SECTION 5: ADMINISTRATORS’ RESPONSIBILITIES AND RESOURCES
ADMINISTRATORS’ RESPONSIBILITIES AND RESOURCES (R&R)

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 Educational 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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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.

For additional guidance, see the “To the Administrator Addressed” letter on page 5.29 of the manual.
IDENTIFICATION AND RECRUITMENT (ID&R) IN PROJECT DISTRICTS

The Texas MEP has identified approximately 60,000 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.)
IDENTIFICATION AND RECRUITMENT (ID&R) IN NON-PROJECT DISTRICTS

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 5.11-5.12), 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 5.29).

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

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* component on NGS for every recruiter who is annually trained by the ESC. This process includes entering recruiter information, as well as encoding certification dates. All recruiters trained should have a recruiter ID before the NGS Data Specialist starts encoding history lines for the 2012-2013 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 5.11-5.12). 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.
### ID&R PLAN TEMPLATE

#### III. MAPS AND INTRAREGIONAL NETWORKING

### I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS

<table>
<thead>
<tr>
<th><strong>A.</strong> Attend Identification &amp; Recruitment (ID&amp;R) training offered by ESC – Recruiters. Attend ID&amp;R and NGS training offered by ESC – Designated SEA Reviewers. COEs for new school year cannot be completed until training has occurred.</th>
<th><strong>Staff:</strong> All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)</th>
<th><strong>By December 3 for ID&amp;R training. Before December 3 for NGS training.</strong></th>
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| **B.** Other | --- | --- |

### II. IDENTIFICATION & RECRUITMENT

<table>
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<tr>
<th><strong>A.</strong> Meet with all ID&amp;R Staff. Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&amp;R Plan.</th>
<th><strong>Staff:</strong> All recruiters and Designated SEA Reviewers for the MEP</th>
<th><strong>By August 31</strong></th>
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<tr>
<th><strong>B.</strong> Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&amp;R staff.</th>
<th><strong>Staff:</strong> MEP administrators, recruiters and Designated SEA Reviewers for the MEP</th>
<th><strong>By August 31</strong></th>
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<tr>
<th><strong>C.</strong> Make recruiter assignments. 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.</th>
<th><strong>Staff:</strong> All recruiters and Designated SEA Reviewers for the MEP</th>
<th><strong>By August 31</strong></th>
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<tr>
<th><strong>D.</strong> Conduct ID&amp;R. <strong>Potentially Eligible Migrant Children:</strong> 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. <strong>Currently Eligible Migrant Children:</strong> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. <strong>Note:</strong> Share copies of COEs with appropriate entities as listed on COE.</th>
<th><strong>Staff:</strong> MEP recruiters</th>
<th><strong>By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children. Make initial out reach efforts by September 30.</strong></th>
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<tr>
<th><strong>E.</strong> Complete COEs. 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.</th>
<th><strong>Staff:</strong> MEP recruiters</th>
<th><strong>Within 3 days of parent signature</strong></th>
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<tr>
<th><strong>F.</strong> Review of COEs. 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.</th>
<th><strong>Staff:</strong> Designated SEA Reviewers</th>
<th><strong>Within 5 days of parent signature.</strong></th>
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<tr>
<th><strong>G.</strong> Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.</th>
<th><strong>Staff:</strong> MEP recruiters</th>
<th><strong>Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3rd birthday.</strong></th>
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| **H.** Other | --- | --- |
### A. Make contact with potential growers.
Make recruiter assignments for contacting growers within district’s boundaries regarding hiring practices, crops and growing seasons.

**Staff:** All recruiters and Designated SEA Reviewers for the MEP

Contact all growers within the district boundaries by November 1.

### B. Develop calendar and maps.
Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.

**Staff:** MEP administrators and recruiters

By December 1 and update on-going basis throughout the year.

### C. Other

#### IV. INTERAGENCY COORDINATION

### A. Network with agencies that serve migrant families.
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.

**Staff:** MEP administrators and recruiters

Make initial out reach efforts by September 30 and continue on-going efforts throughout the year.

### B. Other

#### V. QUALITY CONTROL

### A. Written quality control procedures.
Develop written procedures that outline ID&R quality control within the LEA/ESC.

**Staff:** MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.

By August 31.

### B. Eligibility review.
Forward COEs with more than one 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.

**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate

Ongoing throughout the year.

### C. Monitor and address ongoing training needs for ID&R.
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.

**Staff:** All MEP staff

As needed throughout the year.

