



Montana Migrant Education Program

Identification and Recruitment Handbook



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I D & R

ACRONYMS USED

Helpful acronyms used in this handbook include:

CAMP = College Assistance Migrant Program

COE = Certificate of Eligibility

DPHHS = Department of Public Health and Human Services

EOE = End-of-Eligibility

HEP = High School Equivalency Program

I/R = Identification and Recruitment

ID = Identification

LEA/ LOA = Local Educational Agency ; Local Operating Agency

MEP = Migrant Education Program

MIS2000 = Migrant Specific Data Base

MSIX = Migrant Student Information Exchange

OPI = Office of Public Instruction

OSY = Out-of-School Youth, such as preschool students and/or dropouts

QAD = Qualifying Arrival Date

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INTRODUCTION

MONTANA MIGRANT EDUCATION PROGRAM

Since migratory agricultural workers, including those involved in dairy, the initial processing of raw agricultural/timber products, and fishing work) began moving from school district to school district, county to county, and from state to state, their children's education has been impacted by this migratory lifestyle. Often, children whose parents or guardians (or emancipated youth themselves) make such moves, will be in one or more school district, county or state for a limited time and eventually return to a home base or continue to move to other areas where parents obtain such work. These families are difficult to locate for a variety of reasons that include the size of the State of Montana, its rural and isolated counties and reservations, and because preschool and out of school youth are not attending public schools.

These children represent many ethnic groups and may have limited English language skills, mental health concerns, and educational needs. This, combined with irregular school attendance, interrupted education, poverty, inadequate nutrition, poor housing, and a high incidence of health problems, leads to low overall achievement and frustration, causing some children to drop out of school in their early teens.

Congress established the National Migrant Education Program in 1966 in an effort to meet the unique needs of these children. This legislation authorized federal funding for a specific group of children who had limited access to traditional school systems—the children of migratory agricultural workers and fishermen. Montana's Migrant Education Program was developed in 1967 and was designed to provide supplemental education and supportive services to help migratory children achieve their full potential. The Montana Migrant Education Program works closely with other locally funded, state funded, and federally funded educational and supportive service programs in an effort to provide migratory students with the best possible education and to increase the number of migratory students graduating from high school.

IDENTIFICATION AND RECRUITMENT

The success of the migrant education program is dependent upon a vigorous, well-planned identification and recruitment effort so that all eligible children are located within our state.

The function of the recruiter is to locate and certify all migratory students who meet each of the eligibility criteria established by law. The recruiter does this through a direct interview of the migratory agricultural worker (MAW) who is the parent or guardian of the child; or if the child is an emancipated youth, the youth her/himself. Once an interview has been conducted, and the recruiter is satisfied that all of the eligibility criteria has been satisfied, the recruiter will complete the Certificate of Eligibility. The recruiter must sign the Certificate of Eligibility (COE) and, except under extenuating circumstances approved by the State Director, obtain the signature of the MAW/parent. That eligibility determination and other elements on the COE are then reviewed by local operating agency (LOA) personnel such as a MEP Director or IDR Coordinator, as well as the final approver

of the document who is either located at the State Education Agency (SEA) Title I Part C MEP or is the SEA Designee. Once final approval has been made and the COE has been certified as approved, the minimum data elements on the COE are entered into the migrant specific data base and uploaded into the national Migrant Student Information Exchange (MSIX).

The following sections are devoted to methods that are employed to identify students from the general population who are potentially migrant. This is not an exhaustive listing of methods that might be used; however, the following techniques should be included in every district's recruitment plan. The recruiter is expected to employ methods that reflect local conditions throughout our state, whether in school districts or at job locations.

Identification means determining the location and presence of migratory children.

Recruitment means making contact with migratory families, explaining the Migrant Education Program (MEP), securing the necessary information to make an eligibility determination, and recording the basis of the child's eligibility on the COE.

ELIGIBILITY CRITERIA

Title I Migrant Education Program
ELIGIBILITY CRITERIA

FEDERAL DEFINITIONS

Child Eligibility

Children are eligible to receive MEP services if they meet the definition of “migratory child” and if the basis for their eligibility is properly recorded on a COE. Determining whether a child meets this definition requires training, and eligibility depends on a recruiter’s assessment of information presented by a parent, other family member, guardian, or other individual responsible for the child, or a migratory youth who is traveling on his/her own.

MIGRATORY WORKER

Made a qualifying move within the preceding 36 months

- Engaged in new qualifying work soon after the move

OR

Did not engage in qualifying work soon after moving, however;

- Actively sought qualifying work soon after the move; **AND**
- Has a recent history of moves (two or more) in which
 - a. The move was from one residence to another residence; **AND**
 - b. The move was due to economic necessity; **AND**
 - c. Resulted in qualifying agricultural or fishing employment.

MIGRATORY CHILD

What is the definition of “migratory child”?

- ✓ The child is younger than age 22.
- ✓ The child is eligible for a free public education under State law.
- ✓ Made a *qualifying move* on own **OR** with a *migratory worker* within the preceding 36 months.

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

Yes. Any child, birth through age 21, who meets the statutory definition of “migratory child,” may be served by the MEP. However, only children ages 3 through 21 may be counted for State funding purposes.

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

It depends. If the child is eligible to receive a free public education under State law and the child meets the definition of “migratory child,” he or she is eligible for the MEP.

When does eligibility of a child begin? A child's eligibility for the MEP begins when the child completes a qualifying move. This is often referred to as the qualifying arrival date (QAD) for purposes of the COE.

The QAD is the date on which the child's 36 months of eligibility for the MEP begins. The Office of Migrant Education (OME) considers the QAD to be the day that the child and worker complete qualifying moves together.

The QAD is the date on which the child's 36 months of eligibility for the MEP begins. The Office of Migrant Education (OME) considers the QAD to be the day that the child and worker complete qualifying moves to be together. If the child joins the worker, the QAD is the date the child arrived. If the child's move precedes the worker's move, the QAD is the date the worker arrived. (see MEP Non-Regulatory Guidance (NRG), Chapter II, Question E3.

MIGRATORY AGRICULTURAL WORKER

What is a Migratory Agricultural Worker?

NRG 2017 in Appendix

An individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in agriculture, which may be dairy work or the initial processing of raw agricultural products. If an individual did not engage in such new employment soon after the qualifying move, such individual may be considered a migratory agricultural worker IF the individual actively sought such new employment and has a recent history of moves for temporary or seasonal agricultural employment. The Every Student Succeeds Act or ESSA defines "migratory agricultural worker and a "migratory fisher" as a person who, in the preceding 36 months made a qualifying move, and after doing so, engaged in new temporary or seasonal employment or personal subsistence in agriculture, fishing, dairy or processing. The MAW is engaged when he or she has started performing the qualifying work. H-2A visa holders are NOT automatically considered to be engaged in qualifying work as their visa status does not any impact on whether he or she may be considered a migratory child, migratory agricultural worker or migratory fisher. The only criteria for being considered a migratory child, migratory agricultural worker, or migratory fisher are those established in sections 1115(c) and 1309 of the ESEA, and in applicable regulations in 34 C.F.R. §§ 200.81, 200.89(c), and 200.103. (See MEP Non-Regulatory in Appendix or go to results.gov for further information.

Agricultural Work

Agricultural work includes work related to the production or initial processing of crops, dairy products, poultry, or livestock for initial commercial sale or personal subsistence.

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

- ❑ Production and harvesting of crops such as: beets, cherries, potatoes, apples,
- ❑ Processing and storage activities such as: freezing, canning and packaging agricultural goods for commercial sale;
- ❑ Ranch and dairy duties related to the production/processing of milk and meat including cattle feeding for meat production;
- ❑ Production and harvesting of horticultural crops such as: flower bulbs, plants, mushrooms, herbs and sod;
- ❑ Cultivating and harvesting of trees for Christmas or for reforestation; and
- ❑ Forestry activities consisting of reforestation, thinning and vegetation control.

GUARDIAN

What is a guardian? A guardian is any person who stands in the place of a parent to a child (in "loco parentis") whether by accepting responsibility for the child's welfare or by a court order.

Is a legal document necessary to establish guardianship? No. So long as the guardian stands in the place of a parent to a child and is responsible for the child's welfare, a legal document establishing the relationship is not necessary.

May MEP eligibility be based on a guardian's status as a migrant worker? Yes. Although the definition of "migratory child" does not mention the move of a guardian as a basis for eligibility, MEP defines "parent" to include a legal guardian or other person standing in "loco parentis." In addition, the regulations include that a child's eligibility may be based on the move of a guardian.

May a sibling act as a guardian to other siblings? Yes. If the working sibling acknowledges responsibility for the children's welfare and stands in place of a parent, the children may be eligible based on the sibling's qualifying employment and qualifying move.

SPOUSE ELIGIBILITY

Is a marriage certificate or other legal document necessary to establish a spousal relationship when MEP eligibility is based on a spouse's status as a migrant worker? No. Under circumstances where eligibility is based on a spouse's status as a migrant worker, recruiters need only be satisfied that a spousal

relationship exists.

EMANCIPATED YOUTH

What is an emancipated youth? An emancipated youth is a child 14 years or older who is no longer under the control of a parent or guardian and is solely responsible for his or her own welfare.

Are emancipated youth eligible for the MEP? Yes. Emancipated youth are eligible for the MEP so long as they meet the definition of a "migratory child."

QUALIFYING MOVE

What is a qualifying move? The term 'qualifying move' means a move due to economic necessity-(A) from one residence to another residence; and from one school district to another, except in the case of a single school district, wherein, a qualifying move is from one administrative area to another with such a district, or within such district; or in the case of a school district of more than 15,000 miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence. Note: In Montana, there are no school districts comprised of 15,000 miles; however, due to difficult terrain and type of roads which may separate school districts in rural areas or on one of the 13 Montana Indian reservations, some school districts that are 15 miles apart may be considered a qualifying move. Each case shall be looked at separately when this situation arises.

Is there a minimum duration for a qualifying move? Yes. The move must be sufficiently long to establish that the qualifying work is an economic necessity and to establish residency. In cases where the worker sought but did not obtain qualifying work, the recruiter should document why he or she believes the work would have been a move from one residence to another residence that occurs due to economic necessity. In Montana, with crops such as mushrooms and huckleberries, the least number of days for a qualifying move duration would be one week; that being said, MAWs who harvest such crops often make several different moves of short duration that exceed one week.

Is a worker who travels back and forth between his residence and his agricultural or fishing job within the same day engaged in a qualifying move? No. Such worker is a "day haul" worker and his travel is a commute, not a migration. This type of travel is not considered a qualifying move and children who perform this type of work or accompany a parent, spouse, or guardian under these circumstances do not qualify for the MEP based on these trips.

May an LEA base a child's eligibility on a qualifying move that occurred in another State within the past 36 months? Yes. The recruiter must record the

date on which the qualifying move occurred and other information that establishes the child's eligibility for the MEP. The child is eligible for the MEP for the remainder of the 36-month period.

Move: "From One School District to Another"

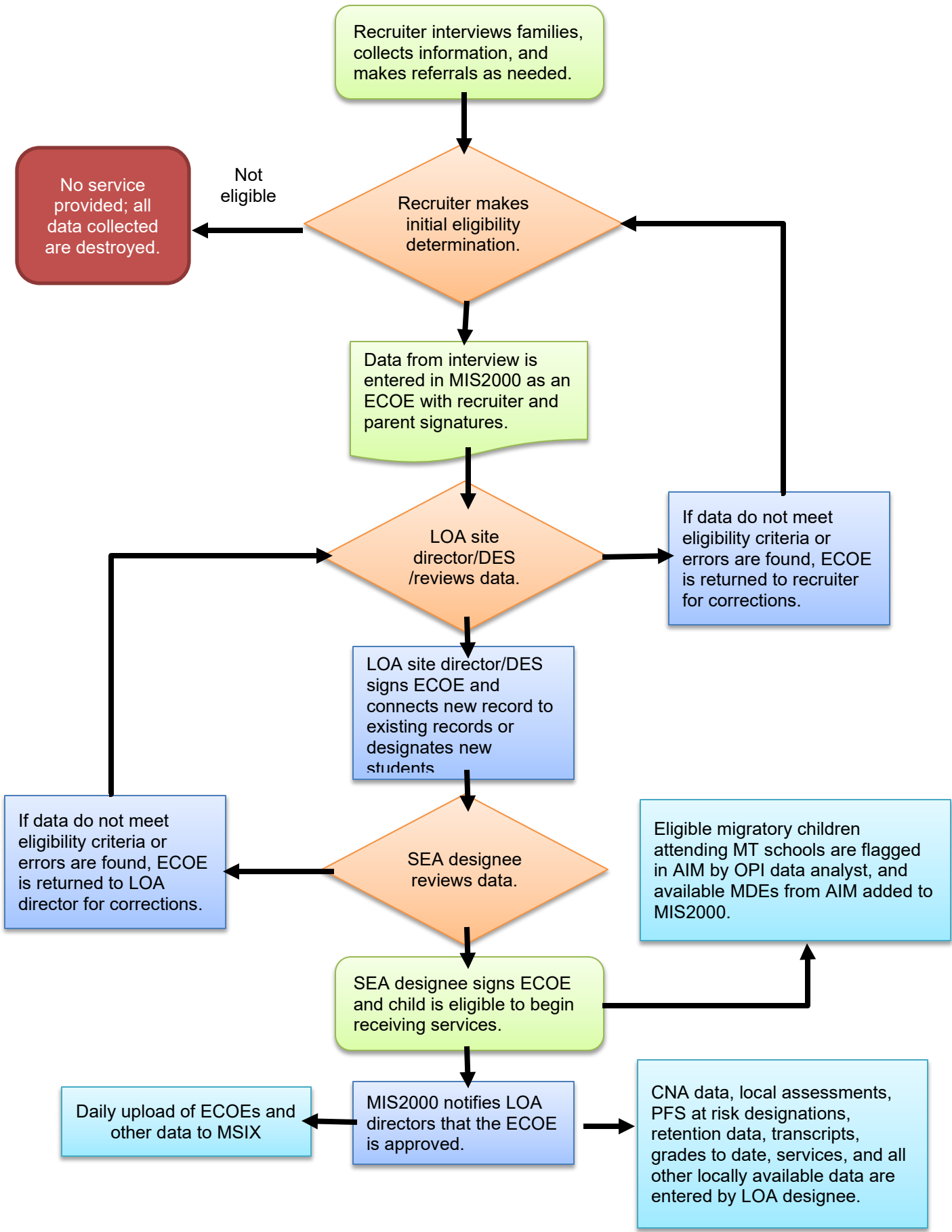
What is involved in a qualifying move "from one school district to another"?

A qualifying move from one school district to another involves a move across established school district boundaries and a change in residence.

CHANGE IN RESIDENCE

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

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



LOCAL I/R RESPONSIBILITY

STATE I&R GUIDELINES FOR LEAs

ROLE OF THE RECRUITER

Migrant education is one of the only federal programs that requires active, on-going, annual recruitment. The recruiter has a very special job. Some reasons why this is so important are:

- The children of migratory workers are often invisible. They quietly come and go, and do not attract very much attention. Sometimes they attend school on their own, and sometimes they do not. If the children were not recruited, many would not be in school at all.
- Because the eligibility requirements are complex and are often difficult to interpret, a trained recruiter is necessary to ensure that only eligible children are enrolled in the program.
- Migratory families tend to be very self-sufficient. They are not accustomed to looking outside of their own family for help. Unless they are recruited into the program, many will not seek out these services.
- Many migrant families do not speak English in their home, and frequently there are cultural differences between the home and school. For these and other reasons, it is important that someone provide a link between the school and home.

RECRUITER—JOB DESCRIPTION

Directly Responsible To: Projects Director

Identification and recruitment include seeking out and identifying children who potentially qualify for the program, completing the paperwork or electronic COE as necessary to establish their eligibility and assisting with enrollment into the Title I Part C MEP by coordinating with the local project director and the IDR Coordinator. This includes gathering the specific COE information and other required data elements such as course histories and if available health alerts needed to enroll them into the migrant specific data base.

Job Description And I/R Activities—Major Responsibilities

1. Complete, distribute for approval and maintain a Certificate of Eligibility according to state/federal guidelines for each eligible migrant family immediately upon their arrival in the school district or county (regardless of whether students are in school or not).
2. Provide assistance as a liaison between the home and school and other state and local resources such a housing and health.
3. Promote activities between students, parents, educators and communities and assist schools and parents to organize an actively engage parent group or Parent Advisory Committee (PAC).
4. Share with migrant parents and students' information about all school services/programs available to them. This includes information about free and reduced lunch, physical exams and alternative educational programs and services in the community.

5. Network with other agencies providing services to migratory students to ensure a coordinated service-delivery system. Actively identify and recruit all eligible migratory children residing in the school district from 0 through 21 years of age. This includes, for example, surveying the area, establishing communication networks, establishing work relations with other community agency personnel, employers and social services.
6. Refer migrant families to appropriate health, social or legal services in order to meet the needs of the migratory student's successful participation in school.
7. Prepare documentation, such as a recruiter log, which reflects major activities including mileage logs.
8. Prepare a list, when applicable, of migrant dropout students or other Out of School Youth for the LOA Project Director and Secondary Services Tutor.
9. Make a separate list of any HS graduates and provide them and their parents information about HEP/CAMP.

ACTIVE I/R: FINDING THE MIGRATORY CHILDREN

Written and oral surveys are essential tools to help identify potentially migratory students. Surveys are an effective method of identification of potentially migratory students during the regular school year. The goal is to eliminate the obviously non-migrants with a few well-designed questions. The parents or students that remain can then be questioned more carefully in an interview to determine if they qualify for the program.

Students in secondary and upper elementary grades can be effectively surveyed in school. This effort should be coordinated with school personnel so as to minimize the disruption in class work and to maintain good relations with the school.

Any group where parents of migratory students might be present can also be surveyed. Arrangements should be made in advance with those in charge of the group, and the survey should be conducted in a business-like fashion. If at all possible, the survey should be written and conducted in the language that the members of the group understand best.

The survey should be prepared in advance. If a written survey is to be used, sufficient copies should be provided. If the survey is to be conducted orally, questions should be written ahead of time and read to the group. An oral survey should not be conducted from memory.

It is important that the survey be conducted in a professional manner, and that it takes no more time than is necessary. It should be done in such a way as to not make those who are migrant or who are potentially migrant feel singled out or uncomfortable in any way.

Surveys can be used by a district that is starting a new migrant project and in existing projects. The Montana OPI SEA recommends that all recruiters become knowledgeable about the existing resources regarding IDR on the Results.gov website and specifically on the Identification and Recruitment Consortia website. There is much to recommend the use of a survey by an existing project, for often students who have been missed by other recruiting methods will be identified by the survey. If the survey is used and then followed by a careful screening of all students who transfer into the school after that time, every migratory student who attends the school can be identified.

While it is possible to conduct an effective survey orally, it is usually easier and more effective to conduct a written survey. In addition, the results are easier to tabulate. Sample survey forms are in the following section of this handbook. While it is not necessary that the sample forms be used, it is important that the survey questions be worded carefully so that the results will be accurate.

Recruiting Visits

Sometimes there is no substitute for making a visit to places where migrant families or migrant workers live, work and play. Such places would include farms, processing plants, parks, churches, etc. In Montana recruiting visits comprise the usual method of identification.

For a recruiter to do this requires knowledge of the geography, available housing, employers, crops, work patterns, etc. For example, knowing when and where various crops are in season where these farms, fields, orchard and ranches are located is of the utmost importance. Combining home visits, if possible, with other recruitment helps to make travel more efficient particularly in rural and remote areas in the state. If families are found that qualify for the program but that do not want their children to attend school or receive services, the recruiter should still attempt to complete a Certificate of Eligibility if the parent or guardian is in agreement. By entering QAD and residency dates into migrant database, funding will be generated for them for the time that they are in the state should they need such services such as referrals to health resources.

In talking with families and others who are encountered in these recruiting visits, the recruiter should explain and promote the program as much as possible. Everyone encountered should be asked for referrals of children who might qualify for the program. Local circumstances will dictate to a great extent how this activity is carried out.

Definitions

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

Types Of Surveys

There are three basic ways to identify migrant families:

- **Within the School**
- **In the Field**
- **In the Community**

Within The School

School and community surveys may be conducted on an ongoing basis throughout the project period. If schools have students who have recently enrolled or new enrollments, the recruiter may use the IDRC electronic survey tool to obtain more information. Important sources of information for the recruiter are the records of new enrollments in school district as much as possible. Things to look for in new enrollments:

- places of employment;
- history or change of residence (has the family been in the district before?); and
- occupation of parents

When To Conduct a Survey

A field survey is most often conducted prior to and during the periods of high employment (impaction) in agricultural, horticultural, dairy, timber or fishing activities and when an increase or decrease of migrant families occurs in that area.

Knowing The Area

What to know about the area?

- Identification of the migrant activities**
 - Agricultural/horticultural/Dairy
- Knowledge of the industry**
 - What kind of jobs make up the migrant activity?
 - Who are the migrant employers?
- Knowledge of the migrant cycle**
 - When do migrants arrive in the area?
 - How long do they stay?
- Knowledge of housing for migrant workers**
- Knowledge of agencies that provide services to migrant families and the establishment of working relationships with the staff**

What To Ask the School

Working through the project director, arrange with the school principal or with the superintendent to add questions 1, 2 and 3 from the survey below to the school registration papers:

- 1. Have you or your family moved within the past three (3) years?**
 - Yes**
 - No**

2. Did the family cross school district, county, state or international boundaries?

Yes No

3. Was the move made for the purpose of seeking or obtaining agricultural, dairy, processing, fishing, timber related employment?

Yes No

Survey In the Field

Employer Survey – Farmer/growers, plant managers, field foremen and employment agencies are contacted in a survey conducted to find out where migrant people are employed. Coordination with the Montana Department of Agriculture and the Montana Department of Labor should be established and maintained. These employers/resources can provide valuable information and may open their personnel lists (of names and addresses) to the recruiter and/or may be able to help make contact with their employees. For this reason, it is very important to establish good working relations with such growers and employers. A comprehensive explanation of the Migrant Education Program, its goals and services, and an explanation of the recruiter's role should be provided to these resource persons. Growers' associations and state agricultural and fishing groups are also valuable resources for identifying where MAWs are employed.

Employers

The recruiter should chart all pertinent information gathered from migrant labor employers. This information may be logged using the Recruiter Form Log.

