

# 2014 - 2015

## ***Texas Manual for the Identification and Recruitment of Migrant Children***



**TEXAS EDUCATION AGENCY**

*Developed by the Texas Migrant Education Program*

*Curriculum Division*

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# ASSISTANCE AND CONTACT INFORMATION

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For questions concerning identification, recruitment, and recruiter training, please contact your regional Education Service Center migrant education staff.

Questions concerning the identification and recruitment manual may be directed to the Texas Education Agency's Curriculum Division by telephone at (512) 463-9581.

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# FOREWORD

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This manual provides basic information regarding the Texas Migrant Education Program (MEP) and the responsibilities that local recruiters have in the identification and recruitment of migrant children in Texas. It is a reference guide designed to help recruiters:

- make proper eligibility decisions;
- complete necessary documentation; and
- support Education Service Center (ESC) and Local Education Agency (LEA) quality control measures.

Supplements to this manual may be periodically developed and distributed to reflect current MEP regulations and information regarding Texas' migrant population.

## Identification and Recruitment in Texas

The Texas Education Agency (Agency) is responsible for the identification and recruitment (ID&R) of all eligible migratory children in the state as required by the No Child Left Behind Act of 2001 (Public Law 107-110, Title I, Part C). The funding for the Texas MEP—for both the State and the school districts—is determined based upon the number of eligible migratory children residing in the state or the district, including out of school youth (OSY). Every district in the state must actively recruit migrant students, including OSY, on a year-round basis. **ID&R must be conducted in compliance with all applicable federal laws, rules, and regulations.**

The Agency carries out its ID&R responsibility by contracting with each of the 20 regional ESCs to train LEAs with migrant projects in ID&R requirements, policies, and practices. All recruiters and Designated SEA Reviewers must complete the annual ID&R training as provided by the state. The *2014-2015 Texas Manual for the Identification and Recruitment of Migrant Children* is an important tool in improving the practices and processes of the Texas MEP.

LEAs receiving MEP funds are required to follow the requirements established in the ID&R manual for:

- identifying and recruiting eligible children;
- completing the appropriate documentation (written and electronic);
- contributing to high standards of quality controls; and
- building relationships within and among communities, their institutions, and migrant workers and their families



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# **SECTION 1: CHILD ELIGIBILITY**





# DETERMINING ELIGIBILITY

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## How Eligibility is Determined for the Texas Migrant Education Program (MEP) in MEP-Funded School Districts

In Texas, migrant children and youth are identified and recruited for the (MEP) through an interview process conducted by a local school district recruiter. School districts that choose to operate a local migrant education program are required to hire recruiters who will conduct identification and recruitment within the boundaries of the school district. Because of the highly mobile nature of migratory work in agriculture, it is required that identification and recruitment be conducted beyond the campus and throughout the school district community.

Local recruiters conduct face-to-face interviews with families in order to determine eligibility for the MEP. A Certificate of Eligibility (COE) form is completed during each interview. The COE is an official, legal document that should contain all of the information that the school district will need in order to determine eligibility. Once a family is determined to have done qualifying work, and a child is determined to be eligible for the MEP, the COE must be kept on file by the school district for future reference and auditing purposes.

## Importance of Eligibility Determinations

Determining child eligibility correctly is one of the most important functions of the MEP. By enrolling eligible students in the MEP, recruiters help migrant students obtain the educational assistance they need. As a result, these students have more resources available to help them adjust to a new school and keep up academically, thus lessening the negative educational consequences associated with migration. In addition, the number of eligible students identified by the MEP determines the level of funding that states receive to provide educational assistance to this population. Recruiters have the opportunity to connect migrant children to the greatest number of educational services by making proper eligibility determinations.

There are specific conditions that a child must meet in order to be considered a “migratory child” according to the No Child Left Behind Act of 2001. Simply moving and then working in agricultural or fishing activities, or being in the care of a parent or guardian who does so, does not necessarily mean that a child is eligible for the MEP. In order to determine eligibility, a recruiter must determine if the worker is performing work that the MEP deems to be “qualifying work” *and* if the worker had the correct circumstances surrounding his/her move to acquire the work. This requires that the recruiters perform sometimes simple, sometimes complex investigations about the family’s intention to perform

qualifying work prior to the move and about their intentions to continue migrating for agricultural/fishing purposes when that work is finished. With such challenges, it is essential that all recruiters have a thorough understanding of what terms define child eligibility and that they have the ability to apply those terms to the circumstances of parents'/guardians' lives.

## **ID&R Responsibilities for Project and Non-Project Districts**

### ***Project Districts (Independent Projects and SSA-Member Districts):***

- Are public school districts **that receive MEP funding** to operate a migrant program.
- **Must conduct ID&R** for the MEP independently or in coordination with the regional ESC through a Shared Services Arrangement (SSA).

### ***Non-Project Districts:***

- Are public school districts that do not receive MEP funding.
- **Must work with MEP-funded staff of the ESC who have the responsibility for ID&R**, including migrant student enrollments, encoding of PEIMS numbers, eligibility review, residency verification, migrant student withdrawals, and if available, state academic assessment results. These requirements are outlined in the ESC ESEA Title I, Part C Migrant Basic Services Grant Application.
- **Must maintain documentation on file** indicating that active identification and recruitment is taking place at the district.

## **Determining Eligibility**

Recruiters are responsible for determining whether a child qualifies for the MEP. These “determinations” follow the same line of questioning that any other investigator or reporter uses. If a migratory child is described by each of the questions (**WHERE, WHO, WHEN, WHY and WHAT**) according to the definitions of MEP eligibility, then the recruiter’s questioning will result in eligibility documentation. The questions that establish the boundaries of eligibility are as follows:

### **WHERE**

- Did the family move due to economic necessity from one school district to another?

### **WHO**

- Is the child under the age of 22?
- Is the child lacking a U.S.-issued high school diploma or General Educational Development (GED) certificate?

- Is the child, or does the child have a parent, guardian, or a spouse who is, a migratory agricultural worker or migratory fisher?

## WHEN

- Did the child move on his/her own or move to accompany, or join a parent, spouse or guardian, within the preceding 36 months?

## WHY

- Was one of the purposes of the move to seek or obtain qualifying work?

## WHAT

- What is the qualifying seasonal employment or temporary employment in agriculture or fishing work?

If the answer to all of these questions is “Yes,” then a qualifying move has been made and the child or children is (are) eligible for recruitment into the MEP. (See MEP Eligibility Flow Chart on page 1.41 and Eligibility Screening Tool on page 1.43.)

Sometimes recruiters will not be able to make eligibility determinations on their own. “Extenuating circumstances” may surround the move that make it impossible for the recruiter to make a sound and reasonable eligibility determination on his/her own (e.g., parent is laid off, family member has a serious medical condition). In such cases, the recruiter must forward the COE and detailed supplemental documentation to the regional ESC migrant contact who will then forward all documentation to the State MEP for an eligibility determination. (See page 1.39.)

**Note:** It is migrant children, *not their parents*, who are enrolled in the MEP. MEP services are designed for children whose education/schooling has been *disrupted* due to their migratory lifestyle.

It is the migrant child who will benefit from the MEP, and it is the child who must make a qualifying move. Children qualify because either they are performing qualifying work after moving, or because they have moved with a parent or guardian who is engaged in qualifying work.

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# WHERE

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The first element of eligibility refers to **where** the move took place.

**The terms MOVE or MOVED** refer to a change from one residence to another residence that occurs due to economic necessity. For the purposes of the MEP, a residence is a place where one lives and not just visits. In certain circumstances, boats, vehicles, tents, trailers, etc. may serve as a residence. A mailing address is not considered a residence. To qualify for the MEP, this move must be from one school district to another. Both the child and the parent/worker must move across school district lines and change residences in the process. If a child and a parent move from different previous residences, the child's prior residence should be the one recorded on the COE in Section C. and the parent's prior residence should be recorded in the Comments section of the COE Supplemental Documentation Form (SDF).

Because of the size of the State of Texas, its geographic location, and the wide variety of agriculture and agriculturally-related work in the state, school districts in Texas can be either sending and/or receiving districts.

Some recruiters may identify and recruit families who move into their school district to obtain qualifying seasonal or temporary agricultural work (receiving districts) while other recruiters may identify and recruit families who return back home after performing qualifying seasonal or temporary agricultural work in another part of the state or outside of the state (sending districts).

**Note:** Moves **TO** Mexico or any other country will never qualify a family for the MEP since the MEP is meant to benefit families who perform qualifying work in the U.S.

However, moving to the U.S. from Mexico is just like moving from one school district to another in the U.S. The reason is that there is a historical pattern of migration from Mexico

to the U.S. to perform temporary or seasonal work in agriculture. Families regularly travel between the countries depending on the growing season and available work. If a family coming from Mexico, or any other country, to any U.S. state for the first time, or any other time, meets all of the eligibility criteria, the children qualify for the program. No comment is necessary to support the eligibility determination unless it is a situation that requires comments.

### **Short Duration Moves (7 days or less)**

**A SHORT DURATION MOVE** is a move of seven days or less across school district boundaries. The family must establish a residence in the new location.

**Note:** A single one-day move is a non-qualifying move.

The recruiter is required to document comments to qualify short duration moves because these moves appear to have occurred in too short a length of time to establish whether or not a move has occurred. (For example, a family leaves on Friday afternoon after school and returns Sunday evening, or the work is completed before the end of a growing season or the reasonable amount of time to complete the specified task is not demonstrated).

In cases when a family does migratory work on multiple weekends, the recruiter should document only the last weekend move in Section C. of the COE. With respect to moves of such short duration (e.g., less than a week) that an independent reviewer might question whether the move was “due to economic necessity,” it is recommended that the recruiter document all other previous weekend moves on the Comments section of the COE SDF.

For qualifying moves of short duration of 7 days or less, the following information obtained through parent interview **MUST** be included as comments on the COE Supplemental Documentation Form:

1. Why the length of stay was short; and
2. Where the family resided on a temporary basis (e.g., with relatives, in housing provided by employer, etc.).



## Short Distance Moves (100 miles or less)

**A SHORT DISTANCE MOVE** is a move of 100 miles or less (one-way), across school district boundaries, including moves to the U.S. from Mexico.

For qualifying moves of short distance (100 miles or less one-way) from the worker's homebase the recruiter is required to document comments since one could question whether a migration has actually occurred. The recruiter **MUST** determine that the move is to a temporary residence to engage in seasonal or temporary agricultural work. The following information obtained through parent interview **MUST** be included in the Comments section on the COE Supplemental Documentation Form:

1. The distance from the homebase to the temporary residence; and
2. Where the family resided on a temporary basis (e.g., with relatives, in housing provided by employer, etc.).

A move back to the homebase cannot be a short distance move.

**Note:** For itinerant families, the required comments for a short distance move may not always pertain due to the family not having a homebase.

**Reminder:** Commuting on a daily basis from one's homebase is considered "day work" and never qualifies as a migration for the MEP. Note, however, that situations in which a worker has clearly made a migration to a new temporary residence and must travel every day from the labor camp in one town to the field in a neighboring town may be qualifying moves, since, in such cases, the labor camp is not the worker's homebase.

## Qualifying Moves to Homebase

**The HOMEBASE** is the city where the family considers "home." Most commonly, it is where the child plans to graduate from high school. If the family is itinerant (does not have a homebase) then the homebase would be the public school district associated with the last known address. For itinerant families, document on Section A. Family Data, Number 4 of the COE, the name of the last known school district along with the word "itinerant" next to it. For example, the recruiter would write, "District C. (itinerant)."

**Note:** A charter or private school cannot be a homebase district, but Mexico can be.

### **For temporary employment:**

- The worker must have returned for qualifying work.
- The worker should not have returned home to resume permanent employment.

**For seasonal employment:**

- The qualifying work obtained by the worker was in season soon after the worker returned home (within 30 days).

For qualifying moves to homebase, the following information obtained through parent interview **MUST** be included as comments on the COE Supplemental Documentation Form:

**If temporary**, document that the worker did not return home to resume permanent employment by supplying (1) either the worker's or employer's statement concerning the timeframe for which the worker was hired and (2) statement that the worker has not returned to previous employer. Keep in mind that the timeframe for which the worker was hired cannot be more than 12 months and that the worker has not returned to previous employer to resume permanent employment.

**If seasonal**, the timeframe in which that specific qualifying work is available in that area.

## **INTERNATIONAL MOVES**

A worker's move from another country to the U.S. may qualify if one of the purposes for the move was to seek or obtain qualifying work and all other eligibility criteria are met. The workers are not disqualified if they have other reasons for moving to the U.S., even permanent relocation, so long as one of the purposes of the move is to obtain qualifying work and the other conditions are met.

## **SUBSEQUENT NON-QUALIFYING MOVES**

Moves across school district boundaries that are for the sole purpose of finding a new residence, taking a vacation, or for personal reasons are considered to be subsequent non-qualifying moves and do **NOT** qualify the child for the MEP.

# WHO

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The second element of the five basic eligibility criteria relates to **who** made the qualifying move and, thus, relate to the following terms, as defined by the MEP.

**MIGRATORY CHILD** means a child—

- (1) Who is a migratory agricultural worker or a migratory fisher; or
- (2) Who, in the preceding 36 months, in order to accompany or join a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher—
  - (i) Has moved from one school district to another;
  - (ii) In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
  - (iii) As the child of a migratory fisher, resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence.

**SELF ELIGIBLE YOUTH** refers to a youth who is:

- a qualifying worker;
- under the age of 22 and lacks a U.S.-issued high school diploma or GED certificate;
- traveling on his/her own or with groups of workers/crew leader;
- under the control of a parent or guardian during the regular school year; and
- not solely responsible for his/her own welfare.

**EMANCIPATED YOUTH** refers to a youth who is:

- a qualifying worker;
- under the age of 22 and lacks a U.S.-issued high school diploma or GED certificate;
- traveling on his/her own;
- no longer under the control of a parent or guardian; and solely responsible for his/her own welfare.

**PARENT** refers to:

- a birth parent;
- a step-parent; or
- a parent through adoption.

**GUARDIAN** refers to a person who:

- has been appointed to be the legal guardian of a child through formal proceedings in accordance with law; or
- stands in the place of a parent to a child whether by accepting responsibility for the child's welfare or by a court order.

**MIGRATORY AGRICULTURAL WORKER** means a person who, in the preceding 36 months, has moved from one school district to another, or from one administrative area to another within a State that is comprised of a single school district, in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.

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

For the purposes of the MEP, an **OUT OF SCHOOL YOUTH (OSY)** is a child up through 21 who is entitled to a free public education in the state and who meets the definition of "migratory child," but who is not currently enrolled in a K-12 school. This could include students who have dropped out of school, youth who are working on a general educational development (GED) credential outside of a K-12 school, and youth who are "here to work" only. It would not include children in preschool. Out of school youth who

meet the definition of a “migratory child” as well as all other MEP eligibility criteria are eligible for the MEP.

### **Family Member(s) Who Migrate**

Family members who migrate could include the father, mother, or guardian or it could be that the migrant child or child’s spouse was the migratory worker. Through the interview process, the recruiter determines who in the family actually made the qualifying move. All eligible children under the age of 22 who are lacking a U.S.-issued high school diploma or GED certificate and meet the criteria must be recorded on the COE.

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# WHEN

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The third element of the basic eligibility criteria relates to **when** the move took place. The dates associated with a move are critically important in that, once they are entered on a Certificate of Eligibility (COE), each date becomes data that affects a child's eligibility in an important way.

The **RESIDENCY DATE** refers to the date of the student's arrival in the school district:

- The residency date must be entered on the COE.
- Residency is not an element of migratory eligibility.

The **QUALIFYING ARRIVAL DATE (QAD)** refers to the date on which the qualifying move was completed.

- The QAD must be entered on the COE.
- The QAD is the date on which the child's eligibility for the MEP begins.
- The child is considered migratory for **36 months** (3 years) from the most recent QAD.

For more examples on determining the QAD, see the following chart.

<b>Determining the Qualifying Arrival Date (QAD)</b>	
If the child moved <u>with</u> the worker, then the QAD is the date the <u>child and worker both arrive</u> in the district where the worker will look for qualifying work.	
If the child moved <u>before</u> the worker moved, the QAD is the date the <u>worker arrives</u> in the district to join the child to look for qualifying work. (A "to join" move must occur within 12 months.)	
If the child moved to join the worker <u>after</u> the worker moves, the QAD is the date the <u>child arrives</u> to join the worker. (A "to join" move must occur within 12 months.)	



## Multiple Moves

In the case of multiple moves, only the last qualifying arrival date (QAD), along with the last qualifying activity, **MUST** be documented on the COE. For example, a family may leave Texas for Minnesota to work in the sugar beets. Then, when that work is done, the family may head to Ohio to work in the cucumber fields before returning to South Texas. The recruiter will record on the COE the last qualifying move from Minnesota to Ohio and the last qualifying activity of picking cucumbers.

## Recruiting Families More than One Year after the QAD

If a recruiter encounters a family whose last qualifying move was more than a year before the interview, the recruiter must consider the following when making an eligibility determination:

- A child retains MEP eligibility and is considered migrant for three years (36 months) from the last qualifying move or until:
  - The student or youth makes another qualifying move; or
  - The youth graduates from a U.S. high school or receives a General Educational Development (GED) certificate;
  - The youth turns 22.
- The recruiter always must identify and recruit children who have eligibility remaining from the last qualifying move.
- If the family is “missed” in the district, the recruiter should complete a COE including a comment on the COE Supplemental Documentation Form explaining that the family has been identified in the district for the first time. If a family’s qualifying move was to the current address and was more than 12 months prior to the interview, the recruiter must be sure to probe for sufficient information to examine the seasonal or temporary nature of the work, as work extending beyond 12 months is more likely to be permanent.

## To Join Move

**TO JOIN** refers to:

- A move by the child or children prior to or after the qualifying worker’s move date.
- The “to join” date is when the child or children and qualifying worker begin residing in the same location after a qualifying move is made.
- For a “to join” move to occur, the child and the qualifying worker must join one another within 12 months.

For a “to join” move, the recruiter must document:

- the different arrival dates of the worker and child on the COE, Section C. (2) bi; and
- the reason for the child’s later move or the worker’s later move on the COE Supplemental Documentation Form.

The following are some examples of circumstances that are **not** considered “to join” moves:

- A child initially moves with the family, but then returns to the homebase to attend school while the rest of the family continues doing qualifying work;
- Two family members, ages 15 and 17, return home for a funeral and then travel back to the worksite to continue with the qualifying work.

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# WHY

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The fourth element of the basic eligibility criteria relates to **why** a worker moved.

To qualify for the MEP, at least one of the reasons for the worker's move must be 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 work:
  - i. The worker has a prior history of moves to obtain qualifying work; OR
  - ii. There is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available.

**Note:** SOON AFTER THE MOVE is defined as within 30 days after the worker's arrival.

In the course of the interview, if the recruiter discovers that the worker has not actually begun doing the qualifying activity, but the worker supplies sufficient facts regarding the employment (e.g., name of employer), the recruiter should indicate on the COE Supplemental Documentation Form: 1) that work has not yet begun, 2) schedule a return visit with the family within two weeks to confirm that the worker is engaged in the qualifying work, and 3) document the visit and status on the COE Supplemental Documentation Form.

## Moves In Order to Obtain Any Work

If a worker states that a reason for the move was to seek any type of work, i.e., the worker moved with no specific intent to find work in a particular job, the worker can be considered to have moved **in order to obtain** qualifying work only if the worker actually obtained qualifying work soon after the move.

The USDE believes that it is common knowledge that many migrant workers would accept a permanent job if they could find one and state the same in general terms when interviewed to determine their children's eligibility for the MEP. Often, however, these same workers are unable, after a move, to obtain any employment other than temporary or seasonal employment in agricultural or fishing work soon after they move can be an indication of their intent in making a move.

If a worker expresses only a generalized intent to have moved "for work" or "to obtain work," or would "take any job," or without any specificity "hope to find a permanent job," the worker has, in effect, expressed that one of the purposes of the move is to obtain temporary or seasonal employment in agricultural or fishing work.

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

## Work Sought But Not Obtained

To support an eligibility determination based on qualifying work sought, but not obtained, the recruiter must write in the Comments section on the COE Supplemental Documentation Form, “The worker stated that one purpose of the move was to obtain qualifying work”

**AND** document one of the following or both:

- i. The worker’s prior history of moves to obtain qualifying work.\*\* If the worker’s history of migration has not been recorded on NGS, the recruiter must supply:
  - qualifying arrival dates (QADs);
  - types of employment previously obtained; and
  - from/to information for qualifying moves.

In order for the family to qualify for a Work Sought But Not Obtained move, the worker’s prior history of moves must consist of qualifying work that was obtained.

\*\*If the worker has a history of migration on NGS, print out the “View Enrollment History Information” screen and file it with the COE or if the worker has a history of migration on MSIX, print out the main Enrollments screen that shows the list of enrollments and file it with the COE. For both NGS and MSIX, when there is more than one child on a COE, only one copy of the enrollment history screen is sufficient for filing purposes.

### OR

A family with no history of migration may qualify for a Work Sought But Not Obtained move if the family can provide credible evidence of their intent to look for qualifying work.

- ii. Other credible evidence that the worker actively sought qualifying work soon after the move. Documentation must contain one of the following:
  - a completed work application;
  - a statement from the grower; or
  - a newspaper article or something similar, documenting why the qualifying work was not obtained.

**Note:** The worker must have arrived at the destination (work site).

## Two Consecutive Work Sought But Not Obtained Moves

A family is not eligible for the Texas MEP on a second consecutive “Work Sought But Not Obtained” move. Therefore, no new COE should be completed.

For example, a family traveled to Michigan in June 2013 to pick blueberries, but the worker was not hired because the grower already had enough workers. The family returned to their homebase where their children were identified in the MEP on a Work Sought But Not Obtained move because of the worker’s prior history of qualifying work that was obtained. The following summer (June 2014), the family made another migratory move, and once again, did not obtain the work. Upon their return to the homebase, the recruiter did not qualify the family on this new move because this would be the family’s second consecutive Work Sought But Not Obtained move. However, the children would still qualify under the 2013 move to Michigan because once a child qualifies for the MEP, the child has three years of eligibility.

## Early Move

In the case where the worker moves with the specific intent to seek or obtain qualifying work, but moves months in advance before this work is available, the recruiter **MUST** document in the Comments section of the COE Supplemental Documentation Form an explanation of why the worker arrived more than a month before the work was expected to begin. The QAD should be the date the family arrived at the destination, not the date the work began.



# DETERMINING ECONOMIC NECESSITY

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For purposes of the MEP, move or moved is defined as a change from one residence to another residence across school district lines that occurs due to economic necessity.

Because there is no income test for eligibility under the MEP, the recruiter must ask if other jobs support the household as a condition of determining economic necessity.

If migrant work is not the family's only livelihood, the recruiter must ask the question on the COE Supplemental documentation form, "What other jobs support the family?"

## Professional Work

In cases where non-qualifying work is professional in nature, the family does not qualify for the MEP. Examples of individuals doing professional work may include business owners, independent contractors, lawyers, school principals, or teachers, etc.

However, the recruiter may determine through interviewing the parent/worker that, due to **extenuating circumstances**, (e.g., parent is laid off, family member has a serious medical condition), the family could possibly qualify for the MEP. In such cases, the recruiter must forward the COE and detailed supplemental documentation to the regional ESC migrant contact who will then forward all documentation to the State MEP for an eligibility determination.

LEAs need to ensure that an extenuating circumstance does exist and that all eligibility criteria is met before sending a COE to the ESC. Do not send a COE forward solely because the parent/guardian is a professional. There must be an extenuating circumstance.

**Note:** A professional working for the Texas MEP at a district or regional level will never qualify for the program.

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# WHAT

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The fifth element of the basic eligibility criteria relates to **what** kind of work the worker obtained or intended to obtain as a result of the qualifying move and, thus, relates to the following terms, as defined by the MEP.

**QUALIFYING WORK** means temporary employment or seasonal employment in agricultural work or fishing work.

**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.

**FISHING WORK** means the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. It consists of work performed for wages.

**PRODUCTION** refers to:

- working on farms, dairies, orchards, nurseries, and greenhouses engaged in the production of crops, plants, or vines;
- keeping, grazing or feeding of livestock or livestock products for sale;
- engaging in the production of bulbs, flower seeds, and vegetable seeds;
- working in specialty operations such as sod farms, mushroom cellars, and cranberry bogs.

**INITIAL PROCESSING** refers to:

- working with a raw agricultural or fishing product; and
- transforming the raw product into a more refined product.
- USDA definition of processing includes cooking, baking, curing, heating, drying, mixing, grinding, churning, separating, extracting, slaughtering, cutting, fermenting, distilling, eviscerating, preserving, dehydrating, freezing, chilling, packaging, canning, jarring, or otherwise enclosing food in a container.

**Note:** Working with a product that is already refined is beyond “initial processing” and therefore would not be a qualifying activity for the MEP.

**CROP** refers to:

- a plant that is harvested for use by people or livestock.

**“DAIRYING”** or **“DAIRY FARMING”** refers to:

- an industry in which dairy animals and products are produced and/or processed;
- milking cows, bringing cows in from pasture, cleaning pens, and fence rows.

**LIVESTOCK** refers to:

- any domestic animal produced or kept primarily for breeding or slaughter purposes; and
- beef and dairy cattle, hogs, sheep, rabbits, deer, goats, and horses.

**Note:** For purposes of the MEP, livestock does not include animals that are raised for sport, recreation, research, or pets.

**LIVESTOCK PRODUCTION** refers to:

- actively taking care of animals.
- herding, handling, feeding, watering, caring for, branding, tagging, and assisting in the raising of livestock.

**POULTRY PRODUCTION** and **PROCESSING** refers to:

- the raising of domestic fowl (chickens, turkeys, ducks, etc.) for flesh, eggs, feathers, down, breeding, and by-products; and
- the production and processing of chickens, turkeys, cornish hens, ducks, geese, quail, ostrich, emus, pheasant, and dove.

**FISH FARMS** refer to:

- a tract of water reserved for the raising or harvesting of fish or shellfish, such as crawfish, catfish, eels, oysters, or clams;
- locations where fish are artificially cultivated, rather than caught in open running water as they would be in the “catching of fish.”

**Note:** When recording this activity on the COE, the recruiter should specify the activity, the type of fish being raised and reference the fish farm (e.g., raising catfish at fish farm).

**PERSONAL SUBSISTENCE** means that the worker and his or her 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.

**Note:** The Texas MEP does not qualify families under this definition, although some states do.

**CULTIVATING OR HARVESTING OF TREES** refers to:

- the soil preparation, planting, tending, pruning, felling, and cutting of trees.

**Transporting of trees** is NOT an agricultural activity because it occurs after the cultivation and harvesting of trees. For this reason, transporting trees from a harvesting site to a processor (sawmill) does not qualify as an agricultural activity. Processing trees is not directly related to cultivation and harvesting of trees. Therefore, **processing trees** is not considered an agricultural activity.

**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.

**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:

1. the employer states that the worker was hired for a limited timeframe;
2. the worker states that he/she does not intend to remain in that employment indefinitely; or
3. the State has determined on some other reasonable basis that the employment is temporary.

**Note:** Currently, the State of Texas has not documented any temporary employment and is awaiting further guidance from the U.S. Department of Education on this requirement. Until further guidance is received, all temporary employment must be based on either a worker's or an employer's statement.

**UNUSUAL QUALIFYING WORK** refers to:

- work that is unusual enough that a third-party is unlikely to understand that it is a qualifying activity. For activities that fall under this category, the recruiter must explain (1) type of work in detail and (2) why it qualifies. Make sure to consult with your ESC.

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# TEXAS' AGRICULTURAL WORK (SEASONAL)

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Texas is the nation's second-leading state in agricultural production. The state's diverse agricultural industry produces grains, fruits, vegetables, natural fibers, and livestock. Agricultural commodities add an estimated \$16 billion annually to the state's economy, making agriculture the second largest industry in Texas. The table below provides examples of Texas crops for which farmers, traditionally, have depended upon migrant labor.

Some Examples of Texas Crops That May Require Manual Labor				
Apples	Corn for Seed	Guar Beans	Peanuts	Strawberries
Avocados	Cotton	Head Cabbage	Pears	Sugar Beets
Beets	Cucumbers	Herbs	Pecans	Sugarcane
Berries	Dry Beans	Hot Peppers	Persimmons	Sweet Corn
Blackberries	Dry Chickpeas	Kale	Plums	Sweet Peppers
Blueberries	Dry Onions	Lemons	Potatoes	Sweet Potatoes
Broccoli	Eggplants	Mustard Greens	Pumpkins	Tangerines
Cantaloupes	Grapefruit	Okra	Snap Beans	Tomatoes
Carrots	Grapes	Oranges	Southern Peas	Turnip Greens
Christmas Trees	Green Onions	Parsley	Spinach	Turnips
Collards	Green Peas	Peaches	Squash	Watermelons

## SOME EXAMPLES OF SEASONAL AGRICULTURAL AND FISHING WORK

AGRICULTURAL ACTIVITIES			FISHING ACTIVITIES
Production of Crops	Processing of Crops	Dairy Farming	
Cultivating – cotton, beans, onions, etc.	Canning – tomatoes, peas, olives, pickles, etc.	Haying	Butchering – live crabs, fresh, frozen or salted fish
Detasseling – corn	Chilling – radishes, sugarcane, watermelon, aloe vera, etc.	Planting seeds for hay and grain	Cultivating – oysters
Fertilizing – peanuts, apples, oranges, cotton, lettuce, etc.	Drying – herbs, parsley, cilantro, etc.	Plowing bean fields, plowing manure	Digging – clams
Irrigating – cotton, carrots, tomatoes, etc.	Freezing – broccoli, spinach, onions, corn, etc.		Dredging – shellfish, scallops
Picking – peaches, carrots, strawberries, cotton, etc.	Hydrating – potatoes		Filleting – salmon, tuna, trout, rockfish, flounder
Planting – oranges, apples, trees (specify type of tree and where the activity took place), etc.	Jarring – peaches, pears, figs, shrimp, brine, etc.		Gillnetting – crabs, rockfish, lobsters, halibut
Thinning – sugar beets, cucumbers, tomatoes, cotton, etc.	Packaging – asparagus, cantaloupes, mangoes, etc.		Harvesting crawfish at fish farm
Weeding – lettuce, tomatoes, celery, squash, pickles, etc.			Trapping – lobsters, crabs, hagfish
	<b>Crop Related</b>	<b>Crop Related</b>	Trawling – pollock, flounder, sole, tuna, crab, shrimp
In addition to foods and fiber, production of crops includes nursery plants, Christmas trees, flowers (e.g., pruning roses at a nursery), turf, etc.	Initial transportation of agricultural products from a field to a warehouse, cannery or packing shed. Must specify on COE the commodity being transported, origination point and destination (e.g., transporting tomatoes from the field to the cannery).	Preparing or clearing land for an agriculturally-related purposes (e.g., clearing land to plant cotton)	Trolling – salmon



# TESTS TO DETERMINE TEMPORARY EMPLOYMENT

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The recruiter may use any of the tests below to help determine if the qualifying work is temporary:

- The work lasts for a limited period of time, usually a few months, but no longer than 12 months.
- The employer states that the worker was hired for a limited time frame. Timeframe must be less than 12 months.
- The worker states that he/she does not intend to remain in that employment indefinitely.
- The State may have determined that the particular type of employment is temporary in nature.

