

ARIZONA

MIGRANT EDUCATION PROGRAM



IDENTIFICATION AND RECRUITMENT MANUAL 2020-2021



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The Arizona Identification and Recruitment Manual was produced by the Arizona Department of Education, Migrant Education Program with funds provided through Title I, Part C. The information herein reflects the Office of Migrant Education policies and procedures related to identification and recruitment (ID&R).

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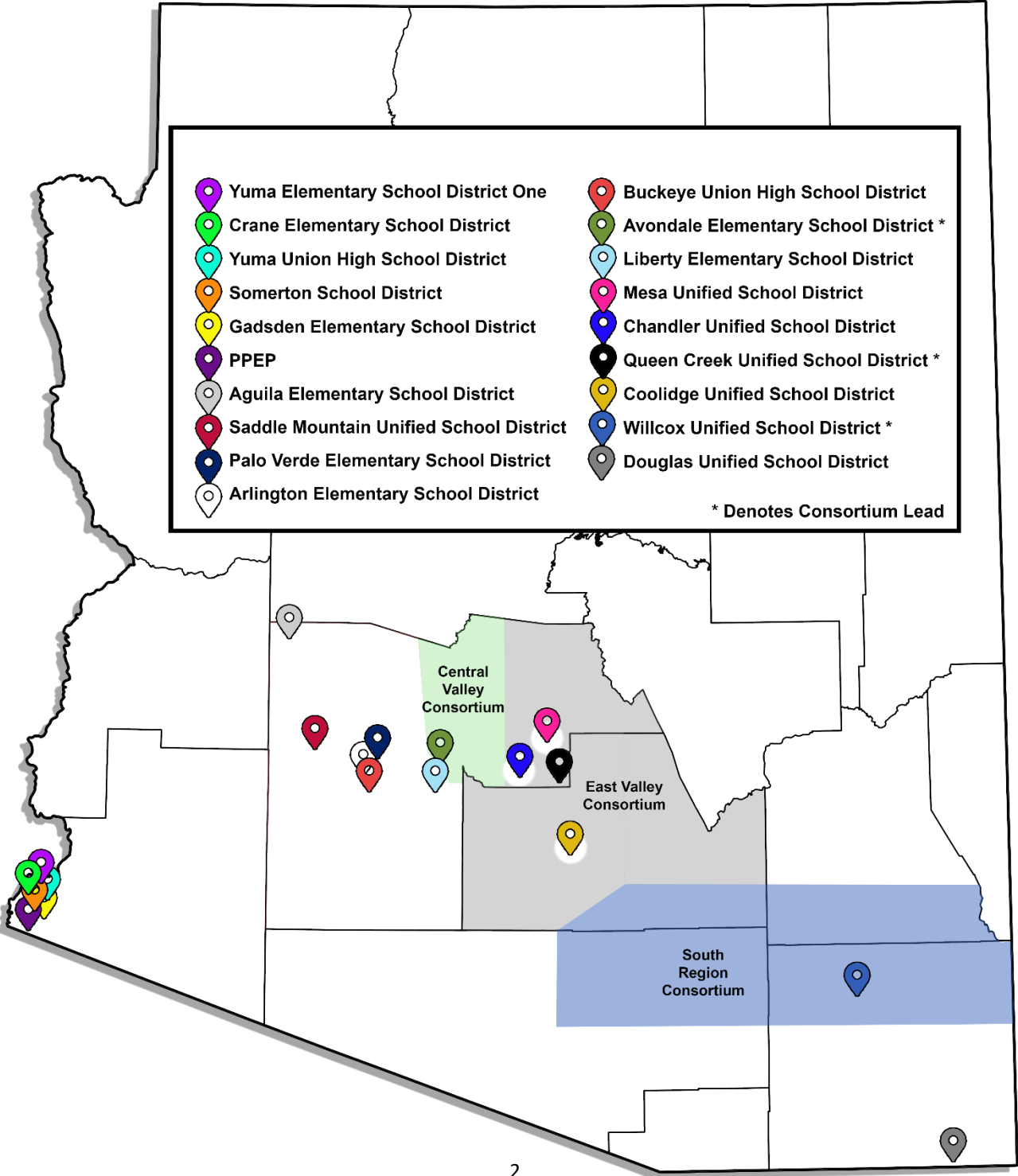
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ARIZONA MIGRANT EDUCATION PROGRAM MAP

2020-2021

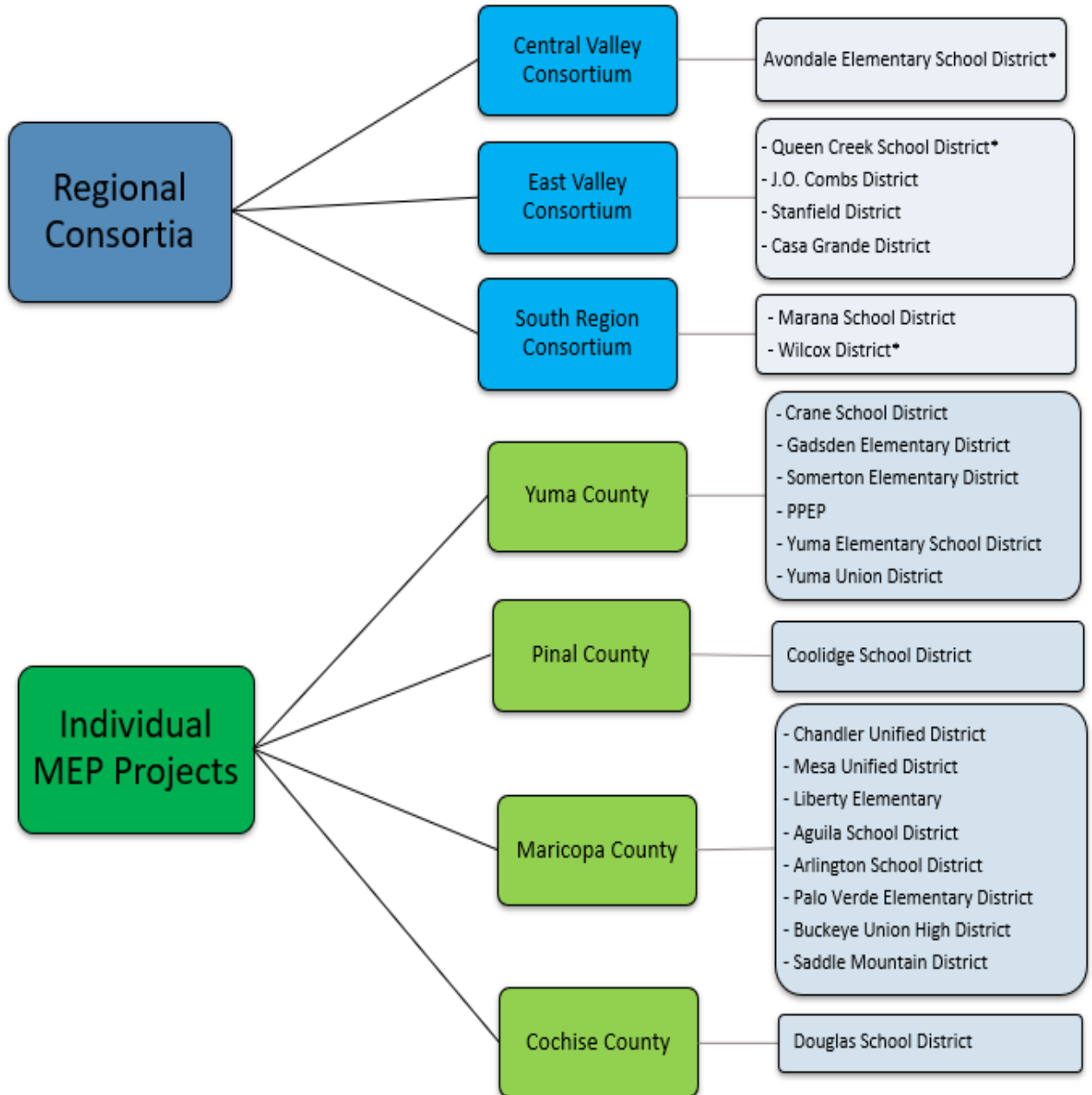
The Arizona Migrant Education Program (MEP) is authorized under Title 1, Part C to identify, recruit, and serve all eligible migratory children and youth in the state. The Arizona MEP is organized in a network of nineteen subgrantees – three multidistrict regional subgrantees (consortia) and 16 single-district subgrantees. Each consortium has a lead district that works with other districts in the area through a mutually agreed on service agreement or Memorandum of Understanding (MOU).



ARIZONA MEP PROJECTS

The following are the Arizona MEP Projects for the 2020-2021 school year.

The lead LEA for each consortium is designated by an asterisk (*).



MEP ACRONYMS

ABBREVIATION	NAME
AZ MEP	Arizona Migrant Education Program
ADM	Annual Directors Meeting
CAMP	College Assistance Migrant Program
CFR	Code of Federal Regulations
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
COS	Continuation of Services
CSPR	Consolidated State Performance Report
CWG	Coordination Work Group
DOB	Date of Birth
EDGAR	Education Department General Administrative Regulations
EL	English Learner
EOE	End of Eligibility
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act (ESEA Reauthorized by ESSA)
FERPA	Family Education Rights and Privacy Act
FY	Fiscal Year
GED	General Education Diploma
GOSOSY	Graduation and Outcomes for Success for Out-of-School Youth(Consortium)
HEP	High School Equivalency Program
ID&R	Identification and Recruitment
IMEC	Interstate Migrant Education Council
IRRC	Identification and Recruitment Rapid Response Consortium
LEA	Local Educational Agency (school districts)
LI	Leading Indicator
LOA	Local Operating Agency
MDE	Minimum Data Elements
MEP	Migrant Education Program
MOU	Memorandum of Understanding
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
NASDME	National Association of State Directors Migrant Education
NRG	Non-Regulatory Guidance
OME	Office of Migrant Education
OSY	Out of School Youth
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PFS	Priority for Service
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Educational Agency (AZ DOE-MEP)
SMPAC	State Migrant Parent Advisory Council

ARIZONA MEP IDENTIFICATION AND RECRUITMENT

Identification and Recruitment is a cornerstone of the Arizona Migrant Education Program (MEP), which provides supplemental services to eligible migratory students and youth and funding and support to Local Educational Agencies (LEAs) in order to impact teaching and learning so that migratory students and youth achieve high academic success.

The Arizona State MEP is responsible for the identification and recruitment of all eligible migratory children in Arizona.

- Identification* Determining the presence and location of migratory children and youth within a State.
Recruitment Describing the benefits of the MEP to the child and their family and obtaining the necessary information to document the child's eligibility and enroll the child in the program.

