



# Completing the Certificate of Eligibility & OSY Profile

2015 ID&R Statewide Training



---

# COE Completion





# Florida COE

---

- ▶ Based on OME regulations and national COE requirements
- ▶ Consistency of key sections across the state
- ▶ Recruitment staff trained annually
- ▶ Latest revision – SY 2014-2015

**FLORIDA MIGRANT EDUCATION PROGRAM CERTIFICATE OF ELIGIBILITY (COE) FORM**

**SECTION I: CURRENT PARENT/GUARDIAN/SPOUSE and LEGAL PARENT/GUARDIAN DATA**

1. Current Male Parent/Guardian/Spouse/OSY: ( Last name, First name)	2. Legal Male Parent/Guardian: ( Last name, First name)	3. Current Address (Street, Rural Route, Lot Number – Physical Address Only)	
		City	State
		Zip	
Current Female Parent/Guardian/Spouse/OSY: ( Last name, First name)	Legal Female Parent/Guardian: ( Last name, First name)	4. Home Base (City/State/Country)	5. Telephone

**SECTION II: CHILD DATA**

1. Last Name 1	2. Last Name 2	3. First Name	4. Middle Name	5. Suffix	6. H	7. Race	8. Sex	9. Birth Date MM/DD/YY	10. Age	11. MB	12. Code	13. Birthplace City State Country	14. School	15. Gr
1.								/ /						
2.								/ /						
3.								/ /						
4.								/ /						
5.								/ /						

16. Child/Family Data Comments (e.g., urgent health conditions, non-eligible children in the household, email address if any):

**SECTION III: QUALIFYING MOVE & WORK**

1. The child(ren) listed above moved 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.  on own as 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  spouse  guardian.  
 i. (Complete if "to join or precede" is checked in 2a.) The worker moved on MM/DD/YY. The child(ren) moved on MM/DD/YY. (provide comment)  
 ii.  There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).

3. The Qualifying Arrival Date was MM/DD/YY.

4. The worker moved due to economic necessity in order to obtain:  
 a.  qualifying work, and obtained qualifying work, OR  
 b.  any work, and obtained qualifying work soon after the move, OR  
 c.  qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:  
 i.  The worker has a prior history of moves to obtain qualifying work (provide comment), OR  
 ii.  There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).

5. The qualifying work,\* 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.

**SECTION IV: PARENT/GUARDIAN/SPOUSE/WORKER/SIGNATURE**

*Check all that apply*

1. I give my permission for my child(ren) to participate in the Title I Migrant Program.	Yes / No
2. I give my permission for my child(ren) to be given emergency medical referral services.	<input type="checkbox"/> <input type="checkbox"/>
3. I have been informed about FERPA. I authorize the district to release, transfer, and/or receive my child(ren)'s educational and health records with other districts, educational agencies and pertinent agencies, including the ID&R Office.	<input type="checkbox"/> <input type="checkbox"/>

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.

4. \_\_\_\_\_  
 Signature Relationship to the child Date

**SECTION V: ELIGIBILITY/DATA CERTIFICATION**

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

1. \_\_\_\_\_  
 Signature of Interviewer Date

2. \_\_\_\_\_  
 Signature of Designated SEA Reviewer Date

7. Residency Date (Child Arrival Date) MM/DD/YY	8. COMMENTS Must include <input type="checkbox"/> 2bi, <input type="checkbox"/> 4c, <input type="checkbox"/> 5, <input type="checkbox"/> 6a and <input type="checkbox"/> 6b (of the Qualifying Move & Work Section, if applicable.):	9. OSY Info ONLY. Was OSY Profile completed? <input type="checkbox"/> Yes <input type="checkbox"/> No
		OSY Sec. II no. ___ OSY Sec. II no. ___ OSY Sec. II no. ___
		Last grade attended: _____
		When (year): _____
		Where (country): _____



1. Current Male Parent/Guardian/Spouse/OSY: (Last name, First name)

2. Legal Male Parent/Guardian: (Last name, First name)

*Male OSY*

*OSY's Legal Male Parent*

Current Female Parent/Guardian/Spouse/OSY: (Last name, First name)

Legal Female Parent/Guardian: (Last name, First name)

*Female OSY*

*OSY's Legal Female Parent*

- ▶ Parent/Guardian/Spouse/OSY – currently responsible for the child(ren)
- ▶ Legal Parent – if the child's legal parent is different from the current parent
- ▶ If OSY:
  - OSY's name in #1
  - OSY's legal parents' information, if available, or write a dash (-).