**Note:** Currently, the State of Texas has not documented any temporary employment and is awaiting further guidance from the U.S. Department of Education on this requirement. Until further guidance is received, all temporary employment must be based on either a worker's or an employer's statement.

## PERMANENT WORK

Permanent work NEVER qualifies for the MEP. When a worker is asked by the employer to relocate (e.g., moving from one city to another) and there is no interruption in employment, the worker is not eligible for the MEP because he is still working for the same employer.

Recruiters must be careful when recruiting at a processing plant that they establish the temporary nature of the work. If the worker indicates that he/she was hired for a probationary period, then the worker most likely *has the intention of remaining on the job permanently*. If a recruiter has specific reason to believe the worker does not intend to perform the work indefinitely (e.g., the worker has a documented history of migrancy), then the COE and accompanying documentation should be forwarded to the State MEP for review as an extenuating circumstance.

## SOME EXAMPLES OF *TEMPORARY* AGRICULTURAL AND FISHING WORK

AGRICULTURAL ACTIVITES			FISHING ACTIVITES
Livestock Related	Poultry Related	Dairy Farming	Processing Related to Fishing
<b>Involving Production...</b>	<b>Involving Production...</b>	Building and repairing fences	Cleaning, washing, sorting fish/shrimp/crab/oysters/crawfish
Building or repairing fences	Cleaning chicken coops	Cleaning fence rows	Deboning fish
Building pens, stalls, barns	Daily feeding and watering of birds	Fertilizing pastures	Deveining, deheading shrimp/crawfish
Cleaning animals, stalls, pens	Gathering eggs	Irrigating	Shelling, declawing crabs
Feeding and watering	Loading birds for transportation	Milking cows	Sizing shrimp
Irrigating pastures	Placing eggs in trays	Spraying for weed control	Stuffing, canning, packing, packaging, weighing, labeling fish/shrimp/crab/oysters/crawfish
Loading and unloading	Preparing eggs for shipment	Washing barns; scraping lots	
Weeding/clipping pastures	Sexing, debeaking and vaccinating birds		
Working in feed lots	Unloading and spreading shavings or other bedding materials		
	Unloading feed		
<b>Involving Processing...</b>	<b>Involving Processing...</b>	<b>Crop Related</b>	
Boxing beef/pork/chicken	Chilling chickens and parts	Building or repairing an agriculturally-related structure (e.g., building a pen)	
Cutting beef/pork/chicken, etc.	Grading birds	Cultivating or harvesting trees (e.g., shaping Christmas trees)	
Deboning beef, pork, chicken	Hanging chickens to prepare them for slaughter	Preparing or clearing land for an agriculturally-related purpose (e.g., spreading fertilizer)	
Labeling beef/pork/chicken parts	Killing, deheading and bleeding chickens		
Loading packages meat	Opening body cavity		
Preparing/processing/tanning hides	Packing and icing chicken parts		
Removing excess fat	Removing feathers		
Rendering by-products	Scalding chickens		
Weighing cuts of beef/pork/chicken	Stacking boxes of chickens/parts for refrigeration		
	Unloading birds from coops		

## **EXAMPLES OF NON-QUALIFYING WORK ACTIVITIES**

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- Cleaning or sterilizing farm machinery or processing equipment
- Landscaping
- Managing a farm or processing plant
- Providing accounting, bookkeeping or clerical services
- Providing babysitting or child care services for farmworkers
- Repairing or maintaining equipment used for production or processing
- Selling an agricultural or fishing product
- Trucking
- Working at a restaurant
- Working at a sawmill

# NON-QUALIFYING CONDITIONS

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**The following are examples of non-qualifying conditions:**

- Work in which a worker is hired on a “probationary basis.”
- Permanent employment in a qualifying activity.
- A move to Mexico.
- Subsequent non-qualifying moves (e.g., for the sole purpose of finding a new residence, taking a vacation, personal reasons).
- A single one-day move.
- Daily commuting from the worker’s homebase.
- Two consecutive “Work Sought but Not Obtained” moves.
- A move where the worker never arrived at the destination (work site).
- A move for political asylum.
- A “to join” move in which a child and the worker are “joined” more than a year after the initial move to engage in qualifying work.

**The following are examples in which the State MEP may determine extenuating circumstances exist:**

- Supplemental income involving work in a professional field.
- Personal subsistence.
- Other non-qualifying condition.

# COMMENTS

There are two kinds of comments that recruiters must provide when completing a COE: **(1) required eligibility comments**, which are related to the eligibility determination; and **(2) procedural comments**, which are used for clarification purposes.

## REQUIRED COMMENTS (Related to Eligibility Determination)

The following nine situations require comments to substantiate the child's eligibility for the Migrant Education Program. If two or more of the conditions listed below exist, the recruiter must refer the situation to the ESC for the eligibility determination.

Situation:	Required Comment:
<b>"To Join" Move (2)bi</b>	Document the reason for the child's later move or the worker's later move.
<b>Work Sought But Not Obtained (4)c</b>	<p>Write, "The worker stated that one purpose of the move was to obtain qualifying work" and document one of the following:</p> <p>i. The worker's prior history of moves to obtain qualifying work. If the worker's history of migration has not been recorded on NGS, the recruiter must supply:</p> <ul style="list-style-type: none"><li>• qualifying arrival dates (QADs);</li><li>• types of employment previously obtained; and</li><li>• from/to information for qualifying moves.</li></ul> <p>OR</p> <p>ii. Other credible evidence that the worker actively sought qualifying work soon after the move. Documentation must contain one of the following:</p> <ul style="list-style-type: none"><li>• a completed work application;</li><li>• a statement from the grower; or</li><li>• a newspaper article or something similar, documenting why the qualifying work was not obtained.</li></ul>
<b>Temporary Employment (worker's statement) (6)a</b>	Document the weeks/months the qualifying work lasted/is expected to last based on the worker's statement. Timeframe must be less than 12 months.

Situation:	Required Comment:
<b>Temporary Employment (employer's statement) (6)b</b>	Document the weeks/months the qualifying work lasted/is expected to last based on the employer's statement. Timeframe must be less than 12 months.
<b>Early Move</b>	Explanation of why the worker arrived more than a month before the work was expected to begin.
<b>Qualifying Move to Homebase</b>	<b>If temporary</b> , document that the worker did not return home to resume permanent employment by supplying (1) either the worker's or employer's statement concerning the timeframe for which the worker was hired and (2) statement that the worker has not returned to previous employer.
	<b>If seasonal</b> , the timeframe in which that specific qualifying work is available in that area.
<b>Short Distance Move</b> (100 miles or less one-way)	Document (1) the distance from the homebase to the temporary residence; and (2) where the family resided on a temporary basis.
<b>Short Duration Move</b> (7 days or less)	Document (1) why the length of stay was short; and (2) where the family resided on a temporary basis.
<b>Unusual Qualifying Work</b>	Explain (1) type of work in detail and (2) why it qualifies. Make sure to consult with your ESC.

## PROCEDURAL COMMENTS (Used for Clarification Purposes)

Procedural comments are necessary because they help clarify information on the COE. Some examples of procedural comments include:

<b>Situation:</b>	<b>Procedural Comment:</b>
<b>Changes Made to COE</b>	Document changes/updates made to the COE when clarification may be necessary.
<b>Cross Referencing COEs when:</b> <ul style="list-style-type: none"><li>• Children from same family have different QADs; OR</li><li>• Relationships of family members need clarification.</li></ul>	Cross reference the related COEs within the same school year by providing the clarifying information on the COE Supplemental Documentation Form and by referencing the number of COEs in the space provided at the top of the COE (e.g., COE 1 of 2 or COE 2 of 2).
<b>Family is Recruited More than One Year after the QAD</b>	Clarify the circumstances surrounding why the family had not been identified earlier.
<b>Intrastate Move</b>	Provide a comment that the COE(s) completed by previous district(s) documenting the family's latest qualifying move (related to the QAD on the new COE) are attached.
<b>Moves Involving a Self-Eligible Youth</b>	For self-eligible youth, document how qualifying work contributes to the economic necessity of the household.
<b>Moves or Interviews Involving a Guardian</b>	Document the relationship of the guardian to the child or children. When a child travels with a guardian, with whom the child does not live, document how the child's move with the guardian contributes to the economic necessity of the child's parent.
<b>Birth Date Verification Code – Verbal Statement or Other</b>	When written evidence is not available to verify a child's birth date or Other is used, document by checking the appropriate box on the COE Supplemental Documentation Form for Code 07 and Code 99 (specify the evidence provided).

Situation:	Procedural Comment:
<b>Section H. – Continued Residency Verification</b>	<p><u>Method Used:</u> If “Other” is used, please specify on the COE Supplemental Documentation Form how or where the residency verification took place.</p> <p><u>Signature of Person Interviewed:</u> If the person who was interviewed is not the same person who signed the original COE, explain in the Comments section of the COE Supplemental Documentation Form the relationship of this person to the child or children on the COE.</p>
<b>Section H. – Residency Verification for P2s Turning P3</b>	Document on the COE Supplemental Documentation Form by checking the appropriate box and providing the name of the parent/guardian who was interviewed, the date of the interview, and where the interview took place. (e.g., school, home, etc.)
<b>Here-to-Work</b>	For youth who are solely “Here-to-Work,” document the following comment on the COE Supplemental Documentation Form: “( <i>name of youth</i> ) is here to work.”
<b>Home-Schooled</b>	For children who are home-schooled, document the following comment on the COE Supplemental Documentation Form: “( <i>name of youth</i> ) is home-schooled.”
<b>Preschool-Aged</b>	Document on the COE SDF the entity that is serving the child. (e.g., Head Start, TMC, etc.) See page 2.18 for more information.
<b>Private School</b>	For children who attend a private school, document the following comment on the COE Supplemental Documentation Form: “(name of child) attends (name of private school).”



# DIFFICULT ELIGIBILITY DETERMINATIONS

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Difficult eligibility determinations that warrant further review must be forwarded to the regional ESC level for review and approval. Migrant staff at the regional ESC will then forward the information to the State MEP for an eligibility determination, as outlined by the MEP quality control procedures. The quality control system which the State implements must ensure that eligibility decisions are explained well in the **Comments** section of the COE Supplemental Documentation Form and contain sufficient narrative to satisfy state and federal auditors.

## COEs and CONDITIONS WARRANTING FURTHER REVIEW

### **COEs:**

#### **Changes Related to QADs**

LEAs cannot change QADs on COEs. The LEA must forward COE and reasons why QAD should be changed to the ESC migrant staff who will immediately consult with the State MEP.

#### **COEs Containing More than One Required Eligibility Comment**

If the COE needs more than one required comment in order to document eligibility, the recruiter must refer the situation to the ESC for review. The Designated SEA Reviewer should not sign the COE until it has been returned and approved by the ESC. The ESC will make a determination as to the reasonableness of the worker's eligibility and make a comment regarding the worker's eligibility for the MEP on the COE Supplemental Documentation Form.

### **CONDITIONS:**

#### **Parents Do NOT Validate Information Collected Previously**

The parent does not validate the eligibility information on a previous COE. This may occur when a family changes residences within the state without making a new qualifying move. When a recruiter interviewing a family on an existing QAD receives conflicting information, the LEA must complete a new COE with the parent's new information and send a copy of the new COE, along with an explanation, to the ESC. The ESC will forward a copy to the previous school district for their records.

#### **Extenuating Circumstances**

If the recruiter feels that extenuating circumstances exist, the LEA must refer the situation to the ESC who will forward all documentation to the State MEP for an eligibility determination.

#### **Potentially Misidentified Children**

The LEA must forward COE and all supporting documentation to the ESC who will immediately consult with and forward information to the State MEP.

The following illustrates how difficult eligibility determinations are made:

## MAKING DIFFICULT ELIGIBILITY DETERMINATIONS

### 1. LEA

The recruiter faced with difficulty determining eligibility gathers all relevant information and forwards it to the ESC's migrant staff.

### 2. Regional ESC

The ESC migrant staff reviews information and may consult with State MEP or contact other regional ESC for additional information.

### 3. State MEP

The State MEP staff will determine:

- What guidance was given if a similar case has been reviewed in the past; and
- If no precedent case is on file, eligibility will be decided based on the facts of the individual case.

The State MEP will then contact the ESC and **give the eligibility determination**, as well as share the information at the earliest opportunities (training sessions, etc.).

### 4. Regional ESC

The regional ESC staff must share eligibility decision:

- With the inquiring district immediately, and
- With all other MEP-funded districts in their service area within 30 days of being notified by the State.

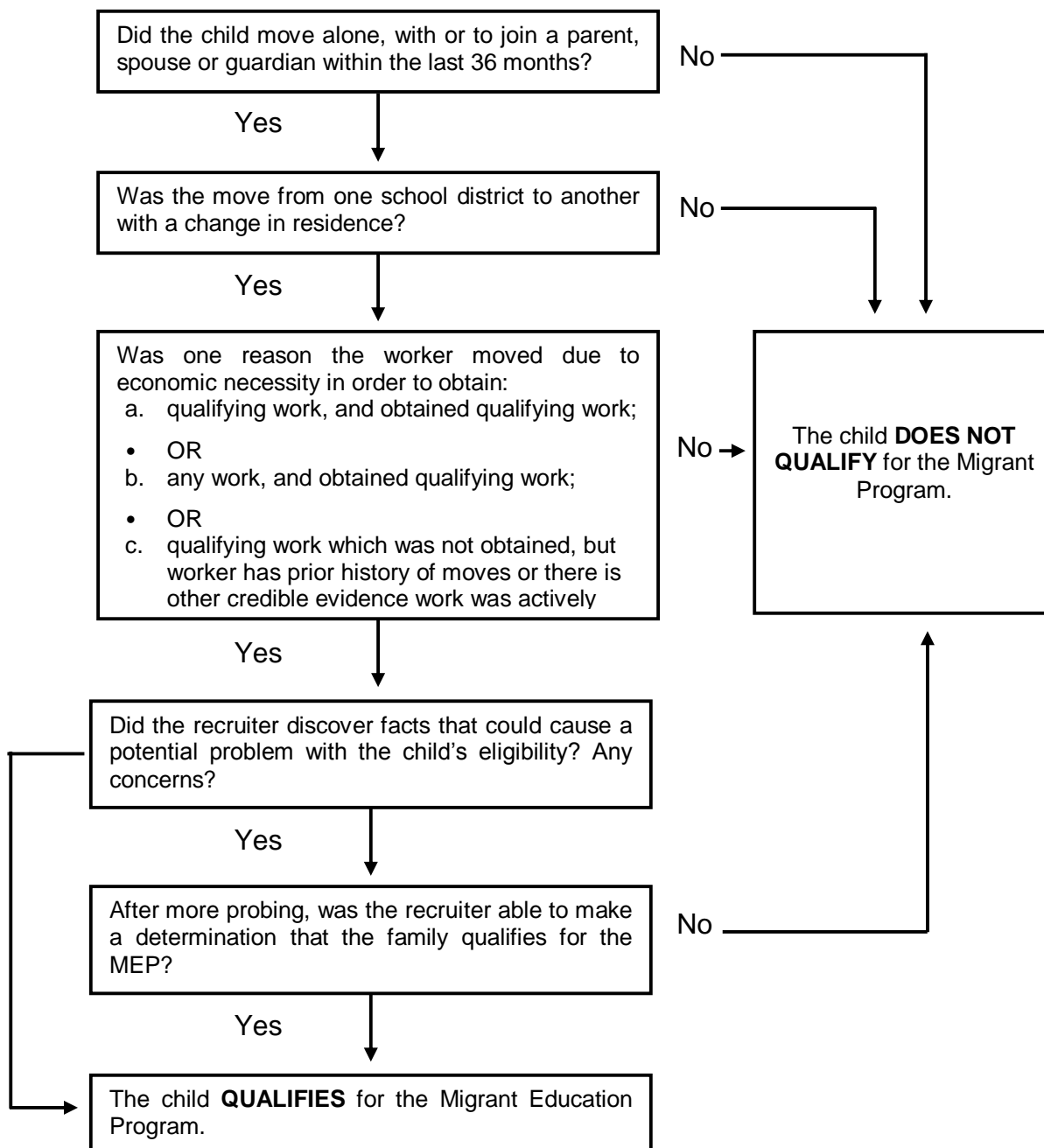
### 5. LEA

The recruiter thoroughly explains the eligibility decision in the **Comments** section of the COE Supplemental Documentation Form. This documentation must be detailed enough to satisfy a state or federal auditor.

# MIGRANT EDUCATION PROGRAM ELIGIBILITY FLOW CHART

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The eligibility flow chart follows the eligibility determination process for the recruiter and should be referred to in determining eligibility whenever there is a question on how a question is answered by the worker.



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# ELIGIBILITY SCREENING TOOL

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The eligibility screening tool may be used to screen for potential eligibility for the program prior to filling out the COE. Depending on the parent's responses to the questions below, the recruiter will know whether he/she should proceed with completing the COE.

Recruiters may often need to deviate from the questions below in order to clarify confusing eligibility-related issues or to probe for other relevant information.

- ☐ Has your family (or part of your family) ever moved across a school district boundary due to economic necessity?
  
- ☐ When was the most recent time the children in your family moved (month, year)?
  
- ☐ Who moved?
  - Did a child younger than 22 move with you?
  - Did a child younger than 22 move to join you?
  - Was the worker younger than 22 (a self-eligible youth)?
  
- ☐ Where did you move from (city, state, country)?
  - Where did you move to (city, state, country)?
  
- ☐ Why did you make that move?
  - What kind of work were you seeking?
  - Were you specifically seeking temporary or seasonal agriculturally-related work?
  - If you moved specifically to obtain temporary or seasonal agriculturally-related, but did not obtain it, why not?

# ELIGIBILITY SCREENING TOOL (SPANISH)

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The Spanish translation of the eligibility screening tool may be used to screen for potential eligibility for the program prior to filling out the COE. Depending on the parent's responses to the questions below, the recruiter will know whether he/she should proceed with completing the COE.

Recruiters may often need to deviate from the questions below in order to clarify confusing eligibility-related issues or to probe for other relevant information.

- ☐ ¿Se ha mudado su familia (o parte de su familia) de un distrito escolar a otro?
- ☐ ¿Cuándo fue la última vez que sus hijos viajaron (mes, año)?
- ☐ ¿Quiénes viajaron?
  - ¿Viajó un hijo/a (u otra persona) menor de 22 años con usted?
  - ¿Viajó un hijo/a (u otra persona) menor de 22 años para unirse con usted?
  - ¿Tenía el trabajador menos de 22 años cuando se mudó?
- ☐ ¿De qué residencia se mudó? (ciudad, estado, país)
  - ¿A qué residencia se mudó? (ciudad, estado, país)
- ☐ ¿Por qué decidió hacer este viaje?
  - ¿Qué tipo de trabajo estaba buscando?
  - ¿Buscaba específicamente trabajo temporal o estacional en agricultura?
  - Si se mudó específicamente para obtener un trabajo temporal o estacional en agricultura y no lo consiguió, ¿por qué no lo consiguió?

## **SECTION 2: CERTIFICATE OF ELIGIBILITY (COE)**





# CERTIFICATE OF ELIGIBILITY (COE)

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## Before Completing the COE

In order for an LEA or ESC to provide Title I, Part C Migrant Program services to eligible migrant children, the LEA or ESC must first determine that the child has met the program's qualifying requirements by completing a Certificate of Eligibility also known as "COE" which is the legal document used to record the information.

## The Purpose of the COE

The purpose of the COE is for the recruiter to:

- (1) Document the basis on which the child or children has/have been determined to be eligible for the Migrant Education Program.
- (2) Include the name(s) of all eligible children who made the move. Children who are under the age of 22 and have not graduated from a U.S. high school or obtained a GED. This may include preschool aged, school aged, dropouts, and out of school youth not attending the school district.
- (3) Obtain parental or guardian consent via a signature for the child or children to be enrolled in the Migrant Education Program and to provide information regarding the parents' rights under the Family Educational Rights and Privacy Act (FERPA). The child's records are to be made available to the parent upon request.
- (4) Enroll eligible migrant children into the New Generation System (NGS) using data obtained from the COE including all comments that determine eligibility.
- (5) Record on the COE up to three years of eligibility for the MEP, if the family does not make another qualifying move.
- (6) Record residency verification on the COE each year between September 1 and November 1 for all COEs dated prior to September 1. For 2 year olds turning 3, verify residency on or after the child's 3rd birthday.
- (7) New COEs must be completed whenever there is a new QAD for the children listed on the document.

## Sections of the COE

The COE is divided into nine sections. All sections, except for Section H. Continued Residency Verification, are completed by the recruiter at the time of the initial family interview. The nine sections are explained in the following chart:

<b>Heading</b>	Heading	The recruiter will record the school year, school district name, district's migrant office number, the Current Female Parent/Guardian, the Recruiter ID#, and the Family ID#. There is also a space to cross reference COEs.
<b>Section A.</b>	Family Data	The recruiter will record the name and address of the child's male and female parent/guardian, the homebase district, current and homebase addresses, and the residency date.
<b>Section B.</b>	Child Data	The recruiter will record child/school data including the campus ID, the NGS number, the child's name, PEIMS number, sex, ethnicity, birth date, etc. of each child.
<b>Section C.</b>	Qualifying Move & Work	The recruiter will record the qualifying move and qualifying work information which documents the child's eligibility for the program.
<b>Section D.</b>	Economic Necessity	The recruiter will determine whether or not migrant work is the family's only livelihood.
<b>Section E.</b>	Comments	The recruiter will record all comments on the COE Supplemental Documentation Form. (See page 2.33)
<b>Section F.</b>	Parent/Guardian/Spouse Worker Signature	In this 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.
<b>Section G.</b>	Eligibility Certification	The interviewer signs and dates the COE on the day the interview is conducted. The Designated SEA Reviewer must sign and date the COE on the day it is reviewed.
<b>Section H.</b>	Continued Residency Verification	MEP staff documents the continued residency of the children listed on the COE every reporting period when no new qualifying move has taken place.

## DO NOT INCLUDE CHILDREN ON A COE WHO:

Were born after the Qualifying Arrival Date (QAD).

- Have graduated from a US high school or have obtained a General Educational Development (GED) certificate.
- Did NOT move across school district lines with or to join the worker.

## Requirements Related to the COE

- (1) An ESC and/or LEA cannot modify or reproduce the state-issued COE for any reason.
- (2) The recruiter must be certified **annually** by the ESC after participating in the required state training and demonstrating sufficient competency through the ID&R Certification Test.
- (3) Only the **annually trained** recruiter is authorized to complete COEs. Parents are NOT to fill out COEs.
- (4) Recruiters must always complete the most current state-issued COE and, when needed, the COE Supplemental Documentation Form.
- (5) Recruiters **cannot** begin recruiting until they have received their **annual** training.
- (6) Interviews are to be conducted **in person** to complete the COE and to ascertain eligibility.
- (7) The original COE should be neat and readable. **COEs must always be printed.** Do NOT write in cursive.
- (8) The COE (including Section H: Continued Residency Verification) must be completed using **blue** or **black** ink.
- (9) The COE must be completed in English only. DO NOT use the Spanish COE. **Note:** A copy of the Spanish COE may be used as a resource for the recruiter to share with a family who speaks only Spanish. (See page 4.13 of the manual.)
- (10) All blanks must be filled in unless otherwise instructed. Do not draw lines or use “**NA**” meaning “not applicable” unless stated in the instructions. Every effort should be made to obtain all information needed for the COE.
- (11) All dates must be recorded using the two-digit numbers that refer to the month and day, and the last two digits of the year (MM/DD/YY). For example, June 20, 2014 must be written as 06/20/14.
- (12) For all state abbreviations, including states in the U.S., Canada and Mexico, use a two-letter abbreviation (e.g., TX, MI, BC, CU).
- (13) COEs must be reviewed and signed by the **annually-trained** Designated SEA Reviewer before data is entered into NGS.
- (14) Recruiters **must** complete separate COEs for any children in the family with different QADs.

- (15) When eligible children withdraw from school and leave the district then return with the same QAD, district MEP staff **may use one** of the following options: (1) update in red ink, the residency date, address, telephone number, enrollment date, etc. by documenting information legibly on the existing COE or (2) complete a new COE to include new residency date, address, telephone number, etc. along with the previous QAD information. The recruiter must document and date on the COE Supplemental Documentation Form who he/she spoke to in order to determine that there was no new move.

Note: For Option (1) above, the NGS enrollment screens should be printed out and attached to the COE to document each new enrollment. If multiple enrollment worksheets are used with Option (1), document on the NGS enrollment screen printout that the enrollment data was provided through the multiple enrollment worksheet. If school records are provided for enrollment data, file them along with the COE.

- (16) When applicable, cross reference related COEs by providing the clarifying information on the COE SDF and by referencing the number of COEs affected in the space provided at the top of the COE (e.g., 1 of 2 or 2 of 2). (See Section 1: Child Eligibility, page 1.37.)
- (17) FERPA information must be reviewed with the parent before signing the COE.
- (18) The recruiter must review the completed COE with the interviewee before leaving the home to ensure that all sections have been completed and responses recorded in the proper sections. Do NOT leave a copy of the COE with the family at the time of the initial interview.
- (19) The recruiter has 3 working days after parent/recruiter signature date to submit COE and COE Supplemental Documentation to the Designated SEA Reviewer. The Designated SEA Reviewer then has 2 working days to submit the COE and the COE Supplemental Documentation to the NGS terminal site for data entry. If eligibility questions arise, timelines can be extended until eligibility is resolved. Documentation must be maintained either on the COE Supplemental Documentation Form or on a separate sheet which must be kept on file with the COE.

## Completing a COE for Family Members Who Migrate Together

Family members who migrate together may include the grandparents, parents, cousins, children, and grandchildren. All or some may be the workers. Completing the COE in instances where generations of families travel together to do qualifying work can be challenging.

The recruiter may need to probe for more information in these cases in order to correctly document all family members who are eligible for the program. More than one COE may be used to document eligibility.

For example, a father may be accompanied by his son and the son's wife and child to do qualifying work. If the son, his wife, and child are all eligible, the COE can be completed either of two ways, as follows:

1. Use one COE listing the father as the worker (in Section C., (2)b.) and the son, wife, and child as dependents in Section B. In the Comments section of the COE Supplemental Documentation Form, note that the son is the husband to the wife and the father to the child, who are both listed in Section B.
2. Use two COEs.
  - On COE #1, list the father as the worker (Section C, (2)b.) and the son as a dependent in Section B.
  - On COE #2, list the son as the worker and his wife and child as dependents in Section B. The Comments sections for both COE #1 and #2 should then contain information explaining the relationship of the family members.

Cross reference the related COEs within the same school year by referencing the number of COEs in the space provided at the top of the COE (e.g., COE 1 of 2 or COE 2 of 2).

## COMPLETING A COE FOR A CHILD WHOSE PARENT/GUARDIAN IS NOT AVAILABLE TO SIGN THE COE

The State is responsible for identifying and recruiting all eligible migrant children residing in the state, whether or not they will be served. It is imperative that migrant children are identified for continuity of services and coordination with local and state programs.

Completing a COE in instances when a student lives with foster parents, in a residential treatment facility, a juvenile detention facility, etc. can be challenging when no one has knowledge of the child's migratory move and the parent/guardian is not available to sign the COE. The following scenarios address what a recruiter should do in such cases:

Scenario 1: The district will need to obtain a copy of a previous Texas COE with existing eligibility that is signed by the parent/guardian. The current district of enrollment may complete a new COE using the eligibility data (Section C. of the COE) from the previous Texas COE obtained. The new COE will not be signed by the current guardians since they have no knowledge of the move. Section F. of the COE will be blank (no signature will be obtained). Section G. of the COE must be signed by the interviewer (recruiter) and the Designated SEA Reviewer. The recruiter must explain in the Comments section on the SDF the circumstance of the student and the reason why the COE is not signed by the parent/guardian. For example, *"Student is in foster care. Foster parents have no knowledge of the move. A previous signed COE with eligibility is on file."* The current school district of enrollment will file both COEs together.

Scenario 2: When a student under any one of these situations is of mature nature and is able to provide the information on a migratory move or is able to verify the information from a previous Texas COE obtained, the recruiter may interview the student and the student will sign the COE. The recruiter must explain in the Comments section on the SDF the circumstance of the student and the reason why the COE is signed by the student. For example, *"Student is in foster care and foster parents have no knowledge of the move. A previous signed COE with eligibility is on file."* The current school district of enrollment will file both COEs together.

Scenario 3: When there is no previous Texas COE obtained but the student is of mature nature and is able to provide the information on a migratory move, the recruiter may interview the student and the student will sign the COE. The recruiter must explain in the Comments section on the SDF the circumstance of the student and the reason why the COE is signed by the student. For example, *"Student is in foster care and foster parents have no knowledge of the move."*

**These processes are an exception and not the norm. Recruiters must contact their ESC prior to implementing this process. The ESC must discuss the situation with the recruiter to ensure the appropriate recruitment process is conducted.**

## **IDENTIFYING A YOUTH RESIDING IN A JUVENILE DETENTION CENTER WHERE NO ONE IS ALLOWED TO COMMUNICATE WITH THE STUDENT WHILE THE STUDENT IS RESIDING IN THE CENTER**

Although the MEP might not be able to immediately provide the services that the youth might need, having his/her most current information will expedite delivery of such services when the youth is released from the juvenile detention center or is allowed access to external services.

The school district of residence (district where the center is located) may obtain a copy of a Texas COE from a previous school district with existing eligibility that was signed by the parent/guardian. The current district of residence may complete a new COE using the eligibility data (Section C. of the COE) from the previous Texas COE obtained. The new COE will not be signed. Section F. of the COE will be blank (no signature will be obtained). Section G. of the COE must be signed by the interviewer (recruiter) and the Designated SEA Reviewer. The recruiter must explain in the Comments section on the SDF the circumstance of the student and the reason why the COE is not signed by the parent/guardian. For example, *“Student is in a juvenile detention center. A previous signed COE with eligibility is on file.”* The current school district of residence will file both COEs together.