Identification and recruitment (ID&R) of migratory children is critical because:

- The children who are most in need of program services are often those who are the most difficult to find.
- Many migratory children would not fully benefit from school and in some cases would not attend school at all if the State educational agencies (SEAs) failed to identify and recruit them into the MEP.
- Children cannot receive MEP services without a record of eligibility.

The Arizona State MEP and its LEAs are responsible for obtaining pertinent information to document the basis of each child's eligibility and recording this data on a Certificate of Eligibility (COE). Recruiters obtain information about the family's moves and qualifying work by interviewing the person responsible for the child (or the child themselves in cases in which the child is the migratory worker).

The Arizona State MEP is also responsible for implementing procedures to ensure the accuracy of eligibility information. It accomplishes this by providing supervision and staff development to all recruiters and other ID&R personnel and by implementing quality control procedures.

The Arizona State MEP currently serves migratory students in Cochise, Maricopa, Pima, Pinal, and Yuma counties. The state model includes 16 individual LEA MEP projects and 3 consortia in the East Valley, Central Valley and South Region. Each consortium is managed by a local education agency (LEA) that serves as the regional lead.

Led by the State ID&R Coordinator, the Arizona ID&R system provides year-round, statewide recruitment that blends local and statewide perspectives to support migratory students and youth and meet needs unique to the lifestyle of migratory agricultural workers and their families.

The purpose of this ID&R manual is to outline how the Arizona MEP fulfills federal regulations on the state and local levels to ensure all qualifying migratory children are identified and recruited in Arizona.

ARIZONA ID&R MISSION, GOALS, AND STRATEGIES

MISSION

Through the State of Arizona Identification and Recruitment Plan, we strive to support the Local Education Agency (LEA) identification and recruitment personnel within the State through professional development and timely support to comply with all federal regulations.

GOALS

The State of Arizona MEP established the following goals to ensure the proper and timely identification of eligible migratory children.

1. **Professional Development:** The Arizona MEP will establish quality and consistency by training recruiters on how to identify and recruit migratory children and make appropriate eligibility determinations.
2. **Statewide Identification and Recruitment:** The Arizona MEP will promote the efforts of statewide identification and recruitment and will provide resources to support local recruiters.
3. **Quality Control:** The Arizona MEP will implement quality control procedures to ensure the accuracy of eligibility determinations.
4. **Interstate and Intrastate Coordination:** The Arizona MEP will ensure coordination of the identification and recruitment of migratory children and youth including the use of the Migrant Student Information Exchange (MSIX).

STRATEGIES

1. **Professional Development**—The Arizona State MEP will provide annual MEP Boot Camps, regular training webinars, and onsite training to help recruiters develop their ID&R skills. The webinars will focus on ID&R techniques, knowledge of local agricultural and processing activities, knowledge of eligibility criteria, and COE completion. The Data Specialist and ID&R Coordinator will identify additional topics based on needs and recruiter surveys. In addition, all Arizona recruiters will participate in professional development opportunities offered on the national level such as conferences and webinars.
2. **Statewide Identification and Recruitment**—The Arizona State MEP ID&R Coordinator and Data Specialist will develop statewide recruitment procedures to effectively carry out and monitor identification and recruitment efforts including promoting effective use of mapping tools and other resources that help identify qualifying industries and worksites.
3. **Quality Control**—The Arizona State MEP will implement quality control policies and procedures to ensure all documentation related to eligibility determinations is accurate and

sound. These procedures include a re-interview process for a random sample of students and a reporting process in which each LEA sends reports to the Data Specialist to confirm the number of students and services provided in their programs.

4. **Interstate/Intrastate Coordination**—ID&R personnel throughout the state will use move notifications to coordinate with other in-state districts and charters and other states to ensure prompt ID&R of eligible children departing from and arriving to their LEA. ID&R personnel will utilize MSIX when enrolling a new student in the MEP and check MSIX for new students entering their school.

PROFESSIONAL DEVELOPMENT

STATE GOAL

To establish quality and consistency by training recruiters on how to identify and recruit migratory children and make appropriate eligibility determinations.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The Arizona State MEP will provide a variety of opportunities for recruiters to develop their ID&R knowledge and skills. In the fall and spring of each year, the State MEP team hosts a Boot Camp. The training included is foundational, providing basic information necessary to manage a local Migrant Education Program. Topics include:

- Migrant Education Program Overview
- Identification and Recruitment Basics and Qualifying Steps
- MEP Data (MIS2000 and MSIX)
- MEP Funding and Federal Guidance
- Comprehensive Needs Assessment
- Service Delivery Plan
- MEP Goals
- State Migrant Parent Advisory Council (SMPAC)

Attendees will complete a survey to provide feedback on the training topics, measure their knowledge growth, facilitate evaluation, and support future professional development opportunities.

The Arizona State MEP will also provide monthly training webinars to help recruiters develop their ID&R skills. The webinars will focus on identification and recruitment techniques, local agricultural and processing activities, and MEP eligibility criteria. The Data Specialist and ID&R Coordinator will identify additional topics based on needs and recruiter surveys.

The State ID&R Coordinator will ensure Arizona recruiters receive important information about upcoming webinars delivered by national consortia such as iSOSY and IDRC.

IMPORTANT LINKS FOR ACCESSING WEBINARS AND OTHER PROFESSIONAL DEVELOPMENT

- **Arizona MEP webinars** and other ID&R resources can be found on the Arizona Migrant Education Program ID&R padlet. <https://padlet.com/AZMEP/IDR>
- Announcements about upcoming **IDRC webinars** and links to view past webinars on topics related to identification and recruitment and ag trends can be found at <https://www.idr-consortium.net/20Webinars.html>.
- IDRC developed eligibility scenarios to help recruiters test their knowledge of MEP eligibility. <http://www.idr-consortium.net/scenariostart.html>
- Past webinars from **iSOSY (formerly GOSOSY)** about serving out-of-school youth (OSY) can be viewed at <https://www.osymigrant.org/Newsite/educat/What'sNew.html>.
- The **Office of Migrant Education** website provides ID&R tools, curriculum, and policy FAQs. <https://results.ed.gov/>

NATIONAL CONFERENCES

Professional development opportunities will also be provided by national organizations such as NASDME and ESCORT.



NASDME (National Association of State Directors of Migrant Education) hosts an annual National Migrant Education Conference each year in early May. This conference offers workshops covering all aspects of the Migrant Education Program including Identification and Recruitment. <https://www.nasdme.org/the-national-conference>

ESCORT specializes in providing technical assistance and support to state and local migrant education programs. ESCORT facilitates the ID&R Forum, an annual fall conference that focuses on effective recruiting strategies, federal compliance, the Certificate of Eligibility, MSIX compliance, and program evaluation. <http://www.escort.org/>



STATE MEP TECHNICAL ASSISTANCE

The Arizona MEP will provide customer service to LEAs and partner agencies over the phone, virtually, and on-site, conducting meetings and providing technical assistance according to the needs of the local program.

To request technical assistance, LEA Staff should complete the Technical Assistance Form and submit it via email to the State MEP inbox. This form is available on the State MEP website <http://www.azed.gov/migrant/> and the AZ MEP ID&R padlet under AZ MEP forms at <https://padlet.com/AZMEP/IDR>.

Technical Assistance Form

Please complete the following form and include as much information as possible. Submit the form to the Arizona Migrant Education Program via email MEPinbox@azed.gov.

Requesting Information

Name of LEA/Region:	
Location of Technical Assistance (if applicable)	
Person Requesting Assistance:	
Mode of Technical Assistance:	Conference call <input type="checkbox"/> In-person Visit <input type="checkbox"/>
Date Requested: <i>(List 3 dates in order of preference)</i>	
# of staff that will attend:	

Request Technical Assistance for *(Please check all that apply)*

<input type="checkbox"/>	Identification & Recruitment <i>(provide details below)</i>
<input type="checkbox"/>	Data Entry/Data Administration
<input type="checkbox"/>	Grant Management
<input type="checkbox"/>	MIS2000
<input type="checkbox"/>	MSIX
<input type="checkbox"/>	Parent Advisory Council
<input type="checkbox"/>	Instructional Services
<input type="checkbox"/>	Other <i>(provide details below)</i>

Please provide a brief description of the proposed activity. Be as detailed as possible.

5/22/2018
Arizona Migrant Education Program
Technical Assistance Form

STATEWIDE ID&R PROCEDURES

STATE GOAL

To promote the efforts of statewide identification and recruitment and provide resources to support local recruiters.

STATE RECRUITMENT

Arizona's identification and recruitment plan will consider changes in federal non-regulatory guidance, shifts in the migratory demographics of the state, and the various needs of our migratory population.

State recruitment efforts are managed by 3 consortia and 16 individual LEA MEP projects. The consortia are located in the Central Valley, East Valley, and South Region of the state and are each managed by an LEA regional lead. The lead LEA in each consortium must have its own regional recruiter who identifies and recruits eligible students within its established boundaries. Each of the 16 individual LEA MEP projects must have its own recruiter. Some LEAs support additional smaller districts which alone do not have enough students to implement their own Migrant Education Program. In those cases, the LEA may have more than one recruiter working to identify migratory students in the larger region.

The goal of identifying and recruiting migratory students and youth is to meet their educational needs and to provide health and other services necessary for them to be academically successful.

Several positions are essential to the Migrant Education Program at the state and regional levels. All regional MEP projects should have a recruiter and MEP Coordinator or Data Clerk. The State ID&R Coordinator offers support and training to all staff responsible for identification and recruitment of migratory students.

STATE ID&R COORDINATOR RESPONSIBILITIES

- Direct the identification and recruitment efforts for the Arizona State MEP
- Collaborate with the LEA Directors/Coordinators
- Develop and facilitate Statewide ID&R webinars and trainings
- Develop and provide training for LEA recruiters
- Visit on-site with each recruiter to address specific training needs
- Review qualifying activities
- Review recruitment logs of all recruiters
- Evaluate the effective use of webinars and trainings using surveys
- Plan recruitment efforts
- Guide and facilitate creation of District ID&R Plans

RECRUITER RESPONSIBILITIES

- Understand MEP eligibility requirements
- Actively identify and recruit all eligible migratory children between 0 and 22 years of age
- Recruit Out-of-School Youth and offer support and educational services
- Practice sensitivity to the cultures and languages of each family
- Conduct initial eligibility interviews with families/youth in person in their primary language
- Possess knowledge of the cycles of seasonal and temporary work as they relate to agriculture and fishing work
- Be aware of instructional services available for migratory children and their families
- Be aware of and develop relationships with other agencies that may provide services to migratory workers and their families such as Migrant Health, WIC, and Migrant Head Start
- Be familiar with local roads and the locations of housing where migratory families reside
- Know where community organizations are located, the services they offer, and eligibility requirements
- Clearly and accurately record information on a COE to establish that a child is eligible for the MEP
- Submit COEs to the LEA/State Approver within the appropriate time limits
- Maintain an ID&R Plan to strategically recruit students in a region and manage time and effort
- Submit Intrastate and Interstate Move Notifications in MSIX
- Participate in State ID&R webinars and trainings
- Collaborate with other recruiters in the region
- Prepare and submit documentation such as a weekly activity log
- Develop and maintain recruitment maps or written directions to workers/camp locations
- Develop a recruitment network with migratory families, employers, school staff, communities, institutions, religious organizations, and social services agencies which serve the same population
- Build relationships with agribusinesses, make visits to recruit at their fields and facilities, and update the Employer Database

The MEP recruiter is also responsible for maintaining an Activity Log that tracks their time and effort each week. The log contains detailed information about the recruiter's tasks including:

- The type of activity performed (i.e. recruitment, advocacy, data entry, or family engagement).
- The name of the farm, company, or organization visited, address, points of contact, and results of the visit.
- The number of children identified and details on how they were identified.
- Follow-up actions for their action plan.