SECTION II: CHILD DATA																
1. Last Name 1	2. Last Name 2	3. First Name	4. Middle Name	5. Suffix	6. H	7. Race	8. Sex	9. Birth Date MM/DD/YY	10. Age	11. MB	12. Code	13. Birthplace City	13. Birthplace State	13. Birthplace Country	14. School	15. Gr
1.								/ /								
2.								/ /								
3.								/ /								
4.								/ /								
5.								/ /								
16. Child/Family Data Comments (e.g., urgent health conditions, non-eligible children in the household, email address if any):																

## Remember...

- ▶ #2 Second last name when applicable, if not, write a dash (-)
- ▶ #4 Full middle name when applicable, if not, write a dash (-)
- ▶ #5 Suffix when applicable, if not, write a dash (-)
- ▶ #6 Hispanic – “Y” or “N” do not leave blank
- ▶ #7 Race Code (codes found on the back of the COE)
- ▶ #11 Multiple birth flag – “Y” or write a dash (-)
- ▶ #12 Birthdate Verification Code

SECTION II: CHILD DATA																
1. Last Name 1	2. Last Name 2	3. First Name	4. Middle Name	5. Suffix	6. H	7. Race	8. Sex	9. Birth Date MM/DD/YY	10. Age	11. MB	12. Code	13. Birthplace City	13. Birthplace State	13. Birthplace Country	14. School	15. Gr
1.								/ /								
2.								/ /								
3.								/ /								
4.								/ /								
5.								/ /								
16. Child/Family Data Comments (e.g., urgent health conditions, non-eligible children in the household, email address if any):																

## Remember...

- ▶ #15 If the child is an OSY, enter Code 30 for the grade.

*Caution during summer recruiting –*

- ▶ Be sure to ask sufficient questions to determine whether this is an OSY not a youth that is enrolled in high school in another district during the regular SY and on summer break.
  - If it is the latter, enter grade the youth just completed.

## SECTION III: QUALIFYING MOVE & WORK

1. The child(ren) listed above moved

from a residence in School district / City / State / Country \

to a residence in School district / City / State

- ▶ From – previous location before the child(ren) and the parent/spouse/guardian/OSY moved due to economic necessity in order to seek or obtain qualifying work
- ▶ To – where the qualifying work is/was located
- ▶ Ensure there was a move across school district lines
- ▶ Do not leave blank



### SECTION III: QUALIFYING MOVE & WORK

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

a.  on own as worker, OR  with the worker, OR  to join or precede the worker.

b. The worker, OSY's Full Name, is the child or the child's  parent  spouse  guardian.

i. (Complete if "to join or precede" is checked in 2a.) The worker moved on MM/DD/YY. The child(ren) moved on MM/DD/YY. (provide comment)

- ▶ Must check only one option for 2a
- ▶ If a "to-join" move, complete 2bi
- ▶ Write the full name of the worker
- ▶ Check the relationship of worker to migrant child(ren) in 2b
- ▶ If OSY is the worker, write the youth's name in 2b

## SECTION III: QUALIFYING MOVE & WORK

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

a.  on own as worker, OR  with the worker, OR  to join or precede the worker.

b. The worker, First Name and Last Name of Worker, is the child or the child's  parent  spouse  guardian.

i. (Complete if "to join or precede" is checked in 2a.) The worker moved on When. The child(ren) moved on When (provide comment)

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

*Children stayed behind to finish the school year.  
Children moved with mother to start the school year on time.*

- ▶ If a "to-join" move, document the date the child(ren) moved and the date the worker moved
- ▶ Every "to-join" move requires a comment
- ▶ Remember, if worker is an OSY, write their name in 2b