**This process is an exception and not the norm. Recruiters must contact their ESC prior to implementing this process. The ESC must discuss the situation with the recruiter to ensure the appropriate recruitment process is conducted.**

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For a listing of current High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) Grantees, please visit:  
<http://www2.ed.gov/programs/hep/awards.html>

#### Head Start

The Head Start Quality Improvement Center at Texas Tech University  
The Texas Head Start Association  
The Texas Head Start – State Collaboration Project

#### Collaboration Agreements

Administration for Children & Families, U.S. Department of Health & Human Services  
National Center for Farmworker Health, Inc., Buda, TX  
Texas Department of State Health Services (DSHS) and its agents and contractors  
Texas Health and Human Services Commission (HHSC) and its agent Medicaid Managed Care Organizations (MCOs) and contractors  
Teaching and Mentoring Communities (TMC), Laredo, TX  
The Institute for Child and Family Studies, Texas Tech University, Lubbock, TX

#### Texas Migrant Education Program (MEP) Special Projects

Distance Learning Program for Migrant Secondary Students  
Texas Migrant Interstate Program (TMIP)

#### Traducción de FERPA (FERPA – Spanish Translation)

Las reglas para calificar como trabajador migratorio, servicios disponibles, el sistema de transferencia de archivos (NGS), y el Acta del Derecho a Privacidad de Familia (FERPA) se me han explicado. Por la presente autorizo al distrito escolar, la Agencia de Educación de Texas, el Sistema Nueva Generación (NGS) y el Intercambio de Información para los Estudiantes Migrantes (MSIX) a ceder, transferir, y/o recibir los registros de educación y salud de mi hijo(a), incluyendo registros de inmunización, para/de otras escuelas y agencias educacionales. Con la posibilidad de poder calificar para servicios adicionales educativos, de salud y sociales, doy mi expreso consentimiento para que la información específica de mi hijo(a) y/o de nuestra familia, incluyendo nombre del estudiante/del padre, la dirección, el número de teléfono, la fecha de nacimiento del estudiante, y la fecha de inscripción del estudiante en el distrito/la escuela, de otra manera confidencial bajo la provisión de FERPA, pueda ser cedida/transferida a organizaciones que pertenecen al NGS-estados en consorcio que proveen servicios bajo la égida de lo siguiente: proyectos especiales del Programa Migrante en Texas, el College Assistance Migrant Program (CAMP), el High School Equivalency Program (HEP), Head Start, Teaching and Mentoring Communities (TMC), el Departamento de Servicios Humanos de Texas, el Departamento de Salud de Texas, y fondos destinados a comunidades estatales y federales y clínicas de salud para migrantes asociadas con el Centro Nacional para la Salud del Agricultor. Para una lista de las entidades ya mencionadas, favor de ver el reverso del Certificado de Elegibilidad (COE).

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# INSTRUCTIONS FOR COMPLETING THE COE

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## Heading

- (1) School Year: Enter the current school year. If the student is identified and recruited during the summer months, then determining the correct school year can be confusing. For example, if the children were recruited in the summer of 2014 before school begins and they are listed on the COE without an enrollment date (as “residency only” enrollment type on NGS) along with the previous school grade, then indicate 2013-2014 (previous) school year. If the recruiter enrolls the student in the next grade along with an enrollment date, then indicate 2014-2015 (upcoming) school year.
- (2) School District: Enter the **complete** name of the school district (e.g., Harlingen CISD). Only abbreviate ISD or CISD.
- (3) Migrant Office Phone: Enter the district’s Migrant Contact’s office phone number. List a number where migrant or school staff are available during normal working hours.
- (4) Current Female Parent/Guardian: Enter the current female parent/guardian – Last Name, First Name. If there is no current female parent/guardian, then enter the current male parent/guardian.
  - a. **Note: COEs are normally filed by the current female parent/guardian’s last name.** In the case of emancipated youth, enter the mother’s name if the student consents. If for whatever reason, the student refuses to provide the mother’s name, enter the father’s name. If this is also unacceptable to the student, enter the student’s name on line (4).
- (5) Recruiter ID#: Enter the Recruiter ID#.
- (6) Family ID#: If generated by the NGS Data Specialist and available, enter the Family ID#. If not available, leave blank.

Cross Referencing COEs: When applicable, cross reference the related COEs by referencing the number of COEs in the space provided at the top of the COE (e.g., COE 1 of 2 or COE 2 of 2). If there is only one COE, leave blank.

## Section A: Family Data

- (1) Male Parent/Guardian: Enter the name of the male (if any) currently responsible for the child or children. Record the individual’s legal last name(s), legal first name and middle initial (e.g., Ortega, Martin T.). If the male parent/guardian has two last names or a hyphenated last name, record the male parent’s last name(s) as it legally exists. If there is no current male parent/guardian information disclosed, write a dash (-).

- (2) Female Parent/Guardian: Enter the name of the female (if any) currently responsible for the child or children. Record the individual's legal last name(s), legal first name and middle initial (e.g., Ortega, Victoria N.). If the female parent/guardian has two last names or a hyphenated last name, record the female parent's last name(s) as it legally exists. If there is no current female parent/guardian information disclosed, write a dash (-).
- (3) Legal Male Parent/Guardian: If different from the Male Parent/Guardian listed in number (1), enter the name (last, first, middle initial) of the legal male parent/guardian (e.g., Toscano, Juan E.). If the legal male parent/guardian is the same as the Male Parent/Guardian listed in number (1), write, "Same as current." If the person being interviewed refuses to give the name(s) of the father(s), the recruiter should enter "Name withheld." If the name of the father(s) is unknown, the recruiter should enter "Unknown."

**Note:** In cases where multiple fathers may exist, comments should be added on the COE Supplemental Documentation Form.

Legal Female Parent/Guardian: If different from the Female Parent/Guardian listed in number (2), enter the name (last, first, middle initial) of the legal female parent/guardian (e.g., Toscano, Juana B.). If the legal female parent/guardian is the same as the Female Parent/Guardian listed in number (2), write, "Same as current." If the person being interviewed refuses to give the name(s) of the mother(s), the recruiter should enter "Name withheld." If the name of the mother(s) is unknown, the recruiter should enter "Unknown."

- (4) Homebase District: Enter homebase district (e.g., Anywhere ISD). The homebase district is where the family considers "home." Most commonly, it is where the child plans to graduate from high school. If the family is itinerant (does not have a homebase), list the public school district associated with the last known address along with the word "itinerant" next to it. For example, the recruiter would write, "District C (itinerant)." If the family cannot provide this information, write a dash (-).

**Note:** A charter or private school cannot be a homebase district, but Mexico can be.

- (5) Current Address: Record the physical address, including the complete name of the street or road where the child or children currently resides. In cases where a physical address is not available, include as much identifying information as possible (e.g., trailer number, rural route, migrant camp, landmark). Also enter the telephone number (including area code) of the family. If no telephone number is available, write a dash (-).
- (6) Homebase Address: Enter the homebase address. The homebase address is where the family resides the majority of the year and/or considers home. If the family is itinerant, list the last known address. If the homebase address is the same as the current address, write "Same as current" and write a dash (-) in the city, state, zip code, and phone number fields. The district may also choose to add the

mailing address in this section. In this case, enter: Same as current/P.O. Box 123 followed by the City, State, and Zip.

- (7) Residency Date: Enter the date or approximate date on which the child or children arrived in the present school district (e.g., 08/28/14).
- (8) From City/State/Country: Enter the city, state abbreviation, and country (if not the US) **from which** the child or children most recently arrived (e.g., Dallas, TX). This location may be the same as the qualifying move, or it may be different. An atlas and/or map should be consulted to ensure correct spelling and abbreviations.

**Note:** In cases where the student arrives from a school district that is located within the same city as the receiving school district, enter the school district name (if known) from which the student is coming. For example, Northside ISD, Harlandale ISD, South San Antonio ISD, etc. This is important because all of these districts are located within the city of San Antonio.

## Section B: Child Data

- (1) Campus ID: Enter the last four letters of the NGS campus code (SSID) for the school district or project in which each child is identified (e.g., BFYS). Do not enter the first two letters since they should always be “TX.” All children must be assigned an SSID for encoding into NGS.
- (2) Child – NGS Number (No.): Enter the child’s NGS number (USID–Unique Student Identifier).
- (3) Child or children’s Name(s): A recruiter should include all children with the same family and eligibility data on the same COE. Any child who has different eligibility data, including a different QAD, must be documented on a separate COE.
- Last Name 1: Enter the legal last name of each eligible child in the family. If the child has a multiple or hyphenated last name (e.g., Ramirez-Garcia), record the first part of the name in the **Last Name 1** field (i.e., Ramirez).
  - Last Name 2: Enter the second part of the name (i.e., Garcia) in the **Last Name 2** field. If the child does not have a multiple or hyphenated name, write a dash (-).
  - Suffix: Where applicable, record the child’s generation in the family (e.g., Jr., III) in the **Suffix** field. Otherwise, write a dash (-).
  - First Name: Record the legal first name of each eligible child in the family. This is the legal 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 legal 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, then write a dash (-).

(4) Child – PEIMS Number (No.): Enter the PEIMS number for children enrolled in Kindergarten through grade 12. The PEIMS number should not be obtained from the parent, but rather must be obtained from the district in order to match PEIMS and NGS data. If the district has not yet assigned a PEIMS number to the child, then leave blank until a PEIMS number is assigned. For children not enrolled in school (e.g., P1, P2, OS) and coded as “residency only,” please enter a dash (-). Do not ask the parent for the child’s Social Security Number.

(5) Sex: Record the child’s sex. Enter “M” for male or “F” for female.

(6) Ethnicity (Eth.): Enter the number which describes the ethnicity of the child or the child’s parent/guardian. The code descriptors are:

1 = Hispanic or Latino

2 = Not Hispanic or Latino

**Note:** If Code 1, Hispanic or Latino, is chosen for Ethnicity, a dash (-) should be written in the Race field in number (7).

(7) Race: If Code 2 is entered in number (6) for Ethnicity, enter the number which describes the race of the child or the child’s parent/guardian. The codes descriptors are:

1 = American Indian or Alaska Native

2 = Asian

3 = Black or African American

4 = Native Hawaiian or Other Pacific Islander

5 = White

6 = Two or more Races

**Note:** If a child or the child’s parent/guardian is more than one race, select Code 6.

(8) Multiple Birth Flag (MB): If the child is a twin, triplet, etc., enter “Y” for “yes.” Enter a dash (-) if the child is not a twin, triplet, etc.

(9) Birth Date (BD): Record the month, day, and year the child was born. For example, September 20, 2003, should be written as 09/20/03.

- (10) Birth Date Verification Code (Code): Enter the last two numbers that correspond to the evidence used to confirm each child's birth date. See the codes and corresponding evidence listed below.

Birth Date Verification Codes	
1003 – Baptismal or church certificate	1010 – Previously verified school records
1004 – Birth certificate	1011 – State-issued ID
1005 – Entry in the family Bible	1012 – Driver's license
1006 – Hospital certificate	1013 – Immigration document
1007 – Parent's affidavit	2382 – Life insurance policy
1008 – Passport	9999 – Other (e.g., marriage license, school record from Mexico, Medicaid letter, etc.)
1009 – Physician's certificate	

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 above.

If written evidence is not available, the interviewer may rely on an interviewee's verbal statement. In such cases, the interviewer must check the box for Code 07 on the COE Supplemental Documentation Form (SDF). When Code 99 – Other is used, the interviewer must check the box for Code 99 on the COE Supplemental Documentation Form (SDF) and specify the evidence provided.

- (11) Birthplace: Enter the city and state abbreviation of the child's birthplace (e.g., Sacramento, CA). If the child was born in Mexico or Canada, enter the city, state abbreviation, and country abbreviation (e.g., Nueva Rosita, CU, MEX). For countries other than Canada or Mexico, enter the city, state (if available), and the country name or abbreviation. (See State Territories and Possessions: Codes and Abbreviations in Section 4: Recruiter Tools & Resources, page 4.17.) Correct spelling must be verified before data entry into NGS.
- (12) Enrollment (Enr.) Date: Enter the date on which each child enrolled during the current school year, if applicable. If a child is not enrolled in school (encoded as "residency only" on NGS), write a dash (-).
- (13) Grade (Gr.): Enter the grade in which each child is enrolled in school, if applicable. A two-digit numerical format is preferred (e.g., 08), but for Kindergarten, the recruiter must use the letter "K."
- **Enter "OS" (Out of School) only for high-school aged youth (under the age of 22) not enrolled in school.** For OS students, MEP staff must follow up to determine drop out status. Record students working on a GED as "OS." Students who drop out of school in the 2014-2015 school year should be flagged on NGS as "dropped out."
  - For youth who are solely "Here-to-Work," the recruiter must add the following comment on the COE SDF: "(name of youth) is here to work."

- For children who attend a private school, the recruiter must add the following comment on the COE SDF: “(*name of child*) attends (name of private school).”
- For a preschool-aged child, enter “**P**” and his/her age (e.g., P3, P4). If the child is enrolled in the district’s preschool program, a MEP-funded preschool program, or a home-based preschool program, then enter an enrollment date. For a child being served by a Teaching and Mentoring Communities (TMC) or Head Start program, enter “P” and the child’s age. Document on the COE SDF the entity that is serving the child.
- For children enrolled in a MEP-funded summer program, or identified during the summer but who are not currently attending summer school, enter the grade level in which they were previously enrolled.
- Enter “**UG**” (Ungraded) for children being served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded, or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include special education children, transitional bilingual students, or those in a correctional setting.
- For children who are home-schooled, the recruiter must add the following comment on the COE SDF: “(*name of youth*) is home-schooled.” Home-schooled children should be encoded in NGS under the district SSID.

## When a Child Is Not Identified During the Initial Interview

If the missed child has the same residency date and QAD information as what is captured on the existing/current COE, then the recruiter can add the child to the COE in red ink and add comments on the SDF stating why the child was missed during the initial interview. The recruiter must initial and date by the line where the child was added and also initial and date the comments that are added to the SDF. Sometimes there may not be room in Section B. of the COE to add a child, in these cases, the district may pick up a new COE for the missed child, but we caution the district to ensure that the exact information is captured as what is on the original COE.

If the missed child does have a different residency date and/or QAD information, the district must pick up a new COE for the child.

In the Header section of both COEs, the recruiter should add the cross reference (1 of 2, 2 of 2).

The recruiter will also need to check the Changes Made to an Existing COE/SDF box on the SDF and send a copy of the COE and SDF to the parent.



## Section C: Qualifying Move & Work

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.

It is important for the recruiter to record the city/state where the family resides and not the city/state where the work takes place. For example, a family traveled from their homebase in Austin, TX to Buda, TX, crossing school district boundaries in search of agricultural work. The father obtained qualifying work in Buda, TX, but the family found housing in Kyle, TX. The recruiter would record the move as moved **from** a residence in Austin, TX **to** a residence in Kyle, TX. The recruiter must capture the move from residence to residence, not residence to worksite.

(1) *The child or children listed on this form moved **from** a residence in... (School district/City/State/Country)...*

- This location is the last place of residency before the child or children and the parent, spouse, or guardian moved due to economic necessity in order to obtain qualifying work.

*...to a residence in (School district/City/State).*

- This location is the place of residency where the child or children and the parent, spouse, or guardian moved due to economic necessity in order to obtain qualifying work.

If the school district field is not needed, leave blank.

**Note:** A move to Mexico or another country can never be considered a qualifying move.

If a child and worker move from different previous residences, the child's prior residence should be recorded in this section and the parent's prior residence should be recorded in the Comments section of the COE Supplemental Documentation Form.

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Following are several “qualifying move” scenarios. Each one explains how to document the “from” and “to” information.

Qualifying Move Scenarios	
<b>1. The child or children moved from one school district...</b>	<b>...to another school district <u>within the same U.S. city.</u></b>
<p>Record the full legally or commonly used name of the school district where the child or children listed resided immediately prior to the qualifying move.</p> <p>Record the name of the city and state from which the child or children listed moved.</p> <p><b>Complete only the following fields: <i>School District/City/State</i></b></p> <p>Example: District A / Austin / TX</p>	<p>Record the full legally or commonly used name of the school district where the child or children listed resided immediately following the qualifying move.</p> <p>Record the name of the city and the state to which the child or children listed moved.</p> <p><b>Complete only the following fields: <i>School District/City/State</i></b></p> <p>Example: District B / Austin / TX</p>
<b>2. The child or children moved from one school district...</b>	<b>...to another school district <u>within the same U.S. State</u> (and these school districts are not within the same U.S. city).</b>
<p>Record the name of the city and state from where the child or children listed resided immediately prior to the qualifying move.</p> <p><b>Complete only the following fields: <i>City/State</i></b></p> <p>Example: Austin / TX</p>	<p>Record the name of the city and state where the child or children listed resided immediately following the qualifying move.</p> <p><b>Complete only the following fields: <i>City/State</i></b></p> <p>Example: Edinburg / TX</p>
<b>3. The child or children moved <u>from one U.S. State...</u></b>	<b>...<u>to another U.S. State.</u></b>
<p>Record the name of the city and state where the child or children listed resided immediately prior to the qualifying move.</p> <p><b>Complete only the following fields: <i>City/State</i></b></p> <p>Example: Austin / TX</p>	<p>Record the name of the city and state where the child or children listed resided immediately following the qualifying move.</p> <p><b>Complete only the following fields: <i>City/State</i></b></p> <p>Example: Decatur / MI</p>

Qualifying Move Scenarios	
<b>4. The child or children moved <u>from a country other than the U.S.</u> ...</b>	<b>... <u>to the U.S.</u></b>
Record the name of the city, State (within another country) if available and the name of the <b>country</b> where the child or children listed resided immediately prior to the qualifying move.  <b>Complete only the following fields:</b> <i>City/State (if available)/Country</i>  Example: San Luis Potosí / SL / MEX	Record the name of the city and state in the US where the child or children listed resided immediately following the qualifying move.  <b>Complete only the following fields:</b> <i>City/State</i>  Example: Austin / TX
<b>EXCEPTION:</b> <b>This exception only applies to the children of migratory fishers or children who are migratory fishers.</b>	
<b>5. If the child migrated a distance of 20 miles or more to a temporary residence in a school district of more than 15,000 square miles...</b>	<b>...to a residence in...</b>
Record the name of the city where the child or children listed resided immediately prior to the qualifying move. Record the name of the school district within which this city is located. (Note: School district is requested in order to identify this move as one that meets the 20 miles criterion.)  <b>Complete only the following fields:</b> <i>School District, City</i>	Record the name of the city where the child or children listed resided immediately following the qualifying move. Record the name of the school district within which this city is located. (Note: School district is requested in order to identify this move as one that meets the 20 miles criterion.)  <b>Complete only the following fields:</b> <i>School District, City</i>

## Section C: Qualifying Move & Work (continued)

(2) *The child or children moved (complete both a. and b.).*

a) ☐ on own as a worker, **OR** ☐ with the worker, **OR** ☐ to join or precede the worker. (Mark only one box.)

- Mark the box “on own as a worker” if the child himself or herself moved in order to obtain qualifying work. Only complete the worker’s name in (2)b.
- Mark the box “with the worker” if the child or children moved with a parent, spouse, or guardian in order for the worker to obtain qualifying work.
- Mark the box “to join or precede the worker” if the child or children moved either before or after the date the parent, spouse, or guardian moved in order to obtain qualifying work. **If this box is marked, you must also complete “i” under (2)b.**

b) The worker, \_\_\_\_\_, (First name and last name)...

- Record the first and last name of the individual who sought or obtained the qualifying work. In the case where the **child is the worker**, enter his/her name in this space. For example, José Martínez.

... *is the child or the child’s* ☐ parent ☐ spouse ☐ guardian.

- Mark the box that indicates the child’s relationship to the worker (i.e., parent, spouse or guardian). **Do not select one of these boxes if “on own as a worker” is checked in (2)a.**

**Note:** If “Guardian” is checked, please specify “Guardian” relationship to children in the Comments section of the COE Supplemental Documentation Form.

**Complete if “to join or precede” is checked in (2)a.**

i. *The worker moved on MM/DD/YY. The child or children moved on MM/DD/YY.*

- Record the date the worker moved in order to obtain qualifying work. Also record the date the child or children moved in order for the parent, spouse or guardian to obtain qualifying work. This is the date the move was completed.

**Note:** In order to qualify on a move “to join,” a child must join the parent/worker or the parent/worker must join the child within 12 months.

For a “to join” move, the recruiter must document (1) the different arrival dates of worker and child on the COE, Section C (2) bi and (2) the reason for the child’s later move or the worker’s later move in the Comments section of the COE Supplemental Documentation Form. (See Section 1: Child Eligibility, page 1.35.)

(3) *The Qualifying Arrival Date was* \_\_\_\_\_. (MM/DD/YY)

- Record the Qualifying Arrival Date.

In general, the QAD is the date that both the child and worker completed the move. 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. The QAD is the date that the child's eligibility for the MEP begins. In the case of multiple moves, the last qualifying arrival date (QAD) **MUST** be the one documented on the COE.

**Note:** Eligible children whose **QADs are different** must be enrolled on a separate COE form.

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

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

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

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

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

**Note:** For purposes of the Texas MEP, **soon after the move** is defined as within 30 days after the worker's arrival.

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

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

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

- Mark this box to indicate that the worker has a prior history of moving to obtain temporary or seasonal employment in agricultural or fishing work. If the worker's history of migration has not been recorded on NGS, the recruiter must supply qualifying arrival dates (QADs), types of employment previously obtained, and from/to information for qualifying moves. If the worker has a history of migration on NGS, print out the "View Enrollment History Information" screen and file it with the COE or if the worker has a history of migration on MSIX, print out the main Enrollments screen that shows the list of enrollments and file it with the COE. For both NGS and

MSIX, when there is more than one child on a COE, only one copy of the enrollment history screen is sufficient for filing purposes.

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

- Mark this box to indicate that there is other credible evidence that demonstrates that the worker actively sought qualifying agricultural or fishing work soon after the move, but the work was not available for reasons beyond the worker's control. For example, a local farmer or grower confirmed that the worker applied for qualifying work but none was available; newspaper clippings document that work was not available because of a recent drought, flood, hail storm, or other disaster in the area. Explain this evidence in the Comments section and attach supporting documentation.

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

- When describing the agricultural or fishing work, the recruiter should use an action verb (ending in "ing") and a noun to describe the work in specific terms (e.g., weeding celery, trolling shrimp). General descriptions such as "doing farm work," "farming," or "ranching" **are not acceptable**. However, there are a few exceptions such as haying and shrimping.

**Note:** Only ONE activity should be notated on the COE. In cases of multiple activities during the same timeframe, the recruiter should ask the parent what work he/she spent the longest amount of time doing. For clarification purposes, the recruiter should document on the COE SDF every activity the family performed.

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

a. ☐ seasonal **OR** ☐ temporary employment

- 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.
- 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.

b. ☐ agricultural **OR** ☐ fishing work.

- Mark the box for "agricultural work" if the work involves the production or initial processing of crops, dairy products, poultry, or livestock, as well as the cultivation or harvesting of trees.

- 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.

***\*If applicable, check:*** ☐ ***personal subsistence (provide comment)***

- The “personal subsistence” box has been grayed out since we do not qualify families in Texas on personal subsistence. Leave this item blank.

**(6) (Only complete if “temporary” is checked in (5)a)**

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

a) ☐ worker’s statement (**provide comment**), OR

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

b) ☐ employer’s statement (**provide comment**), OR

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

c) ☐ State documentation for \_\_\_\_\_ (employer).

**This option is not available at this time.** Currently, the State of Texas has not documented any temporary employment and is awaiting further guidance from the U.S. Department of Education on this requirement. Until further guidance is received, all temporary employment must be based on either a worker’s or employer’s statement.

## Section D: Economic Necessity

In order to determine economic necessity, the recruiter must ask the family if any other jobs support the whole family. Depending on the response, the recruiter will either:

- Check the “**Migrant work is the family’s only livelihood**” box

OR

- Check the “**See attached COE SDF**” box and answer the question under Economic Necessity on the COE Supplemental Documentation Form.



When a recruiter checks the “Migrant work is the family’s only livelihood” this means that the family solely earns its living by doing migratory work.

Local agricultural work, for example, would be considered an additional job the worker has to support the family.

## Section E: Comments

Check the “**See attached COMMENTS**” box when applicable. If needed, the recruiter must provide comments that clearly explain items **(2)bi, (4)c, (6)a, and (6)b of the Qualifying Move & Work section** and check the corresponding boxes on the COE Supplemental Documentation Form, under Qualifying Conditions that Require Comments.

**Note:** The “See attached COMMENTS” box must be checked when any other comments are provided on the COE SDF. This includes when Codes 07 and 99 are used and when completing Residency Verification for P2s Turning P3. This box is not just for the required comments related to (2)bi, (4)c, (6)a, and (6)b.

If the recruiter runs out of room on the COE Supplemental Documentation Form to record comments, he/she may use another COE Supplemental Documentation Form or a regular sheet of paper to continue with the required comments. The recruiter must attach the COE Supplemental Documentation Form, including any other sheets of paper used for documenting information, to all COE copies before filing.

## Section F: Parent/Guardian/Spouse/Worker Signature

The recruiter must carefully explain to the worker the signature section, including the FERPA information and should be sure to check for understanding and answer any questions the family may have. The recruiter must then instruct the person being interviewed to check the FERPA box.

- (1) Signature: Obtain signature of person being interviewed. 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 he/she is unable to sign his or her name, he/she must mark an “X” in the signature section and the recruiter must print his/her name and the relationship to the child in the Comments section of the COE Supplemental Documentation Form.
- (2) Relationship to child or children: Enter the relationship of the person signing the form (e.g., father, uncle, self, etc.) to the child or children.
- (3) Date: Enter the date on which the signature or mark of the parent/guardian/spouse/worker was obtained (e.g., 08/15/14).

- (4) Language Used to Explain Contents: Mark either English or Spanish to indicate the language used to conduct the interview. If “Other” is checked, the recruiter should specify the language in which the interview was conducted.
- (5) Place of Interview: Mark the appropriate box to indicate where the interview took place. If “Other” is checked, the recruiter should specify the place where the interview took place.

## Section G: Eligibility Certification

Certification Statements and Check Box: Prior to signing the COE, the interviewer must read the two certification statements and check the box.

- (1) Signature of Interviewer: Review the form to be sure that the information is **accurate** (as communicated by the parent/guardian/spouse/worker) and **complete**. The interviewer signs in this space. **If the signature of the interviewer is not legible, please print name next to it.**
- (2) Date: Enter the date on which the form was signed by the interviewer (e.g., 08/15/14).
- (3) Signature of Designated SEA Reviewer: The **trained** Designated SEA Reviewer signs in this space. **If the signature of the Designated SEA Reviewer is not legible, please print name next to it.**

**Note:** The Designated SEA Reviewer’s signature certifies that the COE has been reviewed by a district official and that no concerns exist regarding the eligibility of any of the children listed on the COE. If eligibility concerns exist, the Designated SEA Reviewer should not sign the COE but **MUST** refer the COE to their regional education service center (ESC). If ESC migrant staff are unsure about a particular case, they **MUST** contact the State MEP immediately.

The Designated SEA Reviewer should not sign a COE when it contains more than one required comment related to eligibility until it has been returned and approved by the ESC.

**Under no circumstances should a prospective migrant child’s COE information be encoded into NGS until the child is confirmed to be eligible for the Migrant Education Program.**

- (4) Date: Enter the date the form was signed by the **trained Designated SEA Reviewer** (e.g., 08/18/14).

Recruiters must not give the parents a copy of the COE until all signatures have been obtained and eligibility for all the children listed on the COE has been established.

**Note:** Any delays that are outside of the timeline specified on page 2.6, number (19) between the parent/recruiter signature date and the Designated SEA Reviewer signature date must be explained in the Comments section of the SDF.

## Section H: Continued Residency Verification

The COE records up to 36 months of eligibility for the MEP, if the family does not make another qualifying move. Section H: “Continued Residency Verification” is used to document the continued residency of all the children listed on the COE beginning with the second reporting period of eligibility. This section should be completed in **black or blue ink**. This completed section of the COE ensures to the federal government that all the children listed on the COE were actually present in Texas for at least one day during the reporting periods (September 1 – August 31) that correspond to the student’s 36 months of eligibility. It is recommended that one line is used per reporting period.

In order to check on the family’s continued residency as close as possible to the beginning of the performance reporting period, residency verification must be conducted annually between September 1 and November 1. If school attendance documentation is used in place of a face-to-face interview with the parent/worker, then this documentation must be accessible at the local level and available for the State Education Agency’s (SEA) review as needed.

**Note:** A face-to-face interview must be conducted with the parent/guardian/spouse/worker if there are any children listed on the COE who are non-enrollees, e.g., pre-school age children and/or out of school youth.

- (1) Reporting Period: Enter the reporting period for which the child or children is/are being verified (e.g., 2014-2015). A chart outlining the residency verification process can be found in Section 3 on page 3.27 of the manual.

**Note:** Residency verification must be conducted between September 1 and November 1 for all COEs picked up (parent/guardian signature) before September 1 of the current year. It is recommended that, whenever possible, the recruiter/Designated SEA Reviewer who signed the COE conduct the Residency Verification.

**For P2s turning P3** – Residency verification must be conducted for all P3s on or after the 3rd birthday in order to document the child’s eligibility for the migrant program. Document on the COE Supplemental Documentation Form, the name of the person who was interviewed, the date of the interview and where the interview took place (e.g., school, home, etc.).

- (2) Residency Verification (RV) Date: Enter the date that residency was verified for each child listed on the COE either through school records or a face-to-face interview. Examples of documents that may be used to verify residency include: PEIMS lists, attendance records or report cards, etc. This date must document that the children were in the school district during the reporting period (on or after September 1).
- (3) Method Used: Document how or where residency verification took place by entering one of the following methods: Home Visit, Office Visit, School Records or

Other. If “Other” is used, please specify on the COE Supplemental Documentation Form how or where the residency verification took place.

(4) Person Interviewed: Print the name of the person who was interviewed, if applicable. If school records were used, write a dash (-).

(5) Signature of Person Interviewed: The person who was interviewed signs in this space, if applicable. Otherwise, write a dash (-). If this person is not the same person who signed the original COE, explain in the Comments section of the COE SDF the relationship of this person to the child or children on the COE.

**Note:** A **personal interview (e.g., home/school visit)** must be conducted if no attendance record is available for any of the children listed on the COE. (e.g., P2s turning P3, out-of-school youth, students not attending school in the district.) **(No phone calls)**

(6) District/ESC Representative Signature Date: The person conducting the residency verification signs and dates the COE (e.g., 09/05/14).

**Note:** If more than two residency verifications are done, the appropriate information may be entered in the Comments section on the COE Supplemental Documentation Form. **It is a program requirement that all migrant families be contacted annually in order to verify their continued residence in the district.**

# **BEFORE COMPLETING THE COE SUPPLEMENTAL DOCUMENTATION FORM (SDF)**

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## **The Purpose of the COE Supplemental Documentation Form**

The purpose of the COE Supplemental Documentation Form is for the recruiter to:

- Document economic necessity for families whose households do not rely solely on migrant work as their only livelihood.
- Document which of the nine required comments needed for eligibility determination are included in the Comments section of the COE Supplemental Documentation Form.
- Record all comments necessary to support the child's eligibility, in addition to recording procedural and other comments.
- Document extenuating circumstances surrounding the move so that the COE can be reviewed by the ESC and/or TEA.
- Allow the ESC to sign off on the COE with more than one required comment.

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(1) School District:
(2) Completed By:

**TEXAS EDUCATION AGENCY**  
Migrant Education Program  
**COE Supplemental Documentation Form**

(3) School Year: 20 \_\_\_\_ – 20 \_\_\_\_

(4) Current Female Parent (Last Name, First Name):
(5) Date:

Please print legibly. Attach completed form to the corresponding COE.