MEP COORDINATOR RESPONSIBILITIES

- Program administration of the Migrant Education Program for the consortium/LEA
- Plan and coordinate all migrant programs including summer programs
- Maintain program records including documentation listed in the LEA ID&R Activities Checklist
- Ensure compliance with federal, state, and local mandates and guidelines
- Identify training needs of their district/region*
- Contact the State ID&R Coordinator to schedule local/regional ID&R trainings
- Coordinate activities of the local/regional recruiters
- Contact local school districts and charter and private schools within the region to discuss the MEP
- Assist recruiters with making contacts to identify and recruit students in local districts, charter and private schools
- Develop local ID&R Plan
- Review activity logs of all recruiters

**MEP Coordinators are encouraged to utilize the Peer Coaching Form with each of their recruiters to help identify the training needs of their staff.*

MEP DATA CLERK RESPONSIBILITIES

- Collaborate with recruiters to ensure the timely and efficient data entry of all COEs
- Ensure compliance with federal, state, and local mandates and guidelines
- Data entry of service codes
- Scan all required documents into the student's electronic file
- Provide technical assistance to recruiters when needed
- Assist with gathering information from parents
- Work with MEP State Data Specialist
- Manage weekly, monthly, quarterly reports

LEA ID&R ACTIVITES CHECKLIST

To help each MEP project carry out and document activities to support effective ID&R, the MEP Coordinator should ensure their staff use following checklist to complete ID&R responsibilities and document them in a timely manner. Documentation may be requested during monitoring. This checklist is available for download on the AZ MEP ID&R padlet under AZ MEP forms at <https://padlet.com/AZMEP/IDR>.

✓		Local staff responsible	Timeline	Documentation	Date(s) Completed
	School-Based ID&R				
	Contact registrars, front desk staff, Title 1 staff and other contacts at each school site to ensure efficient use and transfer of occupational surveys.	Recruiters	January 1, June 1, and September 1	Contact and communication roster on file	
	Identify and attend events to present to counselors, bus drivers, Title 1 staff, and other key contacts at each school site about the MEP. When there are no events, visit these contacts in person, explain the program, and make a plan to collaborate for ID&R.	Recruiters	January 1, June 1, and September 1	Contact and communication roster on file	
	Contact currently enrolled students and youth to determine if there has been a new qualifying move. Complete COEs.	Recruiters	January 1, June 1, and September 1	Completed COEs	
	Contact potentially eligible children and youth based on Occupational Surveys.	Recruiters	Weekly	Completed COEs	
	Contact families referred via MSIX move notifications and email the State ID&R Coordinator when they have been identified.	Recruiters	Weekly	Completed COEs and reply email to ID&R Coordinator	
	Conduct Consultation with Private Schools and complete the Notification of Intent for FY21 Equitable Services Participation.	Coordinators	January 1, June 1, and September 1	Notification of Intent for FY21 Equitable Services Participation forms on file	
	Assist recruiters with making contacts to identify and recruit students in local districts, charter and private schools.	Coordinators	January 1, June 1, and September 1	Contact and communication roster on file	

✓		Local staff responsible	Timeline	Documentation	Date(s) Completed
	Field-Based ID&R				
	Review current H-2A orders. Contact employers and arrange a time to talk to workers in person. Update the employer database with worksite and housing site addresses, start and end dates, number of workers, and details about ID&R efforts.	Recruiters	Monthly	Comments and data recorded in Employer Database and H-2A orders on file	
	Review and update agricultural map with knowledge of local employers and areas where workers may reside.	Recruiters	January 1, June 1, and September 1	Completed and updated maps on file in Google maps	
	After each new COE, review the employer profile in the employer database. Contact the employer if no other recruiter has talked directly to supervisors and employers working there in the last 3 months. Update records of communication with employers in employer database.	Recruiters	Weekly	Comments in Employer Database.	
	Make assignments for contacting each employer in the area and presenting to workers.	Coordinators	January 1, June 1, and September 1	Assignment roster on file	
	Community-Based ID&R				
	Make assignments for ongoing contact and coordination with local agencies that serve migrant families/OSY to identify potentially eligible individuals.	Coordinators	January 1, June 1, and September 1	Assignment roster on file	
	Complete an agency info sheet on each organization in the area that provides services to migratory populations	Recruiters	Annually	Agency info sheets on file	
	Attend all relevant community events for workers, ag companies, and community agencies including safety trainings. Present information on the MEP.	Recruiters	Monthly	Calendar of events and Recruiter attendance on file	
	Visit laundromats, ethnic stores, worker housing, and ESL/Adult Basic Education Classes to post flyers and talk to individuals about the MEP.	Recruiters	Monthly	List of locations with dates of visits & activity details on file	
	View and contact referrals submitted through the online referral tool. Complete COEs, update eligibility status, and close referrals.	Recruiters	Weekly	Updated referral statuses in online referral tool	

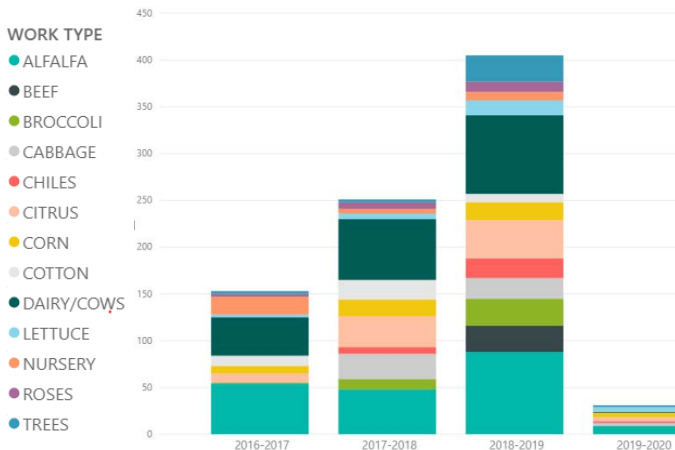
✓		Local staff responsible	Timeline	Documentation	Date(s) Completed
	ID&R Training				
	Notify ADE MEP staff of all newly hired MEP staff.	Coordinators	By the end of the first week of employment.	Email	
	Complete new staff training modules and submit MSIX application.	Newly hired recruiters	By the end of the first week of employment.	MSIX application	
	Attend all Arizona MEP ID&R training and webinars.	Recruiters	Monthly	Sign-in sheets/evaluations	
	Quality Control				
	Record all effort on time and effort log.	Recruiters	Weekly	Printed and filed logs	
	Review activity logs of Recruiters.	Coordinators	Weekly		
	Conduct rolling re-interviews.	Recruiters	January 1, April 1, July 1, October 1	Completed re-interview forms on file and sent to SEA	
	Coordinate rolling re-interviews.	Coordinators	January 1, April 1, July 1, October 1	Completed re-interview forms on file and sent to SEA	

USING DATA TO CREATE EFFECTIVE ID&R PRACTICES

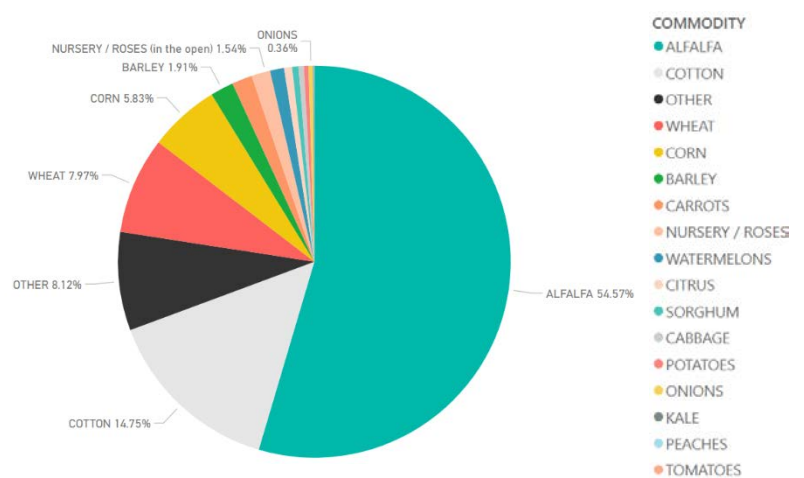
The Arizona Migrant Education Program uses a data-driven approach to state and regional ID&R. A variety of data sources inform Arizona ID&R strategies, including:

1. [The 2017 Census of Agriculture by the USDA](#), which provides data on the number of operations and acres producing major crops and the number and type of livestock operations in each county, as well as other data like migrant and temporary worker numbers and producer demographics.
2. Current and historical MEP data, accessible via reports in the [MIS2000 web app](#), including the number of identified qualifying migratory workers who work(ed) in the production or processing of specific commodities, worker move dates and QADs, and the names of companies and key contacts.
3. Data collected from conversations with employers and organized in Employer Database Info Sheets and the Employer Database in MIS2000.
4. [Historical](#) and [current H-2A and H-2B job postings](#) from the Department of Labor, which provide data on arrival dates of workers arriving with visas, types of work, worksite addresses, housing site addresses, start and end dates, companies, and key contacts.
5. Arizona crop progress reports and other agricultural statistics published by the United States Department of Agriculture National Agricultural Statistics Service, which provide up-to-date information on crop status. Recruiters can [subscribe to these reports](#) and receive updates via email.

Example MEP and Agricultural Data – Maricopa County



Activities of Qualifying Migratory Workers



2017 Census of Agriculture: Crops by Acres Harvested

MEP staff explore these data with questions such as the following to identify ID&R opportunities:

1. Comparing USDA and MEP data: Are the top crops and commodities produced in each county well represented among the top qualifying activities of workers identified by the MEP?

