # |                 |                |
|--|-------------|-------------|---------------|---------------------------|---------|------------------|--------------------------|-------------------------------------|--|--|-------------|--------------------------|-----------|-----------------|--------------------|-----------------|----------------|
| Male Parent/Guardian: Last Name _____ First Name _____   |             |             |               |                           |         |                  |                          |                                     |  | Female Parent/Guardian: Last Name _____ First Name _____ |             |                          |           |                 |                    |                 |                |
| Current Address: _____   |             |             |               |                           |         |                  |                          |                                     |  | City _____   |             | State _____              | Zip _____ | Telephone _____ |                    |                 |                |
| II. CHILD DATA   |             |             |               |                           |         |                  |                          |                                     |  |  |             |                          |           |                 |                    |                 |                |
| child<br># 1   | Last Name 1 |             |               | Last Name 2               |         |                  | Suffix                   | First Name                          |  |  | Middle Name |                          | Sex       | Birth Date      | MB Y/NA            | Birth Code      | Residency Date |
|  |             |             |               |                           |         |                  |                          |                                     |  |  |             |                          |           |                 |                    |                 |                |
| Birth City   |             | Birth State | Birth Country | Hispanic or Latino Yes/No | Race(s) | Primary Language | OSY - Years of Education | Qualifying Moves Previous 12 Months |  | LEP  | IEP         | School Name Regular Year |           | Grade           | Type               | Enrollment Date |                |
| child<br># 2   | Last Name 1 |             |               | Last Name 2               |         |                  | Suffix                   | First Name                          |  |  | Middle Name |                          | Sex       | Birth Date      | MB Y/NA            | Birth Code      | Residency Date |
|  |             |             |               |                           |         |                  |                          |                                     |  |  |             |                          |           |                 |                    |                 |                |
| Birth City   |             | Birth State | Birth Country | Hispanic or Latino Yes/No | Race(s) | Primary Language | OSY - Years of Education | Qualifying Moves Previous 12 Months |  | LEP  | IEP         | School Name Regular Year |           | Grade           | Type               | Enrollment Date |                |
| child<br># 3   | Last Name 1 |             |               | Last Name 2               |         |                  | Suffix                   | First Name                          |  |  | Middle Name |                          | Sex       | Birth Date      | MB Y/NA            | Birth Code      | Residency Date |
|  |             |             |               |                           |         |                  |                          |                                     |  |  |             |                          |           |                 |                    |                 |                |
| Birth City   |             | Birth State | Birth Country | Hispanic or Latino Yes/No | Race(s) | Primary Language | OSY - Years of Education | Qualifying Moves Previous 12 Months |  | LEP  | IEP         | School Name Regular Year |           | Grade           | Type               | Enrollment Date |                |
| III. QUALIFYING MOVE & WORK  |             |             |               |                           |         |                  |                          |                                     |  |  |             |                          |           |                 |                    |                 |                |
| <p>1. The child(ren) listed above moved from a residence in _____ / _____ / _____ / _____<br/> to a residence in _____ / _____ / _____ / _____.<br/> School District City State Country</p> <p>2. The child(ren) moved (complete both a. and b.):<br/> a. <input type="checkbox"/> on own as worker, OR <input type="checkbox"/> with the worker, OR <input type="checkbox"/> to join or precede the worker.<br/> b. The worker, _____, is the child or the child's <input type="checkbox"/> parent <input type="checkbox"/> spouse <input type="checkbox"/> guardian.<br/> First Name and Last Name of Worker<br/> i. (Complete if "to join or precede" is checked in 2a.) The worker moved on _____. The child(ren) moved on _____. (provide comment)<br/> MM/DD/YY MM/DD/YY</p> <p>3. The Qualifying Arrival Date was _____.<br/> MM/DD/YY</p> <p>4. The worker moved due to economic necessity in order to obtain:<br/> a. <input type="checkbox"/> qualifying work, and obtained qualifying work, OR<br/> b. <input type="checkbox"/> any work, and obtained qualifying work soon after the move, OR<br/> c. <input type="checkbox"/> qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:<br/> i. <input type="checkbox"/> The worker has a prior history of moves to obtain qualifying work (provide comment), OR<br/> ii. <input type="checkbox"/> There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).</p> <p>5. The qualifying work, * _____, was <input type="checkbox"/> seasonal <input type="checkbox"/> agricultural <input type="checkbox"/> fishing <input type="checkbox"/> temporary (Check all that apply).<br/> describe agricultural or fishing work</p> <p>6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:<br/> a. <input type="checkbox"/> worker's statement (provide comment), b. <input type="checkbox"/> employer's statement (provide comment), c. <input type="checkbox"/> State documentation for _____.<br/> Employer</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; width: fit-content;"> <p>* If applicable, check:<br/> <input type="checkbox"/> personal subsistence (provide comment)</p> </div> |             |             |               |                           |         |                  |                          |                                     |  |  |             |                          |           |                 |                    |                 |                |