## SECTION III: QUALIFYING MOVE & WORK

3. The Qualifying Arrival Date was           MM/DD/YY          .

### Who moved first?

### Qualifying Arrival Date

The child moved with the worker



Eligibility begins the date the child  
and worker both arrive

**When both arrive**



The child moved  
before the worker



Eligibility begins the date the worker  
arrives into the district

**Date worker arrives**



The child moved  
to join the worker



Eligibility begins the date the child  
arrives into the district

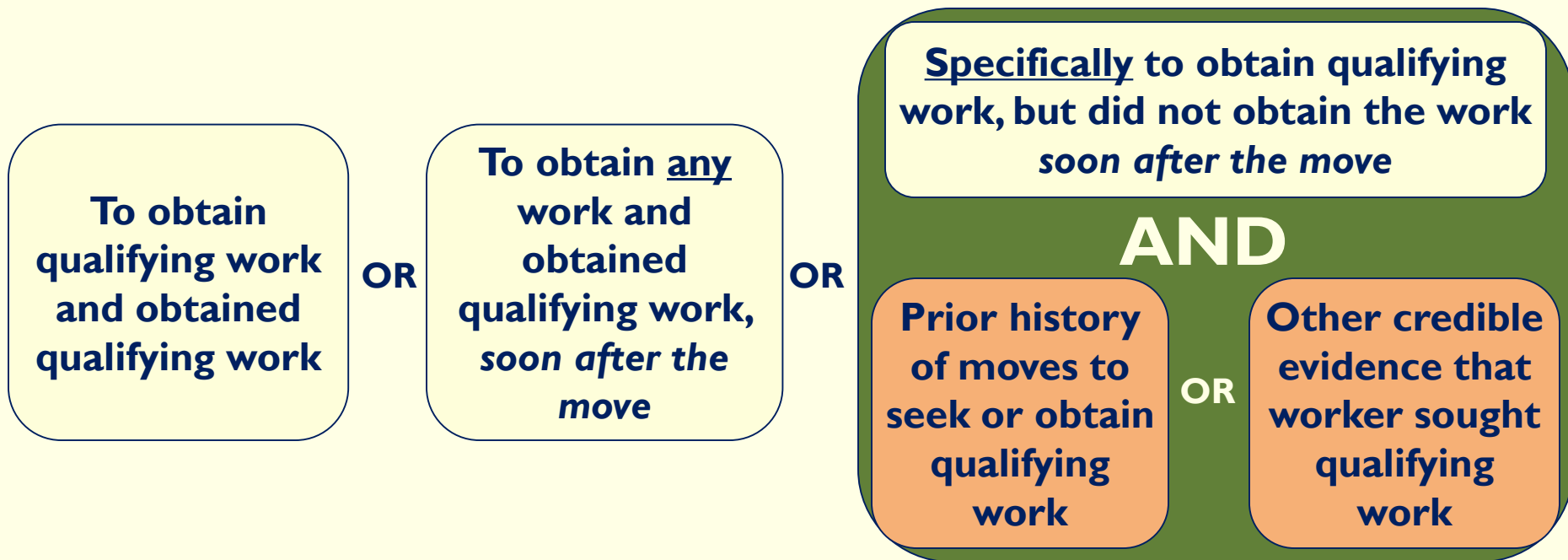
**Date child arrives**

## SECTION III: QUALIFYING MOVE & WORK

3. The Qualifying Arrival Date was MM/DD/YY.

- ▶ Document the QAD
- ▶ It is not affected by subsequent non-qualifying moves
- ▶ Must be completed

According to current regulations, one purpose of the worker's move must be to seek or obtain qualifying work.



### SECTION III: QUALIFYING MOVE & WORK

4. The worker moved due to economic necessity in order to obtain:
- a.  qualifying work, and obtained qualifying work, OR
  - b.  any work, and obtained qualifying work soon after the move, OR
  - c.  qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:
    - i.  The worker has a prior history of moves to obtain qualifying work (provide comment), OR
    - ii.  There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).

To obtain  
qualifying work  
and obtained  
qualifying work

4a

OR

To obtain any  
work and  
obtained  
qualifying work,  
*soon after the  
move*

4b

OR

Specifically to obtain qualifying  
work, but did not obtain the work  
*soon after the move*

AND

Prior history  
of moves to  
seek or obtain  
qualifying  
work

OR

Other credible  
evidence that  
worker sought  
qualifying  
work

4ci

4cii

### SECTION III: QUALIFYING MOVE & WORK

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

a.  qualifying work, and obtained qualifying work, OR

b.  any work, and obtained qualifying work soon after the move, OR

c.  qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:

i.  The worker has a prior history of moves to obtain qualifying work (provide comment), OR

ii.  There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).

▶ Check only one (4a or 4b or 4c)

▶ Do not leave blank

▶ If you check 4c, then you must check 4ci and/or 4cii (and include appropriate comment):

▶ Previous History (4ci) – When, where, what?