Alfalfa in Maricopa, Pinal, and Cochise Counties

The production of alfalfa is consistently the number one qualifying activity of workers identified by the MEP in Maricopa and Pinal Counties, and rightly so – more than half of the acres harvested in Maricopa and more than a third in Pinal are used to grow the crop. But in Cochise County, where more than 40% of the acres harvested are used to grow alfalfa, work in alfalfa ranks much lower on the list of qualifying activities of workers identified by the MEP – in the past few years, six or fewer identified workers in that county engaged in the production of alfalfa.

Ratios of worker to acres of alfalfa harvested: Maricopa 1:1,162 / Pinal 1:699 / Cochise 1:6,059

Carrots and Watermelons in Maricopa County

Carrots and watermelons are among the top 10 crops in terms of acres harvested in Maricopa County; however, neither ranked among the top 10 qualifying activities of workers identified in the county by the MEP in the last several years.

2. Analyzing historical MEP data: How do the numbers of identified qualifying workers who engaged in the production and processing of each commodity differ from year to year, and why?

Spinach in Pinal County

In 2017-2018, Pinal county recruiters identified 58 children whose parent/guardian worked in the production of spinach – placing it second only to alfalfa as the top qualifying activity of workers identified by the MEP. Zero spinach workers were identified the next year.

Major crops in Cochise County

The numbers of qualifying workers engaged in the production of some of the top crops in Cochise county dropped by around 50% between '17-'18 and '18-'19. Workers in tomatoes fell from 39 to 20; workers in chiles from 20 to 9; workers in pecans from 18 to 7.

3. Analyzing H-2A data, worker move dates from COEs, and information gathered from employers: When is the best time of year to reach out to growers or processors of each commodity?

[ADDITIONAL INFORMATION ABOUT ACCESSING H-2A AND H-2B JOB INFORMATION](#)

[The IDRC H-2A Webinar: I-Cert Changes](#) from March 2020 provides an overview of the two websites where Recruiters can explore past and current H-2A and H-2B job postings.

The [Arizona MEP March 2020 Webinar](#) provides a more in-depth look at the details found in these job postings and how they can be used by Recruiters.

DISTRICT/CONSORTIUM ID&R PLAN

Each MEP project led by a single LEA and each MEP consortium must implement an ID&R Plan that defines their strategy to meet and fully comply with all federal regulations and guidelines pertaining to the identification and recruitment of migratory children in their area. Recruitment efforts should include out-of-school youth (OSY) and School Readiness. Key components to include in the ID&R plan are:

1. How will the district manage and coordinate local staff year-round (regular school year and summer) who conduct ongoing recruitment efforts for all eligible children and youth including OSY and pre-school aged children? Please include details on:
 - flexible staff schedules,
 - peak periods of agricultural activity,
 - visits to seasonal and temporary work sites such as; farms, packing sheds, and processing plants that work with poultry, beef, or wood.

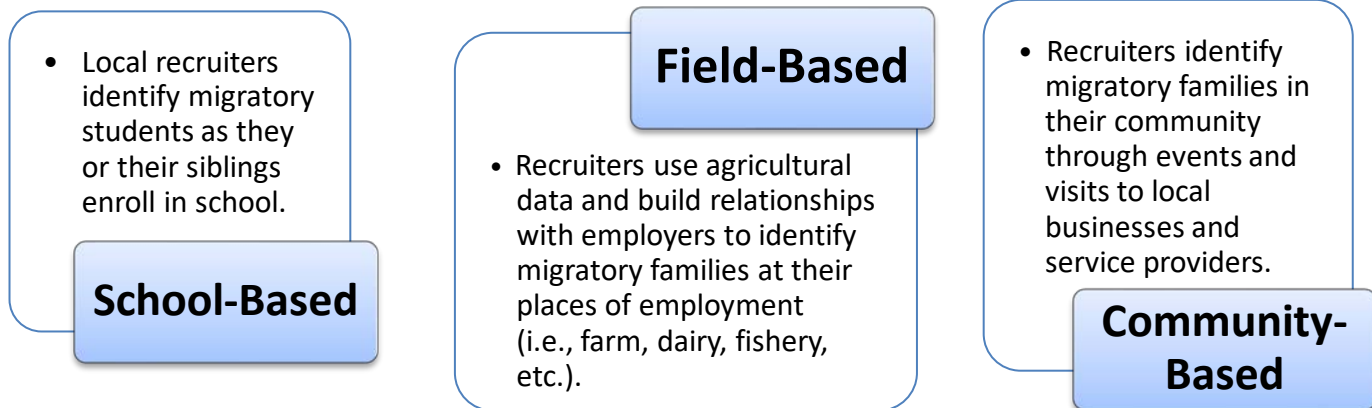
Include how you will ensure use of the ID&R Activities checklist to guarantee all ID&R activities are taking place at the appropriate time with required documentation.

2. How will the district coordinate with other nearby MEPs for identifying and referring potentially eligible migratory families and ensuring COEs are completed as needed?
3. How will the district contact currently eligible migratory children and youth to determine if new qualifying moves have occurred and ensure COEs are completed as needed?
4. How will the district ensure the occupational survey (which is completed by all parents during new student registration and back-to-school registration) is used at all school sites and gathered, reviewed, and prioritized for further follow up to identify potential migratory children and youth? Include the contact at each school site who will ensure these are distributed to families, collected, and provided to MEP staff.
5. How will the district coordinate with other agencies, organizations, and resources to build a recruitment network and identify potentially eligible migratory participants? Include attendance at health fairs, safety trainings, local events, and visits to Salvation Army, local food banks, grocery stores, laundromats, swap meets, etc.
6. How will the MEP ensure their staff completes and documents new recruiter training, State MEP training, local ID&R training, and other professional development?
7. How will the district create and/or maintain a current local agricultural map containing profiles of employers, community partners, agricultural activities, crops and/or growing seasons in your area? Please explain how this information will be updated during the year (each semester minimum).
8. How will the district create and/or maintain a local agricultural map that includes the areas/neighborhoods, hotels, apartments, trailers, and other places where migratory families may reside? Please explain how this information will be updated during the year.

9. What is the district's plan for contacting growers, dairies, processing plants, labor contractors, and other employers, visiting workers in-person, and identifying all potentially eligible migratory families and OSY?

10. The district's calendar of agricultural activities, local agricultural map, residential map, list of employers, and other documentation described in the LEA ID&R Activities Checklist must be readily available to be shared with the SEA staff throughout the current school year when requested and/or needed. Where will this information be stored in the district? (Please ensure to keep all this information current and on file).

THREE TYPES OF RECRUITMENT



Identification and recruitment – the act of finding and enrolling eligible children and out-of-school youth – is the foundation of the Migrant Education Program. For each MEP project in the state, the ID&R process begins with knowledgeable staff members who understand the migratory lifestyle of workers and families.

MEP recruiters at the district and regional levels develop specific ID&R strategies tailored to the communities in which they recruit; these strategies consist of school-, field-, and community-based approaches. In communities with agribusinesses, field-based strategies such as visiting farms, fields, orchards, dairies, ranches, and farmworker housing facilities is critical. Recruiters in areas with few agribusinesses may rely more on school-based strategies and partner with recruiters in neighboring areas to conduct field-based recruiting at agribusinesses there.

Online ID&R Referral Tool

In 2020, the Identification & Recruitment Consortium (IDRC, formerly IRRC) released an online referral tool that is useful in all three types of ID&R as it allows school staff, agribusinesses, and community partners to refer potentially eligible children and youth to the MEP.

This tool is accessible at the link <https://idrreferrals.net/>. Recruiters should share this link with anyone who may encounter a qualifying worker or potentially eligible child or youth.

When a referral is entered, a recruiter in the county the worker is located in will receive an email. The recruiter must log in to the tool's administrator site <https://idrreferrals.net/admin>, view the referral, and determine whether it has been correctly assigned or must be reassigned to another recruiter based on the location. If the referral should be reassigned, the recruiter must email the State ID&R Coordinator.

When a recruiter receives a referral in their area, they must:

- Call or visit the family/youth and determine if anyone is eligible for the MEP.
- Click on the Referral Update box beside the referral in the referral list, and change the eligibility status from “Undetermined” to “Eligible” or “Ineligible”.

- Once the recruiter marks the referral eligible and completes a COE or marks the referral ineligible, they must remove the referral from their active referral list by clicking “Close Referral” at the bottom of the Referral Update box.

Additional training and brochures on this tool are accessible at the “Training Tools” link at <https://idrreferrals.net/>.

FIELD-BASED RECRUITMENT

All Arizona MEPs must create and implement an ID&R plan and schedule that allow recruiters to visit the farms, dairies, nurseries, processing plants, and other places that employ migratory agricultural workers. Field-based recruitment is an essential part of ID&R, especially when it comes to identifying OSY and preschoolers.

Field-based recruitment requires knowledge of the area’s crops, agribusinesses, qualifying jobs, and planting and harvesting seasons. It also requires a commitment to continue learning, as agriculture is a dynamic industry, constantly changing. Each MEP’s ID&R plan should include strategies for learning about new crops, companies, and production and processing practices.

Tools and strategies recruiters can use to stay up to date on agriculture in their area include:

- Studying the [2020 Agriculture in Arizona](#) literature review to learn about agriculture throughout the state.
- Checking recent H-2A and H-2B job postings: On a regular basis, at least monthly, recruiters should study the latest H-2A and H-2B job openings at <https://seasonaljobs.dol.gov/>. These postings provide valuable information on when workers are arriving, how long they will be here, how many will be hired, where they will live, and key contacts at their places of employment.
- Reading the news: Recruiters should set up Google alerts to receive notifications about news stories related to agriculture in their area.
- Paying attention to company names on COEs: When a recruiter completes a COE and obtains the name of company they are unfamiliar with, they should check the employer profile, contact the company, and update the employer profile in the Employer Database with details on next steps.
- Cultivating awareness and curiosity: Effective recruiters are hungry for knowledge about the agricultural industry in their area. They use data to learn about where they can strengthen their ID&R and pay attention when out driving. They learn about companies by asking growers where they send their raw products for processing or asking a processing company about which company grows their raw products. They are aware that in addition to growers and processors, labor contractors also hire qualifying workers, so if an agribusiness says they have no employees, an effective recruiter asks which labor contractors they work with.

In addition to knowledge of agriculture, field-based recruitment requires the ability to identify and build relationships with key contacts at agribusinesses and a commitment to work with them to develop a plan

Sample Elevator Pitch

INTRODUCE THE MEP

I'm with a state program that provides free services to agricultural workers and their families under Title 1, Part C.

EXPLAIN THE HISTORY AND PURPOSE

The program was started over 50 years ago at the national level and now exists in most states to serve children of temporary and seasonal ag workers because their education was disrupted when their families moved for work. Workers don't move as much these days, but the program still serves agricultural workers and family members who qualify.

DESCRIBE SERVICES

The adults we serve may be eligible for free English lessons online, help with G.E.D. completion, and access to other services. Eligible children can receive free school lunch, uniforms, school supplies, tutoring, summer school and after school programs. We also help connect high school students to CAMP, an organization that provides scholarships to qualifying children of agricultural workers.