**Side Two**
**(FOR OFFICIAL USE—PRINT AS A TWO-SIDED DOCUMENT)**
**IV. COMMENTS** (Must include 2bi, 4c, 5, 6a and 6b of the Qualifying Move & Work Section if applicable)

**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 to the interviewer is true.

Signature \_\_\_\_\_ Relationship to the child \_\_\_\_\_ Date (MM/DD/YY) \_\_\_\_\_  
 Educational use of information has been explained to me (FERPA). ☐ YES ☐ NO  
 Page attached with additional children. ☐ YES ☐ NO

**VI. LANGUAGE PROFICIENCY SURVEY** (Survey questions must be asked in English)\*\*

(Answer provided): Yes No  
 1. What is your 1st language spoken? ☐ ☐ \_\_\_\_\_  
 2. What language do you speak most often? ☐ ☐ \_\_\_\_\_  
 3. What language do you speak most often at home? ☐ ☐ \_\_\_\_\_  
 LEP: \_\_\_\_\_ Yes/No  
 \*\* Survey is based on the SC Department of Education English Language Learning Handbook's identification of Language-Minority students.

**VII. OSY STUDENT PROFILE**

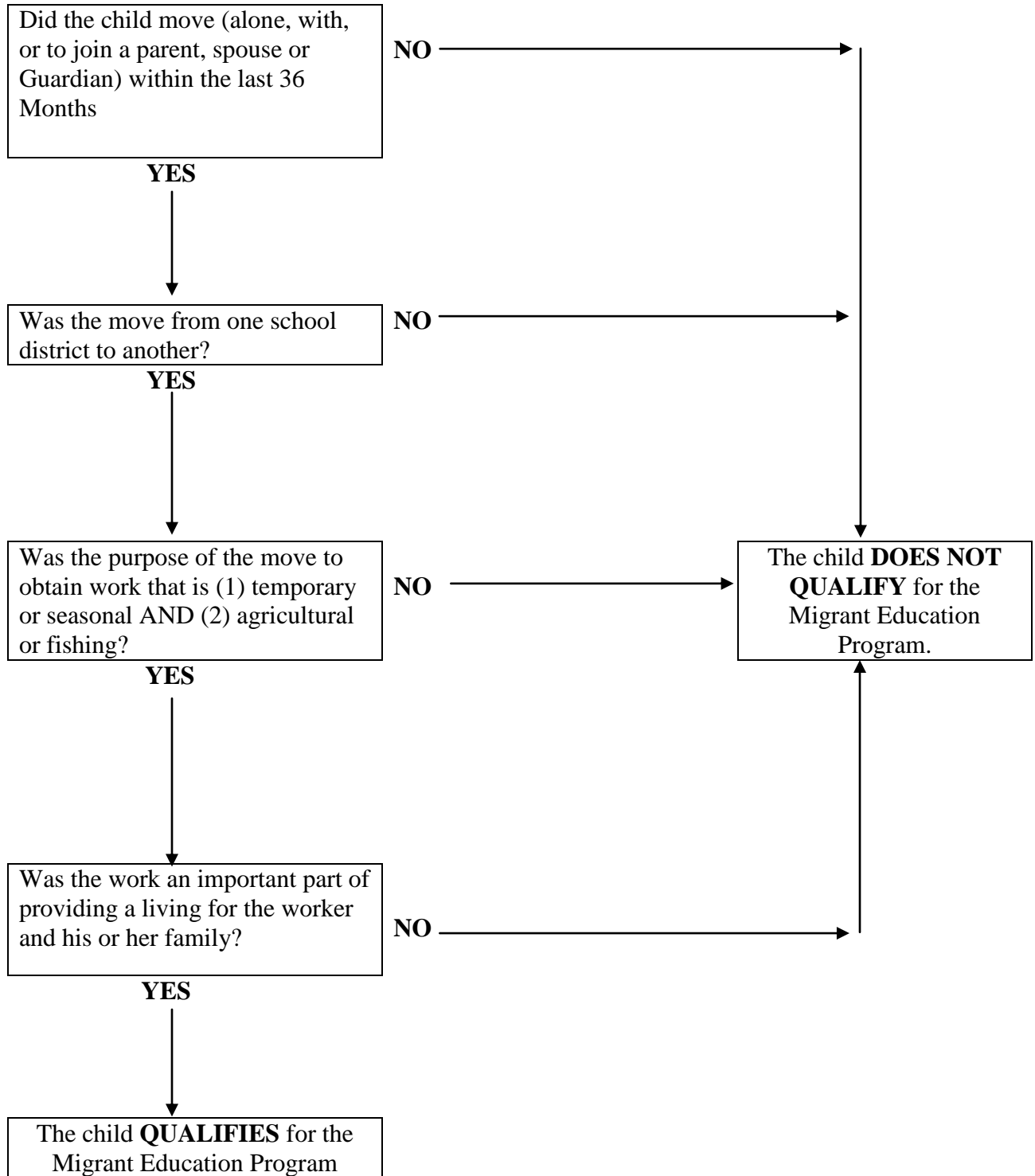
|   |  |  |  |  |   |   |   |    |   |    |
|---|--|--|--|--|---|---|---|----|---|----|
| <b>Health needs:</b> <input type="checkbox"/> Medical <input type="checkbox"/> Vision <input type="checkbox"/> Dental <input type="checkbox"/> Urgent<br><input type="checkbox"/> Other:  |  | <b>Advocacy Needs:</b> <input type="checkbox"/> Legal <input type="checkbox"/> Childcare <input type="checkbox"/> Translation/Interpretation<br><input type="checkbox"/> Other:  |  |  |   |   |   |    |   |    |
| <b>Youth lives:</b><br><input type="checkbox"/> With a crew <input type="checkbox"/> With spouse & kids<br><input type="checkbox"/> With friends outside of work <input type="checkbox"/> With kids<br><input type="checkbox"/> With his/her parents/family <input type="checkbox"/> Alone                          |  | <b>Reason for leaving school:</b><br><input type="checkbox"/> Lacking credits <input type="checkbox"/> Other:<br><input type="checkbox"/> Needed to work<br><input type="checkbox"/> Missed State test   |  |  |   |   |   |    |   |    |