**Economic Necessity** The recruiter must document a response to the question below if other jobs besides migrant work support the family.

**What other jobs support the whole family? List each worker and the type of work done.**

(¿Qué otros trabajos ayudan a mantener a la familia? Enumere el nombre de cada trabajador y el tipo de trabajo que hizo.)

**Birth Date Verification Code** (Check when applicable.) Code 07: ☐ Interviewee provided a verbal statement for child(ren)'s birth date(s).

Code 99: ☐ Other (Specify evidence) \_\_\_\_\_

**Residency Verification for P2s Turning P3** (Complete when applicable.)

Person Interviewed	Date	Place of Interview
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**Qualifying Conditions that Require Comments**

- ☐ "To Join" Move (2)bi ☐ Work Sought But Not Obtained (4)c ☐ Temporary Employment (worker's statement) (6)a  
☐ Temporary Employment (employer's statement) (6)b ☐ Early Move ☐ Qualifying Move to Homebase ☐ Short Distance Move  
☐ Short Duration Move (7 days or less) ☐ Unusual Qualifying Work

**COMMENTS**

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☐ **Extenuating Circumstances** (Explain situation in detail):

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☐ **Reviewed by ESC for More Than One Required Comment**

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_ ☐ Approved ☐ Not Approved (Provide Explanation)

**Changes Made to an Existing COE/COE SDF**

☐ Copy of COE/COE SDF given/sent to parent/guardian Date(s): \_\_\_\_\_

Last revised June 2012

White: LEA or Fiscal Agent/ Yellow: ESC Copy

Required Comments Related to Eligibility Determination	
Use the list below to determine if comments are needed and how to document. If two or more of the conditions listed below exist, the recruiter must refer the situation to the ESC to verify eligibility. The ESC will make a determination as to the reasonableness of the worker's eligibility and inform the district/recruiter of the final decision regarding the worker's eligibility for the MEP.	
<b>"To Join" Move (2)bi</b>	Document the reason for the child's later move or the worker's later move.
<b>Work Sought But Not Obtained (4)c</b>	Write, <i>"The worker stated that one purpose of the move was to obtain qualifying work"</i> and document one of the following: (i.) The worker's prior history of moves to obtain qualifying work. If the worker's history of migration has not been recorded on NGS, the recruiter must supply qualifying arrival dates (QADs), types of employment previously obtained and to/from information for qualifying moves <b>OR</b> (ii.) Other credible evidence that the worker actively sought qualifying work soon after the move. Documentation must contain one of the following: a completed work application, a statement from the grower or newspaper article or something similar, documenting why the qualifying work was not obtained.
<b>Temporary Employment (6)a (worker's statement)</b>	Document the weeks/months the qualifying work lasted/is expected to last based on the worker's statement. Timeframe must be less than 12 months.
<b>Temporary Employment (6)b (employer's statement)</b>	Document the weeks/months the qualifying work lasted/is expected to last based on the employer's statement. Timeframe must be less than 12 months.
<b>Early Move</b>	Explanation of why the worker arrived more than a month before the work was expected to begin.
<b>Qualifying Move to Homebase</b>	If <b>temporary</b> , document that the worker did not return home to resume permanent employment by supplying (1) either the worker's or employer's statement concerning the timeframe for which the worker was hired and (2) a statement that the worker has not returned to previous employer. If <b>seasonal</b> , the timeframe in which that specific qualifying work is available in that area.
<b>Short Distance Move</b>	Document (1) the distance from the homebase to the temporary residence; and (2) where the family resided on a temporary basis.
<b>Short Duration Move (7 days or less)</b>	Document (1) why the length of stay was short; and (2) where the family resided on a temporary basis.
<b>Unusual Qualifying Work</b>	Explain (1) type of work in detail and (2) why it qualifies. Make sure to consult with ESC.
<b>Reviewed by ESC for More Than One Comment</b> – This box is selected when the ESC must review a COE that contains more than one comment. The ESC must review all documentation sent forward by the district and make an eligibility determination on the COE in question. If the family is eligible for the MEP, the ESC will sign and date the COE Supplemental Documentation Form. If the family is not eligible, the ESC must provide an explanation.	
<b>Extenuating Circumstances</b> – This box is selected in order to document an extenuating circumstance. The recruiter must explain why he/she believes children are eligible for the MEP in spite of a potentially non-qualifying condition. All COEs with extenuating circumstances must be forwarded to TEA for eligibility review.	



# INSTRUCTIONS FOR COMPLETING THE COE SUPPLEMENTAL DOCUMENTATION FORM

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The purpose of this form is to ensure that there is sufficient documentation to support eligibility determinations. This form must be completed at the time of the initial family interview and should be kept with the COE. It is required if other jobs supplement the family's income or if any comments are needed to support the eligibility determination.

## Identifying Information

Complete the following:

- (1) School District: Enter the **complete** name of the school district (e.g., Harlingen CISD). Only abbreviate ISD or CISD.
- (2) Completed By: Enter the name of the person responsible for completing the form.
- (3) School Year: Enter the current school year.
- (4) Female Parent/Guardian: Enter the current female parent – Last Name, First Name. This should be the same name as what is entered on number (4) in the Heading section of the COE.
- (5) Date: Enter the date on which the form was completed by the interviewer (e.g., 08/15/14).

## Economic Necessity

The recruiter must document a response to the question below if other jobs besides migrant work support the family.

***What other jobs support the whole family? List each worker and the type of work done.***

The recruiter must record all family members and the types of jobs that support the household in addition to the qualifying migratory work.

**Note:** Please ensure through the interview process that no member of the household is a professional.

## Birth Date Verification Code

If the interviewee provided a verbal statement for the child or children's birth date(s), the recruiter must check the box for Code 07 **or** if some other birth date verification form was used, he/she will check the box for Code 99 and specify the evidence provided.

## Residency Verification for P2s Turning P3

When verifying a child who turned 3 years old during the reporting period, document the name of the person who was interviewed, the date of the interview and where the interview took place (e.g., school, home, etc.).

## Qualifying Conditions that Require Comments

For the Texas MEP, there are nine qualifying conditions that require comments:

“To Join” Move **(2)bi**, Work Sought But Not Obtained **(4)c**, Temporary Employment **(worker’s statement) (6)a**, Temporary Employment **(employer’s statement) (6)b**, Early Move, Qualifying Move to Homebase, Short Distance Move, Short Duration Move (7 days or less), Unusual Qualifying Work

The recruiter must check all conditions that apply, and supply the required comments in the Comments section.

## COMMENTS

The Comments section 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 or children is (are) eligible.

If the required documentation is not available, or cannot be supplied, then the recruiter cannot certify that the child or children is (are) eligible for the Migrant Education Program. In this case, the COE should be referred to the ESC to be forwarded to TEA for an eligibility determination.

## Extenuating Circumstances

If extenuating circumstances surround the move, check the “Extenuating Circumstances” box and explain the situation in detail. Extenuating circumstances exist when the recruiter thinks that, despite a non-qualifying condition, the family may qualify for the MEP. All extenuating circumstance situations **must** be referred to the ESC to be forwarded to TEA for an eligibility determination.

## **Reviewed by the ESC for More Than One Required Eligibility Comment**

This section is used when the ESC must review a COE that contains more than one required comment related to eligibility. The ESC must review all documentation sent forward by the district and make an eligibility determination by marking “Approved” or “Not Approved” and provide an explanation only when not approved. If additional information is needed, the ESC must follow up with the district MEP staff. Regardless of the outcome, the form must bear the original signature of the ESC reviewer and cannot be completed by a district person on the ESC’s behalf.

## **Changes Made to An Existing COE/COE SDF**

When changes are made to an existing COE and/or an existing COE Supplemental Documentation Form, the recruiter will check the box “Copy of COE/COE SDF given/sent to parent/guardian” located on the COE SDF and provide the date(s) when the copy was given or sent to the parent/guardian.

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# AFTER COMPLETING THE COE AND COE SUPPLEMENTAL DOCUMENTATION FORM (SDF)

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## Making Additions, Changes and Corrections on the COE and on the COE Supplemental Documentation Form

- (1) Subsequent changes, corrections or additions must be made in **red ink, dated and initialed** to distinguish the changes from the original text.  
**Note:** Residency verification must be completed in the ink color of the original COE, (e.g., blue or black), not red ink.
- (2) Changes or corrections must be made to the auditable copy of the COE.
- (3) Any time an addition, change or correction is made on the COE and/or on the COE Supplemental Documentation Form, it must also be made on NGS.
- (4) Corrections must be neat and legible.
- (5) Do not use white out.
- (6) Do not correct a QAD after the COE and COE Supplemental Documentation information have been entered into NGS. Districts must notify their ESC, which will in turn notify TEA. A QAD change could possibly indicate a change in funding.
- (7) Appropriate migrant staff and parents must be given an updated copy every time an addition, correction or change has been made to the COE or the COE SDF. The recruiter should document and date, on the COE SDF, when a copy was given to the parent.
- (8) A copy of the COE should be given to appropriate MEP staff and parents after residency verification has been recorded on the COE. The recruiter should document and date, on the COE SDF, when a copy was given to the parent.
- (9) Explain in the Comments section of the COE Supplemental Documentation Form why an addition, correction or change was made.

## **Utilizing Existing COEs and COE Supplemental Documentation for Non-Qualifying Moves Across School District Lines**

For families making a non-qualifying move across school district lines within the State of Texas, MEP staff at the next school district who identify and recruit the family must request a copy of the COE and COE Supplemental Documentation Form from the previous school district in order to use the COE with the original QAD as a basis for the eligibility decision.

The district recruiter must interview the family to validate information from the previous COE, complete a new COE for that district and enter the new residency date for that move. Provide a comment on the COE SDF that a COE with the same QAD is attached.

If a parent does not validate the information from the previous COE, the LEA must complete a new COE with the parent's new information and refer the situation to the ESC for further review. The ESC will send a copy of the new COE to the previous school district for their records.

The appropriate NGS enrollment screen may be used as a re-interview tool until copies of the original COE and COE Supplemental Documentation Form are obtained. At that time, the information on the original COE and COE Supplemental Documentation Form and NGS must be cross-checked for accuracy.

## **COE and COE Supplemental Documentation Form Copy Distribution**

After the COE and COE Supplemental Documentation Form are filled out and signed by the interviewer and signed off by the SEA Designated Reviewer, the copies should be distributed as follows:

### **COE**

- (1) The original (white) form should be filed in the auditable file for the district or the fiscal agent (at the ESC for SSAs or non-project districts).
- (2) Districts operating independent projects should forward the yellow copy to the ESC. For the 2014-2015 school year, the Texas MEP requires that the ESC select a random sample of at least 5% of the yellow copies submitted annually to them to review for errors. The ESC must follow up with the district(s) to address any errors and provide technical assistance.
  - ESCs, as fiscal agents for SSAs and non-project districts, should forward the yellow copy to the appropriate district.

- (3) Because the COE is used to confirm migrancy status on PEIMS, the pink copy should be forwarded to the PEIMS coordinator unless arrangements have been made to keep the PEIMS copy in the migrant department/office. In that case, the PEIMS coordinator receives a NGS Unique Student Count report so that all eligible students can be encoded on PEIMS as migrant.
- (4) The goldenrod copy should be given to the parent/guardian/spouse/worker by the recruiter after the family's eligibility has been determined.

### COE Supplemental Documentation Form

- (1) The original (white) form should be filed with the COE by the fiscal agent.
- (2) Districts operating independent projects should forward the yellow copy to the ESC. ESCs, as fiscal agents for SSAs and non-project districts, should forward the yellow copy to the appropriate district.
- (3) A copy of the COE Supplemental Documentation Form should also be given to the parent/guardian/spouse/worker by the recruiter after the family's eligibility has been determined.

### **Sharing COEs and COE Supplemental Documentation Forms for Enrollment Purposes**

Districts in which a student is enrolled but does not reside (districts of attendance), and charter and/or magnet schools, do not complete a COE, but rather **must** request a copy of the COE and COE Supplemental Documentation Form (SDF) from the district in which the child resides.

The district of attendance should make the following changes on their copy of the COE received from the district of residence:

- (1) Using red ink, make the applicable changes to the COE and the COE SDF, such as updating the school district name, migrant office phone number, Recruiter ID, etc.;
- (2) Cross out the names of the students that are not attending the district of enrollment;
- (3) Date and initial the changes on the COE; and
- (4) Conduct their own Residency Verification process to verify the student's enrollment and complete Section H. of the COE.

The district in which the child resides (except for SSA member districts) must maintain the auditable copy of the COE which includes updating any qualifying information on the COE, conducting residency verification and providing copies to all appropriate entities. This is to avoid conflicting eligibility information.

The student should be encoded as "residency only" in the residing district on the auditable copy of the COE. The district of attendance, charter and/or magnet school should use the

copy of the COE to encode eligibility information on NGS and print out the NGS enrollment screens to document student enrollment. These NGS screen shots should be attached to the copy of the COE and maintained on file in the schools of attendance, charter schools and magnet schools. If school records are provided for enrollment data, file them along with the COE.

**Note:** ESCs that serve as the fiscal agent should share copies of the COE and the COE SDF with non-project districts, charter and magnet schools.

## **Requesting Additional COEs and COE Supplemental Documentation Forms**

Only a state-issued COE and COE Supplemental Documentation Form (SDF) can be used to record child eligibility. COEs and COE Supplemental Documentation Forms are copied on NCR paper and are provided to ESCs by the State Migrant Education Program.

**NOTE:** LEAs must contact their ESC for all COE and COE SDF requests.

Additional NCR COE and COE Supplemental Documentation Forms may be obtained by contacting:

Texas Education Agency  
Migrant Education Program  
Curriculum Division  
1701 North Congress Ave.  
Austin, TX 78701  
512-463-9581



# MAINTAINING AUDITABLE FILES

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## Fiscal Agent

The original **auditable** COE must be maintained by the fiscal agent. This includes all changes, corrections, additions and residency verification documentation. Please note that ongoing student enrollments (SSID, enrollment date and grade level) are not considered changes or corrections to the COE. Ongoing enrollments may be documented by NGS multiple enrollment worksheets and recorded on NGS. The NGS enrollment screens could be printed out and attached to the COE to document each new enrollment. Document on the NGS enrollment screen printout that the enrollment data was provided through the NGS multiple enrollment worksheet. **The fiscal agent must also maintain documentation regarding annual training of all individuals signing the COE.**

**Note: Retention of COE (original) is 10 years from the QAD** (e.g., QAD of 08/01/14 + 3 years = end of eligibility on 08/01/17. 08/01/17 + 7 years = end of file retention on 08/01/24).

As fiscal agents, project districts and ESC/district SSA fiscal agents are required by law to retain all auditable files for the time periods during which they were fiscal agents, even if the fiscal agent status changes. When a service center becomes the fiscal agent, files generated by a district in prior years must be retained by that district according to the inactive file requirements below.

**Note:** ESCs that are not the fiscal agent should retain the yellow copies of the COE and the COE SDF received from the project districts for the duration of the eligibility of the family.

## Shared Services Arrangements (SSAs)

A copy of the COE and COE SDF must be obtained by SSA member districts. These copies should be retained for the duration of the eligibility of the family.

## Active Files (Fiscal Agent and SSA Member Districts)

This is an active COE file which includes the COE SDF and any other documented eligibility information for migrant children identified for the current school year, and maintained in alphabetical order by current female parent. It is recommended that all COE and SDF copies received by the ESC be date stamped for quality control purposes. It is important to remember to stamp in an area that does not interfere with any of the data fields.

## Inactive Files (Fiscal Agent and Shared Services Arrangement Member Districts)

An inactive COE file must be kept for children identified in previous years, and retained for seven (7) years from last QAD.

For termination due to graduation, obtaining a GED, death of child or a parent request, the records (e.g., copy of COE, copy of COE SDF, documentation of termination) will be treated as inactive, and also kept for seven (7) years from last QAD.

## When Original COEs Are Lost or Destroyed

**Exercise great care so that COEs are not destroyed prematurely or lost.** Section 80.42(d) of EDGAR allows the State MEP and its subgrantees to substitute original records with copies made by photocopying or similar method.

## Exceptions to the Rule

**The only exception to the above timelines involves old COEs that are being reviewed because of an ongoing investigation or audit.** COEs that are material to an investigation or audit should not be destroyed until the investigation or audit has been closed.

## SECTION 3: THE RECRUITER



# RECRUITER ROLE AND RESPONSIBILITIES

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Because the responsibility for identification and recruitment for the Migrant Education Program (MEP) may lie at the district or regional level, recruiters may be found in a variety of work settings. A recruiter may be the sole recruiter for the district or may be one of many for the district or the Education Service Center (ESC). Wherever the recruiter is housed, the recruiter's primary role and responsibilities are the same.

The recruiter's primary role is to find and enroll eligible migratory children in the MEP. Many migrant families are not available to meet with the recruiter during the regular work day and, thus, the MEP recruiter should be permitted and able to have a work schedule that is flexible to the recruitment efforts necessary for the local community. Keep in mind that, because the recruiter is often the first contact that a new migrant family has with the school or district, he/she can make a powerful difference in the migrant family's relationships and success within the school community.

**Note:** A recruiter who may be eligible for the MEP, should be interviewed and recruited by another recruiter or trained supervisor. That is, **migrant recruiters should not recruit themselves**. The same process should be in place for interviewing a recruiter's family member (e.g., brother, sister, aunt, uncle, etc.). To be sure, the interviewer's signature (in Section G., #1) should be different from the interviewee's signature (in Section F., #1) on the COE.

## Responsibilities of the Recruiter

- **Receive training and recruiter certification annually.**

BEFORE a MEP recruiter can recruit a migrant family and complete a Certificate of Eligibility (COE) for the new school year, he or she must first receive complete Identification and Recruitment (ID&R) training and demonstrate success in the ID&R Certification Test in order to demonstrate adequate knowledge about MEP eligibility requirements, procedures for completing the COE and COE Supplemental Documentation Form, residency verification and quality control, as they relate to the recruiter.

- **Implement the local ID&R Plan.**

Each MEP-funded district must develop an ID&R Plan which includes timelines for all activities required for ID&R. The recruiter is responsible for implementing those sections of the ID&R Plan which directly relate to the recruiter.

## **Actively identify and recruit eligible migrant children year-round.**

- Locate prospective migrant families or youth. On a *year-round basis*, a recruiter must use a variety of efforts to locate prospective migrant families both within the school environment and in the community. When a student withdraws from school or just stops attending and the district withdraws the student, the recruiter should make a home visit to ensure that the student is still residing in the district. If the student is still in residency, then the recruiter should supply the documentation to the NGS terminal site for data entry of a residency only line on NGS.
- Interview prospective migrant families. A recruiter must use effective interviewing techniques to gather information from prospective migrant families that relates to their eligibility for the MEP; a recruiter should interview the actual worker, whenever possible.
- Determine eligibility of prospective migrant children. A recruiter must analyze the information gathered through the interview and determine eligibility for the MEP, based on the guidelines outlined in this updated manual.
- Complete the COE and COE Supplemental Documentation Form. A recruiter must record all information accurately and completely, according to the guidelines outlined in this manual.
- Follow recruiter procedures and protocol for quality control. A recruiter must follow the procedures and protocol for quality control by submitting each COE and COE Supplemental Documentation Form for eligibility review and sign-off by the Designated SEA Reviewer and by following the proper protocol for difficult eligibility determinations, based on the guidelines outlined in this manual.
- **Collect information, assess needs, and make referrals.**

After a family has been determined to be eligible, a recruiter must follow up with the family to determine if needs exist for a migrant child. Depending on which MEP staff are charged with making necessary referrals and coordinating services, the recruiter may also be responsible for directing the child/family to available resources to meet the existing need(s).

  - When following up with the family, the recruiter must collect adequate information to determine, on an ongoing basis, the migrant child's needs for instructional and support services.
  - For out of school (OS) youth, the recruiter should determine whether the youth has dropped out of school and, thus, should be referred to a drop-out recovery program, or if the youth is attending a GED program. The recruiter may also need to assist the school district in gathering and providing additional information related to out of school youth.
  - The recruiter should also determine if any youth have graduated from high school or have earned a GED. If so, he/she should obtain documentation from

the family if the information is missing on NGS so that it can be encoded by the NGS Data Specialist.

- For all identified children, the recruiter should follow up with the family to ensure that the immunization information reflected on NGS is up-to-date.

- **Conduct residency verification.**

A recruiter must follow the guidelines outlined in this manual to verify the residency of each identified migrant child for each reporting period that the child is still eligible for the MEP.

- **Maintain a recruiter work log.**

A recruiter must maintain a log, in a format specified by the district, detailing the activities and time spent on recruitment. In situations where the recruiter is split-funded or serves in other roles, the time dedicated to identification and recruitment efforts should match the percentage of the recruiter's salary that comes from MEP funds.

- **Maintain auditable records.**

It is the recruiter's responsibility to maintain current, complete and correct information on the COE at all times.

## Possible Additional Duties

Additional duties, as determined by the employing district or ESC, may include, but are not limited to, the following:

- Serve as a home-school coordinator or community liaison for the MEP;
- Assist in eliciting migrant parents' involvement in the Migrant Parent Advisory Council (PAC) or other MEP-specific parent involvement activities;
- Help refer migrant parents to community agencies for needed services.

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# RECRUITMENT STRATEGIES

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The recruiter must use a variety of strategies to locate prospective migrant children both inside and outside of the school setting by utilizing family surveys, community agencies, agri-business and/or other migrant families.

## Locating Prospective Migratory Children

Recommended recruitment strategies include, but are not limited to, those below.

### In School:

- Use family surveys (or another tool) which can be distributed annually to all students upon registering for school or for those who enroll after school begins. Be sure to follow up on all returned surveys which indicate a prospective migrant family. It is good practice for districts to keep family surveys on file for the current and previous school year, keeping in mind that the MEP should follow its district's local record retention policies.
- Promote awareness of MEP among key personnel (registrars, attendance clerks, nurse, teachers, counselors, etc.) in order to help them to be able to recognize when a child or family may be migrant.
- Try organizing a "One-Stop School Registration" location or event. This can be especially effective in locating and helping migrant families who may have limited transportation, childcare or time and, yet, have children in varying grade levels who need to enroll at different campuses.

### Out of School/In the Community:

- Use billboards, local radio stations, and newspapers to welcome migrant families to the area during periods of peak migrant activity. This also serves to build awareness of the Migrant Education Program and to develop positive public relations between the MEP and the community.
- Distribute flyers and display posters to strengthen awareness of the MEP. Brief eligibility information can be included. Great places to target include:
  1. Grocery stores
  2. Laundromats
  3. Churches
  4. Health Clinics and Community-Based Organizations (CBOs)

**Note:** As a provision of a state-level Memorandum of Understanding, the Texas Department of State Health Services (DSHS) Texas Health Steps will support efforts to distribute or publicly post in multiple settings MEP informational materials, such as brochures, flyers, or posters, for identification and recruitment. Materials

should be developed and furnished by the local or regional MEP staff on an ongoing basis.

- Keep in contact with farm worker organizations, growers and processors in the area. (See Section 5: Administrators' Responsibilities and Resources (R&R)).
- Actively recruit through other agencies in the area.

## **Making Contact with Prospective Employers**

- Use local resources to target local employers who are most likely to employ temporary or seasonal migrant farmworkers or fishers, including those employers who have employed migrant workers in the past.
- Use a sample letter and employer survey to initiate contact either by mail or in person.
- Follow up by asking for an opportunity to explain the purpose of the MEP.
- If employer hires workers who may be eligible, then determine the best time to interview workers.
- Schedule time to recruit on-site in the least disruptive manner.
- Conduct on-site recruitment and provide literature on MEP to eligible workers.
- Thank the employer and schedule future recruitment visits and/or provide MEP contact information.

## The Dos and Don'ts of Successful Recruiting

Once the recruiter has located prospective migratory children, he or she must establish trust and a good rapport with the children and family in order to gather the information needed to determine if the children are eligible for the MEP. Additional guidelines for successful recruiting are outlined below.

DO...	DON'T...
<ul style="list-style-type: none"><li>• Invite school personnel to join in on home visits as a way to help break down barriers between school and family.</li><li>• Demonstrate an appreciation for each individual family's culture, language, lifestyle and unique background.</li><li>• Consider each prospective worker on an individual basis regarding migrant history, purpose for moving, length of time at job, etc.</li><li>• Be sure to confirm that <u>each</u> child in the migrant family meets eligibility criteria.</li><li>• Network and coordinate with local/regional organizations that provide services to migrant families.</li><li>• Enlist the help of a parent advocate for the MEP when working with a hesitant family.</li></ul>	<ul style="list-style-type: none"><li>• Neglect to foster strong communication between the home and school with every possible opportunity.</li><li>• Assume migrants belong (or don't belong) to a certain ethnic group.</li><li>• Assume all workers in a certain place automatically qualify for the MEP.</li><li>• Assume the children in the family moved with the worker.</li><li>• Limit resources to those only provided through the school system.</li><li>• Quickly give up on identifying or helping a prospective migrant family when faced with a parent's reluctance to participate.</li></ul>

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# SUCCESSFUL INTERVIEWING STRATEGIES

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## Preparing for the Interview

The recruiter must gather accurate and complete information in order to correctly determine a child's eligibility for the MEP. Adequate preparation before interviewing the family ensures a successful interview. The following strategies may be used to prepare for a successful interview:

- Check the NGS/MSIX data for background knowledge about the prospective migrant family. This includes requesting reports such as the COE Family Report.
- If the family has been previously identified in another school district, request the COE and COE Supplemental Documentation Form from the district, when possible. If not, check NGS and MSIX for the family's last QAD.
- Prepare a basic script based on the information needed to screen for eligibility. *(The Eligibility Screening Tool, on page 1.43 of Section 1: Child Eligibility may be used as a guide, as well as the script provided in this section of the manual.)*
- Obtain as much information as is possible (from the school, etc.) to have an idea about the prospective migrant family's situation and needs.
- Pre-enter data such as current address, etc. on the COE which can be filled in ahead of time. This will lessen the amount of note-taking that can interrupt the interviewing process.

## Key Recruiter Skills and Knowledge

There are key characteristics that lead to successful interviewing and recruitment. A recruiter should:

- Relate comfortably to the worker or family in a variety of settings.
- Possess people skills in order to communicate effectively.
- Maintain a thorough knowledge of the MEP, its definitions and its eligibility guidelines.
- Use effective questioning such as open-ended questions and follow-up questions for additional information or clarification when needed.
- Create a friendly climate in which the family's culture and values are respected in order to establish trust and gather the most accurate, useful information possible.

## The Dos and Don'ts of Successful Interviewing

DO...	DON'T...
<ul style="list-style-type: none"> <li>• Dress appropriately, be prepared and make a positive first impression to create a relaxed, yet professional, climate.</li> <li>• Carry proper identification (name tag, calling cards, etc.) and explain the program and your purpose for asking about the family.</li> <li>• Show courtesy and respect for the migrant families and for their right to privacy.</li> <li>• Conduct the interview in person and with the worker, whenever possible.</li> <li>• Use multiple words to explain the eligibility terminology (e.g., “move,” “go” and “travel”).</li> <li>• Gather and record all <u>detailed</u> information on the COE and COE Supplemental Documentation Form.</li> <li>• Consider eligibility requirements and know when more open-ended, probing questions are needed to elicit all relevant information.</li> <li>• Scan the surroundings and be attentive to details that may provide relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>• Show up for an interview unprepared or inappropriately dressed.</li> <li>• Assume the family understands your affiliation with the district or region or the purpose for your visit.</li> <li>• Make the family feel pressured, threatened or inferior in any way.</li> <li>• Conduct interviews by telephone.</li> <li>• Use only one word to explain the eligibility terminology.</li> <li>• EVER ask the parent to fill out the COE or COE Supplemental Documentation Form.</li> <li>• Only use scripted questions and simply take note of the responses, whether or not the information provided is complete.</li> <li>• Overlook cues or surroundings that tell important information about the family's situation.</li> </ul>

# A SAMPLE INTERVIEW PROCESS

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The purpose of the interview is to gather adequate information in order to determine the prospective child or children's eligibility for the MEP, as well as to identify any needs that the family may have. Like any other family, the migrant family has dignity and the right to privacy. In order to build good rapport the recruiter must create a climate of trust in which the family feels respected and at ease. The family may have a different language, cultural background, or lifestyle. Keep in mind that different does not mean inferior, and a family who feels valued and respected is more likely to share ample information with the recruiter.

The following sample interview is provided in English. However, in many cases, prospective migrant family members do not speak English and the interview will need to be conducted in Spanish. While many recruiters are fluently bilingual, some may find a sample interview conducted in Spanish helpful. (For a sample interview in Spanish, see Section 4: Recruiter Tools & Resources, page 4.5.)

## Identifying Potential Leads

- The recruiter establishes possible leads from information obtained from the family survey (or any other effective tool for identification).
- Contact prospective migrant family to schedule a face-to-face interview with the parent/worker. These interviews may take place at the prospective migrant family's home, school district or within the community.

## The Screening Process

- After briefly introducing himself/herself and explaining the program, the recruiter may choose to use the Eligibility Screening Tool to determine if the family could be eligible for the MEP. The following sample for the introduction may be used:

*Good morning (afternoon, etc.). My name is Maria Mendoza and, as I explained when I contacted you earlier, I represent the \_\_\_\_\_ school district. Is this still a convenient time to discuss if our program services might be available to your children?*

(Some recruiters may wish to elaborate on the benefits of the program. However, it is advised that the explanation of program services be kept to a minimum until eligibility has been established.)

*The Migrant Education Program is a federally-funded program that helps children of farmworkers overcome the challenges of mobility and other difficulties*

*associated with a mobile lifestyle, in order to help them succeed in school, and to successfully transition to postsecondary education or employment.*

*As I explained when we spoke earlier, the school district referred us to you because of the family survey that you completed stating that you have moved in the last three years to do agricultural work. May I ask you some questions regarding the work that was done?*

- If it is determined that the family may be eligible for the MEP based on the responses obtained from using the Eligibility Screening Tool, then the recruiter should proceed with completing the COE. When requesting information from the family, the recruiter should always be courteous and not offend the family in any way.

## The Interview Process

As the recruiter conducts the interview, he/she may choose to begin completing Sections A. or B. of the COE in the order that seems most efficient.

- The recruiter may begin by entering the names and enrollment information of the **children who actually traveled** with or joined the worker.

*Who are the children who traveled with or joined the worker? (or which child or children traveled on their own?)*

- Gather and enter information regarding **family data**.

*I will now need to document parent names, address and phone number information.*

- **Establish the purpose of the move** by asking the worker why the move took place.