DESCRIBE BENEFITS TO EMPLOYER

Our partners have found that when their workers are well-supported, it can help them attract and retain quality help.

EXPLAIN YOUR GOAL

It is my job to talk with employers in my area and set up a time to talk directly to workers. It takes about 5 minutes to explain the program and let them know they can follow up with us after work hours if they think they may qualify or have questions.

ASK FOR THE INFORMATION YOU NEED

- *Who can help me schedule a time to talk to workers?*
- *How many supervisors are there, and how can I get in touch with them?*
- *What day next week can I stop by before work (or other time) to talk to workers and give them brochures?*

to meet with their workers and talk to them about the MEP. Key contacts are those who have the authority to put the recruiter directly in touch with workers. They are typically field supervisors or foremen; sometimes an HR manager or trainer is the best contact.

Building relationships is rarely quick or easy. It takes time, consistency, reliability, value, and trust.

Identify key contacts

Getting past the initial “no” in order to identify key contacts at a company requires determination and patience. Whether a recruiter already knows someone at the company or cold calls the main office, they should explain the program and ask who can put them in touch with workers so they can explain eligibility and services in more detail.

Usually, the first person a recruiter talks to is a “gatekeeper” who may tell them that speaking directly to workers is not allowed; however, it is the recruiter’s job to recognize this person is just doing their job, and they must continue to identify the key contacts. An effective recruiter will:

- Do their research. Check the company website or talk to others to understand who key contacts might be.
- Explain that if a company’s workers are eligible for the program, they are entitled to MEP services by federal law.
- Explain that they must talk to workers so they can answer questions and so workers know who to contact for more information or to determine if they are eligible.
- Ask to be put in touch with the person who has the authority to connect them with workers.
- Make it clear they will continue to ask until they get the job done.

- Visit the company in person. This should be every recruiter's preferred way of meeting key contacts, unless visits are restricted by their district because of COVID-19.

Make a plan

Once the recruiter has identified all the key contacts at a company, they should talk to each one and explain the MEP, including how it benefits both employer and employee. Then they will explain the ID&R process involves making a short presentation directly to workers and ask what the best time is to schedule a visit. The ideal time to visit with workers varies depending on the company and type of work. It may be before the shift begins, during lunch break, or at a training session or other orientation at the beginning of the season. If visits are restricted because of COVID-19, recruiters must ask for names and numbers of potentially eligible families and workers so they can be reached by phone.

If a recruiter has thoroughly researched the company's personnel, spoken to everyone who might be able to put them in touch with workers, and has been unable to obtain referrals or speak to workers, they should notify the State ID&R Coordinator for follow up.

Follow through

It is critical that recruiters learn about the best times of year to visit workers at each company, include these dates in their ID&R plan, and follow through by reaching out to the key contacts and setting up visits.

The best time to visit may be each time a new group of workers is hired. However, an effective recruiter also visits during the "off season" because they recognize that there may still be qualifying workers there during a slow period when most temporary and seasonal workers have moved on to a different area. Even when an employer says their workers there now are "year-round", an effective recruiter recognizes even year-round workers may be qualifying workers, as they may intend to work there only temporarily.

Whether a recruiter calls just before the busy season or during the off season, they should always identify the key contacts and find out when they can present to the workers who are there now as well as to the next group of workers that will be hired.

Do's and Don'ts of Field-based ID&R

DON'T wait for an employer to return your email or phone call.

DO call or visit them multiple times a day if necessary.

DON'T accept "no" or other forms of no ("that's not possible" or "you're not allowed here") for an answer.

DO be pleasantly persistent. Explain that you will continue to follow up until you are able to complete your job.

DON'T represent your district in word or literature. Doing so can create a misconception that families outside your district aren't eligible.

DO represent the Arizona MEP in word and literature. Later when prescreening a family, if you discover they live in a neighboring MEP, give them the recruiter's contact information and provide the recruiter with the family's contact information to ensure that a recruiter follows up.

DON'T discuss only services available to children and out-of-school youth.

DO be an asset by asking about what workers need and being knowledgeable about other free services in your area.

DON'T talk only about what you need from the employer.

DO be an asset by offering items or services that may be useful to the employer such as translation.

DON'T assume that being in a field or facility is not safe.

DO use common sense when evaluating risk. Being with workers outdoors in daylight in a group setting often poses little risk of danger.

Presenting to workers

While the MEP provides services to eligible children and youth through age 22, an effective recruiter builds value in their relationships with employers and employees by being prepared to talk about the wide variety of services available to workers and their families in their community. They understand that other agencies that also serve agricultural workers and their families have broader eligibility requirements.

An effective recruiter will tailor their presentation to the occasion, considering their audience and the time limits involved. If they talk to workers at the beginning of the work shift or during break, they may ask workers for their phone numbers and call them after work to follow up. If they are meeting workers at the end of a shift, they may take their tablet and be prepared to complete COEs if workers have the time to complete an eligibility interview.

An effective recruiter considers their audience. Since H-2A workers rarely have children in the U.S., when talking to a group of H-2A workers a recruiter may choose to not talk about the services the MEP provides to children except to mention the purpose of the MEP. Instead, the recruiter will focus on services that the MEP provides to workers under 22 years of age and services available to adults through other agencies in the community. When talking with domestic (non-H-2A) workers, a recruiter will talk about MEP services for children and youth and other services provided by partner agencies, remembering that workers and their spouses under 22 years of age may also be eligible for MEP services.



TIPS FOR BUILDING RELATIONSHIPS

- Practice effective communication. Hone your elevator pitch. Tailor your pitch to the employer when possible.
- Show empathy. Agricultural employers and supervisors have a lot on their mind – the weather, pests, workforce shortages, etc. Learn about their products and be aware of issues they may be facing so you can show them you care and have respect for the challenges they may be going through.
- Ask for feedback and find out how you can help contribute to their success. Learn about their workers' challenges and how you can be a better partner. Do they need any information translated? Could they use some safety signs in Spanish and English?
- Be persistent. Relationships aren't built overnight or established with one phone call or visit. They take time to nurture and grow. Recruiters must be prepared to stay in touch and invest time and energy.
- Be consistent. Once you have built a relationship, be prepared to stay in touch. Follow their company on social media and in the news and congratulate them on their successes. Let them know when new services are available through the MEP or through other agencies in the community.
- Add value. Be prepared to give something of value – a solution, a fresh perspective, a free pen – early on and throughout the relationship. When a company is experiencing a labor shortage, offer to put the word out that they are hiring, and share the opportunity with others via social media or other announcements. Your good deeds will pay off.

Responding to objections

When key contacts respond to a recruiter with objections, this gives the recruiter an opportunity to clear up misunderstandings and continue to build trust and value in the relationship. Words like “migrant”, “migratory”, “temporary”, and “move” can cause confusion, so recruiters may find it easier to omit these words in their initial conversations with employers.

Sometimes employers will try to simplify the ID&R process for recruiters by offering to hand out flyers themselves or determining that none of their workers are eligible based on what they have learned about MEP eligibility. Recruiters should explain that they must talk to workers directly to answer questions and that MEP eligibility is not always straightforward. Only recruiters are authorized to determine whether workers are eligible.

To the right are some common objections and possible responses.

COMMUNITY-BASED RECRUITMENT

Community-based ID&R includes increasing the MEP’s visibility and voice in the community, networking with other agencies, and partnering with them to identify and serve migratory families and agricultural workers. Networking with local agencies and businesses involves visiting and reaching out via phone and email and attending events in the community to represent the MEP and learn about other services available to agricultural workers and families.

A recruiter’s conversation with other agencies and organizations often begins with, “Tell me about who you serve and what services you provide”, and continues with a discussion about MEP eligibility and services. Then, it moves toward the question, “How can we work together to identify and serve individuals who are eligible for services through the MEP and your agency?”

Below are some examples of other activities that are included in community-based recruitment:

- Putting up posters at local businesses such as restaurants and laundromats.
- Attending pesticide safety training events to describe the MEP to attendees.
- Going with a health worker into the field to talk to workers where they meet to get on busses to go to the fields.

Objections and Responses

OUR WORKERS DON’T MOVE.

- We’ve found some employers are not aware that in the off season, their workers are going to another town for a few weeks.
- Even if a worker hasn’t moved in the last year or so, if they made one move in the last 36 months, even if it was temporary, they may still qualify.

OUR WORKERS DON’T NEED ANYTHING.

- I understand they may not need anything now and time is important to you and your staff.
- If we can enroll those who are eligible now, when a need arises, there will be less delay in the time it takes to get them services.

OUR WORKERS AREN’T FROM HERE.

Our goal is to identify and recruit all qualifying workers, including workers who have work visas. Country of origin does not affect an individual’s eligibility for our program.

WORKERS DON’T HAVE FAMILIES HERE.

The program is not just for children. Anyone under age 22 who has not completed a high school degree may qualify.

WE CAN’T SHARE PERSONAL INFORMATION.

- The Migrant Education Program enrollment process was designed with the specific privacy concerns of migratory farmworkers and their employers in mind.
- We do not ask for any type of documentation or paperwork, and all information we collect is kept private and is protected by a law called FERPA.

Get involved in your community!

Be familiar with social services available in your area that migratory families and OSY are likely to use and community outreach programs you can partner with to identify migratory families.

Get to know agencies such as:

- [Arizona Interagency Farmworkers Coalition](#)
- [Adelante Healthcare](#)
- [Sunset Health](#)
- [Mexican Consulate](#)
- [Chicanos por la Causa](#)
- [Campesinos Sin Fronteras](#)
- [Regional Center for Border Health](#)
- [Arizona Leafy Greens Committee](#)
- [University of Arizona Cooperative Extension regional offices](#)
- [Yuma Safe Produce Council](#)
- [Arizona Farm Bureau](#)
- [Boys and Girls Club](#)
- [Cavity Free AZ](#)
- [Arizona @ Work, Department of Economic Security](#)
- [Arizona Department of Agriculture Worker Protection Training](#)
- [University of Arizona's Pesticide Safety Education Program](#)

Also, put community events on your calendar and set up a booth when possible. Find events in your area such as:

- [Arizona Food Summit](#)
- [Southwest Ag Summit and Latino Farmer Symposium](#)
- [Southeastern Arizona Farm and Ranch Trade Show](#)
- [Día Del Campesino](#)
- [Yuma Safe Produce Council Annual Supervisor and Foreman Training](#)

- Attending health events for agricultural workers and talking to the workers about the MEP.
- Attending events for agricultural employers to talk to growers and processors about how the MEP can serve them and their workers.
- Offering free English classes at food banks, churches, or libraries.