| <b>Expressed interests in:</b><br><input type="checkbox"/> Learning English<br><input type="checkbox"/> Job training<br><input type="checkbox"/> GED<br><input type="checkbox"/> Earning a diploma<br><input type="checkbox"/> Not sure<br><input type="checkbox"/> No interests<br><input type="checkbox"/> Other: |  | <b>Has access to transportation:</b><br><input type="checkbox"/> Yes <input type="checkbox"/> No<br><b>English oral language proficiency:</b><br><input type="checkbox"/> Yes <input type="checkbox"/> No<br><b>Home language:</b><br><input type="checkbox"/> English <input type="checkbox"/> Spanish<br><input type="checkbox"/> Other: |  | <b>Availability: (Check)</b>   |   |   |   |    |   |    |
|   |  |  |  | Su   | M | T   | W | Th | F | Sa |
|   |  | Morning  |  |  |   |   |   |    |   |    |
|   |  | Afternoon  |  |  |   |   |   |    |   |    |
|   |  | Evening  |  |  |   |   |   |    |   |    |
| <b>At interview, youth received:</b><br><input type="checkbox"/> Educational materials <input type="checkbox"/> Other:<br><input type="checkbox"/> Support services<br><input type="checkbox"/> OSY welcome bag<br><input type="checkbox"/> Referral(s):  |  | <b>Youth is a candidate for:</b><br><input type="checkbox"/> HS diploma<br><input type="checkbox"/> Pre GED/GED<br><input type="checkbox"/> HEP<br><input type="checkbox"/> Adult Basic Education  |  | <input type="checkbox"/> Other:<br><input type="checkbox"/> Health education<br><input type="checkbox"/> Job training<br><input type="checkbox"/> Career exploration<br><input type="checkbox"/> ESL |   | <input type="checkbox"/> Life skills<br><input type="checkbox"/> PASS<br><input type="checkbox"/> MP3 player<br><input type="checkbox"/> CAMP |   |    |   |    |