*What was the purpose of your move?*

- If one of the purposes of the move was to find agriculture or fishing work, then proceed with the interview.
- If the worker moved with no specific intent to find work in a particular job, ask: *“What kind of work did you find?”* If the work is potentially qualifying (agricultural/fishing work), then ask the following: *“How soon after you moved did you obtain this work?”* If the work was found within 30 days after the move, then proceed with the interview.
- If the worker indicates that he/she had specific intent to obtain work that does not qualify for the MEP (e.g., construction, restaurant, landscaping, etc.), then he/she does not qualify for the MEP. At this point, it is time to end the interview. (See Section 1: Child Eligibility, page 1.20 for explanation.)



- **Establish the TO and FROM Information** surrounding the move and **the Qualifying Arrival Date (QAD).**

*FROM where and TO where did you and your family move in order to look for work?*

*Do you remember the date when you ARRIVED in the area/city/town where the work occurred?*

- **Establish the duration and nature of the work** (temporary vs. seasonal).

*When did the work begin and when did it end? Was this the only work that you did?*

- **Establish if the activity is a qualifying** agricultural or fishing activity.

*What type of work did you obtain?*

- **Establish the date when the family arrived at the school district.**

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

**If the work was sought but was not obtained**, gather and document as many details as possible regarding: “Why wasn’t the work done?” “What type of work were you looking for?” This information will be needed as documentation for the eligibility determination.

*Why didn’t you obtain the work?*

If a family **does not** have a **history of migrancy on NGS**, ask about all the moves the family has made. Again, this information will be needed to document the eligibility determination.

*Besides the work we’re discussing today, have you ever done any other agricultural work?*

*What type of work did you do?*

*Where were the other moves to?*

*What were the dates of your moves?*

- **Determine** if anyone in the family has other work/jobs in addition to this qualifying work.

*What other work (jobs) support the whole family?*

List each worker and the type of work done. (See Section 2: COE, page 2.35 for instructions on how to complete the COE Supplemental Documentation Form).

## Closing the Interview

- **Review information** entered on COE with the parent.
- **Explain the Family Educational Rights and Privacy Act (FERPA)** before obtaining a signature.

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

1. The parents' right to have access to and inspect their child's education records;
2. The parents' right to seek to have the records amended;
3. The parents' right to consent prior to the disclosure of information from education and health records. (See pages 4.19-4.24 of Section 4: Recruiter Tools & Resources for more detailed information regarding FERPA.)

SAY...

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

- **Obtain a signature** from parent.
- **Interviewer signs** COE on the same date of the interview.
- **Explain** that the COE will be reviewed and, after a determination of eligibility is made, the parent will be contacted and will receive a copy of the COE.

*If approved into the program, your children may be able to receive services such as: enrollment in the free lunch program, educational tutoring, health/dental check-ups and transfer of educational and health records to other schools when necessary.*

*Thank you for your time, I will contact you as soon as a determination has been made. It was nice meeting you.*

## Before You Say Goodbye

After the recruiter has completed filling out the COE and COE Supplemental Documentation Form as needed and is ready to say goodbye to the parent/guardian, he/she should take a minute to make sure that he/she has done the following:

- Explained the function of the New Generation System (NGS), the Migrant Student Information Exchange (MSIX), and the benefits of the MEP.
- Informed the parent/guardian of his/her rights under the Family Educational Rights and Privacy Act of 1974 (FERPA).

- Informed the parent/guardian about the Eligibility Validation process that is conducted on an annual basis.

*The Eligibility Validation process is a quality control process through which a representative sample of children is selected at random by the State MEP in order to determine the accuracy and completeness of information recorded on the COE. At a future date, you may be contacted by a representative from the Migrant Education Program at the regional level to schedule an interview to verify the information that was collected during today's interview.*

- Documented all information, including Comments, on the COE and on the COE Supplemental Documentation Form.
- Reviewed the COE(s) for completeness and accuracy while still at the site.
- Obtained the parent/guardian signature.
- Answered questions or taken note of any questions and indicated that the answers will be provided promptly.
- Asked the family for the names of other prospective migrant families who might have come to the area to work in qualifying activities.
- Explained to the parent/guardian the MEP services available at the district, and asked the parent to identify possible educational and support services needed by the child.
- Explained the Migrant Parent Advisory Council (PAC) and encouraged the parent/guardian to participate in the school's parental involvement activities.
- Thanked the family for their time and information and explained that a copy of the COE(s)—after it has been reviewed and signed by the Designated SEA Reviewer—will be returned or mailed to the parent/guardian.
- Leave the name and telephone number of the MEP contact person at the school district in case the family may have questions or concerns.

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# COLLECTING RELIABLE AND CREDIBLE INFORMATION

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## Third-Party Sources

The following is a list of some third-party sources which can provide credible facts should a child's eligibility be in question:

- Names and enrollment records of schools attended in the past;
- Names of past employers or companies for which the parent/guardian, spouse or child has worked;
- Names of other families with whom the prospective migrant family has worked or traveled;
- Agencies which have helped the prospective migrant family (e.g., Teaching and Mentoring Communities (TMC), National Program for Farmworker Health, etc.);
- Certificates containing the dates or places of births, marriages, graduations, etc.

## Parents

In identifying a child, recruiters should rely on credible information from a parent or guardian, if possible. The parent or guardian is usually the best source of the type of information needed to determine the child or children's eligibility for the MEP.

## Credible Information

Federal regulations require the State and its operating agencies to have procedures in place to verify the accuracy of information used to establish child eligibility. Information is deemed credible and worthy of belief when it is provided by a person who has ample knowledge of the information given.

Credible information can also come from any reliable person having adequate knowledge of the facts related to eligibility, as well as from sources such as a child's school records. Because the State is responsible for "implementing procedures that ensure the correctness of the information," care must be taken to ensure that the most credible sources of information are used in determining a child's eligibility.

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# REFERRALS

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## Making Referrals

Because a child's academic success is largely tied to his/her physical, emotional and social needs and because migrant families often face barriers to meeting these needs, it is important that MEP recruiters and/or other MEP staff assist migrant families in accessing the resources they need which are available in the community.

### A referral is:

- The act of directing someone with a need to the appropriate resource for addressing that need. For example, a family needing food may be given information about local food banks.
- Based on the family's specific needs and on what resources are available.
- Best accomplished by forming positive working relationships.
- Most effective when it includes a follow-up to confirm that the family's need was met.

Ask questions to **determine if there are family concerns** relating to:

- |                             |                            |
|-----------------------------|----------------------------|
| • Health/Counseling         | • Early Childhood Programs |
| • Nutrition                 | • Family Literacy          |
| • Housing                   | • Financial Aid            |
| • Clothing                  | • HEP/CAMP Resources       |
| • Cultural/Religious Issues | • Drop-Out                 |
| • Academic                  | Prevention/Reconnection    |

While the recruiter makes referrals in an effort to help meet the migrant family's needs, the recruiter should also make it clear that he/she will not always be able to provide assistance for every issue.

When referring a family to an organization, **include the following information:**

- |                                                                                                                    |                                                                                     |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| • Location/Hours of operation                                                                                      | • Program eligibility criteria                                                      |
| • Contact person and phone number<br>(One contact for each service area in<br>the case of a multi-service agency.) | • Services provided                                                                 |
|                                                                                                                    | • Whether there is bilingual staff and/or<br>materials available in native language |

## Locating Community Resources

Simple telephone calls, internet searches and networking with service providers in the area are effective means in gathering the information needed.

### **The following are community resources often available for referrals:**

#### Medical

- Health Clinics
- County Health Departments
- Women, Infants, and Children Program (WIC)
- Community Service Groups (Lions, Kiwanis, Elks)
- Red Cross
- United Way Programs
- Local Hospitals

#### Financial

- Local Churches
- Private Non-Profit Organizations
- Growers' Associations

#### Housing

- Landlord/Tenant Associations
- Community Service Groups
- Local Housing Authority

#### Legal

- Local Legal Aid Services
- Migrant Legal Aid
- Local Universities' Law School Clinics
- Local Archdiocese Offices

#### Clothing

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

#### Food

- Women, Infants and Children Program (WIC)
- Local Church Groups
- Salvation Army
- Community Service Groups
- Non-Profit Charitable Organizations
- Local Food Banks

#### Assistance with ALL TYPES OF SERVICES

- 211 Texas Information & Referral Network  
(Dial **2-1-1** or access online at [www.211texas.org](http://www.211texas.org).)

**Note:** As a provision of a state-level Memorandum of Understanding, the Texas Health and Human Services Commission (HHSC) and the Texas Department of State Health Services (DSHS) have agreed to (1) assist and facilitate, through its Medicaid Managed Care Organizations, the access to and provision of health care for migrant children enrolled in Medicaid; (2) provide education regarding Texas Health Steps (THSteps) benefits and services, outreach education and information to Texas MEP staff employed by school districts; and (3) permit its Contractors to assist in providing information and/or training regarding how to access or coordinate access to available health resources.



## Informal Resources

Not all aid is accessible through agencies, non-profit organizations or church facilities. Recruiters may need to connect migrant families or youth in need with “informal” resources, such as another family or employer, as a more appropriate way to meet the needs. When referring someone to an informal resource, always properly notify the person to whom you are referring the migrant family or youth and confirm that the resource needed is, indeed, available.

## Follow-up

A recruiter’s referrals may not be effective if the recruiter fails to follow-up on the referral. After making a referral, the recruiter should:

- Contact the person to whom the family was referred.
- Inform the person of the family’s name, why they were referred, when the referral was made, what to do if the family does not contact him/her and any other pertinent information.
- Contact the family after sufficient time has passed for them to have acted on the referral.
- Pass on the information regarding formal referrals for which students have **received services** to the NGS data specialist for appropriate entry into the NGS.

By following up on referrals, a recruiter will increase the likelihood that the family will access the services they need and will develop stronger relationships with families and community resources.

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# RESIDENCY VERIFICATION

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## Recruiter Responsibilities for Conducting Residency Verification

If the parent/worker does not make another qualifying move during the next reporting period, the residency of the children listed on the COE can be documented on the COE in Section H., entitled, “Continued Residency Verification.”

Residency verification must be conducted:

- By the recruiter who signed the COE, whenever possible, or by MEP staff who are trained in ID&R.
- Annually between September 1 and November 1 in order to check on the family’s continued residency as close as possible to the beginning of the reporting period.
- For a migrant child who turned three on or after September 1.
- In one of the following two ways:
  - Conduct a face-to-face visit with the family; or
  - For children enrolled in school, school attendance may be used to document that the children were enrolled and, therefore, present after September 1 of the reporting period. If school attendance documentation is used in place of a face-to-face interview with the parent/worker, then the school documentation must be accessible at the local level and available for SEA review as needed.

**Note:** A face-to-face interview with the parent/worker is the REQUIRED method for conducting residency verification for any children listed on the COE who are non-enrollees, e.g., pre-school age children and/or out-of-school youth. In the rare instance when the MEP staff is not able to conduct a face-to-face interview with the family, the district must be able to explain why and provide documentation of their level of effort to the ESC migrant staff who will immediately consult with the State MEP for further guidance.

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# RESIDENCY VERIFICATION CHART

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The chart below outlines the residency verification process for the 2014-2015 reporting period (September 1, 2014 – August 31, 2015) that should be followed by Recruiters and NGS Data Specialists.

<b>Situation</b>	<b>Recruiter Responsibility</b>	<b>NGS Data Specialist Responsibility</b>
1. COEs completed prior to 9/1/2014 for the 2014-2015 school year	Verify each child's residency on or after 9/1/2014 if the family is still residing in your district.	Enter the 2014-2015 residency verification date on the Residency Verification Date field on NGS. Enter it on the NGS 2014-2015 history line for each child on the COE.
2. COEs completed from 9/1/2014 through 8/31/2015	Complete COE.	Enter the parent signature date as the residency verification date for the 2014-2015 reporting period for each child on the COE. Enter it on the NGS 2014-2015 history line.
3. COEs with a 2 year old who turns 3 during the 2014-2015 reporting period	Verify the child's residency on or after his/her 3rd birthday.	Enter the 2014-2015 residency verification date on the Residency Verification Date field on NGS. Enter it on the NGS 2014-2015 history line.

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## **SECTION 4: RECRUITER TOOLS & RESOURCES**





# ELIGIBILITY SCREENING TOOL

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After the recruiter has introduced himself/herself to the parents and has explained the purpose of his/her visit, this eligibility tool may be used to screen for potential eligibility for the program prior to filling out the COE. Depending on the parent's responses to the questions below, the recruiters will know whether he/she should proceed with completing the COE.

Recruiters may often need to deviate from the questions below in order to clarify confusing eligibility-related issues or to probe for other relevant information.

- ☐ Has your family (or part of your family) ever moved across a school district boundary due to economic necessity?
  
- ☐ When was the most recent time the children in your family moved (month, year)?
  
- ☐ Who moved?
  - Did a child younger than 22 move with you?
  - Did a child younger than 22 move to join you?
  - Was the worker younger than 22 (a self-eligible youth)?
  
- ☐ Where did you move from (city, state, country)?
  - Where did you move to (city, state, country)?
  
- ☐ Why did you make that move?
  - What kind of work were you seeking?
  - Were you specifically seeking temporary or seasonal agriculturally-related work?
  - If you moved specifically to obtain temporary or seasonal agriculturally-related, but did not obtain it, why not?

# ELIGIBILITY SCREENING TOOL (SPANISH)

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The Spanish translation of the eligibility screening tool may be used to screen for potential eligibility for the program prior to filling out the COE. Depending on the parent's responses to the questions below, the recruiter will know whether he/she should proceed with completing the COE.

Recruiters may often need to deviate from the questions below in order to clarify confusing eligibility-related issues or to probe for other relevant information.

- ☐ ¿Se ha mudado su familia (o parte de su familia) de un distrito escolar a otro?
- ☐ ¿Cuándo fue la última vez que sus hijos viajaron (mes, año)?
- ☐ ¿Quiénes viajaron?
  - ¿Viajó un hijo/a (u otra persona) menor de 22 años con usted?
  - ¿Viajó un hijo/a (u otra persona) menor de 22 años para unirse con usted?
  - ¿Tenía el trabajador menos de 22 años cuando se mudó?
- ☐ ¿De qué residencia se mudó? (ciudad, estado, país)
  - ¿A qué residencia se mudó? (ciudad, estado, país)
- ☐ ¿Por qué decidió hacer este viaje?
  - ¿Qué tipo de trabajo estaba buscando?
  - ¿Buscaba específicamente trabajo temporal o estacional en agricultura?
  - Si se mudó específicamente para obtener un trabajo temporal o estacional en agricultura y no lo consiguió, ¿por qué no lo consiguió?

# A SAMPLE INTERVIEW PROCESS IN SPANISH

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In many cases, prospective migrant family members do not speak English and the interview will need to be conducted in Spanish. The following is a sample of a Spanish interview.

## Identifying Potential Leads

- The recruiter establishes possible leads from information obtained from the family survey (or any other effective tool for identification).
- Contact prospective migrant family to schedule a face-to-face interview with the parent/worker. These interviews may take place at the prospective migrant family's home or school district, or within the community.

## The Screening Process

- After briefly introducing him/herself and explaining the program, the recruiter may choose to use the Eligibility Screening Tool to determine if the family could be eligible for the MEP. The following sample for the introduction may be used:

*Buenos días (Buenas tardes, etc.). Mi nombre es María Mendoza, y como le expliqué cuando hablé con usted antes, yo represento al distrito escolar de \_\_\_\_\_. ¿Es este todavía un momento oportuno para discutir si los servicios de nuestro programa podrían estar disponibles para sus hijos?*

(Some recruiters may wish to elaborate on the benefits of the program. However, it is advised that the explanation of program services be kept to a minimum until eligibility has been established.)

*El Programa de Educación Migrante es un programa apoyado por fondos federales que ayuda a los hijos de trabajadores migrantes superar las dificultades asociadas con una vida migrante, para que tengan éxito en la escuela y en la transición a estudios universitarios o empleo después de graduarse.*

*Como le expliqué antes, recibimos su nombre por medio del distrito porque usted llenó un cuestionario en donde indicó que, dentro de los tres últimos años, y ustedes hicieron trabajo en la agricultura preguntas acerca del trabajo que hicieron?*

- If it is determined that the family may be eligible for the MEP based on the responses obtained from using the Eligibility Screening Tool, then the recruiter should proceed with completing the COE. When requesting information from the family, the recruiter should always be courteous and not offend the family in any way.

## The Interview Process

As the recruiter conducts the interview, he/she may choose to begin completing sections A or B of the COE in the order that seems most efficient.

- The recruiter may begin by entering the names and enrollment information of the **children who actually traveled** with or joined the worker.

*¿Quiénes de sus hijos viajaron para acompañar o para reunirse con el trabajador?  
(o ¿Cuál(es) niño(s) viajaron solos?)*

- Gather and enter information regarding **family data**.

*Ahora necesito documentar la información relacionada con los padres, como sus nombres, su dirección y su número de teléfono.*

- **Establish the purpose of the move** by asking the worker why the move took place.

*¿Cuál fue el propósito de su viaje?*

- If one of the purposes of the move was to find agriculture or fishing work, then proceed with the interview.
- If the worker moved with no specific intent to find work in a particular job, ask: “*¿Qué tipo de trabajo encontró?*” If the work is potentially qualifying (agricultural/fishing work), then ask the following: “*¿Qué tan pronto después de que se mudó, encontró este trabajo?*” If work was found within 30 days after the move, then proceed with the interview.
- If the worker indicates that he/she had specific intent to obtain work that does not qualify for the MEP (e.g., construction, restaurant, landscaping, etc.), then he/she does interview (See Section 1: Child Eligibility, page 1.20 for explanation).

- **Establish TO and FROM Information** surrounding the move and **the Qualifying Arrival Date (QAD)**.

*¿DE dónde y PARA dónde viajaron para buscar trabajo en la agricultura o en la pesca?*

*¿Recuerda usted la fecha cuando LLEGARON al lugar/ciudad/pueblo en dónde estaba el trabajo?*

- **Establish the duration and nature of the work** (temporary vs. seasonal).

*¿Cuándo empezó el trabajo y cuándo terminó? ¿Fue este el único empleo que hizo?*

- **Establish if the activity is a qualifying** agricultural or fishing activity.

*¿Qué tipo de trabajo encontró?*

- **Establish the date when the family arrived at the school district.**

*¿Cuándo llegaron a este distrito escolar?*

**If the work was sought but was not obtained**, gather and document as many details as possible regarding: “Why wasn’t the work done?,” “What type of work were you looking for?” This information will be needed as documentation for the eligibility determination.

*¿Por qué no pudo obtener el trabajo?*

If a family **does not** have a **history of migrancy on NGS**, ask about all the moves the family has made. Again, this information will be needed to document the eligibility determination.

*Además de la labor que estamos discutiendo hoy, ¿Alguna vez ha hecho cualquier otro trabajo agrícola?*

*¿Qué tipo de trabajo hizo?*

*¿A qué otros lugares se mudaron?*

*¿Cuáles fueron las fechas de sus mudanzas?*

- **Determine** if anyone in the family has other work/jobs in addition to this qualifying work.

*¿Qué otros trabajos ayudan a mantener a la familia?*

List each worker and the type of work done. (See Section 2: COE, page 2.35 for instructions on how to complete the COE Supplemental Documentation Form).

## Closing the Interview

- **Review information** entered on COE with the parent.
- **Explain the Family Educational Rights and Privacy Act (FERPA)** before obtaining a signature.

The following conditions and FERPA Rights must be explained to parents:

1. The parents’ right to have access to and inspect their child’s education records.  
*[Tiene el derecho de tener acceso a los documentos educacionales de su hijo/a];*
2. The parents’ right to seek to have the records amended.  
*[Tiene el derecho de pedir que enmienden (cambien) los documentos de su hijo/a];*
3. The parents’ right to consent prior to the disclosure of information from education and health records.  
*[Tiene el derecho de dar o no dar su permiso antes que la información de los documentos sobre la educación o la salud de su hijo/a sea revelada con otras*

organizaciones.] (See pages 4.19-4.24 of Section 4: Recruiter Tools & Resources for more detailed information regarding FERPA.)

SAY...

*La información que nos ha proporcionado es confidencial. Al firmar el COE, usted nos da su consentimiento para inscribir a sus hijos en el Programa Migrante de Texas y para compartir información de sus hijos con otras agencias educativas y de salud. FERPA le da el derecho para acceder los documentos educacionales de sus hijos y de ponerlos al día cuando usted lo pida.*

- **Obtain a signature** from parent.
- **Interviewer signs** the COE on the same date of the interview.
- **Explain** that the COE will be reviewed and, after a determination of eligibility is made, the parent will be contacted and will receive a copy of the COE.

*Si califican para el programa, sus hijos, posiblemente, podrán recibir servicios tales como: inscripción en el programa de almuerzo gratis, tutoría educativa, evaluaciones dentales o de salud y la transferencia de documentos educativos o de salud a otras escuelas cuando sea necesario.*

*Muchísimas gracias por su tiempo. Me pondré en contacto con usted tan pronto se haga una determinación. Mucho gusto en conocerla(lo).*

## Before You Say Goodbye

After the recruiter has completed filling out the COE and COE Supplemental Documentation Form as needed and is ready to say goodbye to the parent/guardian, he/she should take a minute to make sure that he/she has done the following:

- Explained the function of the New Generation System (NGS), the Migrant Student Information Exchange (MSIX) and the benefits of the MEP.
- Informed the parent/guardian of his/her rights under the Family Educational Rights and Privacy Act of 1974 (FERPA).
- Informed the parent/guardian about the Eligibility Validation process that is conducted on an annual basis.

*El proceso de validar la elegibilidad es un proceso del control de calidad en el cual una muestra representativa de niños es seleccionada al azar por el Programa Migrante del estado para determinar la exactitud y lo completo de la información registrada sobre el COE. Puede ser que en el futuro un representante del programa migrante al nivel regional se ponga en contacto con Usted para hacerle una entrevista para verificar la información que Usted proporcionó durante la entrevista de hoy.*

- Documented all information, including Comments, on the COE and on the COE Supplemental Documentation Form.
- Reviewed the COE(s) for completeness and accuracy while still at the site.
- Obtained the parent/guardian signature.
- Answered questions or taken note of any questions and indicated that the answers will be provided promptly.
- Asked the family for the names of other prospective migrant families who might have come to the area to work in qualifying activities.
- Explained to the parent/guardian the MEP services available at the district, and asked the parent to identify possible educational and support services needed by the child.
- Explained the Migrant Parent Advisory Council (PAC) and encouraged the parent/guardian to participate in the school's parental involvement activities.
- Thanked the family for their time and information and explained that a copy of the COE(s)—after it has been reviewed and signed by the Designated SEA Reviewer—will be returned or mailed to the parent/guardian.
- Leave the name and telephone number of the MEP contact person at the school district in case the family may have questions or concerns.

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# SPANISH CERTIFICATE OF ELIGIBILITY (COE)

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Families interviewed by recruiters may wish to know specifically the kind of information that is collected on the COE. The following tool is a COE translated into Spanish for use with Spanish-speaking families. It is only a resource and it is not meant to replace the official COE in English.

Recruiters may choose to show a copy of this resource tool to families after determining the family's eligibility and completing the COE. Keep in mind that a recruiter should never fill in the blanks of the COE without first determining the family's eligibility. The purpose of the Spanish COE is to assist the recruiter in explaining the information he/she has just taken.

For this reason, recruiters must ensure that families understand that it is the recruiter, not the family, who is responsible for completing the COE and ensuring that the information contained in the COE is accurate.

**Note: This Spanish COE resource tool may not be used for any purpose other than to provide information to potential migrant families.**

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(1) Año Escolar: 20____ – 20____ (2) Distrito Escolar: _____ (3) Teléfono del Programa Migrante: (____) _____	<b>TEXAS EDUCATION AGENCY</b> <b>Programa de Educación Migrante</b> <b>Certificado de Elegibilidad (COE)</b> COE ____ de ____	(4) Nombre de la Madre Actual (Apellido, Nombre): _____ (5) Número de Identificación del (de la) Reclutador(a): _____ (6) Número de Identificación de Familia: _____														
<b>A. DATOS DE LA FAMILIA</b>																
(1) Padre/Encargado Actual (Apellido, Nombre): _____		(2) Madre/Encargada Actual (Apellido, Nombre): _____														
(3) Padre/Encargado Legítimo (si es diferente del actual) / Madre/Encargada Legítima (si es diferente de la actual)		(4) Distrito de Origen: _____														
(5) Domicilio Actual: _____ Ciudad: _____ Estado: _____ Código Postal: _____ Tel.: (____) _____																
(6) Domicilio Permanente: _____ Ciudad: _____ Estado: _____ Código Postal: _____ Tel.: (____) _____																
El(Los) menor(es) que aparece(n) en este formulario llegó (llegaron) al presente distrito escolar (7) Fecha de residencia (MM/DD/AA) desde (8) Ciudad Estado País																
<b>B. DATOS DEL MENOR</b>																
(1) ID de la escuela	(2) Menor – Número de NGS	(3) Nombre(s) del (de los) Menor(es) Primer Apellido Segundo Apellido Sufijo Primer Nombre Segundo Nombre					(4) Menor – Número de PEIMS	(5) Sexo	(6) Et.	(7) Raza	(8) PM	(9) Fecha de Nacimiento	(10) Código	(11) Lugar de Nacimiento Ciudad/Estado/País	(12) Matrícula	(13) Grado
<b>C. MUJANZA Y TRABAJO QUE DAN DERECHO AL PROGRAMA DE EDUCACION MIGRANTE (MEP)</b>							<b>D. NECESIDAD ECONOMICA</b> <input type="checkbox"/> La familia se mantiene solamente del trabajo migrante. O <input type="checkbox"/> Favor de ver el COE SDF.									
(1) El(Los) menor(es) que aparece(n) en este formulario se mudó (mudaron) de un domicilio en _____ Distrito escolar _____ a un domicilio en _____ Distrito escolar _____ Ciudad _____ / Estado _____.							<b>E. COMENTARIOS</b> (Deben incluirse 2bi, 4c, 5, 6a y 6b de la "Sección de mudanza y trabajo que dan derecho al MEP," si corresponde.) <input type="checkbox"/> Favor de ver los COMENTARIOS adjuntos.									
(2) El(Los) menor(es) se mudó (mudaron) (llene tanto a. como b.): a. <input type="checkbox"/> por su cuenta como trabajador, <input type="checkbox"/> con el trabajador, <input type="checkbox"/> para unirse o preceder al trabajador. b. El trabajador, _____ Nombre y apellido del trabajador _____, es el menor o es el/la <input type="checkbox"/> padre/madre <input type="checkbox"/> esposo(a) <input type="checkbox"/> encargado(a) del menor. i. (Si se ha marcado "para unirse o preceder" en el 2a, llene esta línea.) El trabajador se mudó el _____ MM/DD/AA _____. El(Los) menor(es) se mudó (mudaron) el _____ MM/DD/AA _____. (escriba comentario)							<b>F. FIRMA DEL PADRE/MADRE/ENCARGADO(A)/ESPOSO(A)/TRABAJADOR(A)</b> Entiendo que este formulario tiene por propósito ayudar al Estado a determinar si el(los) menor(es) que aparece(n) en este formulario tiene(n) derecho al Programa de Educación Migrante (MEP, por sus siglas en inglés) del Título I, Parte C. A lo mejor de mi conocimiento, toda la información que di al entrevistador es la verdad. Las reglas para calificar como trabajador migratorio, servicios disponibles, el sistema de transferencia de archivos (NGS), y el Acta del Derecho a Privacidad de Familia (FERPA) se me han explicados. Por la presente autorizo al distrito escolar, la Agencia de Educación de Texas, el Sistema Nueva Generación (NGS) y el Intercambio de Información para los Estudiantes Migrantes (MSIX) a ceder, transferir, y/o recibir los registros de educación y salud de mi hijo(a), incluyendo registros de inmunización, para/de otras escuelas y agencias educacionales. Con la posibilidad de poder calificar para servicios adicionales educativos, de salud y sociales, doy mi expreso consentimiento para que la información específica de mi hijo(a) y/o de nuestra familia, incluyendo nombre del estudiante/el padre, la dirección, el número de teléfono, la fecha de nacimiento del estudiante, y la fecha de inscripción del estudiante en el distrito/la escuela, de otra manera confidencial bajo la provisión de FERPA, pueda ser cedida/transferida a organizaciones que pertenecen al NGS-estados en consorcio que proveen servicios bajo la égida de lo siguiente: proyectos especiales del Programa Migrante en Texas, el College Assistance Migrant Program (CAMP), el High School Equivalency Program (HEP), Head Start, Teaching and Mentoring Communities (TMC), el Departamento de Servicios Humanos de Texas, el Departamento de Salud de Texas, y fondos destinados a comunidades estatales y federales y clínicas de salud para migrantes asociadas con el Centro Nacional para la Salud del Agricultor. Para una lista de las entidades ya mencionadas, favor de ver el reverso del Certificado de Elegibilidad (COE).									
(3) La fecha de llegada que da derecho al MEP fue _____ MM/DD/AA _____.							(1) _____ (2) _____ (3) _____ Firma Parentesco con el(los) menor(es) Fecha (MM/DD/AA)									
(4) El trabajador se mudó debido a necesidad económica para obtener: a. <input type="checkbox"/> trabajo que da derecho al MEP, y obtuvo tal trabajo, O b. <input type="checkbox"/> cualquier trabajo, y obtuvo trabajo que da derecho al MEP poco después de la mudanza, O c. <input type="checkbox"/> específicamente trabajo que da derecho al MEP, pero no obtuvo tal trabajo. Si el trabajador no obtuvo el trabajo que da derecho al MEP: i. <input type="checkbox"/> El trabajador tiene una historia de mudanzas para obtener trabajo que dan derecho al MEP (escriba comentario), O ii. <input type="checkbox"/> Existen otras pruebas creíbles de que el trabajador buscó activamente trabajo que da derecho al MEP, poco después de la mudanza (escriba comentario).							(4) Idioma utilizado para explicar el contenido de este documento <input type="checkbox"/> INGLÉS <input type="checkbox"/> ESPAÑOL <input type="checkbox"/> OTRO (especificar): (5) Lugar de Entrevista: <input type="checkbox"/> Visita al Hogar <input type="checkbox"/> Visita a la Oficina <input type="checkbox"/> Otro (especificar):									
<b>G. CERTIFICACION DE CUMPLIMIENTO CON LOS REQUISITOS</b>																
Certifico que basado en la información que se me proporcionó, la cual se refleja en todos los aspectos pertinentes anteriormente expuestos, estoy convencido de que estos menores son menores migratorios según éstos se definen en 20 U.S.C. 6399(2) y la reglamentación ejecutora, y por tanto en tal calidad tienen derecho a recibir los servicios del MEP. Por este acto hago constar que, a mi leal saber y entender, la información es verídica, confiable y válida y entiendo que cualquier declaración falsa que se haya hecho en el presente está sujeta a una multa o el encarcelamiento conforme a 18 U.S.C. 1001.																
<input type="checkbox"/> Certifico que he recibido la capacitación para determinar la elegibilidad de un migrante y los tipos de servicios disponibles para esta familia por medio del MEP y de otras agencias en la comunidad.																
(1) _____ (2) _____ Firma del Entrevistador Fecha (MM/DD/AA)																
(3) _____ (4) _____ Firma del Revisor Designado de la SEA (Agencia de Educación del Estado) Fecha (MM/DD/AA)																
<b>H. VERIFICACION DE RESIDENCIA CONTINUA (1 de septiembre – 31 de agosto)</b>																
(1) Período del Informe	(2) Fecha de Verificación de Residencia	(3) Método Usado	(4) Persona Entrevistada	(5) Firma de Persona Entrevistada	(6) Firma del Representante del Distrito o Centro Educacional/Fecha											