Some of the following ID&R forms (Farm Contact/Employee Survey, Regular School Term Eligibility Survey, Title I MEP Survey) are for statewide recruiting. Not every site needs them.

**MT MEP IDENTIFICATION AND RECRUITMENT
FARM CONTACT / EMPLOYEE SURVEY**

The purpose of this survey is to determine if workers involved in the agricultural activity below have children who qualify for a mobile youth program. LOA and the MT MEP can often provide educational services to the children of mobile farm and ranch workers. The information below is only for LOA and the MT MEP. It will not be shared with any other organizations.

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

Do you hire seasonal or temporary employees? No Yes—How Many? _____
Do you have some employees who move in from other towns? No Yes—How Many? _____
Are some of your employees younger than 22 and without a high school diploma or GED? No Yes—How Many? _____
Do your employees who move bring them children with them? No Yes—How Many? _____

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

COMMENTS: _____

Dear Parents / Legal Guardians:

The Montana Office of Public Instruction funds programs designed to help children 0 through 21 who have moved on their own or with their parents within the past three years to seek or obtain temporary or seasonal work in activities related to:

- Agriculture
- Beef
- Forestry
- Dairy
- Irrigation
- Harvesting
- Planting

We would appreciate your cooperation in answering the following questions:

<p>1. Have you or your family moved recently or within the past three years? <input type="checkbox"/> YES <input type="checkbox"/> No</p> <p>2. Was the purpose of the move to work in the <u>activities listed above, or any other related activities?</u> <input type="checkbox"/> YES <input type="checkbox"/> No</p> <p>3. If yes, may we contact you for further information? <input type="checkbox"/> YES <input type="checkbox"/> No</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p>

If you or your children moved to seek or obtain temporary or seasonal work, you or your children may qualify to receive the following services:

- **Transfer of Educational and Health Information (nationwide)**
- **Educational/Health Services**
- **Free Breakfast and Lunch**

Please Fill Out the Information Below

When completed, return this form to: _____

Name of Parent(s) or Legal Guardian(s): _____

Address (Street): _____

City: _____

State: _____ **Zip:** _____ **Phone: ()** _____

Thank You. Let's Work Together to Improve Our Children's Education!

_____	PLACE STAMP HERE

_____	_____
_____	_____

Montana
TITLE I MIGRANT EDUCATION PROGRAM

Name of Parent(s) or Legal Guardian(s): _____

Address: _____
(PO Box/Street)

City _____ State _____ Zip _____

Dear Parent(s) / Legal Guardian(s):

The _____ School District Title I Migrant Education Program is designed to help children whose parents have moved in the past three years seeking temporary or seasonal work in agriculture or horticulture.

We would appreciate your cooperation in answering the following questions:

1. **Have you moved in the past three years?** Yes No
2. **What type of work do you or your spouse perform?** _____

The following benefits may be available to eligible children. An interview with you must be scheduled to discuss the following:

- Educational Tutoring
- Health, checkups and health records for school aged children
- Transfer of academic and health records to facilitate moves between schools when necessary
- Free Breakfast and Lunch

May we contact you for further information?

Yes No

If yes, specify hours: _____

**Please complete this form as soon as possible and
return to your school office**

If you have any questions regarding the Title I Migrant Education Program, please do not hesitate to call:

Name: _____
Address: _____
Phone: _____

Thank You!

Montana
TITLE I MIGRANT EDUCATION PROGRAM

Nombre de Padre(s) o Guardian(es) Legal: _____

Domicilio: _____

(Postal/Calle) Ciudad Estado Código Postal

Estimados Padres / Guardianes Legal:

El Programa Titulo I de Educación Migrante, del Distrito Escolar de _____ esta diseñado para ayudar a los niños de padres quienes se han mudado durante los últimos tres años y quienes andan en busca de empleo temporal en agricultura, horticultura o en la pesca comercial.

Agradecemos su cooperación en responder a las siguientes preguntas:

1. **¿Se ha mudado dentro de los pasados tres años?** Sí No
2. **¿Qué tipo de trabajo hacen usted o su conyugue?** _____

Los siguientes servicios pueden estar disponibles para estudiantes elegibles. Una entrevista con usted tendrá que llevarse a cabo para discutir lo siguiente:

- **Ayuda Educacional**
- **Exámenes de Salud y Archivos de Salud para Estudiantes**
- **Transferencia de archivos academicos y de salud** para traslados entre escuelas cuando necesario
- **Desayuno y Almuerzo Gratis**

¿Podemos ponernos en contacto con usted:

Para más información? Si No

Si eligio "Sí" especifique las horas: _____

Favor de llenar esta forma lo mas pronto posible y regresarla a la escuela

Si usted tiene alguna pregunta sobre el Programa Titulo I Educación Migrante, por favor de comunicarse con:

Nombre: _____

Dirección: _____

Numero de Teléfono: _____

¡Gracias!

SCHOOL DISTRICT COORDINATION

Sharing Families

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

I/R Plan

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

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

Completion Of ECOE

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

- List all children ages 0 through 21 who have met eligibility criteria;
- Stress to parents the need to provide consistent data (qualifying arrival dates, children's names, etc.) to all migrant project personnel; and
- Ensure ECOE is completed accurately.

Served By Two School Districts

When sharing the COE for a family served by two school districts at the same time, the following should be done:

- The school district or project which receives the grant has the primary responsibility of completing a COE for the family.

Conflicting COEs

When two COEs exist for the same move, this represents duplication of work and should be avoided:

- The LOA designee is responsible for determining which COE to use with the most recent QAD with correct eligibility documentation taking precedence.
- If the qualifying arrival date information between the two COEs is completely different and conflict, the agency may request assistance from the OPI office in Helena to conduct a third-party review of the family's eligibility.

COE Distribution & Filing Guidelines

When a non-migrant funded agency or school district becomes a migrant funded program, the new migrant funded agency/school district will:

- Participate in MIS2000 and ID&R training and designate individual(s) to complete tasks

related to ID&R and required record keeping.

- Process enrollment/withdrawals.
- Update student record with new educational and health information.
- Maintain all required data elements in MIS2000.

When an LEA or agency ceases to be migrant funded the LEA/agency:

- Maintains copies of COEs in their district/agency files for five years.
- Original COE is maintained at the OPI.

OTHER I/R ACTIVITIES: RECRUITING OSY CHILDREN

Eligible Ages

Youth up through age 21 who are not high school graduates or do not hold a high school equivalent certificate.

Out-Of-School Student

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

Where Are They?

For purpose of this section, we will address the middle or secondary aged, out-of-school student. Out-of-school youth may be living alone or with others of similar age. Driving around the community may yield some leads when observing places where these youths may gather. Some places may be:

- Laundromats**
- Restaurants**
- Churches**
- Single Housing Complexes**
- Adult Basic Education Classes**

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

Special Issues

The eligibility of out-of-school students brings up some special issues that are herein highlighted to increase the recruiter's awareness on this special population.

Graduates And GED/HiSET Recipients

The Department of Education ruled that students who have received their GED or graduated from high school are not eligible to participate in the program. Therefore, these youths are not to be identified on a certificate of eligibility and may not be served with Title I Migrant Education Program funds.

SOCIAL SERVICES ASSISTANCE: REFERRALS

Referrals are an important source of information to aid in the recruitment of migratory students. This term is used rather loosely and includes a formal referral system using a formal referral form, as well as an informal arrangement that passes word along via the grapevine.

Depending on local circumstances, a formalized system utilizing a referral form can be established. Teachers, counselors, secretaries, administrators, bus drivers, etc., can be provided with the forms along with some basic instruction regarding eligibility requirements. Any time they suspect that a student might be migrant, they fill out the form and send it to the recruiter. The recruiter then investigates to determine if the student is, in fact, migratory.

An informal referral system depends on a grapevine of cooperative people with no formalized method of communicating. This system can function well, but there is often a breakdown in communication; unless recruiters are constantly visible, people forget to relay their observations to them.

Sources beyond the school should be tapped for referrals. Farmers and other employers should be encouraged to call the recruiter whenever they suspect that a student might be migrant. Key personnel in labor camps and in other housing units can also be important sources of information. Other sources in the community would include churches and religious leaders, PTAs, agency personnel, etc. An obvious source of referrals that must not be overlooked is known migrants, both parents and students. A good relationship with known migrant families can result in many referrals.

The success of a referral system, either formal or informal, depends in great measure on effective public relations work by the recruiter. The recruiter must actively foster communication with people who have contact with migrant workers or with their families. Good will and effective communication are not accidental. They must be carefully nurtured.

The recruiter and the district's migrant program must be known in the migrant community. Posters announcing regular and summer programs can be placed in

grocery stores, churches, housing units, and in other key places at appropriate times during the year. Announcements can also be printed in newspapers at appropriate times and in appropriate languages.

What Is It?

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

Federal Register

The non-regulatory guidelines (NRGs) state:

Under what conditions may support services be provided?

An SEA or an operating agency may provide health, nutritional, social or other support services with migrant education funds if:

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

State Plan

As indicated in the needs assessments conducted throughout the Montana Migrant Education Program, *"migratory students and their families may need assistance from bilingual staff who will provide them information regarding health, welfare, life- management skills, and educational services. Migrant parents also need the support from staff to refer them to these existing agencies in securing service from these agencies."*

Social Service Agencies

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

- ◆ Name of Agency
- ◆ Location
- ◆ Contact person and phone number
- ◆ Office Hours
- ◆ Service Provided
- ◆ Eligibility Criteria (if applicable)

Social Service Agencies Examples

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

Medical

- Health Clinics
- County Health Departments
- Women, Infants, & Children Program
- Local Hospitals
- Community Service Groups (e.g., Lions, Kiwanis, Elks)
- Children's Orthopedic Hospital
- Red Cross
- United Way Programs
- Shriner's Hospitals
- Crippled Children's Hospital
- Montana Migrant Council

Financial

- JTPA Grantee, Inc.
- Dept. of Social & Health Services
- Local Churches
- Private Non-Profit Organizations
- Other Related Community Organizations

Housing

- Local Churches
- Community Service Groups
- Local Housing Authority
- Landlord/Tenant Associations
- Housing and Urban Development
- Growers Associations

Legal

- Montana Migrant Legal Services
- Local Legal Aid Services
- State and Regional Office of Civil Rights

Clothing

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

Food

- Local Church Groups
- Salvation Army
- Community Service Groups

- Non-Profit Charitable Organizations
- Neighbors
- Local Food Bank

Making The Referrals

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

Following Up

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

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

MIGRANT RECRUITER LOG

DATE/TIME	CONTACT	PERSON/AGENCY CONTACTS	PURPOSE	NARRATIVE/COMMENT
/ / From: _ To: ____	<input type="checkbox"/> Face to Face <input type="checkbox"/> School <input type="checkbox"/> Home <input type="checkbox"/> Agency <input type="checkbox"/> Phone <input type="checkbox"/> Other		<input type="checkbox"/> Active I/R/COE Completion <input type="checkbox"/> Home School Liaison <input type="checkbox"/> Social Service Referral/Assistance <input type="checkbox"/> Documentation <input type="checkbox"/> Other _____ -	
/ / From: _ To: ____	<input type="checkbox"/> Face to Face <input type="checkbox"/> School <input type="checkbox"/> Home <input type="checkbox"/> Agency <input type="checkbox"/> Phone <input type="checkbox"/> Other		<input type="checkbox"/> Active I/R/COE Completion <input type="checkbox"/> Home School Liaison <input type="checkbox"/> Social Service Referral/Assistance <input type="checkbox"/> Documentation <input type="checkbox"/> Other _____ -	
/ / From: ____ To: ____	<input type="checkbox"/> Face to Face <input type="checkbox"/> School <input type="checkbox"/> Home <input type="checkbox"/> Agency <input type="checkbox"/> Phone <input type="checkbox"/> Other		<input type="checkbox"/> Active I/R/COE Completion <input type="checkbox"/> Home School Liaison <input type="checkbox"/> Social Service Referral/Assistance <input type="checkbox"/> Documentation <input type="checkbox"/> Other _____ -	
/ / From: ____ To: ____	<input type="checkbox"/> Face to Face <input type="checkbox"/> School <input type="checkbox"/> Home <input type="checkbox"/> Agency <input type="checkbox"/> Phone <input type="checkbox"/> Other		<input type="checkbox"/> Active I/R/COE Completion <input type="checkbox"/> Home School Liaison <input type="checkbox"/> Social Service Referral/Assistance <input type="checkbox"/> Documentation <input type="checkbox"/> Other _____ -	

DETERMINING ELIGIBILITY

Determining Eligibility

The Importance of Accurate Determinations

It takes time and effort for the recruiter to complete the initial training, create an individual ID&R action plan, build a recruitment network, and learn the nuances of interviewing. However, all of this is critical preparation for one of the most important parts of the recruiter's job: making accurate preliminary eligibility determinations.

Eligible migratory children are deprived of services they need if the state serves ineligible children with MEP funds. Furthermore, the state may have to repay to the U.S. Department of Education MEP funds spent on ineligible children. Thus, accurate eligibility determinations are critical in order for a state to have an effective, compliant MEP. The cycle of ensuring responsible eligibility decisions begins with the MEP recruiter.

The Recruiter's Role

Although the recruiter's role in making preliminary eligibility determinations is critical, he or she should not feel overwhelmed by this responsibility. If the recruiter works hard to learn the eligibility requirements, applies that knowledge consistently, and seeks help from supervisors whenever he or she has an eligibility question, the recruiter will be able to identify and recruit migratory children who are truly eligible for the MEP.

Any time the recruiter has a question regarding whether a child or youth is eligible for the program, he or she should ask the supervisor for help. Every program has someone at either the local or state level, or both, who is responsible for resolving eligibility questions. It is important for every recruiter to know his or her point of contact and to feel comfortable contacting that person when questions arise. There will be more discussion on how to determine eligibility in difficult cases later in this chapter.

Primary Resources to Help Determine Eligibility

There are several documents that lay out the eligibility requirements for the MEP. The three sources listed below contain the basic eligibility definitions and criteria that recruiters are *required* to use to determine if a child or youth is eligible for the MEP. They include the relevant sections of the following:

1. federal statute
2. federal regulations
3. state requirements

In addition, there are a number of resources that have been developed to help recruiters determine a child or youth's eligibility for the MEP. These resources include the following:

OME Non-Regulatory Guidance

Child Eligibility Checklist (introduced later in this chapter)

Sample Interview Script ([ID&R Manual on Results.gov](#))

COE

The relationship between these documents and the interpretation of them by MEP personnel is key to properly determining child eligibility.

Who is a Migratory Child? A child is a "migratory child" and is eligible for MEP services if all of the following conditions are met:

1. The child is not older than 21 years of age; *and*
 - a. The child is entitled to a free public education (through grade 12) under State law, *or*
 - b. The child is not yet at a grade level at which the LEA provides a free public education; *and*

The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join, a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; *and*

With regard to the qualifying move identified in paragraph 3, above, the child moved due to economic necessity from one residence to another residence, and –

- a. From one school district to another; *or*
- b. In a state that is comprised of a single school district, has moved from one administrative area to another within such district; *or*
- c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

This definition appears in ED's NRG (Ch. II, A1). It derives from the statutory and regulatory definitions of a "migratory child" but restates the definitions in an easier to read format. The NRG is intended to be the place where state and local MEP personnel can go to learn about the MEP statute and regulations in a format applicable to everyday situations. For this reason, the *National ID&R Manual* will refer frequently to the NRG definition of "migratory child" instead of the statutory and regulatory definitions. While some terms, such as "qualifying work," are also defined in the regulations (see below), this manual will focus on the discussion of these terms as they appear in the NRG.

A brief description of the statute, regulations, NRG, their relation to one another, and the eligibility definitions they include is provided below for reference.

The MEP Statute. The ESEA is the statute authorizing the MEP, as well as other educational programs at the federal level. It was first enacted by the U.S. Congress in 1965. The ESEA provides basic provisions for how SEAs and LOAs are to operate the MEP, including the definitions of the basic terms. It has been amended (or "reauthorized") several times since 1965. The most recent amendment to the ESEA was made by the Every Student Succeeds Act (ESSA). Congress can change the ESEA only by enactment of another law or amendment.

MIGRATORY CHILD – The term "migratory child" means a child or youth who made a qualifying move in the preceding 36 months —

- A. as a migratory agricultural worker or a migratory fisher; or
- B. with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher. [Section 1309(3)]

MIGRATORY AGRICULTURAL WORKER – The term 'migratory agricultural worker' means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in agriculture, which may be dairy work or the initial processing of raw agricultural products. If an individual did not engage in such new employment soon after a qualifying move, such individual may be considered a migratory agricultural worker if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal agricultural employment. [Section 1309(2)]

MIGRATORY FISHER – The term 'migratory fisher' means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in a new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment. [Section 1309(4)] *Note: This is very rare in Montana. Contact the ID&R coordinator if you believe an individual qualifies as a migratory fisher.*

QUALIFYING MOVE – The term 'qualifying move' means a move due to economic necessity —

- A. From one residence to another residence; and
- B. From one school district to another school district, except —

- I. In the case of a state that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or
- II. In the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence. [Section 1309(5)]

MEP Regulations. Federal regulations are rules developed by the executive branch of the federal government and other governmental departments and agencies. Regulations interpret and fill in gaps in terms, phrases, practices, and language contained in statute and can be found in the Code of Federal Regulations (CFR).

For the three terms defined in both the statute and program regulations ("migratory child," "migratory agricultural worker," and "migratory fisher"), the statutory definitions in the ESEA, as amended by the ESSA, take precedence. In addition, the term "in order to obtain," as defined in 34 CFR § 200.81(d), is no longer applicable because the term was part of the definition of "migratory child" in the previous version of the statute (ESEA, as amended by the No Child Left Behind Act of 2001), but has been removed from the program definitions in the current statute (ESEA, as amended by the ESSA).

The following definitions in 34 CFR § 200.81 remain unchanged; therefore, SEAs and their recruiters must continue to use them:

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.

Fishing work means the catching or initial processing of fish or shellfish or the raising or harvesting 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.

The statute uses the phrase "employment in... agriculture" or "agricultural employment" and "employment in... fishing" or "fishing employment." For the most part, those terms are the same as the terms defined in regulations as "agricultural work" and "fishing work."

The statutory definition of "migratory agricultural worker" mentions "dairy work" and "initial processing of raw agricultural products." This generally means work activities that described in the regulatory definition of "agricultural work," and work such as the initial processing of trees, which would now qualify because trees are a "raw agricultural product" (NRG, Chapter II, F15). *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. [34 CFR § 200.81(m)]

- *Qualifying work* means temporary employment or seasonal employment in agricultural work or fishing work. [34 CFR § 200.81(n)]

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. [34 CFR § 200.81(o)]

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. [34 CFR § 200.81(p)]

MEP Guidance. Chapter II: Child Eligibility in the OME's Guidance (NRG), updated in 2017 to reflect the changes made by the ESSA, provides what the OME considers to be the best way to interpret and implement the MEP eligibility requirements. In addition to presenting MEP definitions and conditions in an easy-to-read question-and-answer format, the NRG also provides examples of how to comply with the law. It is intended to be the place where state and local MEP personnel can read about the MEP statute and regulations in a format that is applicable to everyday situations. Every recruiter should study Chapter II: Child Eligibility in the NRG. The recruiter should also follow the policies provided in the NRG unless they have clear written approval from state MEP officials stating otherwise.

State Requirements. States may provide their own interpretation of MEP eligibility requirements, provided that the state interpretations are reasonable and comport with the federal statutes and regulations. The recruiter should find out if the state has any specific MEP requirements.

Child Eligibility Checklist. The Child Eligibility Checklist (see Figure 4 of this chapter) is designed as a tool to guide the recruiter's thinking through the child eligibility determination process. The checklist is organized by four factors, all of which must be satisfied in order to consider a child eligible for the MEP. Recruiters should consider these factors when reviewing a child's and family's situation.

The next several paragraphs describe the factors within the Child Eligibility Checklist. Recruiters are encouraged to review and understand this information before using the tool.

Factor 1: Child's Age determines if the child is within the age range of eligibility (not yet 22 years of age at the time of the interview). Factor 1 is checked if the child is within the age range of eligibility.

Factor 2: Child's School Completion Status determines if the child is entitled to a free public education (through grade 12) according to state law (i.e., has not graduated from high school or obtained a HSED) or the child is not yet at a grade level at which the school district provides a free public education. The recruiter should find out which children are entitled to a free public education in his or her state. If the recruiter's state does not entitle students to a free public education beyond a particular age (e.g., over age 19), the recruiter should modify the checklist to reflect up to the age in which the child is entitled to a free public education. If a question arises (e.g., the child has a secondary school degree issued by another country or has received a certificate of completion in lieu of a diploma), the recruiter should find out from state officials whether the child is entitled to continue to pursue a high school diploma in that state. Factor 2 is checked if, after considering this information, the child is entitled to a free public education (through grade 12) according to state law or the child is not yet at a grade level at which the school district provides a free public education.

Factor 3a: Child's Qualifying Move and Factor 3b: Child's Qualifying Move Relative to the Migratory Agricultural Worker or Migratory Fisher focus on the qualifying move of the child. The child must meet the conditions in both 3a and 3b.

Factor 3a is checked if the child has made a qualifying move in the 36 months preceding the date of the interview. If this is not the case, then the child would not qualify for MEP services even if the parent, guardian, or spouse is a migratory agricultural worker or migratory fisher.

Factor 3b is checked if the child's move was as a migratory agricultural worker or migratory fisher, or with, to join, or to precede a parent, guardian, or spouse who is a migratory agricultural worker or migratory fisher. This information is critical because the date that the child and the worker complete the move and are together establishes the QAD for when MEP eligibility begins.

Factor 4a: Migratory Agricultural Worker's or Migratory Fisher's Qualifying Move and Factor 4b: Qualifying Work for the Migratory Agricultural Worker or Migratory Fisher determine if the parent, guardian, spouse, or child (if the child is the worker) fits the definition of migratory agricultural worker or migratory fisher.

In order to establish an individual as a migratory agricultural worker or migratory fisher, the individual must meet the conditions in both 4a and 4b.

- Factor 4a is checked if the individual made a qualifying move within 36 months preceding the date of the interview.
- Factor 4b is checked if, within 36 months preceding the date of the interview, the individual engaged in new qualifying work soon after the qualifying move or, if he or she did not engage in new qualifying work soon after the move, he or she actively sought new qualifying work and has a recent history of moves for qualifying work. Factor 4b is checked if the work is seasonal, temporary, or for personal subsistence and if the work is agricultural or fishing.