When done effectively, community-based recruiting ensures that the agricultural community and other agencies are familiar with and eager to partner with the MEP. It also prepares the MEP recruiter to be an expert on all services and resources available within the community and to present this information when conducting ID&R. Then, when a recruiter visits agricultural employees, they can talk about a wide variety of services available to workers and their families. This increases the value of the employer's partnership with the MEP.

Building partnerships in the community: Step-by-step

1. Identify other agencies that serve agricultural workers or employers.
2. Obtain information about their services, eligibility requirements, main contacts, and calendar of events.
3. Complete a Community Agency Info Sheet to keep this important information organized and readily available. The Community Agency Info Sheet form is available on the AZ MEP ID&R padlet under Community Based Recruiting & Collaboration at <https://padlet.com/AZMEP/IDR>.
4. Offer to refer families who can benefit from their services to the agency. Ask the agency to refer families who might be eligible for the MEP to you. Develop a system that makes this automatic, such as including questions from the occupational survey in the agency's screening questions as they determine an individual's eligibility for their services, and keep their services in mind as you talk to workers and assess needs.
5. Collaborate on ID&R efforts and events. Go into the field with them and ask for permission to make an announcement about the MEP at their events.
6. Record collaboration on the Coordination of Services Form, and file this at your location. This form is available on the State MEP website <http://www.azed.gov/migrant/> and the AZ MEP ID&R padlet under AZ MEP forms at <https://padlet.com/AZMEP/IDR>.



SCHOOL-BASED RECRUITMENT

School-based ID&R involves using the parent occupational survey and building relationships with key people who can help identify migratory children at all school sites, including charter and private schools.

The Parent/Occupational Survey is a tool that can help recruiters identify migratory families. Be creative with the utilization of this recruitment tool. The survey on the next page is an example.

- Ensure every school site in each district includes the Parent/Occupational Survey in the Enrollment Packets and Annual Student paperwork.
- Create partnerships with surrounding districts (including private and charter schools) that do not have a Migrant Education Program and have them include the survey in their packets or hang up flyers throughout their campuses.
- Return to these school locations once a week or bi-weekly to collect the forms and visit with their staff.

When identifying and serving students in other districts, it is important to remember that all children and youth in Arizona who qualify for the MEP are eligible to receive the same services regardless of the district they attend or if they are currently enrolled in school.

TIPS FOR BUILDING RELATIONSHIPS WITH SCHOOL PERSONNEL

- ✓ Represent the Arizona MEP, not your district, in word and literature:
 - ✓ Say, "I'm with the State's program for children of migratory agricultural workers."
 - ✓ Then explain the role of your district in managing service delivery to migratory students in the general area.
- ✓ Be clear about your goals:
 - ✓ "I would like to explain the program to you. Do you have about 5 minutes?"
 - ✓ "I need your help identifying migratory students. All you need to do is include this parent survey in your registration packet and notify me when a family responds that they have worked in agriculture. I will follow-up with you regularly." "Who reviews these forms? Who should I contact?"
- ✓ Be clear about services: "We can provide tutoring, health care, transportation, family engagement services..."
- ✓ Be an asset. Ask about what other needs might be present.
- ✓ Be ready for questions/objections such as:
 - ✓ "How much does this cost?"
 - ✓ "I don't understand how this is different from other Title I programs."
 - ✓ "I don't understand how the students will receive services."
 - ✓ "We cannot provide you with student information."
 - ✓ "I don't understand what you need and why."
- ✓ Be creative.
 - ✓ Take gifts with the State MEP logo.
 - ✓ Brainstorm who might be able to help:
 - ✓ Front Desk staff
 - ✓ Lunch Person
 - ✓ Family liaison/social worker
 - ✓ Title I staff
 - ✓ Principals
 - ✓ Registrars
 - ✓ Counselors
 - ✓ Bus drivers



MIGRANT EDUCATION PROGRAM

PARENT SURVEY

SCHOOL DISTRICT: _____ DATE COMPLETED: _____

OF CHILDREN IN HOUSEHOLD: _____ AGES OF CHILDREN: _____

NAME OF SCHOOL ATTENDED BY CHILD(REN): _____

Please complete this form to determine if your child(ren) may qualify to receive additional services under Title I, Part C, Migrant Education Program.

1. Have your child(ren) been enrolled in the Migrant Education Program in the state of Arizona or any other state? YES NO If yes, please indicate the date and state where your child(ren) received services. _____
2. In the last three (3) years has your family made a move to search or work in another city, county or state? YES NO If yes, what is the date your family arrived in the city/town you reside in at this time? _____

3. Has anyone in your immediate family worked in one of the occupations listed below, either as a seasonal or temporary (less than 12 months) employee?

Check ALL that apply:

- Agriculture:** planting/picking vegetables/fruits such as tomatoes, lettuce, squash, broccoli, strawberries.
- Planting:** planting seeds, growing or cutting trees, raking pine straw
- Processing/packing agriculture products:** cleaning, weighing, cutting, sorting, freezing, packing
- Dairy/Poultry/Livestock:** herding, handling, feeding, branding, slaughtering, cutting, trimming, deboning
- Meatpacking/Meat processing/Seafood:** skinning, hanging, cutting, trimming, freezing
- Fishing:** scaling, cutting, freezing, dressing, enclosing the raw product in a container
- Other:** Please specify occupation _____

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

Current Address: _____

City/State/Zip: _____

Contact Number: _____

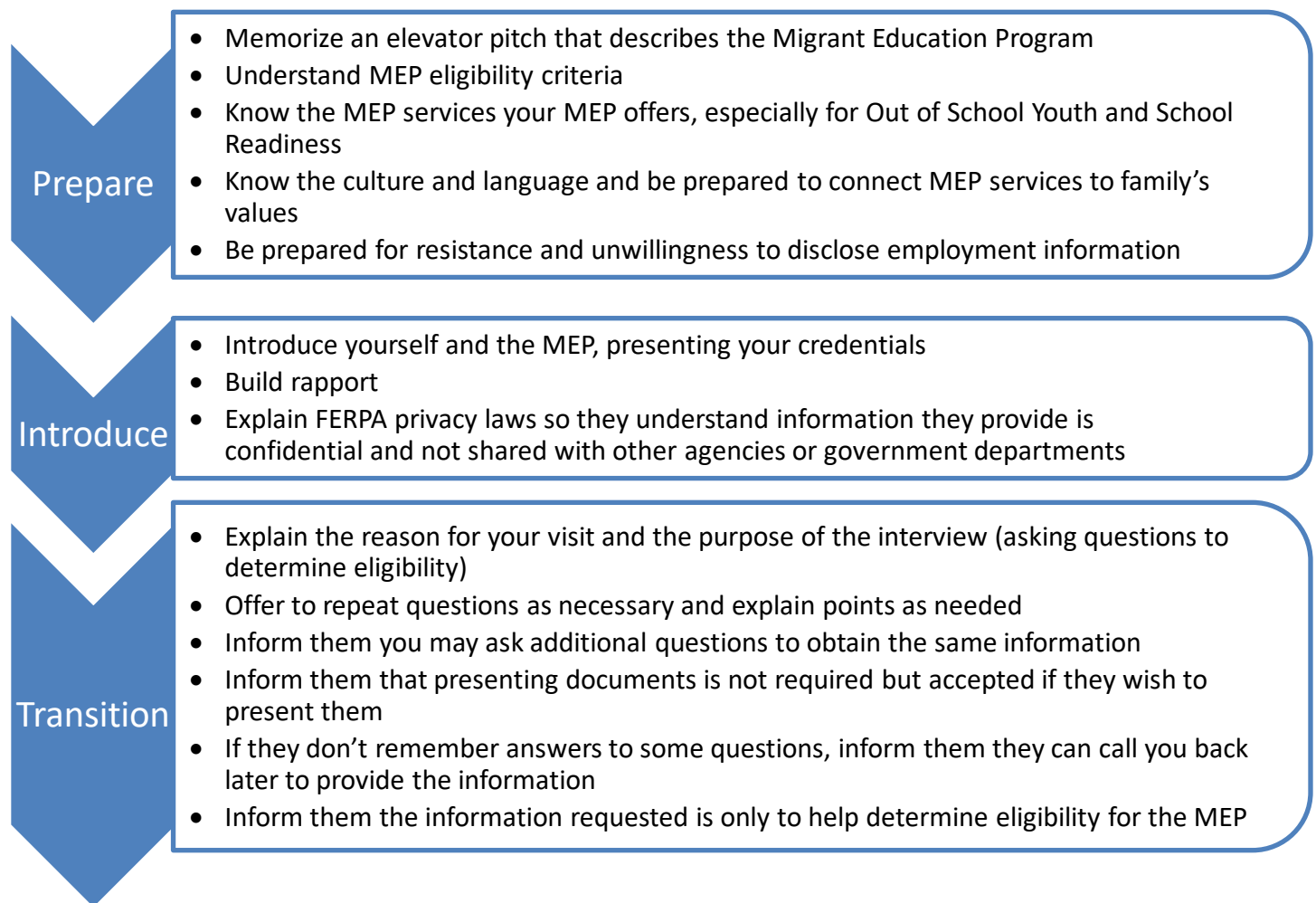
THANK YOU!
PLEASE RETURN THIS FORM TO THE SCHOOL AS SOON AS POSSIBLE

CONDUCTING INTERVIEWS

LEAs are responsible for interviewing families to determine eligibility and documenting the required information on the electronic Certificate of Eligibility using MIS2000. The recruiter will interview a parent/guardian responsible for the child and use information obtained in the interview to determine eligibility.

Recruiters can use the Migrant Eligibility Checklist to assist with this process. However, when interviewing the parent/guardian, the recruiter must ask “open-ended” questions rather than “guiding questions”.

Interview Process



Interview

- Complete the COE using questions that encourage a full, meaningful answer using the subject's own knowledge.
 - ✓ Why did you move here?
 - ✓ How did you know this work was available?
 - ✓ What kind of work were you looking for?
 - ✓ How long has your family been living in [town]?
 - ✓ Has anyone in your family moved recently?
 - ✓ When did they move?
- Avoid yes/no questions such as:
 - x Did you move to work in agriculture?
 - x Have you moved in the past 3 years?
 - x Your temporary work lasts less than 12 months, right?

Close

- Read back information you gathered
- Ask them to confirm it is correct
- Ask them to sign the COE to consent to services
- Inform them they will receive an Acceptance Letter once the COE is approved
- Explain the length of eligibility
- Notify them someone may revisit to review the information
- Thank them for their time
- Ask for referrals to identify others who may qualify
- Leave your contact information so they can contact you if they have further questions

Tips

- Do not promise any services.
- Avoid sharing private information about the family.
- Remember, services cannot be provided until the COE has received final state approval.
- For more information on completing the COE, see the State Data System Manual and the Arizona COE instructions in this manual.