### D. Maintain up-to-date records on file.
Maintain updated active and inactive records. File COEs in alphabetical order by current mother’s last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.

**Staff:** All MEP staff

Ongoing throughout the year.

### E. Coordinate with ESC for annual eligibility validation.
Validate eligibility through re-interview process according to instructions set forth by TEA.

**Staff:** ESC, MEP staff

Children: Previously-identified children selected by State MEP

January – June.

### F. Other

#### VI. EVALUATION

### A. Evaluate ID&R efforts for subsequent planning.
Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.

**Staff:** All MEP staff

Others: Local Migrant Parent Advisory Council (PAC), etc.

By June 30.
TEXAS’ QUALITY CONTROL PLAN

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.
THE ELIGIBILITY PROCESS

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 3.1-3.3.)

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.
## Eligibility Review Process

| 100 or More Identified Students | The project LEA conducts the eligibility review by someone other than the recruiter. However, the Texas MEP recommends that the ESC select a random sample of at least 1% of the yellow copies submitted 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.  
**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. |
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<tbody>
<tr>
<td>Less Than 100 Identified Students</td>
<td>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.</td>
</tr>
<tr>
<td>SSA Member Districts</td>
<td>The ESC conducts the eligibility review.</td>
</tr>
<tr>
<td>Non-Project Districts</td>
<td>The ESC conducts the eligibility review.</td>
</tr>
</tbody>
</table>

### 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 2012-2013 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.
KEY ROLES IN THE ELIGIBILITY PROCESS

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

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/Record Keeping**

**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.
MAINTAINING AUDITABLE FILES

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 08/01/01 + 3 years = end of eligibility on 08/01/04. 08/01/04 + 7 years = end of file retention on 08/01/11).

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.

<table>
<thead>
<tr>
<th>Qualifying Arrival Date (QAD)</th>
<th>COE may be destroyed: (10 years from QAD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1, 2010</td>
<td>October 1, 2020</td>
</tr>
<tr>
<td>October 1, 2011</td>
<td>October 1, 2021</td>
</tr>
<tr>
<td>October 1, 2012</td>
<td>October 1, 2022</td>
</tr>
<tr>
<td>October 1, 2013</td>
<td>October 1, 2023</td>
</tr>
</tbody>
</table>

**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

The ID&R Letter to Administrators from the Texas Education Agency was updated for the 2006-2007 school year and remains in effect for the 2012-2013 school year.

August 9, 2006

TO THE ADMINISTRATOR ADDRESSED:

SUBJECT: Identification and Recruitment 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. 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.

During the 2006-2007 school year, the Agency will be strengthening quality control measures for the Migrant Education Program, while striving to identify, recruit, and serve every eligible migrant student residing in Texas. The Agency encourages all migrant-funded districts to work cooperatively with their regional education service centers (ESCs) in order to ensure that the Migrant Education Program reaches all eligible migrant children and that the children are properly reported on 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 twenty 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 and to encode the children into the NGS database.

Additionally, please keep in mind that Section 42.005 of the Texas Education Code allows the TEA to adjust the average daily attendance (ADA) of a school district that has a significant percentage of migrant students. The NGS database is a system that may be used to document qualification for the ADA adjustment. Non-migrant-funded districts may contact their regional ESC migrant staff for assistance in utilizing the NGS to provide this documentation.

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 Division of NCLB Program Coordination at (512) 463-9374.

Sincerely,

Susan Barnes
Associate Commissioner for Standards and Programs

cc: ESC Executive Directors
ESC Migrant Contacts
ESC Field Agents

“Good, Better, Best—never let it rest—until your good is better—and your better is BEST!”
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SAMPLE MIGRANT MIDDLE SCHOOL LETTER

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.
SAMPLE MIGRANT MIDDLE SCHOOL LETTER (ENGLISH)

(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.)
## KEY SCHOOL AND DISTRICT PERSONNEL