If the individual does not meet the conditions in both Factors 4a and 4b, then they do not meet the definition of a migratory agricultural worker or migratory fisher.

However, if the recruiter is unclear about whether the child or worker has met one or more of the criteria, the recruiter must resolve the issue by (1) collecting any additional information that is needed to make a determination, and (2) following the State's procedure for resolving eligibility questions (e.g., consulting with a supervisor or asking the SEA to make a determination) before the child can be considered eligible for the program.

The Sample Interview Script ([see the Results.gov website](#)) and the Child Eligibility Checklist will assist recruiters in making adequate and accurate eligibility determinations.

When the recruiter has (1) learned the eligibility criteria contained in the MEP statute, regulations, and NRG; (2) learned all applicable state laws, regulations and policies; and (3) practiced making eligibility determinations under supervision and/or with others in a team approach, the recruiter should be ready to make most preliminary eligibility determinations without help. As discussed previously, the recruiter is encouraged to talk with the supervisor any time he or she is uncertain whether a particular child or youth qualifies for the MEP.

CHILD ELIGIBILITY CHECKLIST FOR THE MIGRANT EDUCATION PROGRAM

This checklist is intended to be a tool to determine if a child meets the basic eligibility factors of the MEP. It does not take into account all information necessary to complete a COE and document eligibility for the MEP.

FACTOR 1: CHILD'S AGE

The child is younger than 22 years old on the date of the interview.

FACTOR 2: CHILD'S SCHOOL COMPLETION STATUS

The child is entitled to a free public education through grade 12 under state law*, **OR**
 The child is not yet at a grade level at which the school district provides a free public education.

FACTOR 3a: CHILD'S QUALIFYING MOVE

The child moved within the 36 months preceding the date of the interview
 due to economic necessity, **AND**
 from one residence to another residence, **AND**
 from one school district to another. †

FACTOR 3b: CHILD'S QUALIFYING MOVE RELATIVE TO THE MIGRATORY AGRICULTURAL WORKER OR MIGRATORY FISHER

The child's QUALIFYING MOVE in FACTOR 3a was as a migratory agricultural worker or migratory fisher, or was made with, to join or to precede a parent, guardian, or spouse who is a migratory agricultural worker or a migratory fisher (as determined in Factors 4a and 4b).

FACTOR 4a: MIGRATORY AGRICULTURAL WORKER'S OR MIGRATORY FISHER'S QUALIFYING MOVE

The parent/guardian/spouse or child (if the child is the worker) moved within the 36 months preceding the date of the interview
 due to economic necessity, **AND**
 from one residence to another residence, **AND**
 from one school district to another. †

FACTOR 4b: QUALIFYING WORK FOR THE MIGRATORY AGRICULTURAL WORKER OR MIGRATORY FISHER

After the QUALIFYING MOVE in Factor 4a, the parent/guardian/spouse or child (if the child is the worker)
 engaged in new QUALIFYING WORK (QW) soon after the move, **OR**
 did NOT engage in new QW soon after the move, but he or she
 actively sought new QW, **AND**
 has a recent history of moves for QW.

AND

The work is
 seasonal employment, **OR**
 temporary employment, **OR**
 for personal subsistence.

AND

The work is
 agricultural **OR**
 fishing.

* The recruiter should find out which older children are entitled to a free public education (through grade 12) in his or her state. If a question arises (e.g., the child has a secondary school degree issued by another country or has received a certificate of completion in lieu of a diploma), the recruiter should find out from state officials whether the child is entitled to continue to pursue a high school diploma in that state. See the Migrant Education Program Non-Regulatory Guidance, Chapter II, Section A for additional information.

† In a state that is comprised of a single school district, the child moved from one administrative area to another within such district or 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.

CERTIFICATE OF ELIGIBILITY

THE CERTIFICATE OF ELIGIBILITY(COE)

What is it?

In order for a school district to provide Title I Migrant Education Program services to a student, the school district must determine that the student has met the program's qualifying criteria. Furthermore, the school district must document the move information on a Montana Migrant Education Program Certificate of Eligibility (COE) in MIS2000.

There are three specific purposes for the COE:

1. The purpose of the Certificate of Eligibility (COE) is to document the basis on which the children have been determined eligible for participation in Title I Migrant Education Program services, and to obtain parental or guardian consent for children to participate in the Title I Migrant Education Program.
2. The COE serves as a document to obtain family-children information required for enrollment into MIS2000. Each COE has a unique reference number in MIS2000.
3. The COE may be used for enrollment of students in the MIS2000.

Information Included

The completed COE, should include the names of **all eligible children between the ages of 0 through 21**. This includes preschool (ages 0 through 4), school aged (ages 5 through 17), all dropouts (up through age 21), and all other school aged children (up through age 21) not attending school.

Exceptions

Children who are under 22 but not eligible are **not** to be included on the COE are:

- Children who are born on or after the qualifying arrival date.
- Youth who have graduated from a USA High School or have obtained a High School Equivalency Diploma (HSED).

Important Steps

1. A personal interview is conducted to ascertain the eligibility, and a COE is completed.
2. By completing Qualifying Moves and Work Section first, eligibility is learned before the entire COE is completed.
3. It is extremely important to tell the family that the information obtained is CONFIDENTIAL and will only be used by educational agencies (see the instructions section for more information on the Family Rights and Privacy Act [FERPA]).
4. Information on programs and services available needs to be explained to the parent or guardian prior to obtaining his/her signature.
5. The interviewer and interviewee must sign the COE.
6. Review the completed COE with the interviewee to ensure that all sections have been completed and responses recorded in the proper section.

Once eligibility is determined and a COE is completed (with SEA designee verification), the children are eligible for three (3) years from their qualifying arrival date.

COE CORRECTION PROCESS

Process: Two steps to follow as you process and complete a COE should be to always ensure that:

- Review COE information with interviewees prior to submitting the COE for review.
- If the family has made a new qualifying move, ensure that data collected in the previous move and the current move are aligned (names are spelled correctly, dates of birth match, etc.)

Correcting Errors on the COE

- When errors or corrections are made on any part of the COE after it is signed:
 - A recruiter or LOA designee must verify information with the family before making changes to a signed COE that may affect eligibility.

Basic Steps to Ensure the COE Is Completed Correctly

- Review entire COE for blanks—fill in the blanks.
- Compare birth dates with Qualifying Arrival Date (QAD). Birth dates cannot be after the QAD.
- The QAD cannot be after the signature dates.
- Scrutinize the Qualifying Moves and Work section. Are all appropriate boxes checked? Is the date and location, correct? Are comments completed if necessary for?

CONFIDENTIALITY FERPA (ENGLISH/SPANISH)

Confidentiality – English

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

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

- (b) (1)** No funds shall be made available under any applicable program to any State or local educational agency, an institution of higher education, any community college, any school agency offering a preschool program or any other educational institution which has a policy of permitting the release of personal identifiable records or files (or personal information contained therein) of students without the written consent of their parents to any individual, agency, or organization, other than the following –
- (A)** *Other school officials, including teachers within the educational institution or local educational agency who have legitimate educational interests;*
 - (B)** *Officials of other schools or school systems in which the student intends to enroll, upon condition that the student's parents be notified of the transfer; receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record;*
 - (C)** *Authorized representative of (i) the comptroller General of the United States, (ii) the Secretary, (iii) an administrative head of an education agency (as defined in section 409 of this Act), or (iv) State educational authorities, under the conditions set forth in paragraph (3) of this subsection; and*
 - (D)** *In connection with a student's application for, or receipt of, financial aid.*

Confidencialidad – Spanish

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

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

- (b) (1)** No habran fondos disponibles para ninguna solicitud de programa de ninguna agencia educacional estatal o local, o institución de educación superior, o colegio comunitario, escuela, o agencia que ofrezca programas preescolares, o cualquier otra institución educacional que tenga una póliza que permita la entrega de registros o archivos de identificación personal (o con información personal contenida en ellos) de estudiantes, sin el consentimiento escrito de sus padres, a algun individuo, agencia, o organización, que no sean las siguientes --
- (A)** *otros funcionarios escolares, incluyendo maestros dentro de instituciones educacionales o agencias educacionales locales que tengan legítimos intereses educacionales;*
- (B)** *funcionarios de otras escuelas o sistemas escolares en los cuales el estudiante trate de matricularse, con la condición que los padres del estudiante sean notificados de la transferencia, que reciban, si lo desean, una copia de los datos que van a ser entregados, y que tengan la oportunidad de una reunión para reclamar dichos datos;*
- (C)** *representantes autorizados de (i) el controlador General de los Estados Unidos, (ii) el Secretario, (iii) y el jefe administrativo de una agencia educacional (como se define en la sección 409 de esta Acta), o (iv) autoridades estatales educacionales, con las condiciones fijadas en el parrafo (3) de esta subsección; y*
- (D)** *en relación con la solicitud o el recibo del estudiante de ayuda financiera.*

CERTIFICATE OF ELIGIBILITY INSTRUCTIONS

The Purpose of a COE

You should be able to read a COE like a storybook that tells the story of a migratory family.

The SEA is ultimately responsible for documenting every migratory child's eligibility for the MEP on the national COE form. The COE serves as the official record of why the recruiter and state believe the child is eligible for the MEP. Because the COE establishes the basis for a particular child's eligibility, it is crucial that the information on the COE be adequate, accurate, and reliable. As such, it is important that the COE be properly reviewed, filed, secured, and maintained so it is available for review at any time.

The recruiter obtains the information needed to complete the COE by conducting a personal interview with a migratory worker or credible family member and collects supporting documentation, where needed. As stated in previous chapters, states may require recruiters to complete other forms to provide additional information on why the child is eligible or to gather additional information needed by the state (e.g., parental permission for the child to participate on field trips, a supplemental interview form). The recruiter should only enter 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 migratory children who live in the state each year and to compile demographic information about these migratory children. States are required to complete a COE before the MEP provides services to a child. For these reasons, the COE is the most important document generated by the MEP, and it is vital that it is completed adequately and accurately.

Required Data Elements

Family Data

Parent/Guardian 1 Last Name

Parent/Guardian 1 First Name

Parent/Guardian 2 Last Name

Parent/Guardian 2 First Name

Current Address

City

State

Zip

Telephone

Child Data

Residency Date

Last name 1

Last name 2

Suffix

First name

Middle name

Sex

Birth Date

Multiple Birth Flag (or MB)

Birth Date Verification Code (or Code)

Required Data Sections

Qualifying Moves & Work Section

1. The child(ren) listed on this form moved due to economic necessity from a residence in _____ School district / _____
City / _____ State / _____ Country to a residence in _____ School district / _____ City / _____ State.
2. The child(ren) moved (complete both a. and b.):
 - a. as the worker, OR with the worker, OR to join or precede the worker.
 - b. The worker, _____ First Name and Last Name of Worker _____, is the child or the child's parent/guardian spouse.
 - i. (Complete if "to join or precede" is checked in #2a.) The child(ren) moved on _____ MM/DD/YY _____.The worker moved on _____ MM/DD/YY _____. (provide comment)
3. The Qualifying Arrival Date was _____ MM/DD/YY _____.
4. The worker moved due to economic necessity on _____ MM/DD/YY _____, from a residence in _____ School District/
_____ City/ _____ State/ _____ Country to a residence in _____ School District/ _____ City/ _____ State _____, and:
 - a. engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move), OR
 - b. actively sought new qualifying work, AND has a recent history of moves for qualifying work (provide comment)
5. The qualifying work,* _____ describe agricultural or fishing work _____ was (make a selection in both a. and b.):
 - a. seasonal OR temporary employment
 - b. agricultural OR fishing work

*If applicable, check:
 personal subsistence (provide comment)
6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:
 - a. worker's statement (provide comment), OR
 - b. employer's statement (provide comment), OR
 - c. State documentation for _____ Employer _____.

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

Interviewee Signature Section

I understand the purpose of this form is to help the State determine if the child(ren)/youth listed on this form is/are eligible for the Title I, Part C Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true. *[This section must include fields labeled "Signature," "Relationship to the child(ren)," and "Date".]*

Eligibility Certification Section

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 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. *[The section must include fields labeled "Signature of Interviewer," "Signature of Designated SEA Reviewer," and "Date" for each signature.]*

(1) Project Name:	Montana Migrant Education Program Certificate of Eligibility (COE)	(3) Performance period:	(4) COE #:
(2) Recruiter:			

I. FAMILY DATA			
(1) Parent/Guardian 1:	(2) Parent/Guardian 2:	(3) Homebase District:	
(4) Legal Parent/Guardian 1:	(5) Legal Parent/Guardian 2:		
(6) Current Address:	City:	State: MT	Zip: Ph:
(7) Homebase Address: <small>if different from I(6) above</small>	City:	State:	Zip: Ph:

II. CHILD DATA															
(1) Child ID Number	(2) Child(ren)'s Name(s)					(3) MB	(4) Sex	(5) Race	(6) Birth Date	(7) Code	(9) Residency Date	(10) Enrollment Date	(11) Type	(12) Grade	(13) Hlth Alert
	Last Name 1	Last Name 2	Suffix	First Name	Middle Name										

III. QUALIFYING MOVES & WORK
<p>1. The child(ren) listed above moved due to economic necessity from a residence in _____ to a residence in _____</p> <p>2. The child(ren) moved (complete both a. and b.): a. <input type="checkbox"/> as the worker, OR <input type="checkbox"/> with the worker, OR <input type="checkbox"/> to join or precede the worker b. The worker, _____, is <input type="checkbox"/> the child or the child's <input type="checkbox"/> parent/guardian <input type="checkbox"/> spouse. i. (Complete if "to join or precede" is checked in 2a.) The child(ren) moved on _____. The Worker moved on _____. (provide comment)</p> <p>3. The Qualifying Arrival Date was _____.</p> <p>4. The worker moved due to economic necessity on _____ from a residence in _____ to a residence in _____, School district _____, and: a. <input type="checkbox"/> engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move); OR b. <input type="checkbox"/> actively sought new qualifying work, AND has a recent history of moves for qualifying work (provide comment)</p> <p>5. The qualifying work, * _____, was (make a selection in both a. and b.): a. <input type="checkbox"/> seasonal OR <input type="checkbox"/> temporary employment b. <input type="checkbox"/> agricultural OR <input type="checkbox"/> fishing work <div style="border: 1px solid black; padding: 2px; display: inline-block;">*If applicable, check: <input type="checkbox"/> Personal subsistence (provide comment)</div></p> <p>6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on: a. <input type="checkbox"/> worker's statement (provide comment), OR b. <input type="checkbox"/> employer's statement (provide comment), OR c. <input type="checkbox"/> State documentation for _____</p>

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

V. INTERVIEWEE SIGNATURE			
<p>I understand the purpose of this form is to help the State determine if the child(ren)/youth listed on this form is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.</p> <p>The rules for MEP eligibility, services, student record transfer, and FERPA have been explained to me. I hereby authorize the National and State Migrant Specific Databases, to release, transfer, and/or receive my child(ren)'s educational and health records, including immunization records and standardized test results, to/from other schools, educational, and/or health agencies in order to possibly qualify for additional services. I further consent that my child(ren)'s education/health information may be shared with organizations in this and other states to/from which the child(ren) travel that provide services under the auspices of the following: the special projects of the MT-MEP. I give permission for my child(ren) to participate in the MEP, including instructional and support services (transportation, nutrition, health), photographs at the school or site, and medical and dental treatment by any publicly funded entity.</p>			
<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:30%; border-bottom: 1px solid black;">Signature</td> <td style="width:40%; border-bottom: 1px solid black;">Relationship to the Child(ren)</td> <td style="width:30%; border-bottom: 1px solid black;">Date</td> </tr> </table>	Signature	Relationship to the Child(ren)	Date
Signature	Relationship to the Child(ren)	Date	

VI. ELIGIBILITY DATA CERTIFICATION				
<p>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 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.</p> <p><input type="checkbox"/> I certify that I have received training in determining migrant eligibility and the types of services available to this family from the MEP and other agencies in the community.</p>				
<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:30%; border-bottom: 1px solid black;">Signature of Interviewer</td> <td style="width:15%; border-bottom: 1px solid black;">Date</td> <td style="width:30%; border-bottom: 1px solid black;">SEA Designee Reviewer</td> <td style="width:25%; border-bottom: 1px solid black;">Date</td> </tr> </table>	Signature of Interviewer	Date	SEA Designee Reviewer	Date
Signature of Interviewer	Date	SEA Designee Reviewer	Date	

VII. CONTINUED RESIDENCY VERIFICATION								
(1) Performance Period	(2) Project Name	(3) LE#	(4) Grades	(5) Person Interviewed, position	(6) How verified	(7) Signature of Person Verifying Residency/Date	(8) Enrollment Date	(9) Type

Instructions for the COE

General Instructions

A COE must be completed every time a child makes a new qualifying move that would renew the child's eligibility for the MEP.

All attempts should be made to complete all data elements and sections of the COE. In cases where a response may not be required or does not apply, flexibility has been built into the instructions. In these cases, the recruiter must write a dash (-) or "N/A" in the appropriate blank. All other information must be provided.

If the recruiter completes a COE for a family, the recruiter must fill out a separate COE for any child who has a different qualifying arrival date (QAD) or for any child who has different eligibility criteria than the rest of the children in the family, such as an OSY who may have moved as the worker. The QAD is the date that both the child and worker completed moves to the same school district (listed in #1 of the Qualifying Moves and Work section.) There are special cases that are described in the instructions for the section titled "Qualifying Move and Work Section." If more than one COE is necessary, the recruiter must complete all sections on each form.

The recruiter must not include any child who:

- Was born after the qualifying move described on the COE in #1 of the Qualifying Moves and Work section.
- Is not eligible to receive a free public school education through grade 12 under state law; or
- Did not make the qualifying move described on the COE in #1 of the Qualifying moves and Work section.

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

Family Data. In this section of the COE, the recruiter will record the contact information for the child(ren) and name of the child(ren)'s parent(s)/guardian(s).

The recruiter may have to pay special attention to ensure that the family's last name is accurate. A parent or guardian may have different last names or hyphenated names, or the use of last names may vary by culture or ethnic group. It is important that the recruiter become familiar with the naming customs of the various groups that the local MEP serves.

Parent/Guardian 1 [Last Name(s), First Name]. Record the name of the individual (if any) currently responsible for the child(ren). Record this individual's legal last name (or names) and legal first name. If the parent/guardian has two last names or a hyphenated last name, record the individual's last name(s) as it legally exists. The term "parent/guardian" 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 (*in loco parentis*), such as a grandparent or stepparent with whom the child lives. If there is no parent/guardian information disclosed, or if the child is responsible for his or her own welfare (e.g., emancipated youth), write a dash (-) or "N/A."

Parent/Guardian 2 [Last Name(s), First Name]. Record the name of the second individual (if any) currently responsible for the child(ren). Record this individual's legal last name (or names) and legal first name. If the parent/guardian has two last names or a hyphenated last name, record the individual's last name(s) as it legally exists. The term "parent/guardian" 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 (*in loco parentis*), such as a grandparent or stepparent with whom the child lives. If there is no parent information disclosed, or if the child is responsible for his or her own welfare, (e.g., emancipated youth), write a dash (-) or "N/A."

Current Address. Record the physical address, including the complete name of the street or road where the child(ren) currently resides. In cases where a formal physical address is not available, include as much other identifying information as possible (e.g., trailer number, rural route, migrant camp, landmark). If the physical address is different from the mailing address, ED recommends providing the mailing address in the Comments section of the COE.

City. Record the name of the city or town where the child(ren) currently resides.

State. Record the postal abbreviation used by the U.S. Postal Service for the state where the child(ren) currently resides.

Zip. Record the five or nine-digit zip code where the child(ren) currently resides. The U.S. Postal Service has an online zip code directory service (<http://zip4.usps.com/zip4/welcome.jsp>).

Telephone. Record the telephone number, including area code, of the family. If no telephone number is available, write a dash (-) or "N/A."

Child Data. Child data includes the name, sex, birth date, etc. of each child. A recruiter should include all children with the same family and eligibility data on the same COE. Any child who has different (1)

current family [see "Family Data" above for additional definition] or (2) eligibility data—including a different QAD—must be documented on a separate COE.

Residency Date. Record the date (*MM/DD/YY*) that the child(ren) moved to (i.e., arrived in) the present school district. Use the two-digit number that refers to the month and day, and the last two digits of the year. For example, May 20, 2016, would be written as 05/20/16. If the child(ren) qualified for the MEP on a move prior to the move to the present school district, the residency date will be later than the QAD. If the child(ren) moved prior to the worker's move, the residency date would precede the QAD. Note, although it is possible to record a residency date that precedes the QAD, a COE cannot be filled out and a child cannot be enrolled in the MEP until after the child and worker each make a qualifying move.

Last name 1. Record the legal last name of each eligible child in the family. If the child has a multiple or hyphenated last name (e.g., Ramírez-García), record the first part of the name (i.e., Ramírez).

Last name 2. If the child has a multiple or hyphenated last name (e.g., Ramírez-García), record the second part of the name (i.e., García). If the child does not have a multiple or hyphenated name, write a dash (-) or "N/A."

Suffix. Where applicable, record the child's generation in the family (e.g., Jr., Sr., III, 3rd). Otherwise, write a dash (-) or "N/A."

First name. Record the legal first name of each eligible child in the family. This is the name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Ale or Alex for Alejandra).

Middle name. Record the legal middle name of each eligible child in the family. This is the secondary name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Ale or Alex for Alejandra). If the child does not have a middle name, write a dash (-) or "N/A."

Sex. Record the child's sex: "Male" or "Female". States may abbreviate these responses as "M" or "F", respectively.

Birth Date. Record the month, day and year the child was born. Use the two-digit number that refers to the month and day, and the last two digits of the year. For example, September 20, 2003, would be written as 09/20/03.

Multiple Birth Flag (MB). Record "Yes" if the child is a twin, triplet, etc. Write "No" if the child is not a twin, triplet, etc.). States may abbreviate these responses as "Y" or "N," respectively.

Birth Date Verification Code (Code). Record the four numbers that correspond to the evidence used to confirm each child's birth date (see the codes and corresponding evidence listed below). States may choose to abbreviate the codes listed below by recording only the last two digits.

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

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

If written evidence is not available, the interviewer may rely on the interviewee's verbal statement. In such cases, the interviewer should record "1007" – the number that corresponds to "parent's affidavit."

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

Qualifying Move & Work Section.