*Family moves to Immokalee every year to pick tomatoes.*

▶ Credible Evidence (4cii) – 3<sup>rd</sup> Party source

*Recruiter confirmed with Crewleader, Rolando Martinez, that worker applied for work.*

## SECTION III: QUALIFYING MOVE & WORK

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

a.  qualifying work, and obtained qualifying work, OR

b.  any work, and obtained qualifying work soon after the move, OR

c.  qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:

i.  The worker has a prior history of moves to obtain qualifying work (provide comment), OR

ii.  There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).

### ▶ Previous History (4ci) – When, where, what?

*Family moves to Immokalee every year to pick tomatoes.*

*Family moved to Quincy, FL to pick tomatoes in 2013.*

*In 2005, family moved to Quincy, FL to pick tomatoes.*

### ▶ Credible Evidence (4cii) – 3<sup>rd</sup> Party source

*Recruiter confirmed with Crewleader, Rolando Martinez, that worker applied for work.*

*Freeze affected the hiring of workers, see article, “Freeze limits migrant workers” kept in office.*

*Recruiter saw the job application the worker filled out.*





# Examples of Third Party Documentation

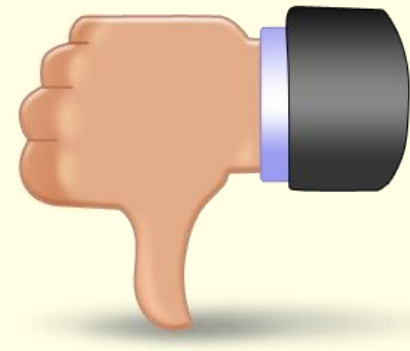
---

- ▶ Florida Department of Agriculture
  - ▶ <http://www.florida-agriculture.com/>
- ▶ “Florida Grapefruit 13% down due to diseases and cold weather” – FreshPlaza.com, June 10, 2010
  - ▶ [http://www.freshplaza.com/news\\_detail.asp?id=59790](http://www.freshplaza.com/news_detail.asp?id=59790)
- ▶ “Freeze Cost Florida Growers 7.4 Mil. Boxes, Agency Says” – The Ledger.com , February 9, 2010
  - ▶ <http://www.theledger.com/article/20100209/NEWS/2095045>
- ▶ “Freeze Threatens Florida Crops” – UPI.com, January 23, 2009,
  - ▶ [http://www.upi.com/Business\\_News/2009/01/23/Freeze\\_threatens\\_Florida\\_crops/UPI-82621232728133/](http://www.upi.com/Business_News/2009/01/23/Freeze_threatens_Florida_crops/UPI-82621232728133/)

## SECTION III: QUALIFYING MOVE & WORK

5. The qualifying work, \* \_\_\_\_\_ describe agricultural or fishing work \_\_\_\_\_ ,

- ▶ Use “ing” form of the verb then the crop  
*Pick Tomatoes*
- ▶ Do not just write the crop  
*Tomatoes*
- ▶ Do not just write the activity  
*Picking*
- ▶ Do not use sentences  
*Came to pick tomatoes*
- ▶ Document the qualifying work the worker/OSY moved for  
*Picking strawberries laying plastic*



## SECTION III: QUALIFYING MOVE & WORK

5. The qualifying work, \* *Picking strawberries* ,

- ▶ Use “ing” form of the verb and the crop
- ▶ Do not just write down the crop
- ▶ Do not just write down the activity
- ▶ Do not use sentences
- ▶ Document the qualifying work the worker/OSY moved for

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



*Worker is also laying plastic.*

## SECTION III: QUALIFYING MOVE & WORK

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

- ▶ Seasonal/Temporary – check only one
- ▶ Agricultural/Fishing – check only one
- ▶ Do not leave blank
- ▶ Personal subsistence – not completed in Florida
- ▶ If temporary was checked in 5 – complete 6

### SECTION III: QUALIFYING MOVE & WORK

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 Martin Dairies.

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

*Worker said he plans to work here for 7 months then plans to move to his home base.*

*Employer only needs worker for 7 months to milk cows at dairy farm.*

- ▶ Check 6a or 6b
- ▶ If 6a, how long did worker tell you the work will last
- ▶ If 6b, how long did employer tell you the work will last
- ▶ Document the name of the temporary employer in 6c

## SECTION III: QUALIFYING MOVE & WORK

7. Residency Date  
(Child Arrival Date)  
MM/DD/YY

- ▶ Enter the month, day, and year when the child(ren) entered the present school district
- ▶ Do not leave blank
- ▶ Residency date cannot occur before the QAD