RECRUITING STUDENTS IN ANOTHER DISTRICT

When students in a district not operating a Migrant Education Program are identified:

- Contact the State MEP Director to find out if another LEA is already covering recruitment in the district.
- With the State MEP Director's approval, complete a COE using your district code and your district's closest school to their residence as the facility.
- Notify the State Data Specialist via email about the new student(s), district, and facility. Use a password protected attachment and include the student name(s), MIS Student ID(s), and the proper district and facility.
- The State Data Specialist will set up access for the recruiter and data clerk in the new district and the COE will be edited to reflect the correct district and facility for the student(s).

MIGRANT ELIGIBILITY CHECKLIST

ALL boxes must be checked off in order to meet the Migratory Qualifying Worker and Migratory Child definitions (unless instructed to only check one).

Does the individual meet the definition of “Migratory Qualifying Worker”?

QUALIFYING MOVE FOR MIGRATORY QUALIFYING WORK

(Does not have to be dependent on child's move)

- Due to economic necessity; AND
- From one residence to another residence; AND
- From one district to another; AND
- Took place in the preceding 36 months

QUALIFYING WORK (check one)

- engaged in new temporary or seasonal employment or personal subsistence in agriculture “soon after” the move (within 60 days); OR
- did not engage in new temporary or seasonal employment or personal subsistence
 - actively sought such new employment; **AND**
 - has a recent history of (2) moves that resulted in temporary or seasonal agriculture employment or personal subsistence

THE NEW QUALIFYING WORK IS:

- seasonal or temporary; AND
- agricultural or fishing

Does the child(ren) meet the definition of a “Migratory Child”?

AGE

- The child is under 22 years of age

SCHOOL COMPLETION

- The child is eligible for a free public education under State law

QUALIFYING MOVE FOR CHILD *(Does not have to be dependent on migratory qualifying worker's move)*

- Due to economic necessity; AND
- From one residence to another residence; AND
- From one district to another; AND
- Took place in the preceding 36 months

QUALIFYING ARRIVAL DATE

- The child moved: (check one)
 - as a Migratory Qualifying Worker
 - with a Migratory Qualifying Worker
 - to join/precede a parent/guardian or spouse who is a Migratory Qualifying Worker (the worker's and child's moves must occur within the same 12 months)

CERTIFICATE OF ELIGIBILITY

Arizona uses the national Certificate of Eligibility (COE) designed by the U.S. Department of Education as the official record for documenting the basis for a child's eligibility for MEP services and obtaining parent/guardian consent for their participation in the MEP. Local recruiters are responsible for conducting in-person interviews and completing an electronic COE in MIS2000.

In the MIS2000 "Resources" tab, there are several resources available to the recruiter to assist with the completion of the electronic COE. Recruiters should contact the State Identification & Recruitment Coordinator for additional assistance.

ARIZONA COE INSTRUCTIONS

General instructions

- A COE must be completed every time a child makes a new qualifying move that would renew the child's eligibility for the MEP.
- Every attempt should be made to complete all data elements and sections of the COE. In cases where a response may not be required or does not apply, flexibility has been built into the instructions. In these cases, the recruiter must write a dash (-) or "N/A" in the appropriate blank. All other information must be provided.
- Apart from the "Qualifying Moves and Work Section," if the instructions ask for additional information in the Comments section and the State has required this information as a State data element, the recruiter does not need to provide the information again in the Comments section. For example, the instructions recommend that recruiters record the first and last names of the child's legal parent/guardian(s) in the Comments section if different from the current parent/guardian(s). However, if the State includes data elements for legal parent/guardian information, the recruiter would not have to repeat this information in the Comments section. See below for more information on required comments.
- If the recruiter completes a COE for a family, the recruiter *must fill out a separate COE for any child who has a different qualifying arrival date (QAD) or for any child who has different eligibility criteria than the rest of the children in the family*, such as an out-of-school youth (OSY) who may have moved as the worker. The QAD is the date that both the child and worker completed moves to the same school district (listed in #1 of the Qualifying Moves and Work section.) There are exceptional cases that are described in the instructions for the section titled "Qualifying Moves and Work Section." If more than one COE is necessary, the recruiter must complete all sections on each form.
- The recruiter must not include any child who:
 - Was born after the qualifying move described on the COE in #1 of the Qualifying Moves and Work section;
 - Is not eligible to receive a free public education through grade 12 under State law; or
 - Did not make the qualifying move described on the COE in #1 of the Qualifying Moves and Work section.

Completing the Required Data Elements of the COE

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

- **Parent/Guardian 1** [*Last Name(s), First Name*]. Record the name of the individual (if any) currently responsible for the child(ren). Record this individual's legal last name (or names) and legal first name. If the parent/guardian has two last names or a hyphenated last name, record the individual's last name(s) as it legally exists. The term "parent/guardian" on this form and in other sections of these instructions includes a legal guardian or another person who is standing in the place of the parent (*in loco parentis*) such as a grandparent or stepparent with whom the child lives. If the child(ren)'s legal parent/guardian is different from the current parent/guardian, we recommend providing the name of the child(ren)'s legal parent/guardian in the Comments section. If there is no parent/guardian information disclosed, or if the child is responsible for their own welfare (e.g., emancipated youth), write a dash (-) or "N/A."
- **Parent/Guardian 2** [*Last Name(s), First Name*]. Record the name of the second individual (if any) currently responsible for the child(ren). Record this individual's legal last name (or names) and legal first name. If the parent/guardian has two last names or a hyphenated last name, record the individual's last name(s) as it legally exists. The term "parent/guardian" on this form and in other sections of these instructions includes a legal guardian or another person who is standing in the place of the parent (*in loco parentis*) such as a grandparent or stepparent with whom the child lives. If the child(ren)'s legal parent/guardian is different from the current parent/guardian, we recommend providing the name of the child(ren)'s legal parent/guardian in the Comments section. If there is no parent/guardian information disclosed or if the child is responsible for their own welfare (e.g., emancipated youth), write a dash (-) or "N/A."
- **Current Address** Record the physical address including the complete name of the street or road where the child(ren) currently resides. In cases where a formal physical address is not available, include as much other identifying information as possible (e.g., trailer number, rural route, migrant camp, and landmark). If the physical address is different from the mailing address, we recommend providing the mailing address in the Comments section of the COE.
- **City** Record the name of the city or town where the child(ren) currently resides.
- **State** Record the postal abbreviation used by the U.S. Postal Service for the State where the child(ren) currently resides.
- **Zip** Record the five or nine-digit zip code where the child(ren) currently resides. The U.S. Postal Service has an online zip code directory service at <http://zip4.usps.com/zip4/welcome.jsp>.
- **Telephone** Record the telephone number, including area code, of the family. If no telephone number is available, write a dash (-) or "N/A."

Child Data. Child data includes the name, sex, birth date, etc. of each child. A recruiter should include all children with the same family and eligibility data on the same COE. Any child who has different (1) current family [see "Family Data" above for additional definition] or (2) eligibility data—including a different QAD—must be documented on a separate COE.

- **Last name 1** Record the legal last name of each eligible child in the family. If the child has a multiple or hyphenated last name (e.g., Ramírez-García), record the first part of the name (i.e., Ramírez).
 - **Last name 2** If the child has a multiple or hyphenated last name (e.g., Ramírez-García), record the second part of the name (i.e., García). If the child does not have a multiple or hyphenated name, write a dash (-) or “N/A.”
 - **First name** Record the legal first name of each eligible child in the family. This is the name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Ale or Alex for Alejandra).
 - **Middle name** Record the legal middle name of each eligible child in the family. This is the secondary name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Ale or Alex for Alejandra). If the child does not have a middle name, write a dash (-) or “N/A.”
 - **Suffix** Where applicable, record the child’s generation in the family (e.g., Jr., Sr., III, 3rd). Otherwise, write a dash (-) or “N/A.”
 - **Sex** Record the child’s sex: “Male” or “Female”. States may abbreviate these responses as “M” or “F”, respectively.
 - **Birth Date** Record the month, day and year the child was born. Use the two-digit number that refers to the month and day, and the last two digits of the year. For example, September 20, 2003, would be written as 09/20/03.
- Multiple Birth Flag (MB)** Record “Yes” if the child is a twin, triplet, etc. or “No” if the child is not a twin, triplet, etc. States may abbreviate these responses as “Y” or “N”, respectively.
- **Verification Code (Code)** Record the four numbers that correspond to the evidence used to confirm each child’s birth date (see the codes and corresponding evidence listed below). States may choose to abbreviate the codes listed below by recording only the last two digits.

A birth certificate is the best evidence of the child’s birth date. If a birth certificate is not available, the interviewer may use another document to confirm the child’s birth date, including any of those listed below. If written evidence is not available, the interviewer may rely on the interviewee’s verbal statement. In such cases, the interviewer should record “1007” – the number that corresponds to “parent’s affidavit.”

BIRTH DATE VERIFICATION CODES

CODE	DESCRIPTOR
1003	Baptismal or church certificate
1004	Birth Certificate
1005	Entry in Family Bible
1006	Hospital Certificate
1007	Parent’s Affidavit

1008	Passport
1009	Physician's Certificate
1010	Previously verified school records
1011	State-issued ID
1012	Driver's License
1013	Immigration Document
2382	Life Insurance Policy
9999	Other

- **Ethnicity** Record the child's ethnicity:
 - Latino
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - White
 - Native Hawaiian or other Pacific Islander
- **Birth City** Record the child's birth city
- **Birth State** Record the child's birth state. If the child is from Mexico be sure to use the appropriate abbreviation for the Mexican state. Please refer to the list if necessary.
- **Birth Country** Record the child's birth country. Use the appropriate country abbreviation.
- **Binational** A binational student is an eligible migratory student who has moved between Mexico and the United States with their parents or as an emancipated youth at least once in the last 36 months.
- **Designated Graduation School** Record the designated graduation school.
- **Residency Date** Record the date (MM/DD/YY) that the child(ren) moved to (i.e., arrived in) the present school district. Use the two-digit number that refers to the month and day, and the last two digits of the year. For example, May 20, 2016, would be written as 05/20/16. If the child(ren) qualified for the MEP on a move prior to the move to the present school district, the residency date will be later than the QAD. If the child(ren) moved prior to the worker's move, the residency date would precede the QAD. Note, although it is possible to record a residency date that precedes the QAD, a COE cannot be filled out and a child cannot be enrolled in the MEP until after the child and worker each make a qualifying move.
- **Grade** Indicate the student's current grade using one of the following:

P0	Less than 1 year
P1	1-year-old Preschooler
P2	2-year-old Preschooler
P3	3-year-old Preschooler
P4	4-year-old Preschooler

P5	5-year-old Preschooler
K	Kindergarten
01	First Grade
02	Second Grade
03	Third Grade

04	Fourth Grade
05	Fifth Grade
06	Sixth Grade
07	Seventh Grade
08	Eight Grade

09	Ninth Grade
10	Tenth Grade
11	Eleventh Grade
12	Twelfth Grade
OS	Out of School Youth

- **Enrollment Type** Indicate the child's type of enrollment in the MEP using one of the following:

E	Enrolled	The student is enrolled in a school operating a Migrant Education Program.
R	Resident	The student has been identified but is not enrolled in school. This includes OSY, Dropout, P0, P1, and P2 as well as P3-P5 who are not enrolled in preschool.
M	Participant	The student is enrolled in a school that does not operate a Migrant Education Program.
S	Summer School	The student attends summer school or a migrant-funded intersession occurring during a break in the regular term of the school year.