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

Throughout this section, the term "worker" refers to the child(ren)'s parent/guardian or spouse who is a migratory agricultural worker or migratory fisher. The term "qualifying work" as used in this section refers to the new temporary or seasonal employment (or personal subsistence) in agriculture or fishing. The "qualifying moves" documented in this section are the qualifying moves that meet the MEP-eligibility criteria [i.e., #4 documents the move soon after which the worker engaged in qualifying work (or after which he or she actively sought qualifying work), and #1 documents the child(ren)'s moves as, or with or to join, the worker].

1. *The child(ren) listed on this form moved due to economic necessity from a residence in _____ (School District/City/State/Country) to a residence in _____ (School District/City/State).*

from a residence in _____ (School District/City/State/Country). This location is the child(ren)'s last place of residency immediately prior to the qualifying move. Note that the child(ren) might have made subsequent non-qualifying moves.

to a residence in _____ (*School District/City/State*). This location is where the child(ren) resided immediately following the qualifying move as the worker, or with or to join, the worker. 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.

- Exception. If the child(ren) migrated a distance of 20 miles or more to a temporary residence in a school district of more than 15,000 square miles:
 - Record the name of the school district where the child(ren) resided immediately prior to and immediately following the qualifying move, in order to identify this move as one that meets the 20 miles criterion.
- Exception. If the child(ren) moved from a residence in one administrative area to a residence in another administrative area within a U.S. state that is comprised of a single school district:
 - Record the full legal or commonly used name of the administrative area where the child(ren) listed resided immediately prior to and immediately following the qualifying move.

Provide as much of this information in these blanks as available. At a minimum (with the exception of states comprised of single school districts or school districts of more than 15,000 square miles), the state must be able to document that the child moved from one school district to another and changed residences in the process. In the case of states comprised of a single school district, the state must be able to document that the child moved from one administrative area to another and changed residences in the process. In the case of school districts of more than 15,000 square miles, the state must be able to document that the child migrated a distance of 20 miles or more and changed residences in the process.

If the child and worker moved from different previous residences, record the child's prior residence in response to #1 and record the worker's prior residence in the Comments section.

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

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

Mark the box "as a worker" if the child moved as the worker.

Mark the box "with the worker" if the child(ren) moved with the worker.

Mark the box "to join or precede the worker" if the child(ren) moved either before or after the date the worker moved. If this box is marked, also complete "i" under 2b.

- b. *The worker, _____ (First and Last Name of Worker), (Continued below)*

Record the first and last name of the individual who is a migratory agricultural worker or migratory fisher (i.e., the child(ren)'s parent/guardian or spouse, or the child – if the worker).

(Continued from above) ... *is the child or the child(ren)'s* *parent/guardian* *spouse.*
 [Mark only one box]

Mark the box that indicates whether the worker is the child or the child(ren)'s relationship to the worker (i.e., parent/guardian or spouse).

(Complete 2bi if "to join or precede" is checked in 2a.)

- *The child(ren) moved on _____(MM/DD/YY). The worker moved on _____(MM/DD/YY). (provide comment)*
 - If the worker moved separately from the child(ren), record the date that the child(ren) moved to the school district listed in #1, and record the date the worker moved to the school district listed in #1. Also record the reason for the different move dates, and whether the worker moved from a different location than the child(ren), in the Comments section.

The Qualifying Arrival Date (QAD) was _____ (MM/DD/YY). Record the QAD, using the two-digit numbers that refer to the month and day, and the last two digits of the year. For example, May 20, 2016, would be written as 05/20/16.

The QAD is the date that both the child and worker completed the move to the school district listed in #1. The child must have moved as a worker, or with or to join a parent/guardian or spouse who is a migratory agricultural worker or migratory fisher. As referenced in #2a, the child and worker will not always move together, in which case the QAD would be the date the child joins the worker who has already moved, or the date when the worker joins the child who has already moved. (For more on "to join" moves, see the NRG, Ch. II, E2.) The QAD is the date that the child's eligibility for the MEP begins. The QAD is not affected by subsequent non-qualifying moves. For more information on determining the QAD, see the chart below.

Type of Qualifying Move The child. . .	Qualifying Arrival Date (QAD)--Eligibility Begins The QAD is. . .
. . .moved <u>with</u> the worker.	. . .the date the <u>child and worker both arrived</u> in the district.
. . .moved <u>before</u> the worker moved.	. . .the date the <u>worker arrived</u> in the district where the child was residing.
. . .moved to join the worker <u>after</u> the worker moved.	. . .the date the <u>child arrived</u> to join the worker.

The worker moved due to economic necessity on _____(MM/DD/YY), from a residence in _____(School District/City/State/Country) to a residence in _____(School District/City/State), and: [Mark only one of the following boxes: either a or b.]

- c. engaged in new qualifying work soon after the move (provide comment if worker engaged in qualifying work more than 60 days after the move), OR

Mark this box if the individual listed as the worker in #2b moved due to economic necessity from a residence in one school district to another, and, soon after doing so, engaged in new temporary or seasonal employment (or personal subsistence) in agriculture or fishing.

Explain in the Comments section if the worker is determined to be a migratory agricultural worker or migratory fisher based on his or her engagement in new qualifying work more than 60 days after the qualifying move described in #4.

- d. actively sought new qualifying work, AND has a recent history of moves for qualifying work (provide comment)

Mark this box if the individual listed as the worker in #2b moved due to economic necessity from a residence on one school district to another and actively sought new qualifying work before or after the qualifying move described in #4, and has a recent history of moves for qualifying work.

Explain in the Comments section how and when the worker actively sought new qualifying work. For example, the individual stated that he or she (or someone on his or her behalf) applied for qualifying work at a particular agricultural or fishing job site, or applied at a center that coordinates available qualifying work.

Explain in the Comments section the worker's recent history. For example, the recruiter could write, "worker moved from Brownsville, Texas, to Decatur, Michigan, and planted tomatoes in May 2016, and moved from Decatur, Michigan to Presque Isle, ME, and picked potatoes in October 2016."

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

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

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

- e. seasonal OR temporary employment, (Continued below)

Mark the box for "seasonal employment" if the employment occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year. Examples include planting, cultivating, pruning, harvesting, and related food processing in agriculture. Also, planting and harvesting clams and oysters, fishing during seasonal runs of fish, and related food processing in commercial fishing [34 CFR § 200.81(o)].

Mark the box for "temporary employment" if the employment lasts for a limited period of time, usually a few months, but not longer than 12 months. It typically includes employment where the worker states that the worker does not intend to remain in that employment indefinitely, the employer states that the worker was hired for a limited time frame, or the SEA has determined on some other reasonable basis that the employment is temporary. [34 CFR § 200.81(p)].

- f. *agricultural* OR *fishing work*.

Mark the box for "agricultural work" if the work involves the production or initial processing of raw agricultural products such as crops, poultry, or livestock, dairy work, as well as the cultivation or harvesting of trees (Section 1309(2) of the ESEA; 34 CFR § 200.81(a)). The work may be performed either for wages or personal subsistence.

Mark the box for "fishing work" if the work involves the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. [Section 1309(4) of the ESEA; 34 CFR § 200.81(c)]. The work may be performed either for wages or personal subsistence.

**If applicable, check:*

personal subsistence (provide comment)

- (*) Mark the box for "personal subsistence" if "...the worker and the worker's family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch" [34 CFR § 200.81(m)]. Also provide a comment in the Comments section.

(Only complete if "temporary" is checked in #5a) *The work was determined to be temporary employment based on:*

- g. *worker's statement (provide comment), OR*

Mark this box if the work was determined to be temporary employment based on a statement by the worker or the worker's family (e.g., spouse) if the worker is unavailable (provide comment). For example, the worker states that he or she only plans to remain at the job for a few months. Provide explanatory comments in Comments section.

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

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

i. *state documentation for _____ (employer).*

Mark this box upon verification that the state has current documentation to support that the work described in #5 is temporary employment for this particular employer.

Employer. Identify the employer, whether it is the name of or code for a farmer, a grower, a business, or a corporation, where the worker engaged in qualifying work.

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

#2bi: The child(ren) and worker moved separately. If the child(ren) joined or preceded the worker, record the reason for the child's later move or the worker's later move. If the worker moved from a different school district than the child(ren), record the name of the school district in which the worker resided immediately prior to the move.

#4a: The worker engaged in new qualifying work more than 60 days after the qualifying move.

#4b: The worker did not engage in new qualifying work soon after the qualifying move. In this case, the recruiter must document that:

- The worker actively sought new qualifying work; AND
- The worker has a recent history of moves for qualifying work.

#5: The worker is a migratory agricultural worker or migratory fisher 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." (34 CFR § 200.81(m)).

#6a or 6b: The employment is temporary based on the worker's statement or the employer's statement. In particular, record the information provided by the worker or employer regarding how long they expect the employment to last. The comment should be of sufficient length to adequately document how the recruiter came to the eligibility decision.

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

- The information on the COE needs additional explanation to be clearly understood by an independent outside reviewer.
- The basis for the preliminary eligibility determination is not obvious. For example, the work is unusual enough that an independent reviewer is unlikely to understand that it is qualifying work. An explanation is needed to enable a reviewer to understand how the preliminary eligibility determination was made.
- The work could be part of a "series of activities" that, viewed together, would constitute year-round employment (e.g., mending fences on a dairy farm and baling hay could be two parts of year-round ranching with one employer).
- The work may be viewed by an independent reviewer as either temporary or year-round employment (e.g., collecting eggs or milking cows).
- A "move" is of such brief duration that one could question whether it was a move from one residence to another residence, due to economic necessity.
- An interviewee uses a symbol such as an "X" or other valid mark as a signature.
- The person who provided the information on the COE form (interviewee) is not the worker.
- The mailing address is different from the child(ren)'s physical residence.
- The child(ren)'s legal parent/guardian(s) differ from the current parent/guardian(s) listed.

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

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

Signature, Relationship to the child(ren), Date

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

his or her name, the recruiter must document the interviewee's refusal in the Comments section and print the interviewee's name and relationship to the child.

If a state chooses to include other statements that require, for example, a parent/guardian signature specifically, the state can include those statements separately from the Interviewee Signature. ED strongly recommends that states obtain the approval of their legal counsel to ensure that additional statements they add to this section comply with the applicable federal, state, and local laws and policies.

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. Once the SEA-designated reviewer reviews, signs, and dates, the COE, the MEP should send a copy of the COE by mail or hand-deliver it at a later date.

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

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 USC 6399 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 USC 1001.

Signature of Interviewer, Date

Signature of Designated SEA Reviewer, Date

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

APPENDICES

REFERENCE MATERIALS

Specific Project Information

Recruiters may wish to maintain the following information to provide to families and assist with recruitment. Such information may be kept handy for quick reference and to share with families:

1. District graduation requirements and handbooks
2. Attendance Requirements
3. Bus Schedules
4. Holiday Schedules
5. School Board Policies
6. Parent Conference Days
7. Schedule of Field Trips
8. Handy information for new residents, example:
 - ☎ names, addresses and phone numbers of:
 - utility services
 - phone company
 - social service agencies
 - adult learning centers
 - police department
 - fire department, etc.
9. State Migrant Education Program Directory
10. Migrant Education Program Brochures:
 - 📖 Montana Migrant Education Program Services
 - 📖 Project MASTERY
11. Alternative educational program brochures and information, if applicable.

High School Equivalency Program (HEP)

A national program especially funded for migrant youth is the High School Equivalency Program (HEP). There are several of these programs in university and college campuses throughout the nation. The program may be residential, or commuter based. The purpose of the program is to provide individualized instruction to enable participants to take the general education diploma (GED). This exam may be taken in English or Spanish. The program also offers guidance about the opportunities to continue post-secondary education. Program participants are provided with room and board, transportation and a weekly stipend. For more information, call **(509) 335-5652**.

Adult Basic Education

There are Adult Basic Education (ABE) classes in every state across the nation. Community colleges and universities sponsor many of these. Some have ABE programs in conjunction with grants from the Immigration and Reform Control Act (IRCA). Individuals sixteen years of age and older are eligible to enroll in English as a Second Language (ESL) classes. Often times the classes are held at churches, public schools and

libraries. All ABE classes have open enrollment; that is, students may enroll at any time during the school year.

Portable Assisted Study Sequence (PASS)

The Portable Assisted Study Sequence (PASS) Program is funded through a Title I Migrant Education grant by the Office of Public Instruction (OPI) and administered through the Secondary Education program. It is presently utilized in nearly 30 states across the nation.

PASS offers fully accredited high school courses that can be completed by a student semi-independently. By completing PASS courses, a student makes up credit deficiencies, catches up with peers, and is encouraged to continue and graduate. Each course is shipped as a fully self-contained packet. Tests are administered locally and scored by local staff. Grade reports and transcripts are issued.

Completion of a full semester course earns as .5 high school credit. An advantage of PASS is that the course is divided into five sequential units. A student can enroll in all or part of those units. This makes it possible for migratory students to complete the balance of a high school course they were unable to finish before moving. Students earn full or partial credit through PASS.

For more information about PASS:

Office of Public Instruction
Angela Branz-Spall
P.O. Box 202501
Helena, MT 59620
(406) 444-2423/800-580-0740

Recruiting Tips

1) *Starting Early* – Recruiting early before the school year begins is important. The recruiter can be at the school for the first few days to sign up families as they bring their children to school.

2) *Student Handbook* – As part of the reference materials, a copy of the student handbook from all of the schools in the area can be collected. It is a good idea to become familiar with the school policies for attendance, discipline and graduation requirements and grading periods.

3) *Welcome Wagon Approach* – A packet of information for newly-arrived families is useful, including emergency phone numbers, directories of social service agencies, schools, churches, businesses, etc. This information may be gathered in a folder. Distribute the packets to new families as they arrive in town.

4) *Take School Officials on Home Visits* – The federal projects director, the superintendent, principals and others may be invited to accompany the recruiter on a home visit occasionally. This will help them understand the Recruiter's role and may help break down barriers.

5) *Visit With an Experienced Recruiter* – A new recruiter may wish to ask an experienced recruiter in the area if he/she could accompany him or her on some home visits. After a few visits, ask if you could do a parent interview.

6) *Recruit at School Registration* – Set up a table at schools that have pre-registration before school starts, and have all parents pass by your station to be screened for eligibility. Those who qualify should be signed up on the spot. Other migrant personnel could be trained to help in other schools if families pre-register on the same day.

7) *Name Tag* – The recruiter should wear a name tag prominently displayed when going on home visits. Try to include the migrant logo on the name tag. It identifies the program to the parents, and the name tag reminds the parents of your association with the Migrant Education Program.

8) *Business Cards* – Have some business cards printed up with the recruiter's name, title, address, and phone number on them. Staple them to brochures, posters or flyers to advertise the program.

9) Call-Back Form/ Doorknob Messages – Doorknob Message signs are available, free of charge, through the MSRS Office. These signs are good to use when you are not able to locate a family. Check the appropriate message on one of these forms and leave it on their door to let them know that you were there.

10) Take The Previous COE On Home Visits – When visiting families take their previous COE and compare it with the new COE information. Specifically, compare the qualifying arrival dates.

Migrant Student Information Exchange (MSIX) Minimum Data Elements

Crosswalk with MIS2000 and Montana Certificate of Eligibility (COE) Student and Enrollment Information

Data Element		Definition	MSIX Instructions	Corresponding MIS2000 Field	Corresponding COE Field or Data Source
1	MSIX Identification Number	A unique, system generated identification number assigned to identify a migrant child's consolidated record.	Uniquely identifies one and only one student's consolidated file. Created by the MSIX database.	Alternate identification number	Not entered by user. Generated at the database level.
2	State Student Identifier	A unique identification number assigned to a child by a State.		USID (Unique Student Identifier)	B (2) Child-MIS2000 Number
3	State Student Identifier Type	Identifies the origin of the State Student Identifier.		N/A	N/A
4	First Name	A name given to a child at birth, baptism, or during another naming ceremony, or through legal change.		First Name	B (3) Child(ren)'s Name(s): First
5	Middle Name	A secondary name given to a child at birth, baptism, or during another naming ceremony, or through legal change.		Middle Name	B (3) Child(ren)'s Name(s): Middle
6	Last Name 1	Student's legal last name (paternal). If child has multiple or hyphenated last name, contains the first part.		Last Name	B (3) Child(ren)'s Name(s): Last Name 1

Data Element		Definition	MSIX Instructions	Corresponding MIS2000 Field	Corresponding COE Field or Data Source
7	Last Name 2	If appropriate, child's legal last name (maternal). If child has multiple or hyphenated last name, contains the second part.		Last Name (if there are two last names, both are entered in the last name field in the manner the parent indicates on the COE)	B (3) Child(ren)'s Name(s): Last Name 2
8	Suffix	An appendage, if any, used to denote a child's generation in his family (e.g., Jr., Sr., III, 3rd).		Generation	B (3) Child(ren)'s Name(s): Suffix
9	Sex	The concept describing the biological traits that distinguish the males and females of a species.		Sex	B (4) Sex
10	Birth Date	The month, day, and year on which a child was born.		Birth Date	B (7) Birth Date
11	Multiple Birth Flag	Indicates if child is a twin, triplet, etc.		Multiple Birth (Y/N)	B (6) MB
12	Birth City	The name of the city in which the child was born.		Birth City	B (9) Birthplace: City
13	Birth State	The ISO abbreviation code for a State (within the United States, Mexico and Canada), Outlying Area, or State (in another country) in which a child was born.		Birth State	B (9) Birthplace: State
14	Birth Country	The standard abbreviation code of the country in which a child was born.		Birth Country	B (9) Birthplace: Country
15	Birth Date Verification	The evidence by which a child's date of birth is confirmed.		Code	B (8) Code

Data Element		Definition	MSIX Instructions	Corresponding MIS2000 Field	Corresponding COE Field or Data Source
16	Male Parent First Name	The first name of the male parent. The term 'parent' includes a legal guardian or other person standing <i>in loco parentis</i> (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).	Provide the first name of the legal male parent or legal guardian, if available. If not available, enter the first name of the male person who is currently standing in loco parentis (such as a grandparent, stepparent, or uncle with whom the child lives, or a person who is responsible for the welfare of the child while the child is in the State). If there is no parent information disclosed, leave blank.	Current Parent Male First Name	A (1) Male Parent/Guardian: First Name
17	Male Parent Last Name	The last name of the male parent. The term 'parent' includes a legal guardian or other person standing <i>in loco parentis</i> (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).	Provide the last name of the legal male parent or legal guardian, if available. If not available, enter the last name of the male person who is currently standing in loco parentis (such as a grandparent, stepparent, or uncle with whom the child lives, or a person who is responsible for the welfare of the child while the child is in the State). If Male Parent First Name is present, then Male Parent Last Name must also be present. If there is no male parent information disclosed, leave blank.	Current Parent Male Last Name	A (1) Male Parent/Guardian: Last Name

Data Element		Definition	MSIX Instructions	Corresponding MIS2000 Field	Corresponding COE Field or Data Source
18	Female Parent First Name	The first name of the female parent. The term 'parent' includes a legal guardian or other person standing <i>in loco parentis</i> (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).	Provide the first name of the legal female parent or legal guardian, if available. If not available, enter the first name of the female person who is currently standing in loco parentis (such as a grandparent, stepparent, or aunt with whom the child lives, or a person who is responsible for the welfare of the child while the child is in the State). If there is no parent information disclosed, leave blank.	Current Parent Female First Name	A (2) Female Parent/Guardian: First Name
19	Female Parent Last Name	The last name of the female parent. The term 'parent' includes a legal guardian or other person standing <i>in loco parentis</i> (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).	Provide the last name of the legal female parent or legal guardian, if available. If not available, enter the last name of the female person who is currently standing in loco parentis (such as a grandparent, stepparent, or aunt with whom the child lives, or a person who is responsible for the welfare of the child while the child is in the State). If Female Parent First Name is present, then Female Parent Last Name must also be present. If there is no female parent information disclosed, leave blank.	Current Parent Female Last Name	A (2) Female Parent/Guardian: Last Name

Data Element		Definition	MSIX Instructions	Corresponding MIS2000 Field	Corresponding COE Field or Data Source
20	Qualifying Arrival Date	In general, the qualifying arrival date (QAD) is the month, day, and year that the child completed a move with his or her parent to enable the parent to find qualifying employment. (See exceptions in NCLB Sec.1309(2)). In some cases, the child and worker may not always move together, in which case, the QAD would be the date the child joins the worker who has already moved, or the date when the worker joins the child who has already moved. The QAD is the date that the child's eligibility for the Migrant Education Program begins.		QAD	C (3) Qualifying Arrival Date
21	Qualifying Move from City	The name of the city in which the child resided prior to the qualifying move.		From City	C (1) Moved from Residence: City
22	Qualifying Move from State	The postal abbreviation code for a State (within the United States) or Outlying Area in which the child resided prior to the qualifying move.		From State	C (1) Moved from Residence: State
23	Qualifying Move from Country	The abbreviation code for a country (other than the US) area in which the child resided prior to the qualifying move.		From Country	C (1) Moved from Residence: Country
24	Qualifying Move to City	The name of the city in which the child resides following the qualifying move.		To City	C (1) Moved to Residence: City

Data Element		Definition	MSIX Instructions	Corresponding MIS2000 Field	Corresponding COE Field or Data Source
25	Qualifying Move to State	The postal abbreviation code for a State (within the United States) or Outlying Area in which the child resides following the qualifying move.		To State	C (1) Moved to Residence: State
26	Eligibility Expiration Date	The month, day, and year on which the child is no longer eligible for the Migrant Education Program. This date should initially be a date equal to 36 months from the Qualifying Arrival Date to indicate the end of MEP eligibility or the date the student reaches 22 years of age, whichever comes first.	This date should be replaced if the child's eligibility expires prematurely for other reasons (i.e. Graduated; Obtained a GED; Declined MEP Eligibility; Reached 22 Years of Age; or Deceased).	QAD + 3 years or termination date.	Only entered by user if there is a termination date due to student obtaining a diploma or GED, parent or emancipated youth declining eligibility, or deceased.
27	Immunization Record Flag	Indicates whether the school or MEP program has immunization records on file for the student.	A child's immunization record is tied to his/her school or MEP enrollment. Users should contact the appropriate facility if a copy of the immunization record is needed.	Calculated (If immunization records exist, they are entered tied to the student enrollment. MIS2000 will indicate in MSIX if a record is entered for this enrollment.)	School immunization records
28	Enrollment Date	The month, day, and year on which a student is enrolled in a school/MEP project.		MIS2000 uses one of the following fields in order of preference: Enrollment Date, Residency Verification Date 1, Residency Verification Date 2, Generation Date	B (10) Enrollment Date

29	Enrollment Type	The type of school/migrant education project in which instruction and/or support services are provided.		Enrollment Type	B (11) Type
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	Data Element	Definition	MSIX Instructions	Corresponding MIS2000 Field	Corresponding COE Field or Data Source
30	School or Project Name	The full legally or popularly accepted name of a school (or MEP project providing educational and/or educationally related services) in which the student was enrolled.	MSIX is designed to accept information on either a School or a Project or both, so each entity can complete this item by entering as much information as is available to them.	N/A (MIS2000 provides a facility name.)	N/A
31	MEP Project Type	Indicates the type of MEP project based on the location where the MEP services are held. This field will be automatically prepopulated with the "01 School-based MEP Project" value if the Enrollment Type is value "05 Basic School Program and Regular-Term MEP-Funded Project."		Program Type from the facilities table.	Information comes from the facilities table in MIS2000.
32	School Identification Code	A unique national code assigned by the National Center of Education Statistics (NCES) to each school providing educational and/or educationally related services. This data element is only applicable to school enrollments or school-based MEP projects.		NCES number from the facilities table.	Information comes from the facilities table in MIS2000.