### SECTION III: QUALIFYING MOVE & WORK

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

- ▶ If 2bi, 4ci, 4cii, 5, 6a, and/or 6b are marked, the recruiter must provide a comment
- ▶ The comment should be sufficient to adequately document the eligibility determination

### SECTION III: QUALIFYING MOVE & WORK

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

Situation	What to Document in the Comment section:
To-Join Moves	Reason for the child's later move or the worker's later move
Moves to obtain specific qualifying work, but does not obtain	(1) Worker statement that one reason for the move was to obtain qualifying work, and (2) Worker's prior migrant history, or credible evidence that beyond worker's control, the work was not available
Work for personal subsistence	The worker and family, as a matter of economic necessity, consume a substantial portion of the crops, dairy products, or livestock they produce or fish they catch
Temporary Work	The worker's or employer's statement explaining how long they expect the employment to last – name of the employer



## SECTION III: QUALIFYING MOVE & WORK

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

Other reasons for additional comments:

- ▶ Basis for preliminary eligibility is not obvious
- ▶ The work could be part of a “series of activities” for the same employer
- ▶ Short duration or short distance move

## SECTION III: QUALIFYING MOVE & WORK

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

Other reasons for additional comments:

- ▶ Qualifying move corresponds to school breaks
- ▶ Mailing address is different from the physical address
- ▶ Child(ren) and worker move from separate previous residences

9. OSY Info ONLY. Was OSY Profile completed? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Last grade attended:	OSY Sec. II no. _____ <i>6th</i>	OSY Sec. II no. _____	OSY Sec. II no. _____
When (year):	<i>2004</i>		
Where (country):	<i>Mexico</i>		

- ▶ Document the last grade attended, when, and where attended for up to 3 OSYs
- ▶ Complete the OSY Profile for each OSY when feasible

*Remember – Do not mark as an OSY if they are on summer break and enrolled in another school district during the regular SY.*

## SECTION IV: PARENT/GUARDIAN/SPOUSE/WORKER/SIGNATURE

Check all that apply

1. I give my permission for my child(ren) to participate in the Title I Migrant Program.  Yes  No
2. I give my permission for my child(ren) to be given emergency medical referral services.  Yes  No
3. I have been informed about FERPA. I authorize the district to release, transfer, and/or receive my child(ren)'s educational and health records with other districts, educational agencies and pertinent agencies, including the ID&R Office.  Yes  No

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.

4. X - Parent Name JE Self   
Signature Relationship to the child Date

- ▶ Permission – MEP & emergency services
- ▶ FERPA acknowledgement
- ▶ If interviewee cannot sign, have them mark with an “X” – the recruiter can print the name and initial
- ▶ Relationship to the eligible child(ren)
- ▶ If OSY, write “Self”
- ▶ Date the form was signed by the parent

## SECTION V: ELIGIBILITY/DATA CERTIFICATION

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

1. \_\_\_\_\_  
Signature of Interviewer \_\_\_\_\_  
Date
2. \_\_\_\_\_  
Signature of Designated SEA Reviewer \_\_\_\_\_  
Date

- ▶ Recruiter signs and dates
- ▶ State reviewer or designee signs and dates
- ▶ Do not leave blank

# OSY Profile Completion





**Florida Migrant Education Program**  
**Strategies, Opportunities, and Services for Out-of-School Youth (SOSOSY)**  
**OSY PROFILE**