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# SURNAMES WITH SIMILAR SPELLINGS

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

Surname	Alternate Spelling(s)	Surname	Alternate Spelling(s)
<b>A</b>		DE LA GARZA	DELA GARZA, DELAGARZA
ABELDANO	AVELDANO	DE LA PENA	DELA PENA, DELAPENA
AGUIRRE	AQUIRRE	DE LA TORRE	DELA TORRE, DELATORRE
ALANIZ	ALANIS	DELGADILLO	DELGA DILLO
ALONZO	ALONSO	DELGADO	DEL GADO
ALVARADO	ALBARADO	DE LEON	DELEON
ALVAREZ	ALBAREZ, ALVARES	DEL BOSQUE	DELBOSQUE
AMBRIZ	AMBRIS	DIAZ	DIAS
ANCISO	ANCIZO, ANSIZO		
AREVALO	AREBALO	<b>E</b>	
ARMENDARIZ	ARMINDARIS	ECHAVERRIA	ECHEBARRIA
ARREAGA	ARIAGA	EGUIA	EQUIA
ARVIZU	ARVISU	ELIZONDO	ELISONDO
ARZOLA	ARSOLA	ESPARZA	ESPARSA
AVILA	ABILA	ESPERIQUETA	ESPIRIQUETA
		ESPINOZA	ESPINOSA
<b>B</b>		ESQUIBEL	ESQUIVEL
BARBOZA	BARBOSA	EURESTE	URESTI
BARRAZA	BERAZA		
BARRON	BARON	<b>F</b>	
BAZALDUA	BASALDUA	FIGUEROA	FIGEROA
BAZAN	BASAN	FLORES	FLOREZ
BENITEZ	BENITES		
		<b>G</b>	
<b>C</b>		GAMES	GAMEZ
CABALLERO	CAVALLERO	GODINEZ	GODINES
CARDOZA	CARDOSA	GOMEZ	GOMES
CARRANZA	CARANSA, CARANZA	GONZALEZ	GONZALES
CARRIZALES	CARRISALEZ	GOVEA	GOVELLA
CASAREZ	CAZARES, CACERES	GUTIERREZ	GUTIERRES
CEBALLOS	CEVALLOS		
CEPEDA	ZEPEDA	<b>H</b>	
CERRILLO	CIRELOS	HERNANDEZ	HERNANDES
CERVANTES	SERVANTES		
CORTEZ	CORTES	<b>I</b>	
COVARRUBIAS	COBARRUVIAS	IBARRA	YBARRA
<b>D</b>		<b>J</b>	
DE LA CRUZ	DELA CRUZ, DELACRUZ	JAIMES	JAIME
DE LA FUENTE	DELA FUENTE, DELA FUENTE	JIMENEZ	JIMENES

Surname	Alternate Spelling(s)	Surname	Alternate Spelling(s)
<b>L</b>		<b>R</b>	
LEDESMA	LEDEZMA	RAMIREZ	RAMIRES
LLANES, LLANEZ	YANES, YANEZ	RESENDEZ	REZENDEZ
LOPEZ	LOPES	RINCON	RINCONES
<b>M</b>		RIOJAS	ROJAS
MANDES	MANDEZ	RIVAS	RIBAS
MANZANO	MANSANO	RODRIGUEZ	RODRIGUES
MARES	MAREZ	ROMAN	RAMON
MARROQUIN	MAROQUIN	ROSALEZ	ROSALES
MENDEZ	MENDES	RUBALCADA	RUBALCABA, RUBALCAVA
MENDOZA	MENDOSA	RUIZ	RUIS, REESE
MEZA	MESA	<b>S</b>	
MONCIBAIZ	MONSIBAIS, MONCIVAIZ	SAAVEDRA	SAVEDRA, SABEDRA
MONTALVO	MONTALBO	SANDOVAL	SANDOBAL
MUNOZ	MUNOS	SAUCEDA	SAUSEDA, SAUCEDO, SAUSEDOR
MUSQUIZ	MUSQUIS	SERRATO	ZERRATO
<b>N</b>		SOLIZ	SOLIS
NARVAIZ	NARVAIS, NARVAEZ	SOSA	SOZA
NAVAREZ	NEVAREZ, NEVARES	<b>T</b>	
NUNEZ	NUNES	TAMEZ	TAMES
<b>O</b>		TAVAREZ	TABAREZ
OLGUIN	OLQUIN	TELLES	TELLEZ
OLIVAREZ	OLIVARES	TORRES	TORREZ
OLIVERA	OLIVIERA, OLIBERA	TOVAR	TOBAR
OROZCO	OROSCO	TURRABIATE	TURRIVIAE
ORTIZ	ORTIS	<b>U-V</b>	
OZORNIO	OSORNIO	UVALLE	OVALLE
OZUNA	OSUNA	VALADEZ	VALADES
<b>P-Q</b>		VALDEZ	VALDES
PACHECO	PACHERO, PECHERO	VALDIVEZ	VALDIVIEZ, BALDIBIEZ
PAREDES	PAREDEZ	VASQUEZ	VASGUEZ, VAZQUEZ
PECINA	PESINA	VELASQUEZ	VELASQUEZ, VELAZGUEZ, VELAZQUE
PEDRAZA	PEDRASA	VIDAURRI	VIDAURI
PENA	PINA	VILLALOBOS	VILLALOVOS
PERALEZ	PERALES	VILLARREAL	VILLAREAL
PEREZ	PERES	<b>Y</b>	
PICASSO	PICAZO	YBARRA	IBARRA
PIZANA	PIZANO	<b>Z</b>	
QUEZADA	QUESADA	ZAMABRANO	SAMBRANO
QUIROZ	QUIROS	ZARAGOZA	ZARAGOSA, SARAGOZA

# STATE TERRITORIES AND POSSESSIONS: CODES AND ABBREVIATIONS

Name	Abbreviation	Name	Abbreviation
<b>USA</b>		<b>CANADA</b>	
Alabama.....	AL	Alberta .....	AB
Alaska.....	AK	British Columbia .....	BC
Arizona.....	AZ	Manitoba .....	MB
Arkansas.....	AR	New Brunswick .....	NB
California.....	CA	Newfoundland .....	NF
Canal Zone .....	CZ	Northwest Territories .....	NT
Colorado.....	CO	Nova Scotia.....	NS
Connecticut.....	CT	Ontario.....	ON
Delaware.....	DE	Prince Edward Island .....	PE
District of Columbia .....	DC	Province of Quebec .....	PQ
Florida.....	FL	Saskatchewan.....	SK
Georgia.....	GA	Yukon Territory .....	YT
Guam.....	GU		
Hawaii.....	HI		
Idaho.....	ID		
Illinois.....	IL		
Indiana.....	IN		
Iowa.....	IA		
Kansas.....	KS		
Kentucky.....	KY		
Louisiana.....	LA		
Maine.....	ME		
Maryland.....	MD		
Massachusetts .....	MA		
Michigan.....	MI		
Minnesota.....	MN		
Mississippi.....	MS		
Missouri.....	MO		
Montana.....	MT		
Nebraska.....	NE		
Nevada.....	NV		
New Hampshire .....	NH		
New Jersey.....	NJ		
New Mexico.....	NM		
New York.....	NY		
North Carolina.....	NC		
North Dakota.....	ND		
Ohio.....	OH		
Oklahoma.....	OK		
Oregon.....	OR		
Pennsylvania .....	PA		
Puerto Rico.....	PR		
Rhode Island.....	RI		
South Carolina.....	SC		
South Dakota.....	SD		
Tennessee.....	TN		
Texas.....	TX		
Utah.....	UT		
Vermont.....	VT		
Virginia.....	VA		
Virgin Islands .....	VI		
Washington.....	WA		
West Virginia.....	WV		
Wisconsin.....	WI		
Wyoming.....	WY		
		<b>MEXICO</b>	
		Aguascalientes.....	AG
		Baja California Norte .....	BN
		Baja California Sur .....	BS
		Campeche.....	CM
		Chiapas.....	CS
		Chihuahua.....	CH
		Coahuila.....	CU
		Colima.....	CL
		Distrito Federal.....	DF
		Durango.....	DG
		Guanajuato.....	GT
		Guerrero.....	GR
		Hidalgo.....	HG
		Jalisco.....	JA
		Mexico (State).....	MX
		Michoacan.....	MC
		Morelos.....	MR
		Nayarit.....	NA
		Nuevo Leon.....	NL
		Oaxaca.....	OA
		Puebla.....	PU
		Querétaro.....	QE
		Quintana Roo.....	QI
		San Luis Potosí.....	SL
		Sinaloa.....	SI
		Sonora.....	SO
		Tabasco.....	TB
		Tamaulipas.....	TM
		Tlaxcala.....	TL
		Vera Cruz.....	VE
		Yucatán.....	YU
		Zacatecas.....	ZA

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# FERPA

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Section F. of the COE, Parent/Guardian/Spouse/Worker Signature, refers to the Family Educational Rights and Privacy Act (FERPA), which each recruiter must explain before obtaining a parent's, guardian's or student's signature. The following several pages provide:

- A larger-print version of the statement of consent under FERPA, as included in Section F. of the official COE;
- A larger-print version of the FERPA consent statement translated into Spanish, which may be helpful in explaining this portion of the COE to parents or students who are limited in English; and
- A more detailed explanation of FERPA and of why a parent's or student's consent to share information is necessary for the Migrant Education Program.

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## Statement of Consent under FERPA

The following statement is taken directly from Section F. PARENT/GUARDIAN/SPOUSE/WORKER SIGNATURE, as printed on the official COE.

The rules for migrant eligibility, services, student record transfer, and the Family Educational Rights and Privacy Act (FERPA) have been explained to me.

I hereby authorize this school district, the Texas Education Agency, the New Generation System (NGS) and the Migrant Student Information Exchange (MSIX) to release, transfer, and/or receive my child's educational and health records, including immunization records and standardized test results, to/from other schools and educational agencies. In order to possibly qualify for more educational, health, or social services, I further consent that student/family information, including student/parent name, address, phone number, student date of birth, and student district/campus enrollment, otherwise confidential under the provisions of FERPA, may be shared with organizations in NGS-consortium states that provide services under the aegis of the following: the special projects of the Texas MEP, the College Assistance Migrant Program (CAMP), the High School Equivalency Program (HEP), Head Start, Teaching and Mentoring Communities (TMC), the Texas Health and Human Services Commission (HHSC), the National Center for Farmworker Health and state- and federally-funded community and migrant health centers. For a listing of entities referred to above, see reverse side of COE.

## Statement of Consent under FERPA – Spanish Translation

For recruiters' convenience, the Spanish translation for Section F. is as follows:

*Las reglas para calificar como trabajador migratorio, servicios disponibles, el sistema de transferencia de archivos (NGS) y el Acta del Derecho a Privacidad de Familia (FERPA) se me han explicado.*

*Por la presente autorizo al distrito escolar, la Agencia de Educación de Texas, el Sistema Nueva Generación (NGS) y el Intercambio de Información para los Estudiantes Migrantes (MSIX) a ceder, transferir, y/o recibir los registros de educación y salud de mi hijo, incluyendo registros de inmunización, para/de otras escuelas y agencias educacionales. Con la posibilidad de poder calificar para servicios adicionales educativos, de salud y sociales, doy mi expreso consentimiento para que la información específica de mi hijo y/o de nuestra familia, incluyendo nombre del estudiante/del padre, la dirección, el número de teléfono, la fecha de nacimiento del estudiante, y la fecha de inscripción del estudiante en el distrito/la escuela, de otra manera confidencial bajo la provisión de FERPA, pueda ser cedida/transferida a organizaciones que pertenecen al NGS-estados en consorcio que proveen servicios bajo la égida de lo siguiente: proyectos especiales del Programa Migrante en Texas, el College Assistance Migrant Program (CAMP), el High School Equivalency Program (HEP), Head Start, Teaching and Mentoring Communities (TMC), la Comisión de Salud y de Servicios Humanos de Texas (HHSC), y fondos destinados a comunidades estatales y federales y clínicas de salud para migrantes asociadas con el Centro Nacional para la Salud del Agricultor. Para una lista de las entidades ya mencionadas, favor de ver el reverso del Certificado de Elegibilidad (COE).*

## Understanding FERPA

### What is FERPA?

The **Family Educational Rights and Privacy Act (FERPA) of 1974** is a Federal law which:

- Protects the privacy of student education records (20 U.S.C. 1232g; 34 C.F.R. Part 99);
- Applies to all schools and educational agencies that receive funds under an applicable program of the U.S. Department of Education.
- Gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. These students are referred to as "eligible students."
- Requires that educational agencies and institutions adopt a policy regarding how they meet the requirements of FERPA (34 CFR 99.6), and how they notify parents and eligible students annually of the above- mentioned rights (34 CFR 99.7).

### What rights does FERPA provide?

By signing a COE, the parent, guardian, or student is certifying that his/her rights under FERPA have been explained by the recruiter. It is, therefore, important that the recruiter know that FERPA provides for the following:

1. Parents or eligible students have the right to access and inspect the student's education records (99.10);
2. Parents or eligible students have the right to request that education records be corrected if they are found to be inaccurate or misleading (99.20);
3. Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's education record (99.30 and 99.36). However, FERPA allows schools to disclose those records, without consent, to certain parties under certain conditions, as discussed below.

### Special MEP Consideration

One special consideration involving the Migrant Education Program is that FERPA allows for a student's education records to be shared with authorized representatives of state and local education authorities, without parent consent, if it is necessary in order to be in compliance with Federal legal requirements related to federally or state-supported programs [34 CFR 99.31 (a) (3) and 99.35 (a)]. Due to MEP requirements, it is permissible to disclose education records of migratory children or personally identifiable information

from these records to authorized local and state education officials without the consent of the parent.

## Why is parent consent under FERPA needed?

State and local education agencies are also required to promote interstate and intrastate coordination of services, including the transfer of pertinent school records for migratory children [Section 1304 (b) (3) of P.L. 107-110]. However, disclosure of this information to persons other than local education officials can only be made after obtaining prior written consent from the parent or eligible student. By including certain organizations (such as the Texas Migrant Interstate Program, the Texas Health and Human Services Commission, and many others) in Section F. of the Certificate of Eligibility (COE), this written consent is obtained when the parent signs the COE.

When obtaining the parent's signature on the COE, the recruiter should:

- Explain how the MEP works closely with other agencies in the community in order to provide migrant families more comprehensive services;
- Review the agencies listed in this section and explain that schools may share directory information only with the agencies listed on the back of the COE and that representatives may contact them in the future to offer them services;
- Explain how NGS collects and transfers academic and health information via the Internet whenever children migrate, and that MEP staff will be requesting TAKS, special needs, grades, and health data from the school to enter into NGS.
- Point out that all of this is done to provide migrant families the best possible comprehensive services available.

The Family Policy Compliance Office in the U. S. Department of Education has developed a model policy and model notification to assist MEPs in drafting an appropriate FERPA policy. Any questions about the requirements or the applicability of FERPA to the Migrant Education Program may be directed to:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W. Washington, D.C. 20202-5920  
(202) 260-3887  
[www.ed.gov/policy/gen/guid/fpc](http://www.ed.gov/policy/gen/guid/fpc)

FERPA is fully explained in Section 444 of the General Education Provisions Act.

# TEXAS FRESH PRODUCE AVAILABILITY CHART

The chart below (adapted from the Texas Department of Agriculture's Texas Fresh Produce Availability Chart) provides information regarding the months when fruits and vegetables are available in agricultural regions throughout Texas.

<b>Produce</b>	<b><u>Winter Garden</u> <u>Laredo-Eagle Pass</u></b>	<b><u>Coastal Bend</u></b>	<b><u>High Plains</u></b>	<b><u>Trans Pecos</u></b>	<b><u>Central Texas</u></b>	<b><u>East Texas</u></b>	<b><u>North Texas</u></b>	<b><u>Rio Grande Valley</u></b>
apples	Jul-Oct	Jul-Dec	Jul-Oct	-	Jul-Oct	Jul-Oct	Jul-Oct	-
blueberries	-	-	-	-	May-Jun	May-Jul	-	-
broccoli	Nov-Apr	-	-	-	Nov-Jan	Apr-May, Oct-Nov	Apr-May, Oct-Nov	Nov-Apr
cabbage	Oct-Jun	Oct-May	Jul-Oct	Jun-Jul, Oct-Nov	Apr-Oct	May-Jun, Oct-Dec	Jun-Jul, Oct-Dec	Nov-Jun
cantaloupes	Jun-Jul, Oct	Jun-Nov	Aug-Oct	Jun-Aug, Oct-Nov	Jun-Oct	Jun-Nov	Jun-Jul, Oct-Dec	May-Jun, Nov-Dec
carrots	Dec-May	-	Aug-Dec	-	-	-	-	Dec-May
celery	-	-	Sep-Oct	-	-	-	-	Dec-May
cucumbers	Oct-Nov, Apr-Jun	May-Nov	Jul-Oct	-	Jun-Nov	Jun-Oct	Jun-Nov	Oct-Dec, Apr-Jun
grapefruit	-	-	-	-	-	-	-	Oct-Apr
green onions	May-May, Oct-Dec	Mar-Jun, Oct-Dec	May-Oct	-	Apr-Jun	Apr-Jun, Oct-Dec	Apr-Jun, Oct-Dec	Nov-Apr
greenhouse vegetables	Jan-May, Oct-Dec	Jan-May, Oct-Dec	Jan-May, Oct-Dec	-	Jan-May, Oct-Dec	Jan-Dec	Jan-May, Oct-Dec	-
greens	Nov-Mar	Apr-May, Oct-Dec	Jun-Oct	-	Apr-May, Oct-Dec	Jan-Dec	Jun-Jul, Oct-Nov	Nov-Apr
herbs	Year round	Year round	-	-	Year round	Year round	Year round	Oct-Apr
honeydew melons	Jun-Jul, Oct	-	Aug-Sep	Jun-Aug	Jul-Nov	Jun-Nov	-	May-Jun Nov-Dec
mushrooms	-	-	-	-	Year round	Year round	Year round	-
onions	Apr-Jun	-	Jun-Aug	May-Sep	May-Aug	Jul-Sep	-	Mar-Jun

<u>Produce</u>	<u>WinterGarden Laredo-Eagle Pass</u>	<u>Coastal Bend</u>	<u>High Plains</u>	<u>Trans Pecos</u>	<u>Central Texas</u>	<u>East Texas</u>	<u>North Texas</u>	<u>Rio Grande Valley</u>
oranges	-	-	-	-	-	-	-	Oct-Apr
peaches	May-Aug	May-Aug	Jul-Sep	-	Jun-Aug	May-Sep	Jun-Aug	Apr-May
peas, field	Apr-Nov	Apr-Nov	Sep-Dec	-	May-Nov	May-Nov	May-Nov	Apr-Jun, Oct-Dec
peppers, bell	Nov-Dec	May-Jun, Oct-Dec	Aug-Oct	-	-	May-Jun, Oct-Dec	May-Jun, Oct-Nov	Oct-Jan
peppers, chili	Oct-Dec	May-Jun, Oct-Dec	Aug-Oct	Jul-Sep	May-Jul	May-Jun, Oct-Dec	May-Jun, Oct-Nov	Oct-Jan
potatoes	Apr-Jun	-	Jun-Oct	May-Jul	-	May-Jun	May-Jun	Mar-May
pumpkins	-	-	Oct-Dec	-	Sep	Sep-Nov	Sep-Dec	-
spinach	Nov-Mar	-	-	-	Apr-May	-	-	Dec-Mar
squash	Apr-Jun, Oct-Nov	May-Nov	Jul-Nov	-	May-Nov	May-Nov	May-Nov	Oct-Jan, Apr-May
sweet potatoes	-	-	-	Aug-Sep	Aug-Dec	Aug-May	-	-
tomatoes	May-Jun, Oct-Dec	May-Jun, Oct-Nov	Aug-Oct	Jun-Nov	May-Jun	Jun-Oct	Jun-Aug	Nov, May-Jun
turnips	Dec-May	-	Jun-Dec	-	Sep-May	Apr-May, Oct-Nov	-	Nov-Apr
watermelons	Jun-Jul, Oct-Nov	Jun-Jul	Aug-Oct	Aug-Oct	Jun-Oct	Jun-Sep	Jul-Sep	May-Jun, Oct-Nov



# MIGRANT-RELATED INTERNET RESOURCES

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## Texas MEP Website

Curriculum Division

Texas Education Agency

<http://www.tea.state.tx.us/index2.aspx?id=2147486096>

Select Title I, Part C -- Migrant Education Program (MEP)

Information is available online according to the following topics:

Statute

Policy Guidance

- Identification and Recruitment (ID&R)
- New Generation System (NGS)

State Parent Advisory Council (PAC)

Resources

## Other Internet Resources

211 Texas Information & Referral Network: Dial 2-1-1

(A national network provided by the Health and Human Services Commission)

<https://www.211texas.org/cms/>

Association for Migrant Educators of Texas (AMET)

<http://www.ametx.org>

Crops of Texas

<http://aggie-horticulture.tamu.edu/extension/Texascrops/index.html>

ESCORT National Migrant Education Hotline: Dial 1-800-234-8848

Eastern Stream Center on Resources and Training (ESCORT)

<http://www.escort.org>

Geneseo Migrant Center

<http://www.migrant.net>

Local Harvest

(This site allows you to search for growers and products in your area.)

<http://www.localharvest.org/>

Migrant Labor Housing Facilities

Texas Department of Housing and Community Affairs

<http://www.tdhca.state.tx.us/migrant-housing/index.htm>

Migrant Student Information Exchange (MSIX)

<http://msix.ed.gov>

Motivation Education and Training, Inc. (MET, Inc.) – Operates a National Farmworker Jobs Program (NFJP) in five states, including TX, LA, MN, ND, and WY

<http://www.metinc.org>

National Center for Farmworker Health, Inc.

<http://www.ncfh.org>

New Generation System (NGS)

<http://ngsmigrant.com>

Rand McNally Mileage Calculator

<http://www.randmcnally.com/mileage-calculator.do>

Solutions for Out-of-School Youth (SOSY)

<http://osymigrant.org/>

Texas Commodities (A planting and harvesting calendar by commodity and area) Texas Cooperative Extension, the Texas A&M University System

<http://agnews.tamu.edu/comcal>

Texas Health Steps Health Service Regions

Texas Department of State Health Services (DSHS)

<http://www.dshs.state.tx.us/thsteps/regions.shtm>

U.S. Department of Agriculture (USDA)

(A source for agricultural charts and maps)

[http://www.nass.usda.gov/Charts\\_and\\_Maps](http://www.nass.usda.gov/Charts_and_Maps)

U.S. Department of Health and Human Services

The Health Center Program: Special Populations, Migrant Health Centers

<http://bphc.hrsa.gov/about/specialpopulations/index.html>

# COMMON MIGRANT-RELATED ACRONYMS

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ADA	Average Daily Attendance
CAMP	College Assistance Migrant Program
CFR	Code of Federal Regulations
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EDGAR	Education Department General Administrative Regulations
ELL	English Language Learner
EOC	End of Course
ESC	Education Service Center (“Service Center”)
ESEA	Elementary and Secondary Education Act
FERPA	The Family Educational Rights and Privacy Act of 1974
FTE	Full-time Equivalent
GED	General Educational Development
GPRA	Governmental Performance and Results Act
HEP	High School Equivalency Program
HHSC	Health and Human Services Commission
IASA	Improving America’s School Act
ICR	Initial Compliance Review
ID	Identification
ID&R	Identification and Recruitment
LEA	Local Education Agency
LEP	Limited English Proficient
LNA	Local Needs Assessment
LOA	Local Operating Agency
MEP	Migrant Education Program
MOU	Memorandum of Understanding
MSIX	Migrant Student Information Exchange
NCES	National Center for Education Statistics

NCLB	No Child Left Behind
NGS	New Generation System
NRG	Non-regulatory Guidance
OIG	Office of Inspector General
OMB	Office of Management and Budget
OME	Office of Migrant Education
PAC	Parent Advisory Council
PBMAS	Performance-Based Monitoring Analysis System
PEIMS	Public Education Information Management System
PFS	Priority for Service
PPE	Per Pupil Expenditure
QAD	Qualifying Arrival Date
SBOE	State Board of Education
SDF	Supplemental Documentation Form
SDP	Service Delivery Plan
SEA	State Education Agency
SSA	Shared Services Arrangement
SSID	Short School Identifier
STAAR™	State of Texas Assessments of Academic Readiness
TAKS	Texas Assessment of Knowledge and Skills
TEA	Texas Education Agency (or “Agency”)
TEC	Texas Education Code
TMIP	Texas Migrant Interstate Program
TSDS	Texas Student Data System
USDE	United States Department of Education
USID	Unique Student Identifier

# GLOSSARY OF MIGRANT-RELATED TERMS

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<b>Agricultural Work</b>	The production or initial processing of crops, dairy products, poultry or livestock, as well as the cultivation or harvesting of trees. It consists of work performed for wages or personal subsistence.
<b>Audit Exception</b>	Violation of a statute or regulation.
<b>Certificate of Eligibility (COE)</b>	The Certificate of Eligibility is the legal document used by the state to enroll eligible migrant children into the New Generation System.
<b>COE Supplemental Documentation Form</b>	This form is used to document additional information that supports eligibility determinations.
<b>Comments</b>	A recruiter should provide additional comments on a COE when circumstances require the recruiter to explain why he or she found a particular child to be eligible for the MEP.
<b>Crop</b>	Crop refers to a plant that is harvested for use by people or livestock.
<b>Cultivating or the Harvesting of Trees</b>	This activity refers to the soil preparation, planting, tending, pruning, felling, and cutting of trees.
<b>Dairying</b>	“Dairying” or “dairy farming” refers to an industry in which dairy animals and products are produced and/or processed; as well as to milking cows, bringing cows in from pasture, cleaning pens and fence rows.
<b>Data Entry Specialist</b>	Specialist who enters information into NGS data bank at the terminal site.
<b>Designated SEA Reviewer</b>	The Designated SEA Reviewer is the person who is thoroughly trained by the ESC and whose primary role is to re-examine and verify the eligibility of the children listed on the COE.
<b>Early Move</b>	A move, made with the specific intention to seek or obtain qualifying work, occurring before the qualifying work was available.

<b>Eligibility Validation</b>	A quality control process through which a representative sample of children is selected by the State for the re-interview process in order to determine the accuracy and completeness of recorded information on the COE and to ensure the specificity and legitimacy of the last qualifying move date and qualifying agricultural or fishing activities. The eligibility validation process occurs at the regional level after the COE has been entered into NGS.
<b>ESC (Education Service Center)</b>	An ESC receives funds to provide technical assistance to school districts that receive migrant funds and to serve as fiscal agent in regional Shared Services Agreements (SSAs) with districts that receive migrant funds but prefer to have their programs overseen by the ESC.
<b>Family Survey</b>	A tool used to identify and recruit migrant families.
<b>Fish Farms</b>	<ul style="list-style-type: none"> <li>• A tract of water reserved for the raising or harvesting of fish or shellfish, such as crawfish, catfish, eels, oysters, or clams;</li> <li>• Locations where fish are artificially cultivated, rather than caught in open running water as they would be in the “catching of fish.”</li> </ul> <p>When recording this activity on the COE, the recruiter should specify the type of fish being raised, the activity and the reference to a fish farm (e.g., raising catfish at fish farm).</p>
<b>Fishing Work</b>	The catching or initial processing of fish or shell fish or the raising or harvesting of fish or shellfish at fish farms. It consists of work performed for wages or personal subsistence.
<b>Follow-Up</b>	To make contact to ensure that referral information was obtained and acted upon.
<b>Homebase</b>	The city/town which the worker considers the permanent address where he resides when not migrating.
<b>ID&amp;R Plan</b>	A plan which details ID&R timelines, recruitment methods, strategies, etc., to be used to identify and recruit all migrant students on a year-round basis.
<b>In Order to Obtain</b>	When used to describe why a worker moved, means one of the purposes of the move is to seek or obtain qualifying work.

<b>Informal Resources</b>	Information that is shared through firsthand knowledge (e.g., job leads or names of other migrant families in the area).
<b>Initial Processing</b>	Working with a raw agricultural or fishing product, and transforming the raw product into a more refined product. U.S. Department of Agriculture (USDA) definition of processing includes cooking, baking, curing, heating, drying, mixing, grinding, churning, separating, extracting, slaughtering, cutting, fermenting, distilling, eviscerating, preserving, dehydrating, freezing, chilling, packaging, canning, jarring, or otherwise enclosing food in a container. Working with a refined product is beyond “initial processing.”
<b>Interviewer</b>	An annually trained staff person responsible for identifying eligible migrant children into the MEP.
<b>LEA (Local Education Agency)</b>	The LEA receives funds from the Texas Education Agency to operate independent projects or to participate in Shared Services Arrangements with its regional Education Service Center.
<b>Livestock</b>	Livestock refers to any domestic animal produced or kept primarily for breeding or slaughter purposes; and beef and dairy cattle, hogs, sheep, rabbits, deer, goats, and horses. Livestock does not include animals used for recreation or sport.
<b>Livestock Production</b>	Livestock Production refers to actively taking care of animals by herding, handling, feeding, watering, caring for, branding, tagging and assisting in the raising of livestock.
<b>LOA (Local Operating Agency)</b>	A local operating agency may be a local education agency (LEA), an institution of higher education (IHE) or other public or nonprofit agency.
<b>Memorandum of Understanding (MOU)</b>	A collaboration agreement between the MEP and the named entity where both parties agree to certain terms in order to provide services for migrant youth.
<b>Migratory Agricultural Worker</b>	A person who, in the preceding 36 months, has moved from one school district to another, or from one administrative area to another within a State that is comprised of a single school district, in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.

**Migratory Child**

A migratory child is a migratory agricultural worker or a migratory fisher; or who, in the preceding 36 months, in order to accompany or join a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher—

- Has moved from one school district to another;
- In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
- As the child of a migratory fisher, resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence.

**Migratory Fisher**

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

**Move or Moved**

A change from one residence to another residence that occurs due to economic necessity. To qualify for the MEP, this move must be from one school district to another.

**Non-Project District**

A public school district that does not receive Migrant Education Program funding.

**Out of School Youth**

For the purposes of the MEP, an **OUT OF SCHOOL YOUTH** (OSY) is a child up through 21 who is entitled to a free public education in the state and who meets the definition of “migratory child,” but who is not currently enrolled in a K-12 school. This could include students who have dropped out of school, youth who are working on a general education development (GED) credential outside of a K-12 school and youth who are “here to work” only. It would not include children in preschool. Out of school youth who meet the definition of a “migratory child” as well as all other MEP eligibility criteria are eligible for the MEP.