<table>
<thead>
<tr>
<th>PERSON OR DEPARTMENT</th>
<th>FOR ISSUES RELATED TO...</th>
<th>CONTACT INFORMATION</th>
</tr>
</thead>
</table>
| Parent Liaison (Designated person able to provide bilingual assistance) | School procedures for addressing concerns  
Who to contact with specific questions | Name:  
Telephone:  
Bilingual? □ Yes □ No |
| School Secretary | How to contact teachers about grades, assignments, tutoring, summer school, etc.  
Class schedule; school schedule  
Change in address or telephone  
Attendance  
School records or withdrawal | Name:  
Telephone:  
Bilingual? □ Yes □ No |
| Migrant Education Program Coordinator | Services available for migrant children  
School records or withdrawal  
Summer school programs in other states  
Assistance with any issue involving a migrant child | Name:  
Telephone:  
Bilingual? □ Yes □ No |
| School Counselor | Student's class schedule, school withdrawal  
Emotional problems, safety, bullying, violence  
Alcohol, drug or physical abuse  
Statewide student assessment, earning HS credits  
College preparation | Name:  
Telephone:  
Bilingual? □ Yes □ No |
| Dropout Prevention Specialist | Programs for students at risk of dropping out  
Attendance, skipping school | Name:  
Telephone:  
Bilingual? □ Yes □ No |
| School Principal | Safety, bullying, any issues related to school | Name:  
Telephone:  
Bilingual? □ Yes □ No |
| English-as-a-Second Language (ESL) Coordinator | Problems with the English language | Name:  
Telephone:  
Bilingual? □ Yes □ No |
| Special Education Coordinator | Services or accommodations - if child already is admitted in special education  
Special education testing - if suspect that child may have a special need, such as a learning disability, etc.  
General questions about special education and parent and student rights. | Name:  
Telephone:  
Bilingual? □ Yes □ No |
| Health Services | Immunizations, vision or hearing screenings  
Health or dental problems, nutrition  
Issues related to taking medication while at school | Name:  
Telephone:  
Bilingual? □ Yes □ No |
| Homeless Services | Assistance for students whose families do not have a residence of their own | Name:  
Telephone:  
Bilingual? □ Yes □ No |
| Food Services | School breakfast/lunch menus or prices  
Application for free meals at school | Name:  
Telephone:  
Bilingual? □ Yes □ No |
| Transportation Services | Transportation to or from school by bus  
Bus safety or schedules | Name:  
Telephone:  
Bilingual? □ Yes □ No |
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 IMPORTANT DE LA ESCUELA Y DEL DISTRITO ESCOLAR

<table>
<thead>
<tr>
<th>PERSONA O DEPARTAMENTO</th>
<th>PARA PREGUNTAS SOBRE...</th>
<th>NOMBRE Y NUMERO</th>
</tr>
</thead>
</table>
| Representante para Padres | • Procedimientos escolares  
• Participación de padres | Nombre:  
Teléfono:  
¿Bilingüe? Sí No |
| Secretaría de la Escuela | • Cómo ponerse en contacto con los maestros - de las notas, tareas, tutoría, escuela de verano...  
• Horario de la escuela, horario de las clases  
• Cambio de dirección o teléfono  
• La asistencia  
• Archivos escolares o cambio de escuela | Nombre:  
Teléfono:  
¿Bilingüe? Sí No |
| Coordinador del Programa de Educación Migrante | • Servicios disponibles para niños migrantes  
• Archivos escolares o cambio de escuela  
• Programas de verano fuera de Texas  
• Cualquier asunto de un niño migrante | Nombre:  
Teléfono:  
¿Bilingüe? Sí No |
| Consejero/a de la Escuela | • Horario de clases, cambio de escuela  
• Problemas emocionales, seguridad, violencia  
• Abuso de alcohol, drogas o físico  
• Examen estatal para la evaluación estudiantil, créditos para la secundaria  
• Preparación para la universidad | Nombre:  
Teléfono:  
¿Bilingüe? Sí No |
| Especialista para Prevenir que el Estudiante Deje la Escuela | • Programas para estudiantes en peligro de dejar la escuela  
• La asistencia, faltando clases | Nombre:  
Teléfono:  
¿Bilingüe? Sí No |
| Director de la Escuela | • Seguridad, maltrata, cualquier pregunta  
• Contactar después de hablar con el maestro si el maestro no puede resolver el problema | Nombre:  
Teléfono:  
¿Bilingüe? Sí No |
| Coordinador de ESL (para estudiantes con dominio limitado del idioma de inglés) | • Problemas con el idioma de inglés  
• Problemas con la clase de lenguaje | Nombre:  
Teléfono:  
¿Bilingüe? Sí No |
| Coordinador de la Educación Especial | • Servicios o acomodaciones (si ya está en el programa de educación especial)  
• Evaluación para educación especial (si sospecha que tiene una necesidad especial)  
• Preguntas generales sobre la educación especial y los derechos del estudiante y del padre | Nombre:  
Teléfono:  
¿Bilingüe? Sí No |
| Servicios de la Salud | • Vacunas, exámenes del oído o de la vista  
• Problemas dentales o de salud, nutrición  
• Asuntos relacionados con la necesidad de tomar medicina en la escuela | Nombre:  
Teléfono:  
¿Bilingüe? Sí No |
| Servicios para Estudiantes sin Hogar | • Ayuda si la familia no tiene su propio hogar | Nombre:  
Teléfono:  
¿Bilingüe? Sí No |
| Servicios de Alimentos | • Menú o precios del desayuno o almuerzo  
• Aplicación para el programa de alimentos | Nombre:  
Teléfono:  
¿Bilingüe? Sí No |
| Servicios de Transportación | • Transporte por autobús escolar  
• Horario o seguridad del autobús escolar | Nombre:  
Teléfono:  
¿Bilingüe? Sí 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 Pyler 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
The survey provided below should be sent to the growers/employers who are located within the district’s boundaries.