<b>Date:</b>		<b>District:</b>				<b>COE Form #:</b>																																		
<b>Last Name:</b>		<b>First Name:</b>			<input type="checkbox"/> Male <input type="checkbox"/> Female		<b>Age:</b>																																	
<b>Address/Camp:</b>		<b>Phone:</b>		<b>Optional: How long is youth planning on being in the area?</b>																																				
				<input type="checkbox"/> less than 3 months <input type="checkbox"/> 4 or more months <input type="checkbox"/> not sure																																				
<b>Has access to transportation:</b>		<b>Last grade attended?</b>		<b>When (year)?</b>		<b>Where (country)?</b>																																		
<input type="checkbox"/> Yes <input type="checkbox"/> No		(Check grade below if applicable)				Or <input type="checkbox"/> Did not attend school																																		
<b>English oral language proficiency:</b>		<input type="checkbox"/> 1st grade/primer de primaria <input type="checkbox"/> 2nd grade/segundo de primaria <input type="checkbox"/> 3rd grade/tercero de primaria <input type="checkbox"/> 4th grade/cuarto de primaria <input type="checkbox"/> 5th grade/quinto de primaria <input type="checkbox"/> 6th grade/sexta de primaria		<input type="checkbox"/> 7th grade/primer de secundaria <input type="checkbox"/> 8th grade/segundo de secundaria <input type="checkbox"/> 9th grade/tercero de secundaria <input type="checkbox"/> 10th grade/primer y segundo semestres de preparatoria (Bachillerato) <input type="checkbox"/> 11th grade/tercer y cuarto semestres de preparatoria (Bachillerato) <input type="checkbox"/> 12th grade/quinto y sexto semestres de preparatoria (Bachillerato)																																				
<b>Home language:</b>																																								
<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other:																																								
<b>Health needs:</b>				<b>Advocacy Needs:</b>																																				
<input type="checkbox"/> Medical <input type="checkbox"/> Vision <input type="checkbox"/> Dental <input type="checkbox"/> Urgent <input type="checkbox"/> Other:				<input type="checkbox"/> Legal <input type="checkbox"/> Childcare <input type="checkbox"/> Translation/Interpretation <input type="checkbox"/> Other:																																				
<b>Youth lives:</b>				<b>Reason for leaving school:</b>																																				
<input type="checkbox"/> With a crew <input type="checkbox"/> With friends outside of work <input type="checkbox"/> With his/her parents/family <input type="checkbox"/> With spouse only <input type="checkbox"/> With spouse & kids <input type="checkbox"/> With kids <input type="checkbox"/> Alone				<input type="checkbox"/> Lacking credits <input type="checkbox"/> Needed to work <input type="checkbox"/> Missed State test <input type="checkbox"/> Other:																																				
<b>Expressed interest in:</b>				<b>Availability: (Check)</b>																																				
<input type="checkbox"/> Learning English <input type="checkbox"/> Job training <input type="checkbox"/> GED <input type="checkbox"/> Earning a diploma <input type="checkbox"/> Not sure <input type="checkbox"/> No interests <input type="checkbox"/> Other:																																								
				<table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Sun</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>Sat</th> </tr> </thead> <tbody> <tr> <td><b>Morning</b></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td><b>Afternoon</b></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td><b>Evening</b></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>						Sun	M	T	W	Th	F	Sat	<b>Morning</b>								<b>Afternoon</b>								<b>Evening</b>							
	Sun	M	T	W	Th	F	Sat																																	
<b>Morning</b>																																								
<b>Afternoon</b>																																								
<b>Evening</b>																																								
<b>At interview, youth received:</b>				<b>Youth is a candidate for:</b>																																				
<input type="checkbox"/> Educational materials <input type="checkbox"/> Support services <input type="checkbox"/> OSY welcome bag <input type="checkbox"/> Referral(s) (list in comments) <input type="checkbox"/> Other:				<input type="checkbox"/> Adult Basic Education <input type="checkbox"/> CAMP <input type="checkbox"/> Career exploration <input type="checkbox"/> ESL <input type="checkbox"/> Health Education <input type="checkbox"/> HEP <input type="checkbox"/> HS diploma <input type="checkbox"/> Job training <input type="checkbox"/> Life skills <input type="checkbox"/> MP3 player <input type="checkbox"/> PASS <input type="checkbox"/> Pre GED/GED <input type="checkbox"/> Other:																																				
<b>Comments:</b>				<b>Where will youth move to next? Youth does not know. <input type="checkbox"/></b>																																				

Signature of interviewer: \_\_\_\_\_



**Florida Migrant Education Program**  
**Strategies, Opportunities, and Services for Out-of-School Youth (SOSOSY)**  
**OSY PROFILE**

<b>Date:</b>		<b>District:</b>		<b>COE Form #:</b>	
<b>Last Name:</b>		<b>First Name:</b>		<input type="checkbox"/> Male	<input type="checkbox"/> Female
				<b>Age:</b>	
<b>Address/Camp:</b>		<b>Phone:</b>		<b>Optional: How long is youth planning on being in the area?</b>	
				<input type="checkbox"/> less than 3 months <input type="checkbox"/> 4 or more months <input type="checkbox"/> not sure	
<b>Has access to transportation:</b>		<b>Last grade attended?</b>		<b>When (year)?</b>	
<input type="checkbox"/> Yes <input type="checkbox"/> No		(Check grade below if applicable)		<b>Where (country)?</b>	
				Or <input type="checkbox"/> Did not attend school	
<b>English oral language proficiency:</b>		<input type="checkbox"/> 1st grade/primerο de primaria <input type="checkbox"/> 2nd grade/segundo de primaria <input type="checkbox"/> 3rd grade/tercero de primaria <input type="checkbox"/> 4th grade/cuarto de primaria <input type="checkbox"/> 5th grade/quinto de primaria <input type="checkbox"/> 6th grade/sextο de primaria		<input type="checkbox"/> 7th grade/primerο de secundaria <input type="checkbox"/> 8th grade/segundo de secundaria <input type="checkbox"/> 9th grade/tercero de secundaria <input type="checkbox"/> 10th grade/primer y segundo semestres de preparatoria (Bachillerato) <input type="checkbox"/> 11th grade/tercer y cuarto semestres de preparatoria (Bachillerato) <input type="checkbox"/> 12th grade/quinto y sexto semestres de preparatoria (Bachillerato)	
<b>Home language:</b>					
<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other:					