33	Facility Name	The name of a building where the school activity or MEP project was conducted. In cases where the activity was conducted outside of a building site, provide the name and address of an administrative office where the MEP project staff can be contacted.		School Name in the facilities table	Site (from the top section) as tied to the SSID
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	Data Element	Definition	MSIX Instructions	Corresponding MIS2000 Field	Corresponding COE Field or Data Source
34	Facility Address 1	Line 1 of the mailing address. The street number and name or post office box number of a facility's address.		Address 1 from the facilities table.	Information comes from the facilities table in MIS2000.
35	Facility Address 2	Line 2 of the mailing address. The building, office, department, room, suite number of a facility's address.		Address 2 from the facilities table.	Information comes from the facilities table in MIS2000.
36	Facility Address 3	Line 3 of the mailing address for a facility.		Address 2 from the facilities table.	Information comes from the facilities table in MIS2000.
37	Facility City	The name of the city in which a facility is located.		City from the facilities table.	Information comes from the facilities table in MIS2000.
38	School District	The full legally or popularly accepted name of a local educational agency (i.e., school district or local operating agency).	The School District is not populated for non-school-based MEP projects.	District Name from the facilities table.	Information comes from the facilities table in MIS2000.
39	Facility State	The postal abbreviation code for a State (within the United States) or Outlying Area in which a school or other facility is located.		State from the facilities table.	Information comes from the facilities table in MIS2000.

40	Facility Zip	The five- or nine-digit zip code portion of a facility's address.		Zip from the facilities table.	Information comes from the facilities table in MIS2000.
41	Telephone Number	The telephone number of the school or MEP project contact person including the area code and extension, if applicable.		Phone from contact table	Though a phone number is listed on the top of the COE, the information will be pulled from the contact table in MIS2000.
42	Grade Level	The grade level in which a school/MEP project enrolls a student.		Grade Level	B (12) Grade

Data Element		Definition	MSIX Instructions	Corresponding MIS2000 Field	Corresponding COE Field or Data Source
43	LEP Indicator	Child meets the State's definition of Limited English Proficient that is based on Section 9101(25) of ESEA.		Calculated by looking at the state assessment and enrollment with linked LEP designation	LEP designation comes from state ELP assessment, SOLOM score, or teacher observation.
44	IEP Indicator	Child has an individualized education program (IEP) because the child meets the definition of Children with Disabilities in P.L. 108-446, Section 602(3), 34 C.F.R. Part 300.8(a)(1).		IEP on File from special needs table.	IEP on file for student at enrolling program.
45	Continuation of Services Reason	Reason why student is being served under the continuation of services provision of the MEP.		N/A	N/A
46	Med Alert Indicator	Alert indicator for a medical/health condition		Calculated based on the existence of linked medical alert.	B (15) Health alert
47	PFS Flag	Indicates whether the child is eligible to be Priority for Service for the duration of the enrollment period.		Calculated based on State formula or flagged in enrollment record.	PFS is determined based on several factors. See PFS definition for more information.

48	Designated Graduation School	The NCES school identification number that identifies the school or facility from which a student expects to graduate. Only one school may be designated for graduation.	This data element is only applicable for secondary students.	Graduation Plan table.	For secondary students, the school that the student and/or parent indicates as the desired graduation school.
49	Withdrawal Date	The month, day, year on which a student withdrew from a school or MEP project. Withdrawal reasons include End of Project; Moved cannot locate; Dropped out of school; Dropped out of MEP project; End of school year.		Withdrawal Date from enrollments table.	Date the student leaves/is no longer receiving services or date the project ceases providing services.

Assessment Information

Data Element		Definition	MSIX Instructions	Corresponding MIS2000 Field	Corresponding COE Field or Data Source
50	Assessment Title	The title or description, including a form number, if any, that identifies a particular assessment.		Assessment Name from formal assessments table.	State assessment database.
51	Assessment Content	The description of the content or subject area (e.g., mathematics, reading) of an assessment.		Description from assessments table.	State assessment database.
52	Assessment Type	The category of an assessment based on format and content.		Assessment Type from assessments table.	State assessment database.
53	Assessment Administration Date	The month and year on which an assessment is administered.		Assessment date from the formal assessments table.	State assessment database.
54	Assessment Reporting Method	The method that the instructor of the class uses to report the performance and achievement of all students. It may be a qualitative method such as individualized teacher comments or a quantitative method such as a letter or a numerical grade. In some cases, more than one type of reporting method may be used.		Result type	State assessment database.
55	Score Results	A score or statistical expression of the performance of a student on an assessment.		Numeric results in the assessment results field.	State assessment database.

56	Assessment Interpretation	The assessment proficiency level attributed to the Score Results. All values may not be applicable for each State.	For State Assessments, indicate one of the following values: Passed; Failed; Far Below Basic; Basic; Proficient; Advanced. For all other types of assessments, indicate either Passed or Failed only.	Though an interpretation may exist within the assessment results field in MIS2000, this information is not transferred to MSIX as data entry is inconsistent.	State assessment database.
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Course History Information

Data Element		Definition	Corresponding MIS2000 Field	Corresponding COE Field or Data Source
57	Course Title	The name of a course (e.g., Algebra II, Art I, English III, Problems in Democracy, English-10).	Course Name from course history.	School records.
58	Subject Area Name	The name of the subject area (e.g., History, English) that corresponds to the course title.	Subject from course history.	School records.
59	Course Type	An indication of the general nature and difficulty of instruction provided throughout a course.	Course type from course history.	School records.
60	Academic Year	Academic year in which the student last attended the course (e.g., 2004-2005)	Year from course history.	School records.
61	Course Section	The prescribed duration of course taken.	Course section from course history.	School records.
62	Term Type	The prescribed span of time that a course is provided, and in which students are under the direction and	Type of term from course history	School records.
63	Clock Hours	For courses that have NOT been completed (or credit granted), the number of clock hours to date that the student has completed.	Course hours taken from course history.	School records.
64	Grade-to-Date	For courses that have NOT been completed (or credit granted), a percentage (rounded to the nearest whole number) of student performance for the grade-to-date that the student has completed at the time of withdrawal.	Partial grade from course history.	School records.
65	Credits Granted	The credits granted to the student in Carnegie units for completing a given course or a section of a course (e.g., 1.0, .50, .33, .25, .20).	Credit granted from course history.	School records.
66	Final Grade	For courses that have had credit granted, a final indicator of student performance in a class at the time of withdrawal as submitted by the instructor.	Final grade from course history.	School records.

Recruiter Model Kit

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

Forms:

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

- ❑ COEs
- ❑ Free Lunch Application (This might include breakfast application).
- ❑ School Enrollment Forms (This would include all necessary school information, e.g., registration, immunizations and medical release forms).

Other Information:

- ❑ **Migrant Education Program** — This would be any information on the National Program, brochures, handouts, etc. Contact the OPI if more information is needed.
- ❑ **School Migrant Program** — This is the program unique to each school district. Contact your FPD if information is needed.
- ❑ **Pamphlets** — Contact local service providers for any programs that might be needed for referrals. Examples of programs might be TANF, Food Stamps, Medical, WIC, Housing, Job/Employment, and Clinics.
- ❑ **Resource Directory** — Listing of Social Agencies in the community and surrounding area.
- ❑ **Log, Calendar, Map, Miscellaneous Items** — It may be helpful to have these items to record dates, referrals, and make appointments. There may be miscellaneous items that each recruiter may find useful.
- ❑ **Supplies** — This might include a clipboard, several pencils and pens, paper clips, post-it notes, doorknob messages, file folders, etc.

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

REVIEW OF
TARGETED TEMPORARY
& SEASONAL ACTIVITIES
in Montana

TEMPORARY AND SEASONAL ACTIVITIES

Preface

The Montana Office of Public Instruction (OPI) receives a grant annually from the Office of Migrant Education (OME), United States Department of Education (USDE) based on the number of identified migratory students that reside in the State of Montana. A very large percentage of identified students migrate from the state of Washington. Other students migrate both within the state across school district and county boundaries and from Montana to other states.

Since these children enroll temporarily in various schools, the Montana MEP has a major responsibility to ensure that coordination across program, school district and state lines occur. The Montana MEP has the responsibility to ensure that migratory students at all grade levels and their families have their needs met and are able to access all services for which they are eligible.

The work encountered by migrant families is varied. Qualifying agricultural and fishing activities cover a broad spectrum of crops and industries. Roughly over 95 percent of the qualifying activities represented in Montana are of a seasonal nature.

Federal and state eligibility guidelines as distributed in the Montana Identification and Recruitment Handbook are instituted by all agencies serving migratory children. (See definitions, which follow). The basis for migratory student eligibility is well grounded through a personal parent/guardian interview conducted by a trained Migrant Education Program staff member. For eligibility purposes, the nature of the qualifying worker's move is ascertained, with the qualifying work activity documented on the Montana Certificate of Eligibility. This documentation includes the designation of the specific temporary or seasonal crop and activity. Federal policies as outlined in the United States Department of Education Policy Manual, November 1991 stipulate temporary employment as "...employment related to agricultural or fishing activities that is not permanent and that usually lasts no longer than 12 months..." The draft policies further recommend an industrial survey of agricultural or fishing industries "to establish a basis for determinations that employment at specific sites is 'temporary'."

Temporary Employment

The temporary nature of an activity usually does not provide for worker benefits, has an approximate ending date, and/or reflects hiring of extra people at peak periods. The interviewer is asked to document this proof of temporary employment in the comment section of the COE. The question of whether an activity qualifies as "temporary" is one that must ultimately be answered by your State Education Agency (SEA). The SEA is responsible for the eligibility determination in your state.

The worker's recorded agricultural work might be viewed by an independent reviewer as either temporary or permanent employment (e.g., collecting eggs or milking cows). Comments must clarify how the interviewer determined that the agricultural/fishing activity was temporary. Appropriate comments may include:

- The work itself has a clearly defined beginning and end (e.g., digging ditches, making or packing boxes, building fences);
- The employer establishes a time frame for completion of the worker's tasks;
- The agricultural or fishing work might be permanent, but the recruiter can detail a specific reason for believing that the worker does not intend to perform the tasks indefinitely.

When situations arise, the interviewer's comments need not be lengthy, but must clarify for anyone who later reviews the document, the circumstances that led the interviewer to believe that the child was eligible. If the space available for comments on the COE form is inadequate, explanations should be continued on a separate sheet of paper and maintained as part of the COE document.

The following criteria for temporary and seasonal employment is taken from the United States Department of Education Policy Manual, November 1991:

Temporary employment is employment related to agricultural or fishing activities that are not permanent and that usually lasts no longer than 12 months. Temporary employment does not always have beginning and ending dates at particular times of the year. Mending fences, digging irrigation ditches, plucking chickens, and other activities not dependent upon a natural cycle of events may occur at any time, and be for any length of time. Therefore, these jobs may either be permanent or temporary.

In a wide variety of situations, employment can readily be determined to be temporary or seasonal. However, while employment may be available to a worker on a year-round basis, the employment may still be temporary because of working conditions, intermittent periods of slack demand, or the worker does not intend to remain at the job permanently, etc.

Any one or more of the following observations can be used to determine that an agricultural or fishing activity qualifies as temporary.

1. The activity itself has a clearly defined beginning and end (e.g., digging ditches, making packing boxes, building fences) and is not one of a series of activities for the same employer that is typical of permanent employment.
2. The employer establishes a time frame for completion of the worker's tasks.
3. An "industrial survey" that the SEA adopts pursuant to the United States Department of Education guidance establishes that, despite the apparent permanency of the work, the nature and history of the tasks are such that these jobs may be considered temporary. NOTE: Montana has no industrial survey, and all temporary employment must be documented on the COE in the comment section.
4. The agricultural or fishing work might be permanent, but the recruiter can detail specific reason for believing that the worker does not intend to perform the tasks indefinitely.

To focus on the employment situation of the worker being interviewed, the interviewer should first determine, on the basis of interviews, whether the work is likely to be available on a year-round basis (observation 3 and 4 above) should be considered in any case involving a determination that a particular type of potentially year-round employment is temporary and should be carefully documented so that the reasons for the determination can be readily understood.

Seasonal Employment

In agriculture, planting, cultivating, pruning, harvesting, and related food processing are seasonal activities. In commercial fishing, planting and harvesting of clams and oysters, fishing during seasonal runs of fish, and related food processing are seasonal activities. The production of meat and poultry may also involve seasonal activities; for example, turkey production increases significantly prior to Thanksgiving.

Agricultural Activity

The criteria as stipulated in the U.S. Department of Education, Title I, Part C Education of Migratory Children— "*Non-Regulatory Guidance, Excerpts: Chapter II: Child Eligibility*" dated October 23, 2003, defines as follows:

"Agricultural activity"

1. any activity directly related to the production or processing of crops, dairy products, poultry, or livestock for initial commercial sale or as a principal means of personal subsistence;
2. any activity directly related to the cultivation or harvesting of trees; or
3. any activity directly related to fish farms. 34-CFR 200.81(a)

“Personal subsistence”

Personal subsistence means that the worker and his or her family consume the crops, dairy products, or livestock they produce or the fish they catch in order to survive.

“Production”

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

“Processing”

The term “processing” means working with a raw agricultural or fishing product and transforming it into a more refined product.

According to the U.S. Department of Agriculture, processing includes:

- | | | |
|-------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> cooking | <input type="checkbox"/> baking | <input type="checkbox"/> curing |
| <input type="checkbox"/> grinding | <input type="checkbox"/> churning | <input type="checkbox"/> separating |
| <input type="checkbox"/> fermenting | <input type="checkbox"/> distilling | <input type="checkbox"/> eviscerating |
| <input type="checkbox"/> cutting | <input type="checkbox"/> mixing | <input type="checkbox"/> freezing |
| <input type="checkbox"/> chilling | <input type="checkbox"/> packaging | <input type="checkbox"/> drying |
| <input type="checkbox"/> heating | <input type="checkbox"/> preserving | <input checked="" type="checkbox"/> slaughtering |
| <input type="checkbox"/> extracting | <input type="checkbox"/> jarring | <input checked="" type="checkbox"/> dehydrating |
| <input type="checkbox"/> canning | | |

or otherwise, enclosing food in a container. OME adopts this definition as those activities that are directly related to processing.

Examples of activities that are *not* directly related to processing

Some activities that are not qualifying include:

- transporting a product
- selling an agricultural or fishing product
- landscaping
- managing a farm or processing plant
- providing accounting, bookkeeping, or clerical services,
- repairing or maintaining equipment used for production or processing,
- cleaning or sterilizing farm machinery or processing equipment,
- providing babysitting or childcare services for farmworkers, and
- working at a restaurant

The term “processing” means working with a raw agricultural or fishing product and transforming it into a more refined product.

“Initial commercial sale”

In terms of production and processing, the initial commercial sale occurs when the crop or processed product is sold:

1. for refining to the next-stage processor;
2. to the wholesaler;
3. to the retailer; or
4. directly to the consumer

Are there circumstances where there may be two initial commercial sales associated with one crop?

Yes. Because an initial commercial sale may occur at the conclusion of the production of a crop *and* at the conclusion of processing that crop into a more refined product, there may be situations where there are two initial commercial sales. For example: Wheat is harvested and sold to a factory for processing the wheat into flour. The sale of the wheat to the factory is the initial commercial sale of a crop to the processor. This sale ends the production phase of the crop. The factory then processes the wheat into flour and sells the flour to a bakery. The sale of the flour to the bakery is an initial commercial sale of a processed product (flour) to a next-stage processor and ends the processing phase as a qualifying agricultural activity. Harvesting the wheat and processing the wheat into flour both meet the definition of “agricultural activity” because they are the production and processing of a crop for initial commercial sale.

CROPS

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

Planting: Apples, Trees, Echinacea

Cultivating: Beans, Onions

Pruning: Trees, Hops

Thinning: Sugar Beets

Weeding: Sugar Beets, Potatoes

Fertilizing: Apples, Sugar Beets

Irrigating: Fields, Sugar Beets

Harvesting: Picking or Gathering of Products, Agricultural and Fishing

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

Review Of Temporary Activities Dairy

Definition

Dairy animals and products are produced and/or processed in what is known as “dairy farming” or “dairying.”

Nature Of Employment

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

Sample Activities

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

Dairy Farms

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

Targeted Seasonal Activities **Seasonal**

Seasonal employment, whether agricultural or fishing, can easily be determined because it is an activity dependent upon natural cycles. For example, in agriculture, planting, cultivating, pruning and harvesting are seasonal activities. In commercial fishing, planting and harvesting of clams and oysters and fishing during cyclical runs of fish are seasonal activities. These activities are not included in this review.

The following is an explanation of seasonal migrant qualifying activities in Montana which have been surveyed to ascertain the nature of employment. The various activities were

selected to be surveyed due to a growing interest. Survey results are on file to substantiate the seasonal rather than temporary nature of these activities.

Agroforestry-Wild Edible Products

Wildberries and greens are consistently a popular product from Montana. Cherries and wild huckleberries are harvested for use in confections, juice and preserves.

Wild Mushroom harvesting in Montana normally takes place from late May through July; however, some species are available at other times of the year.

Forestry

Forestry in Montana is the planting and harvesting of trees for commercial sale. Due to the fact that trees are harvested both on public and private lands, an actual count of the number of acres replanted or harvested is not readily available. In 2004 it was estimated that 700 million board feet of timber were harvested from over 19 million acres of forest. However, the Department of Natural Resources expects the number of harvested trees to decline due to environmental reasons.

The industry involves these major activities:

1. **Reforestation**
2. **Vegetation Control**
3. **Thinning**

Reforestation

Reforestation is the replanting of trees after the pre-existing trees have been harvested. According to the Department of Natural Resources, it is the landowners' responsibility to replant a designated area within three years of its harvesting. Before the designated area can be reforested, dead or unwanted trees are removed. This activity is called "clearing tree stumps." After the land is cleared, workers must physically plant trees in the newly cleared area. It is because of the extent of manual labor required that reforestation is a labor-intensive activity.

In some lower elevation areas tree planting may begin as early as late November, although the majority of the planting begins during the first week of February. In the higher elevations, planting will continue through the middle of May, while planting in the lower elevation ends during April. The most common form of planting is done manually (foot and shovel), although seeding (aerial spraying of seeds) is done in hard-to-reach areas.

Due to the fact that reforestation activities are governed by a cyclical series of events (seasons and weather), this stage of forestry has been determined to be a seasonal migrant qualifying activity.

Vegetation Control

Vegetation control (vegetation management) is the clearing of other unwanted hardwood trees from the reforested area in order to allow the planted trees the opportunity to gain strength. This activity is performed prior to the thinning activity. In order to clear unwanted trees, workers must physically remove them. It is because of the extent of manual labor required that vegetation control is a labor-intensive activity.

Due to the fact that vegetation control activities are governed by cyclical series of events (seasons and weather), this stage of the Forestry Industry has been determined to be a seasonal migrant qualifying activity.

Thinning

Thinning in forestry exists in the form of commercial or pre-commercial thinning. Commercial and pre-commercial thinning both involve the removal of planted trees from a reforested area to increase growth of the remaining trees and the total yield or value of usable wood. When 10 to 50 percent of a wooded area is cut, it is considered to have been thinned. When more than 50 percent of an area has been cut, it is considered to have been clear-cut (harvested). In commercial thinning, the immediate value of the removed trees pays the thinning costs. If the value of the removed trees does not return enough to pay thinning costs, the practice is pre-commercial thinning. In order to clear unwanted trees, workers must physically remove them. It is because of the extent of manual labor required that thinning is a labor-intensive activity.

Although thinning of reforested areas may take place any time during the year, the late summer, fall and winter months are generally preferred. Spring months are generally ruled out due to the fact that the downed trees may attract beetles and they have the potential of killing the remaining trees. During the hot summer months, some forests may be closed intermittently to logging due to the likelihood of sparks causing fires.

Livestock

Livestock in Montana includes the breeding, raising, tending and/or processing of cattle, horses, mules, sheep, goats and swine. For purposes of this report, the beef industry is included separately under its own title.

Livestock involves two stages:

Production (Breeding, Raising and Tending) and **Processing**

Production

Breeding, raising, and tending activities are deemed seasonal migrant qualifying activities due to the fact that they occur during natural cycles and employees are needed during seasonal time periods.

Processing

Activities in processing are considered seasonal due to the fact that they are dependent upon natural breeding cycles.

While the breeding, raising and tending of sheep are seasonal migrant qualifying activities, the processing of sheep is considered to be a temporary migrant qualifying activity.

Due to the fact that turkey processing increases significantly prior to Thanksgiving, turkey processing is also considered a seasonal migrant qualifying activity. For the most part, livestock producers can be found throughout Montana. However, certain livestock is dominated in certain geographic regions of the state. Sheep, for example, are primarily raised east of the Rocky Mountains.

The Beekeeper program includes the Apiary program and the Alfalfa Leaf-Cutting Bee program. There are approximately 200 registered beekeepers in Montana, with 86 of those classified as commercial beekeepers. Montana also has about 36 migratory beekeepers that travel to California, Oregon, Washington and other states to provide pollination services to almond, orange, apple and other crop producers in those states.

Swine producers are often run family operations and require very little or no outside assistance. However, this should not lead one to believe a person who is employed in this business would not qualify for migrant services. Recruiters are encouraged to call the OPI for rulings in this field should questions arise.