<b>Personal Subsistence</b>	The worker and his or her 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. The Texas MEP does not qualify families under this definition.
<b>Poultry Production and Processing</b>	Poultry Production and Processing refer to the raising of domestic fowl for flesh, eggs, feathers, down, breeding, and by-products; and the production and processing of chickens, turkeys, Cornish hens, ducks, geese, quail, ostrich, emus, pheasant, and dove.
<b>Production</b>	Production refers to working on farms, dairies, orchards, nurseries and greenhouses engaged in the production of crops, plants or vines; keeping, grazing, or feeding of livestock or livestock products for sale; engaging in the production of bulbs, flower seeds, and vegetable seeds; working in specialty operations such as sod farms, mushroom cellars, and cranberry bogs [U.S. Department of Agriculture (USDA) definition].
<b>Project District</b>	A district that receives MEP funding to operate a migrant program. A project district can be either an independent district or the member of a Shared Services Arrangement (SSA).
<b>Public Education Information Management System (PEIMS)</b>	PEIMS contains student demographic and academic performance, personnel, financial, and organizational information.
<b>Qualifying Arrival Date (QAD)</b>	The date the qualifying move was completed.
<b>Qualifying Work</b>	Qualifying work is temporary employment or seasonal employment in agricultural work or fishing work.
<b>Quality Control</b>	The process in which the states ensure that migrant children are correctly identified and recruited into the Migrant Education Program.
<b>Recruiter</b>	An annually trained staff person responsible for identifying eligible migrant children into the MEP.
<b>Referral</b>	The act of directing someone with a need to the appropriate resource for addressing that need.

<b>Residency Date</b>	Residency date is the first date of the student's arrival in the school district.
<b>Residency Verification</b>	The process conducted by an ESC or MEP funded school district to verify that each child listed on the COE resides in the district. Residency verification must be conducted between September 1 and November 1.
<b>Residence</b>	For the purposes of the MEP, a residence is a place where one lives and not just visits. In certain circumstances, boats, vehicles, tents, trailers, etc. may serve as a residence. A mailing address is not considered a residence.
<b>Reviewer</b>	An annually trained staff person responsible for approving and verifying that the information on the COE supports a proper determination of eligibility.
<b>SEA (State Education Agency)</b>	All SEAs receive federal funds to operate programs under Title I, Part C – Education of Migratory Children.
<b>Seasonal Employment</b>	Employment in agriculture or fishing 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.
<b>Shared Services Arrangement (SSA)</b>	This is an agreement between two or more local education agencies (LEAs) and/or education service centers (ESCs) that provides services for the entities involved.
<b>Soon After the Move</b>	Signifies, for the Texas MEP, that the worker must obtain qualifying work within 30 days after the worker's arrival.
<b>Temporary Employment</b>	Employment in agriculture or fishing that lasts for a limited period of time, usually a few months, but no longer than 12 months.
<b>The Family Educational Rights and Privacy Act of 1974 (FERPA)</b>	This Act provides each family the right to access their child's records, and requires that the privacy of such records be protected.
<b>Third-Party Source</b>	A person or document used to provide credible information.
<b>"To Join" Move</b>	This is a qualifying move in which the worker and the children do not move together. The recruiter must document the different arrival dates and the reason for the child's later move or the worker's later move.

**Work Sought But Not Obtained**

A worker who did not obtain qualifying work soon after a move may be considered to have moved in order to obtain qualifying work only if the worker states that at least one purpose of the move was specifically to seek the qualifying work, and (i.) the worker is found to have a prior history of moves to obtain qualifying work; or (ii.) there is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available.

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# **SECTION 5: ADMINISTRATORS' RESPONSIBILITIES AND RESOURCES**



# ADMINISTRATORS' RESPONSIBILITIES AND RESOURCES (R&R)

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The Administrators' Responsibilities and Resources (R&R) section contains basic information regarding the responsibilities that administrators have in the identification and recruitment process of migrant children in Texas. It is designed to help administrators ensure that:

- an Identification and Recruitment (ID&R) Plan is in place at the Education Service Center (ESC) and Local Education Agency (LEA);
- quality control measures are in place;
- proper eligibility decisions are being made; and
- all necessary documentation is accurate and complete.

All information included in this section is intended for the administrator of the Migrant Education Program, to be used in managing ID&R in all its facets. In addition to the ID&R plan, this section contains an explanation of the following:

- residency verification;
- quality control; and
- eligibility validation.

Also contained are critical resources for the administrator's use in developing documentation and forms.

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# CONDUCTING IDENTIFICATION AND RECRUITMENT (ID&R) IN TEXAS

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LEAs receive funding to operate regular term as well as summer term programs in which, in addition to providing supplemental instructional and support services, they are responsible for identifying and recruiting all migrant children within their boundaries, and encoding migrant student demographic, academic and health data on the New Generation System (NGS), the Texas migrant student database.

School districts that are allocated MEP funds are called “Project” districts. School districts that do not receive Migrant Education Program (MEP) funds are called “Non-Project” districts. The chart below outlines the ID&R responsibilities for “Project” and “Non-Project” districts.

## **ID&R Responsibilities for Project and Non-Project Districts**

### ***Project Districts (Independent Projects and SSA-Member Districts):***

- Are public school districts that **receive MEP funding** to operate a migrant program.
- **Must conduct ID&R** for the MEP independently or in coordination with the regional ESC through a Shared Services Arrangement (SSA).

### ***Non-Project Districts:***

- Are public school districts that do not receive MEP funding.
- **Must work with MEP-funded staff of the ESC who have the responsibility** for ID&R, including migrant student enrollments, encoding of PEIMS numbers, eligibility review, residency verification, migrant student withdrawals, and if available, state academic assessment results. These requirements are outlined in the ESC ESEA Title I, Part C Migrant Basic Services Grant Application.
- **Must maintain documentation on file** indicating that active identification and recruitment is taking place at the district.

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# IDENTIFICATION AND RECRUITMENT (ID&R) IN PROJECT DISTRICTS

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The Texas MEP has identified approximately 49,000 migrant children and youth, making it the second largest migrant education program in the United States. With Texas migrant children and families migrating to 48 other States, the Texas MEP serves the largest interstate migrant student population in the country.

The Texas MEP is a state-administered program that offers subgrants to public school districts. The Texas MEP provides subgrants to ESCs (operating as fiscal agents for Shared Services Arrangements) and LEAs that apply for MEP funding to administer the MEP at the local level, as outlined in the Title I, Part C portion of the NCLB Consolidated Application for Federal Funding. These entities receive funding to operate year-round migrant education projects. The State MEP requires that all project districts address the following:

1. Identification and Recruitment (ID&R)
2. Interstate/Intrastate Coordination and Transfer of Student Records
3. Parental Involvement
4. Service Delivery (Program Services)
5. Program Monitoring and Evaluation

LEAs receiving MEP funds are required to follow the requirements established in the ID&R manual for:

- identifying and recruiting eligible children;
- completing the appropriate documentation (written and electronic);
- contributing to high standards of quality controls; and
- building relationships within and among communities, their institutions and migrant workers and their families.

In order for ID&R to be effective, the project district MEP administrator must employ a wide variety of strategies to locate all potentially eligible children within the district's boundaries. This means implementing balanced recruitment strategies that use more than one approach to locate families. For ID&R to be balanced, activities must occur within the school district, in the local community and with the local employers. (See Section 3: The Recruiter for types of strategies that may be utilized.)

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# IDENTIFICATION AND RECRUITMENT (ID&R) IN NON-PROJECT DISTRICTS

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ESCs receive funding to provide technical assistance in the areas of migrant program implementation including: ID&R, migrant student data collection, parent involvement and service delivery to LEAs operating migrant education programs in both MEP project and non-project districts.

The ESC is responsible for actively recruiting migrant families in non-project districts both inside and outside of the school environment (See ID&R Plan Template on pages 5.15-5.16), as well as encoding the Certificate of Eligibility (COE) and other school information on NGS. ESCs must have a person identified who is responsible for identification and recruitment in non-project districts.

One tool commonly used to conduct ID&R in non-project districts is to administer family surveys. While family surveys are effective in identifying leads through the schools, alternative strategies must be implemented to identify prospective migrant out of school youth. ESCs must maintain documentation explaining how active, balanced recruitment activities occurring in school, in the community and with prospective employers, are conducted.

## Family Surveys

If a family survey is used for ID&R, the ESC staff may choose to first train the non-project district staff to administer a migrant-specific family survey each year to all students upon registration (including those enrolling during the school year).

Next, the district or ESC staff should review the information obtained regarding potential leads. If a family survey is being used, the returned surveys should be examined for the following:

- Are there an adequate number of returned surveys (at least 90 percent of all families)?
- Which surveys have “yes” answers, indicating prospective migrant families?
- Surveys with “yes” answers will require follow-up to determine if a family is eligible for the MEP.
- Contact with potentially eligible migrant families should be done by August 31 or as soon as possible.

## Conducting ID&R in Non-Project Districts

After the ESC migrant staff has identified potential leads, there are different ways in which the ESC may choose to conduct ID&R. The following options are available for consideration. However, ESCs are not limited to these options.

### **OPTION 1:**

The ESC can train non-project district staff to identify and recruit migrant students **on a year-round, ongoing basis**. In this situation, the district staff MUST attend annual ID&R training offered by the ESC and receive certification from the ESC if they will be completing COEs.

After completing COEs, non-project district staff should forward them to the ESCs for eligibility review, reviewer sign-off and encoding into the NGS.

### **OPTION 2:**

ESCs can hire an ESC recruiter to conduct the identification and recruitment in non-project districts **on a year-round, ongoing basis**.

### **OPTION 3:**

ESC professional staff can conduct the ID&R themselves **on a year-round, ongoing basis**.

## Non-Project Cooperation with ESCs

Successful identification and recruitment in non-project districts relies upon the support and cooperation of the districts. The Texas Education Agency requires all school districts in Texas to identify migrant students residing within their boundaries (See TEA Letter, page 5.33).

All regional ESCs in Texas receive funds for recruitment in these non-project districts and, therefore, the regional education service center is responsible for conducting ID&R both in the school and in the community.

In instances where the ESC is having difficulty obtaining cooperation from non-project districts, the ESC should:

- Notify the TEA's Curriculum Division;
- Conduct active recruitment in the community, through locations such as churches, post offices, laundry facilities, flea markets, grocery stores or any other locations which may be frequented by the migrant community; and
- Maintain documentation of the non-project district's refusal to cooperate in the ID&R effort.

# ACTIVE ID&R THROUGHOUT THE STATE

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Under section 1304(c)(7) of Public Law 107-110, Texas is responsible for identifying and recruiting all eligible migrant children residing in the state. Identification means actively looking for and finding migrant children. Recruitment means making contact with the family or youth and obtaining the necessary information to document the child's eligibility and enroll the child in the MEP.

The identification and recruitment of migrant children is essential because the state must create a record of eligibility for each migrant child and youth before he or she can receive any of the MEP's educational or supportive services. The longer it takes a state to find a migrant child, the more time passes before the child receives the extra services he or she needs to succeed.

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

Migrant children who are not identified may experience problems such as: delays in placement or incorrect school assignment; failure to count partial credits or inappropriate course sequence for graduation from the student's homebase school; and obstacles to receiving necessary supplemental services. Even if an individual migrant child does not receive services, it is important to identify all migrant children so that their needs can be assessed and to plan future services.

Recruitment is more than just simply finding and interviewing families. The recruiter must build effective relationships with migrant families, service providers who work with the families and employers who hire them. For ID&R to be effective, it must be ongoing throughout the entire year, not just the school year, and balanced, which means that a variety of resources including the school district, local community and local employers must be included in the efforts to identify and recruit all migrant children and their families

who reside within the school district's boundaries. The information that is gathered is then compiled into the district's ID&R Plan which outlines all facets of identification and recruitment. An ID&R Plan helps the MEP administrator, the recruiter and other recruitment staff to organize and to prioritize recruitment activities and to establish timelines for their completion. A recruiter who has clear objectives and a plan for reaching them is more likely to be successful than a recruiter who leaves things to chance. The primary reasons for developing an ID&R Plan include:

- The process of creating an ID&R Plan forces the MEP administrator to think about what should be accomplished, to establish recruitment objectives, to decide upon the best way to attain these objectives and to develop specific action steps and timelines for their completion.
- An ID&R Plan encourages the MEP administrator and staff to be efficient and to use time wisely.
- The completed ID&R Plan can serve as the basis for evaluating the ESC and the independent project district's efforts and for continually adjusting and improving strategies for finding migrant children.
- If ID&R staff leave the job, new staff have a clear blueprint of how to recruit in the district.

The ESC and district ID&R Plan, modeled after the Texas MEP State Plan for Identification and Recruitment (ID&R), must contain the following elements:

1. Training and certification of all recruiters and eligibility reviewers;

**Note:** The ESC must complete the *Recruiter/Reviewer* component on NGS for every recruiter/reviewer who is annually trained by the ESC. This process includes entering recruiter/reviewer information, as well as encoding certification dates. All recruiters/reviewers trained should have a recruiter ID before the NGS Data Specialist starts encoding history lines for the current school year. The State will add the certification dates on NGS for all ESC personnel who participate in the annual ID&R Training.

2. A safe and effective process for deploying recruiters within the district;
3. A variety of strategies and activities to actively identify and recruit all eligible migrant children, both in-school and out-of-school, within the district boundaries;
4. Profiles/calendars/maps of major crops and employers within the area;
5. The use of a map of the district and current migrant housing lists to target all areas in which migrant families or emancipated youth are likely to reside;
6. Strategies for coordination/networking with local/regional organizations and agencies that provide services to migrant workers and their families;
7. Protocols for eligibility review;
8. A plan for monitoring recruiters and eligibility reviewers;
9. Written quality control procedures for ID&R; and



#### 10. Evaluation Plan of ID&R efforts to promote continuous improvement.

The following template for an ID&R Plan is provided to assist the LEA/ESC with their recruitment efforts within project and non-project districts (See pages 5.15-5.16). Under each lettered activity of the ID&R template, the LEA/ESC should incorporate specific detail related to each Required Activity and list appropriate staff related to each activity under Affected Individuals. The LEA/ESC may use another format for the ID&R Plan as long as all the strategies/activities in the template are conducted within the timeline presented below.

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# ID&R PLAN TEMPLATE

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
<b>I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS</b>		
<b>A. <u>Attend Identification &amp; Recruitment (ID&amp;R) training offered by ESC – Recruiters.</u></b> <b><u>Attend ID&amp;R and NGS training offered by ESC – Designated SEA Reviewers.</u></b> COEs for new school year cannot be completed until training has occurred.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By December 15 for ID&R training. By December 15 for NGS training.
<b>B. <u>Other</u></b>		
<b>II. IDENTIFICATION &amp; RECRUITMENT</b>		
<b>A. <u>Meet with all ID&amp;R Staff.</u></b> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>B. <u>Finalize all forms, documents, logs.</u></b> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	<b>Staff:</b> MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>C. <u>Make recruiter assignments.</u></b> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>D. <u>Conduct ID&amp;R.</u></b> <b><i>Potentially Eligible Migrant Children:</i></b> Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. <b><i>Currently Eligible Migrant Children:</i></b> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. <b>Note:</b> Share copies of COEs with appropriate entities as listed on COE.	<b>Staff:</b> MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
<b>E. <u>Complete COEs.</u></b> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	<b>Staff:</b> MEP recruiters	Within 3 days of parent signature
<b>F. <u>Review of COEs.</u></b> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	<b>Staff:</b> Designated SEA Reviewers	Within 5 days of parent signature.
<b>G. <u>Conduct residency verification.</u></b> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	<b>Staff:</b> MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3rd birthday.
<b>H. <u>Other</u></b>		

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
<b>III. MAPS AND INTRAREGIONAL NETWORKING</b>		
<b>A. <u>Make contact with potential growers.</u></b> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
<b>B. <u>Develop calendar and maps.</u></b> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	<b>Staff:</b> MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
<b>C. <u>Other</u></b>		
<b>IV. INTERAGENCY COORDINATION</b>		
<b>A. <u>Network with agencies that serve migrant families.</u></b> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	<b>Staff:</b> MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
<b>B. <u>Other</u></b>		
<b>V. QUALITY CONTROL</b>		
<b>A. <u>Written quality control procedures.</u></b> Develop written procedures that outline ID&R quality control within the LEA/ESC.	<b>Staff:</b> MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
<b>B. <u>Eligibility review.</u></b> Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	<b>Staff:</b> Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
<b>C. <u>Monitor and address ongoing training needs for ID&amp;R.</u></b> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	<b>Staff:</b> All MEP staff	As needed throughout the year
<b>D. <u>Maintain up-to-date records on file.</u></b> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	<b>Staff:</b> All MEP staff	Ongoing throughout the year
<b>E. <u>Coordinate with ESC for annual eligibility validation.</u></b> Validate eligibility through re-interview process according to instructions set forth by TEA.	<b>Staff:</b> ESC, MEP staff <b>Children:</b> Previously-identified children selected by State MEP	January – June
<b>F. <u>Other</u></b>		
<b>VI. EVALUATION</b>		
<b>A. <u>Evaluate ID&amp;R efforts for subsequent planning.</u></b> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	<b>Staff:</b> All MEP staff <b>Others:</b> Local Migrant Parent Advisory Council (PAC), etc.	By June 30
<b>B. <u>Other</u></b>		

# TEXAS' QUALITY CONTROL PLAN

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## Importance of Quality Control

Recruiters, reviewers, NGS specialists, ESC migrant staff, and State MEP staff all share in the effort to maintain and improve a strong system of quality control. By adhering to the quality control process outlined in this section, the school districts, regional ESCs, and the State MEP can be assured that eligibility determinations are correct and will withstand the scrutiny of federal and state auditors.

## Texas' Quality Control Plan

A core responsibility of the Texas MEP is to ensure that eligible migrant children are correctly identified and recruited so that MEP services will reach the population for whom these funds are allocated. The State's quality control plan for identification and recruitment (ID&R) ensures that only eligible migrant students are recruited, counted and served by the Texas MEP by making sure that:

1. eligibility determinations are correctly made by trained recruiters;
2. eligibility determinations are adequately reviewed by trained Designated SEA eligibility reviewers;
3. changes/updates/deletions are made on the COE and COE Supplemental Documentation Form following proper procedures;
4. eligibility determinations are adequately supported by documentation;
5. annual residency verification is conducted by trained recruiters within the appropriate time frame;
6. annual eligibility validations are conducted by trained ESC migrant staff; and
7. COEs are randomly checked by the State MEP, which may include a parent re-interview process, to verify and validate recruiter eligibility decisions.

All individuals involved in identification and recruitment for the MEP must follow the guidelines and procedures outlined in the Administrators' Responsibilities and Resources section.

## Texas MEP Quality Control Procedures

The State MEP has implemented the following:

- A process in which the Texas Education Agency (TEA) MEP staff train ESC regional trainers who annually train all recruiters and Designated SEA Reviewers in their regions on child eligibility, COE completion and ID&R procedures and certify that all recruiters and eligibility reviewers have successfully completed their annual ID&R training.
  - Recruiters cannot begin recruiting students for the new school year until they have successfully completed the ID&R annual training. Designated SEA Reviewers cannot review COEs until they have successfully completed both NGS and ID&R annual trainings.
  - Recruiters must always use the newest version of the Texas COE and COE Supplemental Documentation Form to record eligibility determinations.
  - ESC Regional Trainers assign each trained recruiter an ID number for NGS data entry. NGS Data Specialists encode the Recruiter ID number on each NGS enrollment line to link eligibility determinations to individual recruiters.
  - Residency verification is recorded on the COE if the family has not made a new qualifying move.
  - Recruiters, Designated SEA Reviewers and re-interviewers may make changes on the COE and COE Supplemental Documentation Form following the process outlined in Section 2 of the ID&R manual.
- A process in which:
  - Trained eligibility reviewers verify recruiters' eligibility determinations.
  - The COE Supplemental Documentation Form is required for any family who does not rely on migrant work for the sole source of income and when comments are needed on the COE to support an eligibility determination.
- A process to validate that eligibility determinations were properly made.
  - COEs are forwarded to the ESC for further review following process outlined in Section 1 of the ID&R manual.
  - COEs are used on an intra-state basis as a quality control effort to re-examine eligibility determinations.
  - Re-interviewers interview a family if questions arise regarding the initial eligibility determination.
  - State MEP reviews COEs forwarded from the ESC as outlined in Section 1 of the ID&R manual.
- Monitor annually the identification and recruitment practices of individual recruiters.
  - The State MEP randomly selects children as part of its annual eligibility validation process.

- The ESC conducts the annual eligibility validation in coordination with TEA and the LEA.

## **Maps and Intraregional Networking**

An important component of Quality Control for the Texas Migrant Education Program involves regional agricultural mapping and networking with growers and prospective employers.

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# THE ELIGIBILITY PROCESS

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## 1. Recruiter

The eligibility process begins with the recruiter's initial interview of the parent/worker to determine eligibility. If the recruiter determines that the children are eligible for the MEP, he/she documents the eligibility determination on the Certificate of Eligibility (COE) and the COE Supplemental Documentation Form, if needed. (For a complete listing of the recruiter's role and responsibilities, see Section 3 of the ID&R manual, pages 3.3-3.5.)

As new families move into the district, the recruiter must check to see if the family had been identified earlier in another district in the state. If the family had been previously identified and has existing eligibility, the recruiter must request a copy of the original COE from the district and validate the eligibility information with the parent/guardian. If the eligibility information conflicts, the LEA must complete a new COE with the parent's new information and refer the situation for further review.

## 2. Designated SEA Reviewer

The role of the Designated SEA Reviewer is crucial in implementing the State's plan for quality control. This person's primary role is to re-examine and verify the eligibility of the children listed on the COE. The Designated SEA Reviewer is the second sign off on the COE. Each school district that accepts State MEP funding accepts responsibility for ensuring the accuracy of ALL eligibility determinations as recorded on its COEs.

Based on the review by the Designated SEA Reviewer:

- the recruiter may be asked to revisit the family to obtain additional information;
- a second recruiter may be asked to visit the family to clarify information obtained by the initial recruiter; or
- the family may be determined ineligible for the MEP.

The eligibility review may occur at the LEA or ESC level as outlined in the chart below.

<b>Eligibility Review Process</b>	
<b>100 or More Identified Students</b>	<p>The project LEA conducts the eligibility review by someone other than the recruiter. For the 2014-2015 school year, the Texas MEP requires that the ESC select a random sample of at least 5% of the yellow copies submitted annually to them to review for errors. When errors are found the ESC must contact the LEA to follow up in terms of eligibility determinations and/or to make corrections on the COE as needed.</p> <p><b>Note:</b> ESCs that are not the fiscal agent should retain the yellow copies of the COE and the COE SDF, received from the project districts for the duration of the eligibility of the family.</p>
<b>Less Than 100 Identified Students</b>	The ESC conducts the eligibility review for the project district that may not have adequate staff to provide an eligibility reviewer. Otherwise, the LEA may choose to have its own Designated SEA Reviewer.
<b>SSA Member Districts</b>	The ESC conducts the eligibility review.
<b>Non-Project Districts</b>	The ESC conducts the eligibility review.

## Duties and Responsibilities of the Designated SEA Reviewer

### A Designated SEA Reviewer must:

- Attend annual ID&R and New Generation System (NGS) trainings conducted by the ESC *before* conducting eligibility verification and signing COEs.
- Carefully re-examine the COE and verify the accuracy of all required information.
- Look for the previous COE, if any, and/or the NGS data pertaining to the family's last qualifying move.
- Know and identify situations that require additional documentation in the form of comments.
- Know under what circumstances to forward COEs to the ESC for further review.
- Know in what format additional documentation must be recorded on the COE and COE Supplemental Documentation Form.
- Know how to interpret eligibility-related data on NGS.

### 3. NGS Data Specialist

The role of the NGS Data Specialist is to enter data from each child's COE into the NGS according to timelines and procedures outlined in the *2014-2015 Texas Manual for New Generation System (NGS) Data Management Requirements for School Districts and Education Service Centers* so that accurate, up-to-date information is accessible in a timely manner.

### 4. Re-Interviewer (Annual Eligibility Validation Process)

The ESC, under the guidance of TEA, conducts the annual eligibility validation process of the State's eligible migrant children. The re-interviewer, hired by the ESC, validates that the child(ren) chosen as part of the eligibility sample, is/are eligible and that the recruiter has sufficiently documented his/her eligibility determination. Re-interviewers must be thoroughly trained in child eligibility, the interview process and on NGS.

**Note:** LEAs **never** re-interview the parent/guardian/spouse/worker to verify eligibility after the COE has been signed by the recruiter and Designated SEA Reviewer and entered into NGS. If eligibility questions arise after this point, the COEs are forwarded to the ESC to determine if the family should be re-interviewed by the ESC.

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# KEY ROLES IN THE ELIGIBILITY PROCESS

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The steps involved for each role in the eligibility process are depicted below.

## 1. The Recruiter (aka The Interviewer)

(At District or ESC Level)

- ★ Interviews family and documents eligibility on COE and COE Supplemental Documentation Form.
- ★ Annually verifies residency

## 2. The Designated SEA Reviewer

(At District or ESC Level)

- ★ Reviews COE and all required documentation to verify eligibility of children recorded on COE.
- ★ May annually verify residency.

*The Designated SEA Reviewer may send COE back to recruiter for additional documentation or clarification.*

## 3. The NGS Data Specialist

(At District or ESC Level)

- ★ Enters eligibility data from the COE into NGS.

## 4. Re-Interviewer

(At ESC Level)

- ★ Annually validates eligibility using Eligibility Validation form.
- ★ Validates eligibility as questions arise.

*For potentially misidentified children, COE must be sent to **State MEP** for further review and eligibility determination.*

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# MAKING DIFFICULT ELIGIBILITY DETERMINATIONS

The Texas MEP is responsible for providing guidance in cases where eligibility is unclear. The State provides this guidance through the training of MEP-funded ESC staff and by providing direct technical assistance to the ESCs.

When faced with difficult eligibility decisions, MEP administrators must gather all relevant information and forward the COE in question along with the COE Supplemental Documentation Form and any other pertinent information to the regional ESC migrant staff. When necessary, the ESC will consult the State MEP staff for eligibility determinations. The following graphic illustrates how difficult eligibility determinations are made.

## 1. LEA

The recruiter faced with difficulty determining eligibility gathers all relevant information and forwards it to the ESC's migrant staff.

## 2. Regional ESC

The ESC migrant staff reviews information and may consult with State MEP or contact other regional ESC for additional information.

## 3. State MEP

The State MEP staff will determine:

- ★ What guidance was given if a similar case has been reviewed in the past; and
- ★ If no precedent case is on file, eligibility will be decided based on the facts of the individual case.

The State MEP will then contact the ESC and **give the eligibility determination**, as well as share the information at the earliest opportunities (training sessions, via Listserv, etc.).

## 4. Regional ESC

The regional ESC staff must share eligibility decision:

- ★ With the inquiring district immediately, and
- ★ With all other MEP-funded districts in their service area within 30 days of being notified by the State.

## 5. LEA

The recruiter thoroughly explains the eligibility decision in the **Comments** section of the COE Supplemental Documentation Form. This documentation must be detailed enough to satisfy a state or federal auditor.

Difficult eligibility determinations that warrant further review must be forwarded to the regional ESC level for review and approval. Migrant staff at the regional ESC will then forward the information to the State MEP for an eligibility determination, as outlined by the MEP quality control procedures. The quality control system which the State implements must ensure that eligibility decisions are explained well in the Comments section of the COE Supplemental Documentation Form and contain sufficient narrative to satisfy state and federal auditors.

## **COEs and CONDITIONS WARRANTING FURTHER REVIEW**

### **COEs:**

#### **Changes Related to QADs**

LEAs cannot change QADs on COEs. The LEA must forward COE and reasons why QAD should be changed to the ESC migrant staff who will immediately consult with the State MEP.

#### **COEs Containing More than One Required Eligibility Comment**

If the COE needs more than one required comment in order to document eligibility, the recruiter must refer the situation to the ESC for review. The ESC will make a determination as to the reasonableness of the worker's eligibility and make a comment regarding the worker's eligibility for the MEP on the COE Supplemental Documentation Form.

### **CONDITIONS:**

#### **Parents Do NOT Validate Information Collected Previously**

The parent does not validate the eligibility information on a previous COE. This may occur when a family changes residences within the state without making a new qualifying move. When a recruiter interviewing a family on an existing QAD receives conflicting information, the LEA must complete a new COE with the parent's new information and send a copy of the new COE, along with an explanation, to the ESC. The ESC will forward a copy to the previous school district for their records.

#### **Extenuating Circumstances**

If the recruiter feels that extenuating circumstances exist, the LEA must refer the situation to the ESC who will forward all documentation to the State MEP for an eligibility determination.

#### **Potentially Misidentified Children**

The LEA must forward COE and all supporting documentation to the ESC who will immediately consult with and forward information to the State MEP.



# ELIGIBILITY VALIDATION

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The purpose of the eligibility validation process is to ensure that only eligible migrant children are enrolled on NGS. Through the eligibility validation process a representative sample of children are selected for the re-interview process in order to determine the accuracy and completeness of recorded information on the COE, by ensuring the specificity and legitimacy of the last qualifying move date and qualifying agricultural or fishing activities.

The ESC is responsible for conducting eligibility validations for the entire region. Children chosen for the eligibility validation process may be located in independent project districts, SSA member districts or non-projects districts.

On an annual basis, each ESC is responsible for attending training provided by TEA in order to complete the following steps as part of the 6-step Eligibility Validation process.

**Step I: Preparing for Re-Interviewer Training – ESC**

**Step II: Preparing for the Interview – ESC/Re-Interviewers**

**Step III: Conducting the Interview – Re-Interviewers**

**Step IV: Documentation/Recordkeeping**

**Step V: Review by ID&R Focus Group**

**Step VI: Conduct Follow-Up and Final Eligibility Determination**

**Note:** It is important to remember that any person who is selected to conduct the re-interviews during the Eligibility Validation process must not have been part of the original eligibility determination. That is, the re-interviewer must not have signed the original COE either as the recruiter or as the Designated SEA Reviewer.

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# MAINTAINING AUDITABLE FILES

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## Fiscal Agent

The original **auditable** COE must be maintained by the fiscal agent. This includes all changes, corrections, additions and residency verification documentation. Please note that ongoing student enrollments (SSID, enrollment date and grade level) are not considered changes or corrections to the COE. Ongoing enrollments may be documented by NGS multiple enrollment worksheets and recorded on NGS. The NGS enrollment screens could be printed out and attached to the COE to document each new enrollment. Document on the NGS enrollment screen printout that the enrollment data was provided through the NGS multiple enrollment worksheet. **The fiscal agent must also maintain documentation regarding annual training of all individuals signing the COE.**

**Note: Retention of COE (original) is 10 years from the QAD** (e.g., QAD of 08/01/14 + 3 years = end of eligibility on 08/01/17. 08/01/17 + 7 years = end of file retention on 08/01/24).