## Remember...

- ▶ Cross reference the profile with the COE #
- ▶ Information that is also captured on the COE can be added after you have interviewed the OSY



<b>Has access to transportation:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		<b>Last grade attended?</b> (Check grade below if applicable)		<b>When (year)?</b>		<b>Where (country)?</b>		<input type="checkbox"/> less than 6 months <input type="checkbox"/> 7 or more months <input type="checkbox"/> not sure Or <input type="checkbox"/> Did not attend school			
<b>English oral language proficiency:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> 1st grade/primero de primaria <input type="checkbox"/> 2nd grade/segundo de primaria <input type="checkbox"/> 3rd grade/tercero de primaria <input type="checkbox"/> 4th grade/cuarto de primaria <input type="checkbox"/> 5th grade/quinto de primaria <input type="checkbox"/> 6th grade/sexta de primaria		<input type="checkbox"/> 7th grade/primero de secundaria <input type="checkbox"/> 8th grade/segundo de secundaria <input type="checkbox"/> 9th grade/tercero de secundaria <input type="checkbox"/> 10th grade/primer y segundo semestres de preparatoria (Bachillerato) <input type="checkbox"/> 11th grade/tercer y cuarto semestres de preparatoria (Bachillerato) <input type="checkbox"/> 12th grade/quinto y sexto semestres de preparatoria (Bachillerato)							
<b>Home language:</b> <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other:											
<b>Health needs:</b> <input type="checkbox"/> Medical <input type="checkbox"/> Vision <input type="checkbox"/> Dental <input type="checkbox"/> Urgent <input type="checkbox"/> Other:				<b>Advocacy Needs:</b> <input type="checkbox"/> Legal <input type="checkbox"/> Childcare <input type="checkbox"/> Translation/Interpretation <input type="checkbox"/> Other:							
<b>Youth lives:</b> <input type="checkbox"/> With a crew <input type="checkbox"/> With friends outside of work <input type="checkbox"/> With his/her parents/family <input type="checkbox"/> With spouse only <input type="checkbox"/> With spouse & kids <input type="checkbox"/> With kids <input type="checkbox"/> Alone				<b>Reason for leaving school:</b> <input type="checkbox"/> Lacking credits <input type="checkbox"/> Needed to work <input type="checkbox"/> Missed State test <input type="checkbox"/> Other:							
<b>Expressed interest in:</b> <input type="checkbox"/> Learning English <input type="checkbox"/> Job training <input type="checkbox"/> GED <input type="checkbox"/> Earning a diploma <input type="checkbox"/> Not sure <input type="checkbox"/> No interests <input type="checkbox"/> Other:				<b>Availability: (Check)</b>							
					<b>Sun</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>Sat</b>
				<b>Morning</b>							
				<b>Afternoon</b>							
				<b>Evening</b>							

## Key Indicators...

- ▶ English oral language proficiency
- ▶ Educational history
- ▶ Access to transportation
- ▶ Reported interests



Florida Migrant Education Program  
 Strategies, Opportunities, and Services for Out-of-School Youth (SOSOSY)  
 OSY PROFILE