Planting, cultivating, harvesting, and related activities which are essential in these industries occur in spring, summer, fall and winter. Therefore, they are considered to be seasonal rather than temporary employment for the purpose of qualifying workers in the Migrant Education Program.

Rhubarb

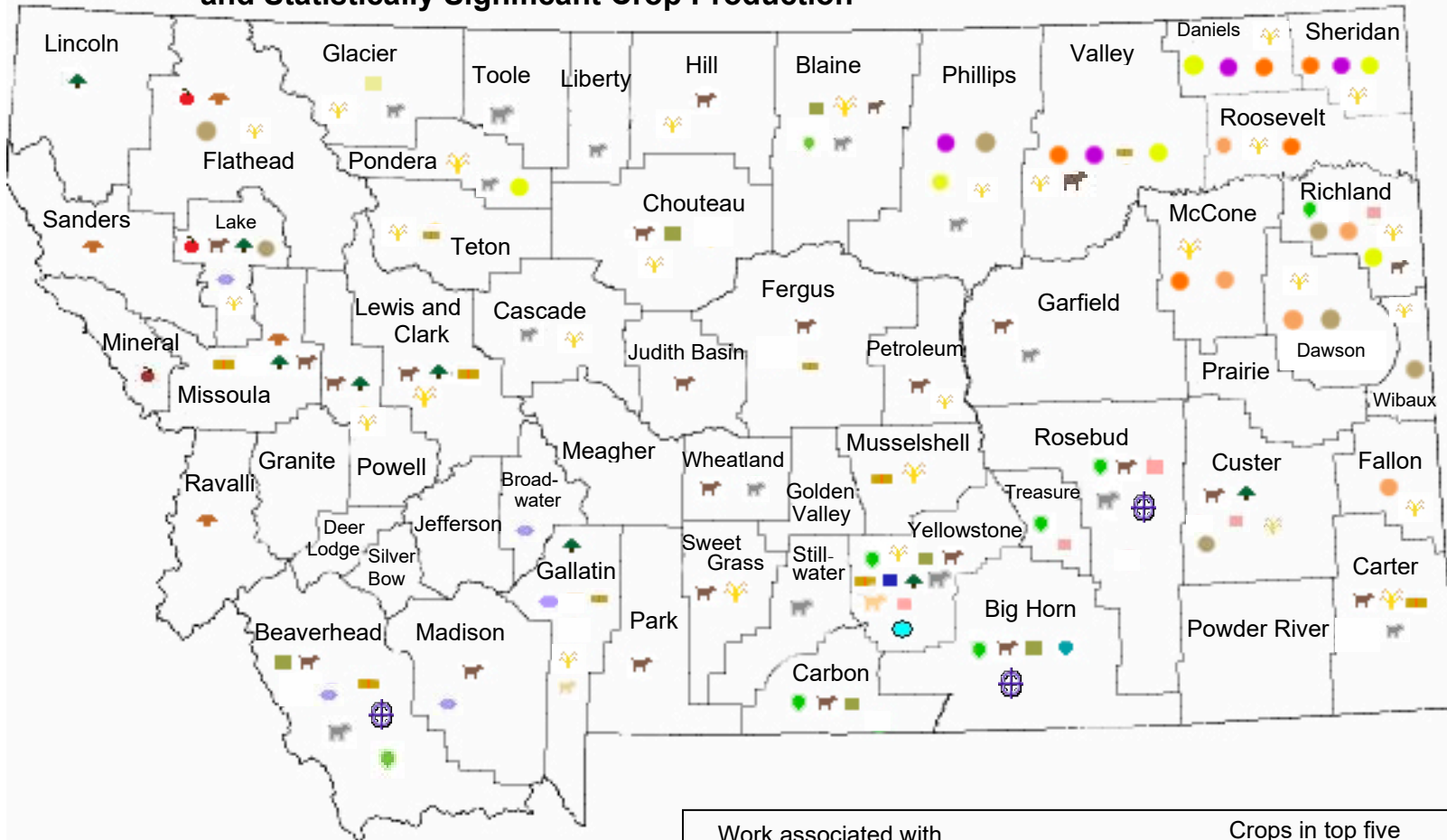
Rhubarb includes:

Planting, Raising, Pulling, Cutting, Packing, and Harvesting in two stages:

The time frame in which outdoor harvests occur range from early spring to midsummer, while hothouse harvest may occur from winter to mid spring.

Planting, raising, cultivating, harvesting and related activities essential in this industry occur intermittently during all seasons. Therefore, rhubarb is considered to be a seasonal migrant qualifying activity.

County by County Map: Instances of MEP Qualified Ag Activities* and Statistically Significant Crop Production**



*Based on REO enrollment data from a three year period: Sept. '03 - Aug. '06

**Based on the '03-'04 USDA Agricultural Census

***All circular icons represent the top five given producing counties of a given crop as listed in USDA census data. However, this data is only represented as a circle when there were not MEP students enrolled in a county based on work with this crop. Crops associated with enrolled students in other counties are also represented with a circle of the same color as the MEP crop icon

Work associated with MEP enrolled students

- Timber and firewood
- Cherries
- Wild crops
- Ranch work
- Cattle
- Hay
- Wheat and other grains
- Sweetgrass
- Potatoes
- Dairy cows
- Non-cattle farm animals
- Sugar beets
- Corn
- Onions
- Factory beet work
- Irrigation
- Transporting produce

Crops in top five producing counties***

- Oats
- Canola
- Flax
- Mustard seed
- Safflower

Montana Seasonal Agricultural Summary Chart

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Cattle	■	■	■	■	■	■	■	■	■	■	■	■
Cherries						■	■	■	■			
Dairy Cows	■	■	■	■	■	■	■	■	■	■	■	■
Hay					■	■	■	■	■			
Irrigation				■	■	■	■	■	■	■		
Non-Cattle Farm Animals	■	■	■	■	■	■	■	■	■	■	■	■
Potatoes			■	■	■	■	■	■	■	■		
Produce												
Sugar Beets			■	■	■	■	■	■	■	■	■	
Sugar Beet Factory	■	■									■	■
Timber	■	■	■	■	■	■	■	■	■	■	■	■
Wheat and Other Grains												
Wild Crops					■	■	■	■	■			

■ Activities are performed during these months.

AGRICULTURAL ACTIVITIES

WORK	APPROXIMATE DATES	COUNTIES	ACTIVITIES
CATTLE/RANCH WORK	SEASON DEPENDS ON ACTIVITY	<ul style="list-style-type: none"> ❖ BEAVERHEAD ❖ BIG HORN ❖ BLAINE ❖ CARBON ❖ CARTER ❖ CHOUTEAU ❖ CUSTER ❖ FERGUS ❖ GARFIELD ❖ HILL ❖ JUDITH BASIN ❖ LAKE ❖ LEWIS & CLARK ❖ MADISON ❖ MISSOULA ❖ PARK ❖ PETROLEUM ❖ POWELL ❖ RICHLAND ❖ ROSEBUD ❖ SWEET GRASS ❖ VALLEY ❖ WHEATLAND ❖ YELLOWSTONE 	<ul style="list-style-type: none"> ❖ BRANDING ❖ CALVING ❖ FEEDING ❖ BUILDING FENCES ❖ MOVING ❖ RAISING

WORK	APPROXIMATE DATES	COUNTIES	ACTIVITIES
CHERRIES	JUNE-AUGUST	<ul style="list-style-type: none"> ❖ FLATHEAD ❖ LAKE ❖ MINERAL 	<ul style="list-style-type: none"> ❖ HARVESTING

WORK	APPROXIMATE DATES	COUNTIES	ACTIVITIES
DAIRY COWS	SEASON DEPENDS ON ACTIVITY	<ul style="list-style-type: none"> ❖ GALLATIN ❖ YELLOWSTONE 	<ul style="list-style-type: none"> ❖ MILKING ❖ FEEDING ❖ RAISING

WORK	APPROXIMATE DATES	COUNTIES	ACTIVITIES
HAY	MAY-SEPTEMBER	<ul style="list-style-type: none"> ❖ BEAVERHEAD ❖ CARTER ❖ FERGUS ❖ GALLATIN ❖ LEWIS & CLARK ❖ MISSOULA ❖ MUSSELSHELL ❖ TETON ❖ VALLEY ❖ YELLOWSTONE 	<ul style="list-style-type: none"> ❖ HARVESTING ❖ CUTTING ❖ PLANTING ❖ COMBINING

WORK	APPROXIMATE DATES	COUNTIES	ACTIVITIES
IRRIGATION	APRIL-OCTOBER	❖ BEAVERHEAD ❖ BIG HORN ❖ ROSEBUD	❖ MOVING PIPES ❖ IRRIGATING CROPS

WORK	APPROXIMATE DATES	COUNTIES	ACTIVITIES
NON-CATTLE FARM ANIMALS (CHICKENS, SHEEP, GOATS, PIGS)	SEASON DEPENDS ON ACTIVITY	❖ BEAVERHEAD ❖ BLAINE ❖ CARTER ❖ CASCADE ❖ GARFIELD ❖ GLACIER ❖ LIBERTY ❖ PHILLIPS ❖ PONDERA ❖ ROSEBUD ❖ STILLWATER ❖ TOOLE ❖ WHEATLAND ❖ YELLOWSTONE	❖ FEEDING ❖ RAISING ❖ SHEARING (SHEEP) ❖ TRANSPORTING

WORK	APPROXIMATE DATES	COUNTIES	ACTIVITIES
POTATOES	MARCH-OCTOBER	❖ BEAVERHEAD ❖ BROADWATER ❖ GALLATIN ❖ LAKE ❖ MADISON	❖ PLANTING ❖ HARVESTING

WORK	APPROXIMATE DATES	COUNTIES	ACTIVITIES
PRODUCE	APRIL-OCTOBER	❖ YELLOWSTONE	❖ HARVESTING ❖ TRANSPORTING

WORK	APPROXIMATE DATES	COUNTIES	ACTIVITIES
SUGAR BEETS	MARCH-NOVEMBER	❖ BEAVERHEAD ❖ BIG HORN ❖ BLAINE ❖ CARBON ❖ RICHLAND ❖ ROSEBUD ❖ TETON ❖ YELLOWSTONE	❖ PREPPING FIELDS ❖ PLANTING ❖ IRRIGATING ❖ THINNING ❖ CULTIVATING ❖ HOEING ❖ HARVESTING ❖ SPRAYING

WORK	APPROXIMATE DATES	COUNTIES	ACTIVITIES
SUGAR BEET FACTORY	OCTOBER-JANUARY	❖ YELLOWSTONE	❖ CLEANING ❖ PILING ❖ PROCESSING ❖ SORTING

WORK	APPROXIMATE DATES	COUNTIES	ACTIVITIES
TIMBER AND FIREWOOD	SEASON DEPENDS ON ACTIVITY	<ul style="list-style-type: none"> ❖ CUSTER ❖ GALLATIN ❖ LAKE ❖ LEWIS & CLARK ❖ LINCOLN ❖ MISSOULA ❖ POWELL ❖ YELLOWSTONE 	<ul style="list-style-type: none"> ❖ PLANTING ❖ HARVESTING ❖ CUTTING

WORK	APPROXIMATE DATES	COUNTIES	ACTIVITIES
WHEAT AND OTHER GRAINS (OATS, BARLEY, MUSTARD SEED, FLAX, CANOLA, SAFFLOWER)	APRIL-OCTOBER	<ul style="list-style-type: none"> ❖ BLAINE ❖ CARTER ❖ CASCADE ❖ CHOUTEAU ❖ CUSTER ❖ DANIELS ❖ DAWSON ❖ FALLON ❖ GALLATIN ❖ GLACIER ❖ HILL ❖ FLATHEAD ❖ LAKE ❖ LEWIS & CLARK ❖ McCONE ❖ MUSSELSHELL ❖ PETROLEUM ❖ PHILLIPS ❖ PONDERA ❖ POWELL ❖ RICHLAND ❖ ROOSEVELT ❖ SHERIDAN ❖ SWEET GRASS ❖ TETON ❖ VALLEY ❖ WIBAUX ❖ YELLOWSTONE 	<ul style="list-style-type: none"> ❖ PLANTING ❖ HARVESTING ❖ COMBINING ❖ PREPPING ❖ FIELDS ❖ PLOWING ❖ FIELDS ❖ SPRAYING

WORK	APPROXIMATE DATES	LOCATIONS	ACTIVITIES
WILD CROPS (MUSHROOMS, BLACKBERRIES AND HUCKLEBERRIES)	APRIL-SEPTEMBER	<ul style="list-style-type: none"> ❖ FLATHEAD ❖ MISSOULA ❖ RAVALLI ❖ SANDERS 	<ul style="list-style-type: none"> ❖ HARVESTING

MEXICO STATE ABBREVIATIONS

STATE	MIS2000/COE	Use MEXICAN ABBREVIATION
1. Aguascalientes	AG	AGS.
2. Baja California	BC	B.C.
3. Baja California Sur	BS	B.C.S.
4. Campeche	CM	CAMP.
5. Coahuila	CU	COAH.
6. Colima	CL	COL.
7. Chiapas	CS	CHIS.
8. Chihuahua	CH	CHIH.
9. Distrito Federal	DF	D.F.
10. Durango	DG	DGO.
11. Estado de México (state)	MX	EDO.MEX.
12. Guanajuato	GT	GTO.
13. Guerrero	GR	GRO.
14. Hidalgo	HG	HGO.
15. Jalisco	JA	JAL.
16. Michoacán	MC	MICH.
17. Morelos	MR	MOR.
18. Nayarit	NA	NAY.
19. Nuevo León	NL	N.L.
20. Oaxaca	OA	OAX.
21. Puebla	PU	PUE.
22. Querétaro	QE	QRO.
23. Quintana Roo	QI	QROO.
24. San Luis Potosí	SL	S.L.P.
25. Sinaloa	SI	SIN.
26. Sonora	SO	SON.
27. Tabasco	TB	TAB.
28. Tamaulipas	TM	TAMPS.
29. Tlaxcala	TL	TLAX.
30. Veracruz	VE	VER.
31. Yucatán	YU	YUC.
32. Zacatecas	ZA	ZAC.

MEXICAN CITIES, STATES AND VILLAGES

ALPHABETIZED BY STATE

City/Village	State
Aguascalientes	AG
Calvillo	AG
Cosío	AG
Los Campos	AG
Rincón de Romos	AG
Algodones	BC
Bahía de los Angeles	BC
Calmalli	BC
Camalu	BC
Catarina-Sta. Catarina	BC
Colnett	BC
Colonia Guerrero	BC
Ejido de los Heroes de la Independencia	BC
Ejido Erendira	BC
Ejido Puebla	BC
El Arco	BC
El Descanso	BC
El Progreso	BC
El Rosario	BC
El Sauzal	BC
El Socorro	BC
El Topo	BC
Ensenada	BC
Guadalupe	BC
La Bufadora	BC
La Puerta	BC
La Rumorosa	BC
Ledón	BC
Maneadero	BC
Mexicali	BC
Oakie Landing	BC
Ojos Negros	BC
Pozo Alemán	BC
Puertecitos	BC
Puerto Santo Tomás	BC
Punta Final	BC
Punta Prieta	BC
Rancho Chapala	BC
Rancho El Crucero	BC
Rosarito	BC
San Agustín	BC
San Felipe	BC
San Quintín	BC
San Simón	BC
San Vicente	BC
Santa Catarina	BC
Santa Inés	BC
Santo Tomás	BC
Sesvania	BC

City/Village	State
Tecate	BC
Tijuana	BC
Valle de las Palmas	BC
Valle de Trinidad	BC
Arroyo Seco	BC
Bahía Asunción	BS
Bahía de Tortugas	BS
Buena Vista	BS
Cabo San Lucas	BS
Ciudad Constitución	BS
El Alamo	BS
El Refugio	BS
El Triunfo	BS
Guerrero Negro	BS
La Paz	BS
La Poza Grande	BS
La Purísima	BS
Las Cruces	BS
Loreto	BS
Los Barriles	BS
Miraflores	BS
Mulegé	BS
Pénjamo	BS
Pichilingue	BS
Puerto Chale	BS
Puerto Lopez Mateos	BS
Puerto Magdalena	BS
Punta Abreojos	BS
Rancho San José de Castro	BS
Rosarito	BS
San Antonio	BS
San Bartolo	BS
San Bruno	BS
San Carlos	BS
San Ignacio	BS
San Javier	BS
San Jorge	BS
San José de los Planes	BS
San José de Garcia	BS
San José de Comondú	BS
San José del Cabo	BS
San Jose Viejo	BS
San Lucas	BS
San Pedro	BS
San Roque	BS
Santa Anita	BS
Santa Rita	BS
Santa Rosalía	BS
Santiago	BS

ALPHABETIZED BY STATE

City/Village	State
Todos Santos	BS
Villa Colnstitución	BS
Villa Insurgentes	BS
Aguas Calientes	CH
Aldama	CH
Aquiles Serdan	CH
Arroyo de Agua	CH
Asención	CH
Bavícora	CH
Bachimba	CH
Bachiniva	CH
Bahuichivo	CH
Banderas	CH
Batopilas	CH
Buenaventura	CH
Buenavista	CH
Casas Grandes	CH
Cedillos	CH
Celulosa	CH
Cerocahui	CH
Chihuahua	CH
Ciudad Camargo	CH
Ciudad Guerrero	CH
Ciudad Jiménez	CH
Ciudad Juárez	CH
Colonia Alvaro Obregón	CH
Colonia Búfalo	CH
Colonia Nueva Delicias	CH
Concho	CH
Corralitos	CH
Coyame	CH
Creel	CH
Cuauhtémoc	CH
Cusarare	CH
Delicias	CH
Doctor Belisario Dominguez	CH
Dublan	CH
El Chilicote	CH
El Divisadero	CH
El Espia	CH
El Morrior	CH
El Mulato	CH
El Porvenir	CH
El Sauz	CH
El Sueco	CH
El Tigre	CH
El Vergel	CH
Escalón	CH

City/Village	State
Galeana	CH
Gallego	CH
Gomez Farias	CH
General Trias	CH
Guachochi	CH
Guadalupe Bravo	CH
Guadalupe y Calvo	CH
Hidalgo del Parral	CH
Ignacio Zaragoza	CH
Janos	CH
Júarez	CH
Julimes	CH
La Bufa	CH
La Junta	CH
La Mula	CH
La Perla	CH
Las Palomas	CH
Las Varas	CH
Lázaro Cárdenas	CH
Madera	CH
Meoqui	CH
Moctezuma	CH
Nogales	CH
Nonoava	CH
Nuevas Casas Grandes	CH
Ocampo	CH
Ojinaga	CH
Orranteno	CH
Pedernales	CH
Piedras Verdes	CH
Praxedis G. Guerrero	CH
Ricardo Flores Magón	CH
Rocheachic	CH
Samachic	CH
Samalayuca	CH
San Agustin	CH
San Diego	CH
San Francisco de Borja	CH
San Francisco del Oro	CH
San Juan	CH
San Juanito	CH
Santa Barbara	CH
Saucillo	CH
Temósachi	CH
Tosanachi	CH
V. Matamoros	CH
Valle de Allende	CH
Valle de Zaragoza	CH

ALPHABETIZED BY STATE

City/Village	State
Villa Ahumada	CH
Villa Escobedo	CH
Yepachi	CH
Yepomera	CH
Alzada	CL
Armería	CL
Arnaga	CL
Cerro de Ortega	CL
Colima	CL
Colomo	CL
Cuyutlán	CL
El Jabalí	CL
Manzanillo	CL
Minatitlán	CL
Pascuales	CL
Playa de Santiago	CL
Becal	CM
Bolonchen de Rejon	CM
Campeche	CM
Candelaria	CM
Cayal	CM
Chamotón	CM
Chencoyi	CM
China	CM
Ciudad del Carmen	CM
Dzibalchén	CM
Escárcega	CM
Haltunchen	CM
Hecelchakán	CM
Hool	CM
Hopelchén	CM
Isla Aguada	CM
Iturbide	CM
Lerma	CM
NCP Monclova	CM
NCP Nueva Coahuila	CM
Palizada	CM
Puerto Real	CM
S. Dimas	CM
Sabancuy	CM
San Joaquín	CM
Seybaplaya	CM
Sihochac	CM
Silvituc	CM
Tenabo	CM
Xcabacab	CM
Xpujil	CM
Zacatal	CM

City/Village	State
Altamirano	CS
Amatenango del Valle	CS
Apitpac	CS
Arniga	CS
Balancan de Dominguez	CS
Blanquillo	CS
Catazaja	CS
Chable	CS
Chiapa de Corzo	CS
Cintalpa	CS
Ciudad Cuauhtémoc	CS
Ciudad Hidalgo	CS
Colonia Unesco	CS
Comitan	CS
El Bosque	CS
El Jocote	CS
El Sumidero	CS
Emiliano Zapata	CS
Escuintla	CS
Frontera Comalapa	CS
Huehuetan	CS
Huixtla	CS
Ixtapa	CS
Jitotol	CS
La Trinitaria	CS
Las Cruces	CS
Las Margaritas	CS
Mapatepec	CS
Motozintla	CS
Nueva Alemania	CS
Ocosingo	CS
Ocozacoautla	CS
Palenque	CS
Paredón	CS
Pichucalco	CS
Pijijapan	CS
Puerto Arista	CS
Puerto Madero	CS
Raudal del Malpaso	CS
Revolución Mexicana	CS
Rincón Chamula	CS
Rizo de Oro	CS
Salto de Agua	CS
San Cristobal de las Casas	CS
San Juan Chamula	CS
Santiago Astata	CS
Simojovel	CS
Solusuchiapa	CS

ALPHABETIZED BY STATE

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

ALPHABETIZED BY STATE

City/Village	State
Ixcamilpa	GR
Ixcateopan	GR
Ixtapa	GR
Juchitán	GR
La Unión	GR
Lagunillas	GR
Las Cruces	GR
Los Sabinos	GR
Milpillas	GR
Mochitlán	GR
Olinalá	GR
Ometepec	GR
Papanao	GR
Petaquillas	GR
Petatlán	GR
Pie de la Cuesta	GR
Pilcaya	GR
Puerto Marqués	GR
Quechultenango	GR
San Luis	GR
San Marcos	GR
Taxco	GR
Tecpan	GR
Teloloapan	GR
Tenaxpa	GR
Tetipae	GR
Tierra Colorada	GR
Tixtla	GR
Tlalixtaquilla	GR
Tlapa	GR
Tres Palos	GR
Zihuatanejo	GR
Zirándaro	GR
Zitlala	GR
Zumpango del Río	GR
Abasolo	GT
Acambaro	GT
Apaseo El Alto	GT
Celaya	GT
Comonfort	GT
Corralejo	GT
Cortazar	GT
Cuerámaro	GT
Dolores Hidalgo	GT
Guanajuato	GT
Irapuato	GT
Jerécuaro	GT
Juventino Rosas	GT