As fiscal agents, project districts and ESC/district SSA fiscal agents are required by law to retain all auditable files for the time periods during which they were fiscal agents, even if the fiscal agent status changes. When a service center becomes the fiscal agent, files generated by a district in prior years must be retained by that district according to the inactive file requirements below.

**Note:** ESCs that are not the fiscal agent should retain the yellow copies of the COE and the COE SDF, received from the project districts for the duration of the eligibility of the family.

## Shared Services Arrangements (SSAs)

A copy of the COE and COE SDF must be given to SSA member districts (i.e., non-fiscal agents) in shared services arrangements. These copies should be retained for the duration of the eligibility of the family.

## Active Files (Fiscal Agent and SSA Member Districts)

This is an active COE file which includes the COE SDF and any other documented eligibility information, for migrant children identified for the current school year, and maintained in alphabetical order by current female parent.

It is recommended that all COE and SDF copies received by the ESC be date stamped for quality control purposes. It is important to remember to stamp in an area that does not interfere with any of the data fields.

## Inactive Files (Fiscal Agent and Shared Services Arrangement Member Districts)

An inactive COE file must be kept for children identified in previous years, and retained for seven (7) years from last QAD.

For termination due to graduation, obtaining a GED, death of child or a parent request, the records (e.g., copy of COE, copy of COE SDF, documentation of termination) will be treated as inactive, and also kept for seven (7) years from last QAD.

**Note: Exercise great care so that COEs are not destroyed prematurely or lost.** Section 80.42(d) of EDGAR allows the State MEP and its subgrantees to substitute original records with copies made by photocopying or similar method. The table below provides guidance in determining when COEs may be destroyed.

Qualifying Arrival Date (QAD)	COE may be destroyed (10 years from QAD)
October 1, 2010	October 1, 2020
October 1, 2011	October 1, 2021
October 1, 2012	October 1, 2022
October 1, 2013	October 1, 2023

**Note: The only exception to the above timelines involves old COEs that are being reviewed because of an ongoing investigation or audit.** COEs that are material to an investigation or audit should not be destroyed until the investigation or audit has been closed.

# ID&R RESOURCES FOR THE ADMINISTRATOR

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Please keep in mind that federal law (Public Law 107-110, Title I, Part C) requires that the state identify and recruit every eligible migrant student residing in Texas. The ID&R Letter to the Administrator Addressed from the Texas Education Agency was updated for the 2013-2014 school year and remains in effect.



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Michael L. Williams  
Commissioner

December 11, 2013

TO THE ADMINISTRATOR ADDRESSED:

SUBJECT: Identification and Recruitment (ID&R) of Migrant Students

Federal law requires that the state identify and recruit every eligible migrant student residing in Texas. The Texas Education Agency has assured the U.S. Department of Education that migrant students would be actively recruited year-round in every district in the state, including out of school youth (OSY). For the purposes of the Migrant Education Program, out of school youth are defined as youth up through age 21 not currently enrolled in a K-12 institution who may have dropped out of school, are working on a GED outside of a K-12 institution or are "here-to-work" only. Under the No Child Left Behind (NCLB) Act of 2001, funding to districts operating migrant education programs is based, in part, on the number of migrant students identified.

For the 2013-2014 school year, each regional education service center (ESC) is being provided with additional funding in order to hire a recruiter who will be dedicated solely to region-wide recruitment of OSY. At a minimum, the ESC OSY recruiter will be responsible for determining individual academic and support needs of each OSY, identifying available resources and making referrals to address said needs (e.g., tutoring, GED, etc.), coordinating support services with LEAs, coordinating with local Workforce Solutions and other entities, as needed to ensure that the OSY has access to appropriate services in order to make a successful transition to postsecondary education or employment. The OSY recruiter must also follow up, monitor, and document the progress of each identified OSY.

For ID&R to be effective, it must be ongoing throughout the entire year, not just the school year, and balanced, which means that a variety of resources including the school district, local community and local employers must be included in the efforts to identify and recruit all migrant children and their families who reside within the school district's boundaries.

The Agency encourages all migrant-funded districts to work cooperatively with their regional education service centers in order to ensure that the Migrant Education Program reaches all eligible migrant children and that the children are properly reported in the New Generation System (NGS) database.

While all districts that receive migrant funds are required to conduct their own identification and recruitment for the program, the 20 regional ESCs are responsible for assisting all non-migrant-funded districts with the identification and recruitment of their migrant children. If your district does not receive migrant funds, the Agency requests that you work collaboratively with your regional ESC to recruit all eligible migrant students residing in your area, including out of school youth, and to encode the children into the NGS database.

As always, thank you for your assistance and support of Texas' migrant students. If you would like additional information regarding the identification and recruitment of migrant children, please contact the Migrant Education Program staff either at your regional ESC or at TEA's Curriculum Division at (512) 463-9581.

Sincerely,

Monica Martinez  
Associate Commissioner  
Standards and Programs

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# **SAMPLE MIGRANT MIDDLE SCHOOL LETTER**

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The Sample Migrant Middle School Letter provided in English and Spanish on the following pages were developed with input from our State PAC members. The Migrant Middle School Letter is a tool which can be used to provide migrant parents with tips on how to collaborate with school staff and how to access resources they may need, including names and contact information for key school and district personnel.

It is recommended that the letter be printed on school district letterhead.

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# SAMPLE MIGRANT MIDDLE SCHOOL LETTER (ENGLISH)

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*(Sample Letter Format: Please customize and print on school district letterhead.)*



## IMPORTANT INFORMATION FOR PARENTS AND GUARDIANS OF MIGRANT MIDDLE SCHOOL STUDENTS

*(Insert date.)*

Dear Parent or Guardian,

Greetings from *(Insert name of school or district.)*! The middle school years can be a difficult time for some students, especially for a migrant student whose family works in agriculture, and often moves from one school district to another. It is very important for parents to know what to do should they have concerns about their children.

In an effort to ensure that migrant middle school students receive timely attention and appropriate interventions for problems they are experiencing, all school districts that receive funds for the Migrant Education Program (MEP) are required to provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources. We, therefore, are providing you with several tips and a list of names and telephone numbers of campus and district personnel who may be able to assist you and your child with any questions or concerns.

### TIPS ON HOW TO COLLABORATE WITH SCHOOL STAFF AND ACCESS RESOURCES NEEDED

1. If you have a concern, be sure to reach out to the school as soon as possible, rather than wait for the school to contact you first.
2. For concerns related to a certain class, try working with your child's teacher first. Keep in mind that, in middle school, students usually have a different teacher for each subject and also usually have an advisory teacher who the students report to daily, usually at the beginning and end of each school day.
3. If you are not able to communicate with a teacher or staff due to a language barrier, you have the right to request an interpreter provided by the school.
4. It is a good idea to schedule an appointment with the person you wish to see.

By working together we can help ensure your child's academic success.

Sincerely,

*(Insert appropriate signature.)*

PERSON OR DEPARTMENT	FOR ISSUES RELATED TO...	CONTACT INFORMATION
Parent Liaison (Designated person able to provide bilingual assistance)	<ul style="list-style-type: none"> <li>• School procedures for addressing concerns</li> <li>• Who to contact with specific questions</li> </ul>	Name: Telephone: Bilingual? <input type="checkbox"/> Yes <input type="checkbox"/> No
School Secretary	<ul style="list-style-type: none"> <li>• How to contact teachers about grades, assignments, tutoring, summer school, etc.</li> <li>• Class schedule; school schedule</li> <li>• Change in address or telephone</li> <li>• Attendance</li> <li>• School records or withdrawal</li> </ul>	Name: Telephone: Bilingual? <input type="checkbox"/> Yes <input type="checkbox"/> No
Migrant Education Program Coordinator	<ul style="list-style-type: none"> <li>• Services available for migrant children</li> <li>• School records or withdrawal</li> <li>• Summer school programs in other states</li> <li>• Assistance with any issue involving a migrant child</li> </ul>	Name: Telephone: Bilingual? <input type="checkbox"/> Yes <input type="checkbox"/> No
School Counselor	<ul style="list-style-type: none"> <li>• Student's class schedule, school withdrawal</li> <li>• Emotional problems, safety, bullying, violence</li> <li>• Alcohol, drug, or physical abuse</li> <li>• Statewide student assessment, earning HS credits</li> <li>• College preparation</li> </ul>	Name: Telephone: Bilingual? <input type="checkbox"/> Yes <input type="checkbox"/> No
Dropout Prevention Specialist	<ul style="list-style-type: none"> <li>• Programs for students at risk of dropping out</li> <li>• Attendance, skipping school</li> </ul>	Name: Telephone: Bilingual? <input type="checkbox"/> Yes <input type="checkbox"/> No
School Principal	<ul style="list-style-type: none"> <li>• Safety, bullying, any issues related to school</li> </ul>	Name: Telephone: Bilingual? <input type="checkbox"/> Yes <input type="checkbox"/> No
English-as-a-Second Language (ESL) Coordinator	<ul style="list-style-type: none"> <li>• Problems with the English language</li> </ul>	Name: Telephone: Bilingual? <input type="checkbox"/> Yes <input type="checkbox"/> No
Special Education Coordinator	<ul style="list-style-type: none"> <li>• Services or accommodations — if child already is admitted in special education</li> <li>• Special education testing — if suspect that child may have a special need, such as a learning disability, etc.</li> <li>• General questions about special education and parent and student rights.</li> </ul>	Name: Telephone: Bilingual? <input type="checkbox"/> Yes <input type="checkbox"/> No
Health Services	<ul style="list-style-type: none"> <li>• Immunizations, vision, or hearing screenings</li> <li>• Health or dental problems, nutrition</li> <li>• Issues related to taking medication while at school</li> </ul>	Name: Telephone: Bilingual? <input type="checkbox"/> Yes <input type="checkbox"/> No
Homeless Services	<ul style="list-style-type: none"> <li>• Assistance for students whose families do not have a residence of their own</li> </ul>	Name: Telephone: Bilingual? <input type="checkbox"/> Yes <input type="checkbox"/> No
Food Services	<ul style="list-style-type: none"> <li>• School breakfast/lunch menus or prices</li> <li>• Application for free meals at school</li> </ul>	Name: Telephone: Bilingual? <input type="checkbox"/> Yes <input type="checkbox"/> No
Transportation Services	<ul style="list-style-type: none"> <li>• Transportation to or from school by bus</li> <li>• Bus safety or schedules</li> </ul>	Name: Telephone: Bilingual? <input type="checkbox"/> Yes <input type="checkbox"/> No

# SAMPLE MIGRANT MIDDLE SCHOOL LETTER (SPANISH)

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*(Sample Letter Format: Please customize and print on school district letterhead.)*



## INFORMACION IMPORTANTE

PARA PADRES Y GUARDIANES DE ESTUDIANTES MIGRANTES EN LAS ESCUELAS INTERMEDIAS

*(Insert date.)*

Estimado Padre o Guardián:

¡Saludos de parte del *(Insert name of school district.)*! Los años en la escuela intermedia pueden ser difíciles para algunos estudiantes, especialmente para un estudiante migrante con familia que trabaja en la labor/agricultura y que tiene que cambiar de un distrito escolar a otro. Es muy importante que los padres estén informados de los recursos a su alcance cuando tengan una preocupación sobre su hijo/a.

Para asegurar que los estudiantes migrantes de nivel intermedio reciban recursos adecuados y a tiempo, se requiere que todos los distritos que reciben fondos del Programa de Educación Migrante proporcionen a los padres información referente a cómo los padres pueden colaborar con la escuela y cómo pueden tener acceso a los recursos necesarios. Por esta razón, aquí le hemos provenido unas sugerencias sobre cómo comunicarse con la escuela y una lista con los nombres y números de teléfono de los empleados de la escuela y del distrito que le puedan ayudar con cualquier pregunta que tenga sobre la educación de su hijo/a.

## SUGERENCIAS SOBRE COMO COLABORAR CON LA ESCUELA Y TENER ACCESO A LOS RECURSOS NECESARIOS

1. Si tiene una preocupación, hay que extender la mano y ponerse en contacto con la escuela tan pronto como sea posible, en vez de esperar que la escuela se ponga en contacto con Usted primero.
2. Si tiene una preocupación acerca de cierta clase, trate de comunicarse con el maestro de esa clase primero. Es importante recordar que, los estudiantes en la escuela intermedia, por lo común, tienen un maestro diferente para cada clase.
3. Si no se puede comunicar con un maestro u otro personal por la razón del idioma, Usted tiene el derecho de pedir que la escuela proporcione un intérprete.
4. Es una buena idea hacer una cita con la persona que le gustaría ver.

Trabajando juntos, podemos asegurar el éxito académico de su hijo/a.

Sinceramente,

*(Insert appropriate signature.)*

## PERSONAL IMPORTANTE DE LA ESCUELA Y DEL DISTRITO ESCOLAR

PERSONA O DEPARTAMENTO	PARA PREGUNTAS SOBRE...	NOMBRE Y NUMERO
Representante para Padres	<ul style="list-style-type: none"> <li>Procedimientos escolares</li> <li>Participación de padres</li> </ul>	Nombre: Teléfono: ¿Bilingüe? <input type="checkbox"/> Sí <input type="checkbox"/> No
Secretaria de la Escuela	<ul style="list-style-type: none"> <li>Cómo ponerse en contacto con los maestros — de las notas, tareas, tutoría, escuela de verano...</li> <li>Horario de la escuela, horario de las clases</li> <li>Cambio de dirección o teléfono</li> <li>La asistencia</li> <li>Archivos escolares o cambio de escuela</li> </ul>	Nombre: Teléfono: ¿Bilingüe? <input type="checkbox"/> Sí <input type="checkbox"/> No
Coordinador del Programa de Educación Migrante	<ul style="list-style-type: none"> <li>Servicios disponibles para niños migrantes</li> <li>Archivos escolares o cambio de escuela</li> <li>Programas de verano fuera de Texas</li> <li>Cualquier asunto de un niño migrante</li> </ul>	Nombre: Teléfono: ¿Bilingüe? <input type="checkbox"/> Sí <input type="checkbox"/> No
Consejero/a de la Escuela	<ul style="list-style-type: none"> <li>Horario de clases, cambio de escuela</li> <li>Problemas emocionales, seguridad, violencia</li> <li>Abuso de alcohol, drogas o físico</li> <li>Examen estatal para la evaluación estudiantil, créditos para la secundaria</li> <li>Preparación para la universidad</li> </ul>	Nombre: Teléfono: ¿Bilingüe? <input type="checkbox"/> Sí <input type="checkbox"/> No
Especialista para Prevenir que el Estudiante Deje la Escuela	<ul style="list-style-type: none"> <li>Programas para estudiantes en peligro de dejar la escuela</li> <li>La asistencia, faltando clases</li> </ul>	Nombre: Teléfono: ¿Bilingüe? <input type="checkbox"/> Sí <input type="checkbox"/> No
Director de la Escuela	<ul style="list-style-type: none"> <li>Seguridad, maltrata, cualquier pregunta</li> <li>Contactar después de hablar con el maestro si el maestro no puede resolver el problema</li> </ul>	Nombre: Teléfono: ¿Bilingüe? <input type="checkbox"/> Sí <input type="checkbox"/> No
Coordinador de ESL (para estudiantes con dominio limitado del idioma de inglés)	<ul style="list-style-type: none"> <li>Problemas con el idioma de inglés</li> <li>Problemas con la clase de lenguaje</li> </ul>	Nombre: Teléfono: ¿Bilingüe? <input type="checkbox"/> Sí <input type="checkbox"/> No
Coordinador de la Educación Especial	<ul style="list-style-type: none"> <li>Servicios o acomodaciones (si ya está en el programa de educación especial)</li> <li>Evaluación para educación especial (si sospecha que tiene una necesidad especial)</li> <li>Preguntas generales sobre la educación especial y los derechos del estudiante y del padre</li> </ul>	Nombre: Teléfono: ¿Bilingüe? <input type="checkbox"/> Sí <input type="checkbox"/> No
Servicios de la Salud	<ul style="list-style-type: none"> <li>Vacunas, exámenes del oído o de la vista</li> <li>Problemas dentales o de salud, nutrición</li> <li>Asuntos relacionados con la necesidad de tomar medicina en la escuela</li> </ul>	Nombre: Teléfono: ¿Bilingüe? <input type="checkbox"/> Sí <input type="checkbox"/> No
Servicios para Estudiantes sin Hogar	<ul style="list-style-type: none"> <li>Ayuda si la familia no tiene su propio hogar</li> </ul>	Nombre: Teléfono: ¿Bilingüe? <input type="checkbox"/> Sí <input type="checkbox"/> No
Servicios de Alimentos	<ul style="list-style-type: none"> <li>Menú o precios del desayuno o almuerzo</li> <li>Aplicación para el programa de alimentos</li> </ul>	Nombre: Teléfono: ¿Bilingüe? <input type="checkbox"/> Sí <input type="checkbox"/> No
Servicios de Transportación	<ul style="list-style-type: none"> <li>Transporte por autobús escolar</li> <li>Horario o seguridad del autobús escolar</li> </ul>	Nombre: Teléfono: ¿Bilingüe? <input type="checkbox"/> Sí <input type="checkbox"/> No

# SAMPLE GROWER/EMPLOYER LETTER

The Sample Grower/Employer letter is a tool which can be used as part of the recruiter's efforts to identify potential leads through growers/employers.

[School District Letterhead]

[Insert date]

[Insert employer's name and address]

SUBJECT: Migrant Education Program Services for Your Employees

I am writing to you on behalf of the [name of the district] Migrant Education Program (MEP) because we believe that some of your employees and their children may be eligible for additional educational services through the MEP. In general, the MEP services children who are below age 22 and who have moved with a parent, spouse, guardian or on their own to find temporary or seasonal employment in agriculture or fishing.

Helping the MEP find and enroll migrant children helps you as an employer because migrant workers whose children are enrolled in good school programs are often more productive and less likely to leave their jobs unexpectedly if they have fewer concerns about their children's well-being.

Each state MEP is required by federal law to identify and recruit every eligible migrant child residing in the state to possibly receive supplemental educational service. In *Pylar v. Doe*, 457 U.S. 202 (1982), the Supreme Court ruled that the U.S. Constitution prohibits states from discriminating against children not legally admitted into the country by denying them access to basic educational programs offered to children of U.S. citizens. Therefore, we do not collect information on or report the immigration status of MEP participants.

We have enclosed a Grower/Employer Survey form to help us determine whether any of your employees or members of their family are likely to be eligible for the MEP. **Please take a moment to complete the enclosed survey and return it in the enclosed envelope.** If it looks likely that some of your employees or their family members are eligible, a MEP recruiter will contact you to get more information the week of \_\_\_\_\_.

Thank you,

[Name of MEP Coordinator]

[Title]

[Name of district] Migrant Education Program

Enclosures

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# SAMPLE GROWER/EMPLOYER SURVEY

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The survey provided below should be sent to the growers/employers who are located within the district's boundaries.

<p style="text-align: center;"><b>TEXAS MIGRANT EDUCATION PROGRAM GROWER/EMPLOYER SURVEY</b></p> <p style="text-align: center;">Date: _____</p> <p style="text-align: center;">Please return this form to: _____</p>
1. Name of Company or Farm:
2. Name of Grower or Supervisor:
3. Name and Position Title of Contact Person:
4. Address of Workplace:
5. Telephone of Workplace:
6. Directions to Workplace:
7. Do you hire seasonal or temporary workers? <b>Yes</b> __ <b>No</b> __
8. If yes, how many?
9. What type of work do they do?
10. When does the work typically start (approximate date)?
11. When does the work typically end (approximate date)?
12. Do you provide housing?
13. If yes, please list addresses or description of location.
14. Is there anything that we should know about the workers (e.g., primary language in case translation is needed)?
15. Comments:

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# SAMPLE FAMILY SURVEY

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The Sample Family Survey provided in English and Spanish on the following pages is **one sample** of a tool which can be used as part of the recruiter's efforts to identify potential leads. Family surveys should be worded and formatted in such a way that they screen for key information and, yet, families will find them easy to complete and return.

This survey is not a requirement. LEAs and ESCs may choose to use or not use this survey as part of their ID&R strategies. However, LEAs and ESCs must be able to provide documentation to support ID&R efforts that are in place throughout the school year, including summer.

It is good practice for districts to keep family surveys on file for the current and previous school year, keeping in mind that the MEP should follow its district's local records retention policies.

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# SAMPLE FAMILY SURVEY (ENGLISH)

(PRINT ON SCHOOL LETTERHEAD)

## FAMILY SURVEY



Date \_\_\_\_\_

Dear Parents,

In order to better serve your children, the \_\_\_\_\_ school district would like to identify students who may qualify to receive additional educational services. **The information provided below will be kept confidential.** Please answer the following questions and return this survey form to your child's school.

**Or, if you prefer, for more information, call:** \_\_\_\_\_

1. Have you moved within the last 3 years?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. If yes, have you done agricultural or fishing related work since your move? (e.g., field work, canneries, lumbering, dairy work, meat processing)

Yes \_\_\_\_\_ No \_\_\_\_\_



*If you answered "yes" to both of the questions above, an education representative may contact you to find out whether your child is eligible for additional educational services. Please provide the following information:*

Name of child \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Best Time to Contact You: \_\_\_\_\_

# SAMPLE FAMILY SURVEY (SPANISH)

(PRINT ON SCHOOL LETTERHEAD)

## ENCUESTA DE FAMILIA



Fecha

Estimados padres,

Para mejorar los servicios educativos de sus hijos, el distrito escolar de \_\_\_\_\_ quisiera identificar estudiantes que puedan calificar para recibir servicios educativos adicionales. **Toda la información proporcionada será mantenida confidencial.** Favor de responder a las siguientes preguntas y devolver esta forma a la escuela de su niño/a.

**O, si prefiere, para más información, llame a:** \_\_\_\_\_

1. ¿Ha cambiado de residencia usted o alguien en su familia dentro de los últimos tres años? Sí \_\_\_\_\_ No \_\_\_\_\_

2. Si usted contesto "sí" en la pregunta anterior, ¿ha trabajado usted en la agricultura o en la pesca? (por ejemplo, la labor, fábrica de conservas, explotación de bosques, trabajo en la lechería, el proceso de carne)

Sí \_\_\_\_\_ No \_\_\_\_\_



Si usted contestó "**Sí**," en las dos preguntas anteriores, un representante del distrito escolar quizás se vaya a comunicar con usted para averiguar si su niño/a califica para servicios educativos adicionales. Favor de completar la siguiente información:

Nombre de su Niño/a: \_\_\_\_\_ Edad \_\_\_\_\_ Grado \_\_\_\_\_

Nombre del Padre/Guardián: \_\_\_\_\_

Número de teléfono: \_\_\_\_\_

La mejor hora para localizarlo: \_\_\_\_\_

# SAMPLE PRELIMINARY FAMILY NEEDS CHECKLIST

The following sample may be modified by the school district MEP and used by recruiters to help determine current needs.

## SAMPLE Preliminary Family Needs Checklist TEXAS MIGRANT EDUCATION PROGRAM

Female Parent: \_\_\_\_\_ Family ID#: \_\_\_\_\_ School District: \_\_\_\_\_

Completed By: \_\_\_\_\_ Date Completed: \_\_\_\_\_ MEP Staff Assigned to Follow Up: \_\_\_\_\_

**QUESTION:** Are there any family members, age 21 or younger, who have not graduated from a U.S. high school and who are experiencing problems in school or have dropped out?

FAMILY RESPONSE Gather and record relevant information below.	POSSIBLE NEEDS FOR INSTRUCTIONAL SERVICES	POSSIBLE NEEDS FOR SUPPORT SERVICES	FOLLOW UP
<u>Family Member:</u>  <u>Current Issue(s) and Past Efforts to Address:</u>	Concerns related to: <input type="checkbox"/> Early childhood development/programs <input type="checkbox"/> Failed most recent statewide student assessment <input type="checkbox"/> Failing grades <input type="checkbox"/> Attendance <input type="checkbox"/> Experiencing social problems <input type="checkbox"/> Risk of being retained <input type="checkbox"/> Risk of not graduating on time <input type="checkbox"/> Dropping out <input type="checkbox"/> Needs GED <input type="checkbox"/> Other _____ <input type="checkbox"/> Family reports member is NOT experiencing difficulties	Concerns related to: <input type="checkbox"/> Health/nutrition <input type="checkbox"/> Dental <input type="checkbox"/> Vision <input type="checkbox"/> Counseling <input type="checkbox"/> Delinquency, drug- or gang-related activity <input type="checkbox"/> Clothing <input type="checkbox"/> Housing <input type="checkbox"/> Illiteracy <input type="checkbox"/> Other _____ <input type="checkbox"/> Family reports member is NOT experiencing difficulties	
<u>Family Member:</u>  <u>Current Issue(s) and Past Efforts to Address:</u>	Concerns related to: <input type="checkbox"/> Early childhood development/programs <input type="checkbox"/> Failed most recent statewide student assessment <input type="checkbox"/> Failing grades <input type="checkbox"/> Attendance <input type="checkbox"/> Experiencing social problems <input type="checkbox"/> Risk of being retained <input type="checkbox"/> Risk of not graduating on time <input type="checkbox"/> Dropping out <input type="checkbox"/> Needs GED <input type="checkbox"/> Other _____ <input type="checkbox"/> Family reports member is NOT experiencing difficulties	Concerns related to: <input type="checkbox"/> Health/nutrition <input type="checkbox"/> Dental <input type="checkbox"/> Vision <input type="checkbox"/> Counseling <input type="checkbox"/> Delinquency, drug- or gang-related activity <input type="checkbox"/> Clothing <input type="checkbox"/> Housing <input type="checkbox"/> Illiteracy <input type="checkbox"/> Other _____ <input type="checkbox"/> Family reports member is NOT experiencing difficulties	

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# SAMPLE RECRUITER WORK LOG

The following is one sample of a resource that recruiters may use to assist them in documenting their recruiting efforts and communication with migrant families.

## SAMPLE Daily Recruiter Work Log TEXAS MIGRANT EDUCATION PROGRAM

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Day: \_\_\_\_\_

	5am	6	7	8	9	10	11	Noon	1pm	2	3	4	5	6	7	8	9	10	11	Midnight
Off																				
Driving																				
Site Work																				

Total Hours Worked \_\_\_\_\_

From: Station/Address	To: Camp (or Address if City)	City	# Miles	Activity/Notes

Beginning Odometer: \_\_\_\_\_ Ending Odometer: \_\_\_\_\_ Total # of miles: \_\_\_\_\_

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# SAMPLE RECORD OF COE ERRORS

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The following is one sample of a resource that eligibility reviewers and/or ESCs may use to assist them in documenting recruiters' COE errors.

**SAMPLE Record of COE Errors**  
TEXAS MIGRANT EDUCATION PROGRAM

<b>Recruiter on COE</b>	<b>Female Parent Name from COE</b>	<b>Type of Error</b>	<b>Date of Correction</b>	<b>Corrected By</b>	<b>Comments</b>

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# MIGRANT STUDENT RECORDS TRANSFER SYSTEM

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## History of Records Exchange

The U.S. Department of Education (USDE) supported a system called the Migrant Student Record System (MSRTS) built in 1969 and operated by the Arkansas Department of Education in Little Rock, Arkansas. MSRTS provided the capability for State and local migrant personnel to enter student academic, health and assessment records. MSRTS was centrally hosted on a mainframe and states could transfer records among states. Forty-nine states used MSRTS and this central repository held data on over 600,000 students.

In 1988, a National Commission on Migrant Education (NCME) studied the function and effectiveness of MSRTS. In their report to Congress, the Office of Migrant Education (OME) provided the Commission's findings:

- As use of MSRTS expanded, it became mostly a reporting tool for State data management reporting rather than an instrument used for the exchange of student information.
- Because the reporting requirements that states established for the MSRTS became more complex and burdensome to local schools, educators became less responsive and timely in collecting data.
- Because MSRTS remained a paper-based system for collecting and reporting information, it did not reflect current technological advancements for sending and receiving information, the flow was impeded. Consequently, without access to timely information from MSRTS, local educators used MSRTS for validating decisions already made, rather than as a means to exchange student information.
- The type of information reported by each state and the format in which information was collected were never standardized across States nor widely accepted by local schools for making decisions about the academic or health status of a student.
- Migrant students and parents were not routinely notified of their MSRTS numbers nor trained in the importance and uses of the MSRTS record.

In 1994, a Government Accountability Office (GAO) report found that MSRTS was slow, incomplete and used infrequently. GAO recommended that USDE determine the feasibility of using electronic student record systems, such as those being used for all students, instead of MSRTS. A study was conducted with two objectives: describe available methods of transferring records in a timely and cost-effective manner, and describe the relevance of records transfer to school systems, highlighting the current experiences and views of experienced and knowledgeable individuals. The study found that school officials would use information if they had it, but that they did not expect prior

schools to forward the information; therefore, the telephone was the most common method to transfer information. Because of the inefficiencies described in the GAO report, MSRTS was terminated in June of 1995. States are still responsible for ensuring the linkage and transfer of migrant student records using their existing resources.

## **The New Generation System (NGS)**

NGS is a web-based interstate information network that communicates demographic, educational and health data on migrant students to educators throughout the nation.

The establishment of the New Generation System began with a vision of what such a system should do for teachers, health providers, families and administrators in creating an optimum educational environment for migrant students. NGS addresses the immediate need of record/text data transfer, yet addresses the need to communicate relevant and authentic information on students in an efficient and real-time manner.

The NGS system is designed to capture educational and health data on migrant students. The system allows educators to record the movement of migrant students through the educational process by producing on-line records of a student's educational progress and health profile. Educators can generate a student transfer document to facilitate academic placement as the student transfers schools. NGS also allows educators to generate various student-level, management and Office of Migrant Education performance reports. Plans are to electronically upload data from NGS into the new national MEP student record system, the Migrant Student Information Exchange (MSIX).

## **National Migrant Records Exchange Initiative**

Section 1304(b)(3) of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB) requires SEAs to promote interstate and intrastate coordination of services for migratory children, and to provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year. In order to accomplish this task, Congress required the Secretary in Section 1308(b)(2), in consultation with the states, to “ensure the linkage of migrant student record systems for the purpose of electronically exchanging, among the states, health and educational information regarding all migratory students.”

To that end, the Migrant Student Information Exchange (MSIX) is a web-based consolidated database of minimum data elements that is populated from the existing state information systems. The state migrant information systems remain the authoritative sources of the migrant data for their state's students. However, the MSIX will make data on all migrant students available to any state nationwide that has a legitimate need to view the educational and health information on an interstate child. The development of

the MSIX was completed and available to states in the 2008-2009 school year. However, the MSIX is not fully implemented by all states.

The vision of the MSIX is to provide states information they need when they need it. When fully implemented, the MSIX will be the technology that will allow all states to share educational and health information on migrant children who travel from state to state and who as a result, have student records in multiple states' information systems. The MSIX will work in concert with the existing migrant student information systems, such as NGS, to fulfill its mission to facilitate the appropriate enrollment, placement, and accrual of credits for migrant children nationwide. All states in the NGS consortia have fully implemented MSIX.

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