Date: <b>3/24/15</b>		District: <b>Sea Breeze County</b>			COE Form #: <b>1415 789123</b>																																		
Last Name: <b>MENDEZ</b>		First Name: <b>ISABELA</b>			<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female		Age: <b>20</b>																																
Address/Camp: <b>917 Palm St. #5, Sunshine City, FL</b>		Phone: <b>869-555-1111</b>		Optional: How long is youth planning on being in the area? <input type="checkbox"/> less than 3 months <input checked="" type="checkbox"/> 4 or more months <input type="checkbox"/> not sure																																			
Has access to transportation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Last grade attended? (Check grade below if applicable)		When (year)?		Where (country)? <b>Mexico</b> Or <input type="checkbox"/> Did not attend school																																	
English oral language proficiency: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> 1st grade/primero de primaria <input type="checkbox"/> 2nd grade/segundo de primaria <input type="checkbox"/> 3rd grade/tercero de primaria <input type="checkbox"/> 4th grade/cuarto de primaria <input type="checkbox"/> 5th grade/quinto de primaria <input checked="" type="checkbox"/> 6th grade/sexta de primaria		<input type="checkbox"/> 7th grade/primero de secundaria <input type="checkbox"/> 8th grade/segundo de secundaria <input type="checkbox"/> 9th grade/tercero de secundaria <input type="checkbox"/> 10th grade/primer y segundo semestres de preparatoria (Bachillerato) <input type="checkbox"/> 11th grade/tercer y cuarto semestres de preparatoria (Bachillerato) <input type="checkbox"/> 12th grade/quinto y sexto semestres de preparatoria (Bachillerato)																																			
Home language: <input type="checkbox"/> English <input checked="" type="checkbox"/> Spanish <input type="checkbox"/> Other:																																							
Health needs: <input type="checkbox"/> Medical <input type="checkbox"/> Vision <input type="checkbox"/> Dental <input type="checkbox"/> Urgent <input type="checkbox"/> Other:				Advocacy Needs: <input type="checkbox"/> Legal <input type="checkbox"/> Childcare <input type="checkbox"/> Translation/Interpretation <input type="checkbox"/> Other:																																			
Youth lives: <input type="checkbox"/> With a crew <input checked="" type="checkbox"/> With friends outside of work <input type="checkbox"/> With his/her parents/family <input type="checkbox"/> With spouse only <input type="checkbox"/> With spouse & kids <input type="checkbox"/> With kids <input type="checkbox"/> Alone				Reason for leaving school: <input type="checkbox"/> Lacking credits <input checked="" type="checkbox"/> Needed to work <input type="checkbox"/> Missed State test <input type="checkbox"/> Other:																																			
Expressed interest in: <input type="checkbox"/> Learning English <input type="checkbox"/> Job training <input type="checkbox"/> GED <input type="checkbox"/> Earning a diploma <input checked="" type="checkbox"/> Not sure <input type="checkbox"/> No interests <input type="checkbox"/> Other:				Availability: (Check)																																			
				<table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Sun</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>Sat</th> </tr> </thead> <tbody> <tr> <td>Morning</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Afternoon</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Evening</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Sun	M	T	W	Th	F	Sat	Morning							<input checked="" type="checkbox"/>	Afternoon							<input checked="" type="checkbox"/>	Evening							
	Sun	M	T	W	Th	F	Sat																																
Morning							<input checked="" type="checkbox"/>																																
Afternoon							<input checked="" type="checkbox"/>																																
Evening																																							
At interview, youth received: <input type="checkbox"/> Educational materials <input type="checkbox"/> Support services <input checked="" type="checkbox"/> OSY welcome bag <input checked="" type="checkbox"/> Referral(s) (list in comments) <input type="checkbox"/> Other:				Youth is a candidate for: <input checked="" type="checkbox"/> Adult Basic Education <input type="checkbox"/> CAMP <input type="checkbox"/> Career exploration <input type="checkbox"/> ESL <input type="checkbox"/> Health Education <input type="checkbox"/> HEP <input type="checkbox"/> HS diploma <input type="checkbox"/> Job training <input checked="" type="checkbox"/> Life skills <input type="checkbox"/> MP3 player <input type="checkbox"/> PASS <input type="checkbox"/> Pre GED/GED <input type="checkbox"/> Other:																																			
Comments: <b>Scored low in English language assessment. Referred Isabela to English classes at local church..</b>				Where will youth move to next? Youth does not know. <input checked="" type="checkbox"/>																																			

Signature of interviewer: Margot Di Salvo

Revised 9/9/14

# Test your knowledge







❖ Jorge Echegaray,  
Education Specialist  
Florida ID&R Office  
[jorgeechegaray@escort.org](mailto:jorgeechegaray@escort.org)

❖ Margot Di Salvo,  
Education Specialist  
Florida ID&R Office  
[mdisalvo@escort.org](mailto:mdisalvo@escort.org)

**Check out more information at:**

**<http://flrecruiter.org/>**