City/Village	State
La Quemada	GT
La Saucedá	GT
León	GT
Manuel Doblado	GT
Moroleón	GT
Ocampo	GT
Pénjamo	GT
Pozos	GT
Rincón de Tamayo	GT
Romita	GT
Salamanca	GT
Salvatierra	GT
San Diego de la Unión	GT
San Felipe	GT
San Francisco del Rincón	GT
San José Iturbide	GT
San Juan de los Llanos	GT
San Luis de la Paz	GT
San Miguel de Allende	GT
Santa Rosa	GT
Silao	GT
Tierra Blanca	GT
Uriangato	GT
Valle de Santiago	GT
Xichú	GT
Yuriria	GT
A. Blanca	HG
Acatlán	HG
Acayuca	HG
Acoxochitlán	HG
Actopan	HG
Ajacuba	HG
Apulco	HG
Atilalaquia	HG
Chapuluacán	HG
Ciudad Sahagún	HG
Colonia	HG
Cuautepec	HG
Cuyamaloya	HG
Doxhev	HG
El Ocote	HG
El Refugio	HG
Epazoyucan	HG
Huejutla	HG
Huichapan	HG
Irolo	HG
Ixmiquilpan	HG
Jacala	HG

ALPHABETIZED BY STATE

City/Village	State
Jasso	HG
La Concordia	HG
Metzquititlan	HG
Metztitlan	HG
Mineral del Monte	HG
Ocoteppec	HG
Orizatlan	HG
Pachuca	HG
Pachuquilla	HG
San Alejo	HG
San Lorenzo	HG
San Marcos	HG
San Miguel Regla	HG
Santa Clara	HG
Santa Mónica	HG
Santo Tomás	HG
Singuilucan	HG
Soledad	HG
Tasquillo	HG
Tecajete	HG
Tecozantla	HG
Tehuettlan	HG
Tepeapulco	HG
Tepeji del Rio	HG
Tezontepcc	HG
Tizayuca	HG
Tlacocomulco	HG
Tlahuelilpan	HG
Tlalchinol	HG
Tlapacoya	HG
Tula	HG
Tulancingo	HG
Tulantepec	HG
Tultengo	HG
Yolotepec	HG
Zempoala	HG
Zimapán	HG
Acatlán	JA
Agua Caliente	JA
Ahualulco	JA
Ajijic	JA
Ameca	JA
Arandas	JA
Arenal	JA
Atenquique	JA
Atotonilco El Alto	JA
Atoyac	JA
Autlan	JA

City/Village	State
Ayotlán	JA
Ayutla	JA
Barra de Navidad	JA
Casimiro Castillo	JA
Cuatla	JA
Chamela	JA
Chapala	JA
Cihuatlán	JA
Ciudad Guzmán	JA
Cocula	JA
Colotlán	JA
Costa de Careyes	JA
El Grullo	JA
El Limón	JA
El Rincón	JA
El Tuito	JA
Encarnación de Díaz	JA
Etzatlán	JA
Guadalajara	JA
Huejuquilla el Alto	JA
Ixtlahuacán del Rio	JA
Jalostotitlán	JA
Jaralillo	JA
Jocotepec	JA
Juanacatlán	JA
Juchitan	JA
Juchitlan	JA
La Barca	JA
La Huerta	JA
La Vega	JA
Lagos de Moreno	JA
Los Volcanes	JA
Magdalena	JA
Mascota	JA
Matanzas	JA
Mazamitla	JA
Mexicacán	JA
Mixtlán	JA
Monte Escobedo	JA
Ocotlán	JA
Ojuelos	JA
Pihuamo	JA
Puerto Vallarta	JA
Purificación	JA
San Juan de los Lagos	JA
San Miguel el Alto	JA
Santa Rosa	JA
Sayula	JA

ALPHABETIZED BY STATE

City/Village	State
Tala	JA
Talpa de Allende	JA
Tamazula	JA
Tapalpa	JA
Tecalitlán	JA
Teocaltiche	JA
Tepatitlan	JA
Tequila	JA
Tizapan el Alto	JA
Tlacuitapan	JA
Tlaquepaque	JA
Tomatlán	JA
Tonaya	JA
Tonila	JA
Tototlal	JA
Tuxcacuesco	JA
Tuxpan	JA
Unión de San Antonio	JA
Unión de Tula	JA
V. Hidalgo	JA
Venustiano Carranza	JA
Yahualica	JA
Zacoalco	JA
Zapopan	JA
Zapotlanejo	JA
Acuitzio	MC
Agua Blanca	MC
Aguililla	MC
Alvarao Obregón	MC
Angahuan	MC
Angamacutiro	MC
Angangueo	MC
Apatzingán	MC
Áporo	MC
Aquila	MC
Aro de Rosales	MC
Arteaga	MC
Boca de Apiza	MC
Buenavista Tomatlan	MC
Caleta de Campos	MC
Carácuaro	MC
Capirio	MC
Carapan	MC
Charapan	MC
Cheran	MC
Churumuco	MC
Ciudad Altamirano	MC
Ciudad Hidalgo	MC

City/Village	State
Coahuayana	MC
Coalcomán	MC
Coeneo	MC
Comanja	MC
Cotija	MC
Cuatro Caminos	MD
Cuitzeo	MC
Dos Aguas	MC
El Zapote	MC
Erendia	MC
Felipe Carrillo Puerto	MC
Gabriel Zamora	MC
Guanoro	MC
Huaniqueo	MC
Huetamo	MC
Indaparapeo	MC
Irimbo	MC
Ixtlán de los Hervores	MC
Jacona	MC
Jairpo	MC
Jiquilpan	MC
Jungapeo	MC
La Huacana	MC
La Mira	MC
La Orilla	MC
La Piedad	MC
La Placita	MC
Las Canas	MC
Las Penas	MC
Lázaro Cárdenas	MC
Los Reyes	MC
Macho de Agua	MC
Maravatío	MC
Morelia	MC
Ocampo	MC
Opopeo	MC
Otocutia	MC
Pajacuarán	MC
Paracho	MC
Parácuaro	MC
Pátzcuaro	MC
Pedernales	MC
Peribán de Ramos	MC
Playa Azul	MC
Purépero	MC
Pururándiro	MC
Quiroga	MC
Sahuayo	MC

ALPHABETIZED BY STATE

City/Village	State
Almoloya de Juárez	MX
Almoloya del Rio	MX
Amanalco	MX
Amatepec	MX
Amecameca	MX
Ameyalco	MX
Amomolulco	MX
Apaxco	MX
Arroyo Zarco	MX
Atenco	MX
Atizapán	MX
Atiacomulco	MX
Atlatlahuca	MX
Atlatonga	MX
Atzacolco	MX
Ayotla	MX
Barrientos	MX
Bassoco	MX
Bejucos	MX
Cajones	MX
Calimaya	MX
Capultitlán	MX
Carmona	MX
Cedral	MX
Cerro Gordo	MX
Chalco	MX
Chalma	MX
Chapa de Moto	MX
Chapingo	MX
Chiconautla	MX
Chilmalhuacán	MX
Chimalpa	MX
Cieneguillas	MX
Ciudad del Campo	MX
Coacalco	MX
Coajomulco	MX
Coatepec	MX
Coatepec Harinas	MX
Colorines	MX
Coruco	MX
Coyotepec	MX
Cuantitlan	MX
Cuautitlan	MX
Danxho	MX
Donato Guerra	MX
Dongu	MX
Ecatepec Morelos	MX
El Bosque	MX

City/Village	State
El Mayorazgo	MX
El Oro de Hidalgo	MX
El Rosal	MX
El Salitre	MX
El Salto	MX
El Salvador	MX
Estancia	MX
Estanco	MX
Gaspar	MX
Hacienda Ixtapan	MX
Huixquilucan	MX
Iturbide	MX
Ixtapan de la Sal	MX
Ixtapan del Oro	MX
Ixtapantongo	MX
Ixtlahuaca	MX
Jajalpa	MX
Jazmin	MX
Jilotepec	MX
Jiquipilco	MX
Jocotitlán	MX
Joquicingo	MX
Juatlaco	MX
La Marquesa	MX
Lecheria	MX
Lerma	MX
Limonos	MX
Llano Grande	MX
Los Remedios	MX
Los Reyes	MX
Los Sabinos	MX
Luvianos	MX
Malacota	MX
Malinalco	MX
Malinaltenango	MX
Melchor Ocampo	MX
Metepec	MX
Mexicalzingo	MX
Mextepec	MX
Miraflores	MX
Naucalpan	MX
Nepantla	MX
Nextlalpan	MX
Nicolás Romero	MX
Nuevo Santo Tomás	MX
Ocoyoacac	MX
Ocuilan	MX
Otomba	MX

ALPHABETIZED BY STATE

City/Village	State
Otzoloapan	MX
Ozumba	MX
Ozumbilla	MX
Palizada	MX
Palmar Chico	MX
Paraje Minas	MX
Paso de Cortéz	MX
Pathe	MX
Porfirio Díaz	MX
Progreso	MX
Puente Rio Hondo	MX
Rio Frio	MX
S.A. Timilpan	MX
S.B. del Monte	MX
S.B. Morelos	MX
S.J. del Sitio	MX
San Alejo	MX
San Felipe Progreso	MX
San Francisco	MX
San Francisco las Tablas	MX
San José Atzacoyaloya	MX
San José del Rincón	MX
San Juan	MX
San Martín de las Pirámides	MX
San Miguel Amatepec	MX
San Miguel de los Magueyes	MX
San Pedro Cholula	MX
San Pedro Limón	MX
San Rafael	MX
San Simón	MX
Santa Clara	MX
Santa María del Monte	MX
Santiago Acutzilapan	MX
Santiago Tianguistengo	MX
Santo Tomás Apipilhuasco	MX
Shindejo	MX
Solis	MX
Soyaniquilpan	MX
Sultepec	MX
Tacuba	MX
Tapaxco	MX
Tecamác	MX
Tejocote	MX
Tejupilco de Hidalgo	MX
Temascalapa	MX
Temascalcingo	MX
Temascaltepec	MX
Tenancingo	MX

City/Village	State
Tenango de Arista	MX
Teoloyuacán	MX
Teotihuacán	MX
Tepaxco	MX
Tepetitla	MX
Tepetlaoxtoc	MX
Tepetzingo	MX
Tepexpan	MX
Tepetzotlán	MX
Tequexquipan	MX
Tetitlán	MX
Texcaltitlán	MX
Texcalyacac	MX
Texcoco	MX
Tingambato	MX
Tlalnepantla	MX
Tlámacas	MX
Tlamanalco	MX
Tlatlaya	MX
Tlazala	MX
Toluca	MX
Tonatico	MX
Totlamajac	MX
Totolmaloya	MX
Tultepec	MX
Tultitlán	MX
Valle de Bravo	MX
Venta de Carpio	MX
Villa del Carbón	MX
Villa Guerrero	MX
Villa Madero	MX
Villa Victoria	MX
Xonacatlán	MX
Zacazonapan	MX
Zacualpan	MX
Zoquiapan	MX
Zumpahuacán	MX
Zumpango	MX
Acaponeta	NA
Ahuacatlán	NA
Amatlán	NA
Bellavista	NA
Chapalilla	NA
Compostela	NA
El Limón	NA
Ixtlán del Río	NA
Jala	NA
Jalcocotán	NA

ALPHABETIZED BY STATE

City/Village	State
Jalisco	NA
Jamulco	NA
La Labor	NA
Las Piedras	NA
Las Varas	NA
Mexcaltitán	NA
Milpas Viejas	NA
Navarrete	NA
Nayar	NA
Playa los Corchos	NA
Playa Novillero	NA
Rincón de Guayabitos	NA
Ruiz	NA
San Blas	NA
San Cayetano	NA
Santa Cruz	NA
Santa Isabel	NA
Santa Maria del Oro	NA
Santiago Ixcuintla	NA
Sauta	NA
Sayulita	NA
Tecuala	NA
Tepic	NA
Tetitlán	NA
Tuzpan	NA
Valle de Banderas	NA
Villa Hidalgo	NA
Yago	NA
Zapotán	NA
Allende	NL
Anteojitos	NL
Apodaca	NL
Atongo	NL
Bustamante	NL
Cadereyta	NL
Cerralvo	NL
China	NL
Ciénega de Flores	NL
Ciudad Anáhuac	NL
Dr. Arroyo	NL
Dr. Coss	NL
Dr. González	NL
El Cercado	NL
Galeana	NL
General Bravo	NL
General Terán	NL
General Treviño	NL
Grufus	NL

City/Village	State
Guadalupe	NL
Hidalgo	NL
Iturbide	NL
La Ascensión	NL
La Escondida	NL
La Gloria	NL
La Jarita	NL
La Paz	NL
La Soledad	NL
Lampazos	NL
Las Anacuas	NL
La Gavia	NL
Linares	NL
Los Herreras	NL
Mina	NL
Montemorelos	NL
Monterrey	NL
Parás	NL
Pesquería Chica	NL
Porvenir	NL
Potosí	NL
Providencia	NL
Sabinas Hidalgo	NL
Salinas Victoria	NL
San Cayetano de las Vacas	NL
San Jose de Raices	NL
San Juanito	NL
San Roberto	NL
Santa Catarina	NL
Vallecito	NL
Villa Aldama	NL
Villa de García	NL
Villa de Santiago	NL
Villadama	NL
Acatlán	OA
Amatlán	OA
Amuzgos	OA
Ayoqueco	OA
Barra de la Cruz	OA
Camotlán	OA
Chahuities	OA
Chalcatongo	OA
Chilapa de Díaz	OA
Chiltepec	OA
Ciudad Ixtepec	OA
Cuicatlán	OA
Ejutla	OA
El Camarón	OA

ALPHABETIZED BY STATE

City/Village	State
El Tule	OA
Guelatao	OA
Hidalgo Yalalag	OA
Huajuapán de León	OA
Huitzo	OA
Ixtlán de Juárez	OA
Jalapa de Díaz	OA
Jalapa del Márquez	OA
Jamiltepec	OA
Juchatengo	OA
Juchitán	OA
La Capilla	OA
La Ventosa	OA
Macuiltianguis	OA
Matías Romero	OA
Miahuatlan	OA
Mitlan	OA
Nochixtlán	OA
Nopala	OA
Oaxaca	OA
Ocotlán	OA
Ojitlán	OA
Palomares	OA
Papaloapan	OA
Pinotepa Nacional	OA
Pochutla	OA
Puerto Ángel	OA
Puerto Escondido	OA
Punta Palomas	OA
Putla	OA
Río Grande	OA
Salinas Cruz	OA
San Gabriel	OA
San Pedro	OA
Santa Cruz Huatulco	OA
Santiago Yosundua	OA
Sila de Vega	OA
Suchixtepec	OA
Tamazulapan	OA
Tapanatepec	OA
Tehuantepec	OA
Telixtlahuaca	OA
Temazcal	OA
Teotitlán	OA
Texquisistlán	OA
Tezoatlán	OA
Tlacolula	OA
Tlacotepec	OA

City/Village	State
Tuxtepec	OA
Valle Nacional	OA
Villa Alta	OA
Yanhuitlán	OA
Yosonotu	OA
Yucudaac	OA
Zacatepec	OA
Zanatepec	OA
Zimatlán	OA
Acateno	PU
Acatepec	PU
Acatlán	PU
Acatzingo	PU
Acuaco	PU
Ahuazotec	PU
Ahuehuetzingo	PU
Altepexi	PU
Amozoc	PU
Aquixtla	PU
Arzampa	PU
Atencingo	PU
Atlixco	PU
Atotonilco	PU
Benstain	PU
Chapulco	PU
Chiautla de Tapis	PU
Chietla	PU
Chignahuapan	PU
Chila de la Sal	PU
Chipilo	PU
Cholula	PU
Ciudad Serdán	PU
Coacoyunga	PU
Coatzingo	PU
Cuetzalán	PU
El Carmen	PU
El Seco	PU
Epatlán	PU
Guadalupe Victoria	PU
Huaquechula	PU
Huauchinango	PU
Huehuetlán	PU
Huejotzingo	PU
Ixcauixtla	PU
Izucar de Matamoros	PU
Jaulillas	PU
La Boquilla	PU
La Tinaja	PU

ALPHABETIZED BY STATE

City/Village	State
Libres	PU
Metepec	PU
Morelos Canada	PU
Ometepec	PU
Oriental	PU
Peñafiel	PU
Petlalcingo	PU
Piaxtla	PU
Puebla	PU
Raboso	PU
San Gabriel Chilac	PU
San Hipólito	PU
San Lucas	PU
San Martin Texmelccan	PU
San Salvador	PU
Santa Maria Zacatepec	PU
Tatetla	PU
Tecamachalco	PU
Tehuacán	PU
Tehuizingo	PU
Tejocotal	PU
Tenango	PU
Teopantlan	PU
Tepatlaxco	PU
Tepeaca	PU
Tepenene	PU
Tepeojuma	PU
Tepexco	PU
Tetela de Ocampo	PU
Teyuca	PU
Teziutlán	PU
Tlacotepec	PU
Tlahuapan	PU
Tonatzintla	PU
Totimehuacan	PU
Tulcingo	PU
Villa A. Comacho	PU
Xicotopex de Juárez	PU
Xochiltepec	PU
Zacapoaxtla	PU
Zacatepec	PU
Zacatlán	PU
Zapotitlán	PU
Amealco	QE
Bernal	QE
Cadereyta	QE
Jalpan	QE
Landa de Matamoros	QE

City/Village	State
Pinal de Amoles	QE
Querétaro	QE
San Juan del Rio	QE
Santa Rosa de Jauregui	QE
Tequisquiapan	QE
Tolimán	QE
Akimal	QI
Bacalar	QI
Calderitas	QI
Cancún	QI
Chetumal	QI
Coba	QI
Dziuche	QI
E. Montes	QI
Felipe Carrillo Puerto	QI
La Unión	QI
Leona Vicario	QI
Limones	QI
Majahual	QI
Nuevo X-Can	QI
Placer	QI
Playa del Carmen	QI
Polyuc	QI
Puerto Juárez	QI
Reforma Agraria	QI
San Miguel	QI
Santa Rosa	QI
Tepic	QI
Tihosuco	QI
Tulum	QI
Uh-May	QI
Varadero	QI
Vigia Chico	QI
Xcalak	QI
Xiatil	QI
Agua Caliente	SI
Ahome	SI
Altata	SI
Angostura	SI
Badiraguato	SI
Bamoa	SI
Boca del Rio	SI
Cacalotan	SI
Caimanero	SI
Charay	SI
Choix	SI
Cohuibampo	SI
Concordia	SI

ALPHABETIZED BY STATE

City/Village	State
Cosalá	SI
Costa Rica	SI
Culiacán	SI
Cullacancito	SI
Dimas	SI
El Carrizo	SI
El Dorado	SI
El Fuerte	SI
El Gallo	SI
El Palmito	SI
El Quelite	SI
Elota	SI
Escuiapa	SI
Guamuchil	SI
Guasave	SI
Higueras	SI
La Cruz	SI
León Fonseca	SI
Los Mochis	SI
Los Ojitos	SI
Marmol	SI
Matatán	SI
Mazatlán	SI
Mesa de San Miguel	SI
Mochicahui	SI
Mocorito	SI
Morconton	SI
Naranjo	SI
Navalato	SI
Ocoroni	SI
Rosario	SI
San Blas	SI
San Ignacio	SI
San Javier	SI
San José de la Brecha	SI
Sinaloa de Leyva	SI
Siqueros	SI
Tecapah	SI
Topolobampo	SI
Villa Unión	SI
Walamo	SI
Ahualulco	SL
Alaguines	SL
Angostura	SL
Arista	SL
Buenavista	SL
Canoas	SL
Cárdenas	SL

City/Village	State
Catorce	SL
Cedral	SL
Cerritos	SL
Charcas	SL
Ciudad del Maíz	SL
Ciudad Santos	SL
Ciudad Valles	SL
El Bañito	SL
El Charquillo	SL
El Ebano	SL
El Huizache	SL
El Naranjo	SL
Entroque El Huizache	SL
Estación Charcas	SL
Hincada	SL
Huichihuayan	SL
La Paz	SL
La Viga	SL
Las Norias de Conde	SL
Las Tablas	SL
Matehuala	SL
Matlapa	SL
Mesquitic	SL
Nuñez	SL
Palmira	SL
Pedro Montoya	SL
Pujal	SL
Rayón	SL
Río Verde	SL
Salinas	SL
San Ciro	SL
San Luis Potosí	SL
Santa Catarina	SL
Santa María del Río	SL
Santo Domingo	SL
Soledad	SL
Tamán	SL
Tamasopo	SL
Tamazunchale	SL
Tamuín	SL
Tanacuayalab	SL
Tanguian	SL
Tuzal	SL
Villa de Arriaga	SL
Villa de Guadalupe	SL
Villa de Ramos	SL
Villa de Reyes	SL
Villa Hidalgo	SL

ALPHABETIZED BY STATE

City/Village	State
Xilitla	SL
Xolol	SL
Aconchi	SO
Agiabampo	SO
Agua Prieta	SO
Agua Zarca	SO
Alamos	SO
Altar	SO
Arizpe	SO
Bacadéhuachi	SO
Bacanora	SO
Bacerac	SO
Bacoachi	SO
Bacobampo	SO
Bácum	SO
Bahía de San Carlos	SO
Bahía Kino	SO
Banámichi	SO
Baviácora	SO
Bavispe	SO
Benjamin Hill	SO
Bonancita	SO
Buena Vista	SO
Caborca	SO
Cabullona	SO
Cananea	SO
Carbó	SO
Chirriones	SO
Cibuta	SO
Ciudad Obregón	SO
Coahuila	SO
Colonia Militar	SO
Costa Rica	SO
Cucurpe	SO
Cumpas	SO
El Carrizal	SO
El Datil	SO
El Desemboque	SO
El Golfo de Santa Clara	SO
El Oeseo	SO
Empalme	SO
Escondida	SO
Esqueda	SO
Esperanza	SO
Estación Llano	SO
Etchojoa	SO
Fronteras	SO
Guadalupe	SO