**VIII. ELIGIBILITY DATA CERTIFICATION**

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

Signature of Interviewer \_\_\_\_\_ Date (MM/DD/YY) \_\_\_\_\_  
 Signature of Designated SEA Reviewer \_\_\_\_\_ Date (MM/DD/YY) \_\_\_\_\_

## ELIGIBILITY FOR MIGRANT EDUCATION PROGRAM FOR CHILDREN AGES 3 THROUGH 21



## QUALIFYING ACTIVITY EXAMPLES

**Including but not limited to:**

| TYPE OF CROP   | ACTIVITY  | TYPE OF CROP                | ACTIVITY  |
|--|---|-----------------------------|---|
| Alfalfa<br>Grass                                     | Harvesting hay  | General Work<br>(continued) | Milking<br>Moving crops<br>Spraying<br>Sorting crops<br>Stacking crops<br>Storing crops<br>Stringing crops<br>Weeding |
| Apples   | Harvesting<br>Planting<br>Packing   | Grain                       | Harvesting<br>Irrigating<br>Planting  |
| Broccoli<br>Cabbage<br>Greens                        | Harvesting<br>Irrigating<br>Planting<br>Weeding   | Grass                       | Seeding   |
| Carrots  | Harvesting<br>Irrigating<br>Planting<br>Weeding   | Hay                         | Baling<br>Cutting<br>Irrigating<br>Seeding<br>Stacking  |
| Cattle   | Branding<br>Calving<br>Feeding<br>Marking<br>Milking<br>Rounding up                                 | Horseradish                 | Harvesting<br>Irrigating<br>Planting  |
| Cattle<br>Sheep<br>Horses                            | Branding/marking<br>Calving/lambing<br>Feeding/watering<br>Shearing<br>Vaccinating                  | Irrigating                  | Flooding fields<br>Sprinklers   |
| Christmas Trees                                      | Cutting<br>Stacking<br>Shipping   | Nursery                     | Loading shrubs<br>Pruning<br>Repotting<br>Thinning<br>Trimming  |
| Cucumbers<br>Squash<br>Melons<br>Peanuts<br>Soybeans | Harvesting<br>Irrigation<br>Planting<br>Seeding<br>Soil Preparation                                 | Onions                      | Planting<br>Weeding<br>Irrigating<br>Harvesting<br>Sorting  |
| General Work   | Checking Crops<br>Crop belt sorting<br>Fence mending<br>Field cleaning<br>Haying<br>Irrigation work | Cotton<br>Tobacco           | Planting<br>Weeding<br>Irrigating<br>Harvesting<br>Sorting  |



| TYPE OF CROP | ACTIVITY  | TYPE OF CROP        | ACTIVITY   |
|--------------|---|---------------------|--|
| Peaches      | Irrigation<br>Packing<br>Picking<br>Pruning<br>Soil preparation<br>Sorting<br>Spraying<br>Thinning                                      | Timber              | Cat driver<br>Choker setter<br>Cleaning brush<br>Cut slash<br>Cutting<br>Falling<br>Firewood cutting<br>Flail operator<br>Grading<br>Harvesting<br>Hauling<br>Knot bumping<br>Log hauling (to mill)<br>Marking<br>Planting<br>Pole cutting<br>Skidder operator<br>Thinning<br>Transporting logs<br>Yarding |
| Potatoes     | Harvesting<br>Irrigating<br>Packing sheds<br>Planting<br>Seed cutting<br>Sewing potato sacks<br>Sorting<br>Starch processing<br>Weeding | Tomatoes<br>Peppers | Crop preparation<br>Harvesting<br>Soil preparation   |
| Strawberries | Harvesting<br>Hoeing<br>Irrigating<br>Picking<br>Planting<br>Soil preparation<br>Spraying<br>Thinning<br>Training<br>Weeding            | Sugar Beets         | Harvesting<br>Hauling<br>Irrigating<br>Planting  |