**TEXAS MIGRANT EDUCATION PROGRAM**

**GROWER/EMPLOYER SURVEY**

Date: __________

Please return this form to:

_____________________________________________

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? Yes_______ No_______

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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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.
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: ________________________

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you moved within the last 3 years?</td>
<td>Yes______ No_______</td>
</tr>
<tr>
<td>2. If yes, have you done agricultural or fishing related work since your move? (e.g., field work, canneries, lumbering, dairy work, meat processing)</td>
<td>Yes______ No_______</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Name of child</th>
<th>Age</th>
<th>Grade</th>
</tr>
</thead>
</table>

Parent/Guardian Name:

Telephone Number:

Best Time to Contact You:
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 contestó “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 quizá 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

**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?

<table>
<thead>
<tr>
<th>FAMILY RESPONSE</th>
<th>POSSIBLE NEEDS FOR INSTRUCTIONAL SERVICES</th>
<th>POSSIBLE NEEDS FOR SUPPORT SERVICES</th>
<th>FOLLOW UP</th>
</tr>
</thead>
</table>
| **Family Member:**
**Current Issue(s) and Past Efforts to Address:** |
| Gather and record relevant information below. | Concerns related to:
- Early childhood development/programs
- Failed most recent **statewide student assessment**
- Failing grades
- Attendance
- Experiencing social problems
- Risk of being retained
- Risk of not graduating on time
- Dropping out
- Needs GED
- Other ____________
- Family reports member is NOT experiencing difficulties. | Concerns related to:
- Health/nutrition
- Dental
- Vision
- Counseling
- Delinquency, drug- or gang-related activity
- Clothing
- Housing
- Illiteracy
- Other ____________
- Family reports member is NOT experiencing difficulties. | |

| **Family Member:**
**Current Issue(s) and Past Efforts to Address:** |
| Gather and record relevant information below. | Concerns related to:
- Early childhood development/programs
- Failed most recent **statewide student assessment**
- Failing grades
- Attendance
- Experiencing social problems
- Risk of being retained
- Risk of not graduating on time
- Dropping out
- Needs GED
- Other ____________
- Family reports member is NOT experiencing difficulties. | Concerns related to:
- Health/nutrition
- Dental
- Vision
- Counseling
- Delinquency, drug- or gang-related activity
- Clothing
- Housing
- Illiteracy
- Other ____________
- Family reports member is NOT experiencing difficulties. | |
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

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Day</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5am</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>Noon</th>
<th>1pm</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>Midnight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Driving</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Site Work</td>
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**Total Hours Worked**

<table>
<thead>
<tr>
<th>From: Station/Address</th>
<th>To: Camp (or Address if City)</th>
<th>City</th>
<th># Miles</th>
<th>Activity/Notes</th>
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**Beginning Odometer**

**Ending Odometer**

**Total # of miles**

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2012-2013 TEXAS MANUAL FOR IDENTIFICATION AND RECRUITMENT OF MIGRANT CHILDREN

5.47
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

SCHOOL YEAR ________ - ________ REGION ________ DISTRICT ________

<table>
<thead>
<tr>
<th>Recruiter on COE</th>
<th>Female Parent Name from COE</th>
<th>Type of Error</th>
<th>Date of Correction</th>
<th>Corrected By</th>
<th>Comments</th>
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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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