City/Village	State
Guaymas	SO
Guisamopa	SO
Hermosillo	SO
Hauchinera	SO
Huásabas	SO
Huatabampo	SO
Huépac	SO
Huilvalai	SO
Imuris	SO
La Colorada	SO
Las Bocas	SO
Llano Blanco	SO
Los Chirriones	SO
Los Hoyos	SO
Magdalena	SO
Maycava	SO
Mazatán	SO
Meresichi	SO
Moctezuma	SO
Mocuzan	SO
Movas	SO
Naco	SO
Nacori Chico	SO
Nacozari	SO
Navojoa	SO
Nogales	SO
Nuri	SO
Opedope	SO
Oputo	SO
Oquitoa	SO
Oroz	SO
Ortiz	SO
Peon	SO
Pimas	SO
Pitiquito	SO
Potam	SO
Puerto de la Libertad	SO
Puerto Peñasco	SO
Quitovac	SO
Rancho Bizani	SO
Rayón	SO
Riíto	SO
Sahuaral	SO
Sahuaripa	SO
San Javier	SO
San Luis	SO
San Luisito	SO
San Rafael	SO

ALPHABETIZED BY STATE

City/Village	State
Santa Ana	SO
Santa Rosa	SO
Saric	SO
Sasabe	SO
Sinoquipe	SO
Sonorita	SO
Soyopa	SO
Tajitos	SO
Tezopaco	SO
Tinaja	SO
Tobarito	SO
Tonichi	SO
Trincheras	SO
Tubutama	SO
Turicachi	SO
Ures	SO
Vicam	SO
Villa Hidalgo	SO
Yavaros	SO
Yecora	SO
Cardenas	TB
Chontalpa	TB
Ciudad Pemex	TB
Comacalco	TB
El Triunfo	TB
Estación Macuspana	TB
Estapilla	TB
Frontera	TB
Huimanguillo	TB
J. Coloma	TB
Jalapa	TB
Jalpa de Méndez	TB
Macuspana	TB
Paraíso	TB
Puerto Ceiba	TB
Sánchez Magallanes	TB
Tacotalpa	TB
Teapa	TB
Villahermosa	TB
Apizaco	TL
Atotonilco	TL
Calpulapan	TL
Españita	TL
Huamantla	TL
Hueyotlipan	TL
Mena	TL
Nanacamilpa	TL
Ocotoxco	TL

City/Village	State
Panzacola	TL
Piedras Negras	TL
San Cristobal	TL
San Dionisio	TL
Santa Ana Chiautempan	TL
Santa Rosa	TL
Soltepec	TL
Teacalco	TL
Tepeyanco	TL
Tlaxcala	TL
Tlaxco	TL
Villa Alta	TL
Xalostoc	TL
Xicohtzinco	TL
Xipetzingo	TL
Xocoyucan	TL
Zacatelco	TL
Zocac	TL
Abasolo	TM
Aldama	TM
Altamira	TM
Anáhuac	TM
Antiguo Morelos	TM
Burgos	TM
Camargo	TM
Casas	TM
Ciudad Alemán	TM
Ciudad Madero	TM
Ciudad Monte	TM
Ciudad Victoria	TM
Coronel	TM
Cruillas	TM
El Limón	TM
El Mulato	TM
El Tejón	TM
Empalme	TM
Forlón	TM
Gómez Farías	TM
González	TM
Guemes	TM
Hidalgo	TM
Jaimes	TM
Jaumave	TM
Jiménez	TM
La Pesca	TM
Llera	TM
Lomas del Real	TM
Los Mungias	TM

ALPHABETIZED BY STATE

City/Village	State
Manuel	TM
Matamoros	TM
Méndez	TM
Mier	TM
Nueva Ciudad Guerrero	TM
Nuevo Laredo	TM
Nuevo Morelos	TM
Nuevo Padilla	TM
Nuevo Progreso	TM
Ocampo	TM
Padilla	TM
Palmillas	TM
Palo Alto	TM
Playa General Lauro Villar	TM
Reynosa	TM
Rio Bravo	TM
San Carlos	TM
San Fernando	TM
Santa Engracia	TM
Soto la Marina	TM
Tampico	TM
Tamaseno	TM
Tula	TM
Valle Hermoso	TM
Villa Marinero	TM
Villagran	TM
Xicotencatl	TM
Zaragoza	TM
Acayucan	VE
Alamo	VE
Alazán	VE
Allende	VE
Alto del Moralito	VE
Altotonga	VE
Alvarado	VE
Anton Lizardo	VE
Barra de Tonalá	VE
Cardel	VE
Carlos A. Carrillo	VE
Castillo de Teayo	VE
Catemaco	VE
Cazones	VE
Chapopote	VE
Chicontepec	VE
Ciudad Alemán	VE
Ciudad Mendoza	VE
Coatepec	VE
Coatzacoalcos	VE

City/Village	State
Córdoba	VE
Cosamaloapan	VE
Coscomatepec	VE
Cuichapa	VE
Cuitláhuac	VE
El Higo	VE
El Naranjo	VE
Fillisola	VE
Fortín de los Flores	VE
Garro	VE
Huatusco	VE
Ignacio de la Llave	VE
Isla	VE
Jalapa	VE
Jaltipan	VE
Jesús Carranza	VE
Joachin	VE
Juan Díaz Covarrubias	VE
Juan Rodríguez Clara	VE
La Barra	VE
La Granja	VE
La Mesa	VE
Las Choapas	VE
Las Vigas	VE
Lerdo de Tejeda	VE
Llano Enmedio	VE
Loma Bonita	VE
M. Limones	VE
Matínez de la T.	VE
Méndez	VE
Minatitlán	VE
Misantla	VE
Montepío	VE
Nanchinal	VE
Naranjos	VE
Nautla	VE
Orizaba	VE
Palma Sola	VE
Pánuco	VE
Papantla	VE
Paso de Ovejas	VE
Paso de San Juan	VE
Paso del Toro	VE
Perote	VE
Piedras Negras	VE
Plan de las Hayas	VE
Platón Sánchez	VE
Playa Vicente	VE

ALPHABETIZED BY STATE

City/Village	State
Potrero del Llano	VE
Poza Rica	VE
Rinconada	VE
San Andrés	VE
San Andrés Tuxtla	VE
San Juan	VE
San Juan Evangelista	VE
San Rafael	VE
San Sebastian	VE
Santiago de la Peña	VE
Santiago Tuxtla	VE
Sayula	VE
Soledad de Doblado	VE
Sontecomapan	VE
Tamiahua	VE
Tampico Alto	VE
Tantoyuca	VE
Tempoal	VE
Tenapache	VE
Teocelo	VE
Tierra Blanca	VE
Tihuatlan	VE
Tlacotalpan	VE
Tlapacoyan	VE
Totalco	VE
Tres Valles	VE
Tuxpan	VE
V. Cuauhtémoc	VE
Veracruz	VE
Villa Azueta	VE
Villa Rica	VE
Xiutetelco	VE
Zacualpan	VE
Zempoala	VE
Zongolica	VE
Abalá	YU
Acanceh	YU
Baca	YU
Becanchen	YU
Celestún	YU
Chemax	YU
Chichen Itza	YU
Chicxulub	YU
Colonia Yucatán	YU
Dzidzantún	YU
Dzilam de Bravo	YU
Dzilam González	YU
Dzitás	YU

City/Village	State
El Cuyo	YU
Espita	YU
Halachó	YU
Hoctún	YU
Hunucmá	YU
Izamal	YU
Kanasín	YU
Kantunil	YU
Kinchil	YU
Libre Unión	YU
Mama	YU
Maxcanú	YU
Mérida	YU
Mococha	YU
Motul	YU
Muna	YU
Opichén	YU
Oxkutzcab	YU
Panabá	YU
Peto	YU
Piste	YU
Poxila	YU
Progreso	YU
Rio Lagartos	YU
Santa Clara	YU
Santa Elena	YU
Sisal	YU
Sucila	YU
Suma	YU
Talchaquillo	YU
Teabo	YU
Tekax	YU
Tekik de Regil	YU
Telchac	YU
Telchac Puerto	YU
Temax	YU
Tepakán	YU
Ticul	YU
Tixkokob	YU
Tizimín	YU
Tunkás	YU
Tzucacab	YU
Umán	YU
Uxmal	YU
Valladolid	YU
X-Can	YU
Yaxcaba	YU
Apozol	ZA

ALPHABETIZED BY STATE

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

ALPHABETIZED BY CITY/VILLAGE

City/Village	State
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
Ajjic	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
Almoleya de Juárez	MX
Almoleya 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
Anganguero	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
Atiacomulco	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
Azcapotzalco	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 Angels	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
Blanquillo	CS
Boca de Apiza	MC
Boca del Río	SI
Bolonchen de Rejon	CM
Bonancita	SO
Boquillas	CU
Buena Vista	BS
Buena Vista	SO
Buenaventura	CH
Buenavista	CS
Buenavista	SL
Buenavista Tomatlan	MC
Burgos	TM
Bustamante	NL
Cabeceras	CU
Cabo San Lucas	BS
Caborca	SO
Cabullona	SO
Cacalotan	SI
Cadereyta	NL
Cadereyta	QE
Caímanero	SI
Cajones	MX
Calderitas	QI
Caleta de Campos	MC
Calimaya	MX
Calmalli	BC
Calpulapan	TL
Calvillo	AG
Camalú	BC
Camargo	TM
Camotlán	OA
Campeche	CM
Cananea	SO
Canatlán	DG
Cancún	QI
Candela	CU
Candelaria	CM
Canoas	SL
Canutillo	DG
Carácuaro	MC
CapiRío	MC
Capultitlán	MX
Carapan	MC
Carbó	SO
Cardel	VE
Cárdenas	SL
Cárdenas	TB

City/Village	State
Carlos A Carrillo	VE
Carmona	MX
Casas	TM
Cases Grandez	CH
Casimiro Castillo	JA
Castaños	CU
Castillo de Teayo	VE
Catarina-Sta	BC
Catazaja	CS
Catemaco	VE
Catorce	SL
Cuautla	JA
Cayal	CM
Cazones	VE
Ceballos	DG
Celoollas	DG
Cedillos	CH
Cedral	MX
Cedral	SL
Celaya	GT
Celestún	YU
Celulosa	CH
Cerocahui	CH
Cerralvo	NL
Cerritos	SL
Cerro de Ortega	CL
Cerro Gordo	DG
Cerro Gordo	MX
Cetocingo	GR
Chable	CS
Chahuítes	OA
Chalcatongo	OA
Chalchiuites	ZA
Chalco	MX
Chalma	MX
Chamela	JA
Champotón	CM
Chapa de Moto	MX
Chapala	JA
Chapalilla	NA
Chapingo	MX
Chapopote	VE
Chapulco	PU
Chapultepec	MR
Chapuluacán	HG
Charapan	MC
Charay	SI
Charcas	SL

ALPHABETIZED BY CITY/VILLAGE

City/Village	State
Chavarría	MR
Chavez	CU
Chemax	YU
Chencoyí	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 Díaz	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
Cuahtémoc	CH
Cuatepec	HG
Cuautitlan	MX
uautla	MR
Cuautlixco	MR
Cucurpe	SO
Cuencamé	DG

City/Village	State
Cuerámaro	GT
Cuernavaca	MR
Cuetzalán	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
Dzítás	YU
Dziuche	QI
E. Montes	QI
Ecatepec Morelos	MX
Ejido de los Heroes de la Independencia	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 Higuieron	MR
El Huizache	SL
El Jabalf	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	VE
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
Jaimés	TM
Jairpo	MC
Jajalpa	MX
Jala	NA
Jalapa	TB
Jalapa	VE
Jalapa de Díaz	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 Díaz Covarrubias	VE
Juan Rodríguez Clara	VE
Juan Acatlán	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
Léon	GT
Léon Fonseca	SI
Léon 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
Mzapil	ZA
Mzatán	SO
Mazatepec	MR
Mazatlán	SI
Melchor Ocampo	CU
Melchor Ocampo	MX
Mena	TL
Méndez	TM
Méndez	VE
Meoquí	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
Mexicacán	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
Mococha	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
Morcontó	SI
Morelia	MC
Morelos	CU
Morelos Canada	PU
Moroléon	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
Nuñez	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
Ocotepc	HG
Ocotepc	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
Papanao	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
Petlalcingo	PU
Peto	YU
Piaxtla	PU
Pichilingue	BS
Pichucalco	CS
Pie de la Cuesta	GR
Piedras Negras	TL
Piedras Negras	VE
Piedras Verdes	CH
Pijijapan	CS
Pilcaya	GR
Pimas	SO
Pinal de Amoles	QE
Pinos	ZA
Pinotepa Nacional	OA
Pihuamo	JA
Piste	YU
Pitiquito	SO
Placer	QI
Plan de las Hayas	VE
Plateros	ZA
Platón Sánchez	VE
Playa Azul	MC
Playa de Santiago	CL
Playa del Carmen	QI
Playa General Lauro Villar	TM
Playa los Corchos	NA
Playa Novillero	NA
Playa Vicente	VE
Pochutla	OA
Polyuc	QI
Porfirio Díaz	MX
Porvenir	NL
Potam	SO
Potosí	NL
Potrero del Llano	VE
Poxila	YU
Poza Rica	VE
Pozo Alemán	BC
Pozos	GT
Praxedis G. Guerrero	CH
Progreso	CU
Progreso	MX
Progreso	YU
Providencia	NL
Pachuquilla	HG
Puebla	PU
Puente Río Hondo	MX

City/Village	State
Puerto Peñasco	SO
Puertecitos	BC
Puerto Angel	OA
Puerto Arista	CS
Puerto Celba	TB
Puerto Chale	BS
Puerto de la Libertad	SO
Puerto Escondido	OA
Puerto Juárez	QI
Puerto Lopez Mateos	BS
Puerto Madero	CS
Puerto Magdalena	BS
Puerto Marqués	GR
Puerto Real	CM
Puerto Santo Tomás	BC
Puerto Vallarta	JA
Pujal	SL
Punta Abreojos	BS
Punta Final	BC
Punta Palomas	OA
Punta Prieta	BC
Purépero	MC
Purificación	JA
Pururándiro	MC
Putla	OA
Quechultenango	GR
Querétaro	QE
Quiroga	MC
Quitovac	SO
Raboso	PU
Ramos Arizpe	CU
Rancho Bizani	SO
Rancho Chapala	BC
Rancho El Crucero	BC
Rancho Grande	ZA
Rancho San José de Castro	BS
Raudal del Malpaso	CS
Rayón	SL
Rayón	SO
Reforma Agraria	QI
Refugio	CU
Revolcaderos	DG
Revolución Mexicana	CS
Reynosa	TM
Ricardo Flores Magón	CH
Riíto	SO
Rincón Chamula	CS
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
Sain 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 Pirámides	MX
San Martín Texmelcán	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
Tangancicuaro	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
Tecuála	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
Teoloyuacan	MX
Teopantlan	PU
Teopisca	CS
Teotihuacan	MX
Teotitlán	OA
Tepakán	YU
Tepalcatepec	MC
Tepalcingo	MR
Tepatitlan	JA
Tepatlixco	PU
Tepaxco	MX
Tepeaca	PU
Tepeapulco	HG
Tepechitlán	ZA
Tepehuanes	DG
Tepeji del Río	HG
Tepenene	PU
Tepeojuma	PU
Tepetixtla	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
Tixkokob	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
Torreón	CU
Tosanachi	CH
Totalco	VE
Totimehuacán	PU
Totlamajac	MX

City/Village	State
Totolapan	MR
Totoimaloya	MX
Tototlal	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
Tzucacab	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
V. Unión	CU
Valladolid	YU
Valle de Allende	CH
Valle de Banderas	NA
Valle de Bravo	MX
Valle de las Palmas	BC
Valle de Santiago	GT
Valle de Trinidad	BC
Valle de Zaragoza	CH
Valle Hermoso	TM
Valle Nacional	OA
Vallecito	NL
Valparaíso	ZA
Varadero	QI
Venta de Carpio	MX
Venustiano Carranza	JA
Veracruz	VE
Vicam	SO
Victor Rosales	ZA
Viesca	CU
Vigia Chico	QI
Villa A. Comacho	PU
Villa Ahumada	CH
Villa Aldama	NL
Villa Alta	OA
Villa Alta	TL
Villa Azueta	VE
Villa Carranza	CS
Villa Colnstitucion	BS
Villa de Arriaga	SL
Villa de Corzo	CS
Villa de Cos	ZA
Villa de Fuentes	CU
Villa de García	NL
Villa de Guadalupe	SL
Villa de Ramos	SL
Villa de Reyes	SL
Villa de Santiago	NL
Villa del Carbón	MX
Villa Escalante	MC
Villa Escobedo	CH
Villa Flores	CS
Villa Guerrero	MX
Villa Hidalgo	DG
Villa Hidalgo	NA
Villa Hidalgo	SL
Villa Hidalgo	SO
Villa Insurgentes	BS

City/Village	State
Villa Juárez	DG
Villa Madero	MX
Villa Marinero	TM
Villa Obregón	DF
Villa Ocampo	DG
Villa Rica	VE
Villa Unión	DG
Villa Unión	SI
Villa Victoria	MC
Villa Victoria	MX
Villa Aldama	NL
Villagran	TM
Villahermosa	TB
Villanueva	ZA
Walamo	SI
Xalostoc	TL
Xalpa	DF
Xcabacab	CM
Xcalak	QI
X-Can	YU
Xiatil	QI
Xichú	GT
Xicohtzinco	TL
Xicotencatl	TM
Xicotopex de Juárez	PU
Xilitla	SL
Xipetzingo	TL
Xiutetelco	VE
Xochiltepec	PU
Xochimilco	DF
Xochitepec	MR
Xocoyucan	TL
Xolol	SL
XonAcatlán	MX
Xoxocotia	MR
Xpujil	CM
Yago	NA
Yahualica	JA
Yanhuitlán	OA
Yautepec	MR
Yavaros	SO
Yaxcaba	YU
Yecapixtla	MR
Yécora	SO
Yepachi	CH
Yepomera	CH
Yerbanis	DG
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

Migrant Student Information System
UNITED STATES ABBREVIATIONS

STATE	MIS2000/COE Use	STATE	MIS2000/COE Use
1. Alaska	AK	27. Montana	MT
2. Alabama	AL	28. North Carolina	NC
3. Arkansas	AR	29. North Dakota	ND
4. Arizona	AZ	30. Nebraska	NE
5. California	CA	31. New Hampshire	NH
6. Colorado	CO	32. New Jersey	JN
7. Connecticut	CT	33. New Mexico	NM
8. District of Col.	DC	34. Nevada	NV
9. Delaware	DE	35. New York	NY
10. Florida	FL	36. Ohio	OH
11. Georgia	GA	37. Oklahoma	OK
12. Hawaii	HI	38. Oregon	OR
13. Iowa	IA	39. Pennsylvania	PA
14. Idaho	ID	40. Puerto Rico	PR
15. Illinois	IL	41. Rhode Island	RI
16. Indiana	IN	42. South Carolina	SC
17. Kansas	KS	43. South Dakota	SD
18. Kentucky	KY	44. Tennessee	TN
19. Louisiana	LA	45. Texas	TX
20. Massachusetts	MA	46. Utah	UT
21. Maryland	MD	47. Virginia	VA
22. Maine	ME	48. Vermont	VT
23. Michigan	MI	49. Washington	WA
24. Minnesota	MN	50. Wisconsin	WI
25. Missouri	MO	51. West Virginia	WV
26. Mississippi	MS	52. Wyoming	WY

Migrant Student Information System
FOREIGN LANGUAGE ABBREVIATIONS

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

Migrant Student Information System

FOREIGN COUNTRY ABBREVIATIONS

LANGUAGE	MSIS/ COE Use	COUNTRY	MSIS/ COE Use	COUNTRY	MSIS/ COE Use
Micronesia, Federate	FSM	Saint Lucia	LCA	United States	USA
Monaco	MCO	Saint Pierre & Miq	SPM	United States Virgin	VIR
Mongolia	MNG	Saint Vincent	VCT	Uruguay	URY
Montserrat	MSR	Samoa	WSM	Uzbekistan	UZB
Morocco	MAR	San Marino	SMR	Vanuatu	VUT
Mozambique	MOZ	Sao Tome & Princip	STP	Venezuela	VEN
Myanmar	MMR	Saudi Arabia	SAU	Viet Nam	VNM
Namibia	NAM	Senegal	SEN	Wallis & Futuna IS	WLF
Nauru	NRU	Seychelles	SYC	Western Sahara	ESH
Nepal	NPL	Sierra Leone	SLE	Yemen	YEM
Netherlands	NLD	Singapore	SGP	Yugoslavia	YUG
Netherlands Antilles	ANT	Slovakia	SVK	Zambia	ZMB
New Caledonia	NCL	Slovenia	SVN	Zimbabwe	ZWE
New Zealand	NZL	Solomon Islands	SLB		
Nicaragua	NIC	Somalia	SOM		
Niger	NER	South Africa	ZAF		
Nigeria	NGA	Spain	ESP		
Niue	NIU	Sri Lanka	LKA		
Norfolk Island	NFK	Sudan	SDN		
Northern Mariana Isl	MNP	Suriname	SUR		
Norway	NOR	Svalbard & Jan May	SJM		
Occupied Palestinian	PSE	Swaziland	SWZ		
Oman	OMN	Sweden	SWE		
Pakistan	PAK	Switzerland	CHE		
Palau	PLW	Syrian Arab Republic	SYR		
Panama	PAN	Taiwan Province of C	TWN		
Papua New Guinea	PNG	Tajikistan	TJK		
Paraguay	PRY	Thailand	THA		
Peru	PER	The Former Yugoslav	MKD		
Philippines	PHL	Togo	TGO		
Pitcairn	PCN	Tokelau	TKL		
Poland	POL	Tonga	TON		
Portugal	PRT	Trinidad & Tobago	TTO		
Puerto Rico	PRI	Tunisia	TUN		
Qatar	QAT	Turkey	TUR		
Republic of Korea	KOR	Turkmenistan	TKM		
Republic of Moldova	MDA	Turks & Caicos Isl	TCA		
Reunion	REU	Tuvalu	TUV		
Romania	ROU	Uganda	UGA		
Russian Federation	RUS	Ukraine	UKR		
Rwanda	RWA	United Arab Emirates	ARE		
Saint Helena	SHN	United Kingdom	GBR		