Additional information on codes for Preschool and OSY/Dropout students can be found in the State Data System Manual.

- **Facility Name** Indicate the name of the child's school. If the name of the school is not in the drop-down menu please contact the State Data Specialist.
- **Enrollment Date** Enter the date the child entered school.
- **District of Residence** Select the name of the child's District of Residence.
- **Additional Comment** Use this section to clarify circumstances that warrant further explanation.

COE COMMENTS

Comments sections on the Arizona COE should be used only in the following situations.

1. If the qualifying move was a to join/precede move, add a comment explaining the circumstances of the different move dates in the box labeled 2bi under Qualifying Moves & Work.

Qualifying Moves & Work

Items 1 - 3 Item 4 Items 5 - 6

1. The child(ren) listed on this form moved due to economic necessity from a residence in

From School District City State Country

to a residence in

To School District City State

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

a. With the worker

b. The worker, is the child or the child's Parent/Guardian

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

2bi - To Join or Precede Comments

If the child and MAW moved on different dates, a comment must be provided explaining the circumstances of the different move dates.

3. The Qualifying Arrival Date (QAD) was This is the date the child and MAW came back together.

2. If the worker did not move and engage in qualifying work within 60 days at any point in the last 36 months, they may qualify under 4b if they:
 - a. actively sought qualifying work after a qualifying move and
 - b. have a history of moves that resulted in qualifying work.

In the case of 4b, include a comment with the name of the business where they sought work and the type of work sought.

In addition, if the historical moves were out of state, include the name of the business and type of work engaged in.

Qualifying Moves & Work

Items 1 - 3 Item 4 Items 5 - 6

4. The worker moved due to economic necessity on from a residence in

From School District City State Country

to a residence in

To School District City State

and

(provide comment if worker engaged more than 60 days after the move)

4b - Provide details for actively sought work and recent history of moves

Actively Sought Work

1. Enter date when qualifying work was sought:

2. Describe how the work was actively sought?

Include the name of the business where they actively sought work AND the type of work (verb + noun)

Recent History of Moves (Two moves for qualifying work in the last 36 months)

Move #1

1. Move Date: 2. Worker:

From City State Country

3.

To City State

4.

5. Qualifying Work

If out of state, include the name of the business where they were employed and the type of work (verb + noun).

Move #2

1. Move Date: 2. Worker:

From City State Country

3.

To City State

4.

5. Qualifying Work

If out of state, include the name of the business where they were employed and the type of work (verb + noun).

- If the worker's job is/was temporary and not seasonal, provide a comment that indicates how the recruiter determined the work was temporary in the Temporary Work Comments box. For example, "The worker stated they plan to work here a few months", or "the employer stated the work would last only 6 months."
- In the general comments box under Item 6 in Qualifying Moves & Work, include a comment if the family has MEP history in MSIX.

Qualifying Moves & Work

Items 1 - 3 | **Item 4** | Items 5 - 6

5. The Qualifying work * describe the agricultural or fishing work was (make a selection in both a. and b.): a. Temporary/Seasonal b. Fishing/Agriculture

* If applicable, check 5c. Personal Subsistence (provide comment)

6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on: Employer

6 - Temporary Work Comments

Provide the statement that indicated the work was temporary and the source of that information.

General Comments

Provide a comment if the family has history in MSIX.

Note: The Comment box under Item 4a should not be used, as engaging in work more than 60 days after a move will not result in qualifying worker status.

Qualifying Moves & Work

Items 1 - 3 | **Item 4** | Items 5 - 6

4. The worker moved due to economic necessity on from a residence in From School District City State Country USA

to a residence in To School District City State

and A - Engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move)

4a- Provide comment if worker engaged more than 60 days after the move

This comment box should not be used. Engaging in work more than 60 days after the move is not allowed in a move that qualifies the worker as a migratory agricultural worker.

NON-REGULATORY GUIDANCE

The United States Department of Education, Office of Elementary and Secondary Education provides Non-Regulatory Guidance on the Education of Migratory Children, Title I, Part C. All Migrant Education Program staff are encouraged to utilize this resource.

GUIDANCE

Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965



SELECTED CHAPTERS REVISED

March 2017

U.S. Department of Education

Office of Elementary and Secondary Education

Chapter II: Child Eligibility

[Non-Regulatory Guidance – March 2017]

CHILD ELIGIBILITY

A child is eligible for the MEP (and thereby eligible to receive MEP services) if the child:

- a. Meets the definition of “migratory child” in section 1309(3) of the ESEA,¹ and is an “eligible child” as the term is used in section 1115(c)(1)(A) of the ESEA and 34 C.F.R. § 200.103; and
- b. Has the basis for the State’s determination that the child is a “migratory child” properly recorded on the national Certificate of Eligibility (COE).

Information necessary to determine a child’s eligibility for the MEP, and to document such eligibility on the COE, is based on an interview with the child’s parent/guardian or spouse, the child (if the child is the migratory worker), or another individual who is not the child’s parent/guardian or spouse (*e.g.*, an older sibling or other household member), but who has direct knowledge of the information needed by the recruiter to determine eligibility. (Recruiters are those individuals who contact migratory families, explain the MEP to them, and collect the necessary information to determine whether a child is eligible for the MEP.) While it is preferable to obtain information regarding qualifying work directly from the worker, workers’ statements may be relayed by the interviewee if the worker is not available at the time of the interview.

Each person reviewing the information contained on the COE, from the recruiter to the SEA-designated reviewer(s), must have confidence in the eligibility determination. Through the lens of recruiters’ and reviewers’ knowledge and experience, the information provided by the interviewee should generally be sufficient to determine eligibility. However, States may require additional documentation to substantiate the information provided by the interviewee if they believe such information is necessary to confirm eligibility for the MEP.

This chapter discusses issues of child eligibility and how SEAs may make these important determinations.

A NOTE ON ESSA AND CHILD ELIGIBILITY UNDER THE MEP

The Department has updated Chapter II of the Non-Regulatory Guidance for the MEP to reflect changes made to the authorizing statute—Title I, Part C of the ESEA – by the ESSA. New statutory provisions under the ESSA for the MEP will take effect for Fiscal Year (FY) 2017 grants awarded to SEAs on July 1, 2017. All MEP-specific statutory provisions in Title I, Part C of the ESEA, as amended by the ESSA, including the program definitions affecting child eligibility, will also be effective on July 1, 2017.

Changes to the ESEA have two principal implications for eligibility determinations made by SEAs and their recruiters.

¹ Throughout this chapter, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

1. Changes to Who Is a Migratory Child

ESSA's inclusion in section 1309 of the ESEA of a revised definition of *migratory child*, and new definitions of the terms *migratory agricultural worker*, *migratory fisher* and *qualifying move*, largely reflect definitions in regulations the Department issued in July 2008 under the ESEA, as amended by the No Child Left Behind Act of 2001 (NCLB) (34 C.F.R. § 200.81).

ESSA did make statutory changes in ways that SEAs and their recruiters are to determine the eligibility of migratory children, but these changes should make SEA eligibility determinations much clearer and easier to document. Principally, ESSA eliminates intent of a move as a factor affecting eligibility, and changes somewhat how eligibility determinations are made for workers who moved but did not engage in qualifying work.

- Elimination of 'Intent' as an Eligibility Criterion.

The ESEA, as reauthorized prior to the ESSA, defined a migratory child as one “*who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work—has moved from one school district to another...*” This long-standing definition established, as an eligibility criterion, the intent of the worker in making a move—a factor that, in practice, has proven very difficult for SEAs to document and confirm. ESSA has eliminated this criterion. Now, the worker must only have moved due to economic necessity from one residence to another and from one school district to another (subject to specific exceptions for school districts of more than 15,000 square miles or States of a single school district), and have either (1) engaged in new qualifying work soon after the move, or (2) if the worker did not engage in new qualifying work soon after the move, actively sought such employment and had a history of moves for qualifying work. See C1, C2 and C4 of this guidance.

- Workers Who Moved and Did Not Engage in Qualifying Work.

For those parents/guardians and spouses of migratory children who moved and did not engage in qualifying work soon after the move, and for children who would qualify as migratory workers on their own, the statutory definitions of *migratory agricultural worker* and *migratory fisher* in section 1309 of the ESEA contain criteria that are similar to, but not the same as, criteria contained in the definition of the phrase *in order to obtain* in 34 C.F.R. §200.81(d). The definitions in section 1309 of the ESEA permit one who has moved and not engaged in qualifying work soon after the move to be considered a migratory agricultural worker or migratory fisher if the individual actively sought such employment AND has a history of moves for temporary or seasonal agricultural or fishing employment. By contrast, the definition of *in order to obtain* in 34 C.F.R. §200.81(d)—which is no longer applicable because that phrase does not appear in the reauthorized statute—provides that the individual had to have stated that one of the purposes of the most recent move was to obtain such qualifying employment, and either (1) have a prior history of moves to obtain qualifying employment, OR (2) there is other credible evidence that the worker actively sought such employment soon after the move but, for reasons beyond his or her control, the work was unavailable. See C8 - C18 of this guidance.

2. Use of the Approved Certificate of Eligibility

Provided it has by then been approved for use by the U.S. Office of Management and Budget (OMB), consistent with 34 C.F.R. § 200.89(c) all SEAs must begin using the new revised national COE for all MEP eligibility determinations made on or after July 1, 2017. Any COE reviewed by SEA-designated reviewer(s) on or after July 1, 2017, must only be approved by such reviewers if the child(ren) listed on the COE meet program eligibility criteria under ESEA, as amended by the ESSA.

A migratory child whom an SEA determined to be eligible for the MEP prior to July 1, 2017, based on use of the prior version of the national COE, *i.e.*, the version prepared under the ESEA, as amended by NCLB, remains

eligible to receive MEP services for 36 months from his or her most recent qualifying arrival date (QAD), until he or she reaches age 22, or until he or she is no longer eligible for a free public education through grade 12 in that State—whichever occurs first.

STATUTORY REQUIREMENTS:

Sections 1115(b) and (c), 1304(c)(2), and 1309 of the ESEA.

NOTE: As it did in the predecessor statute, section 1304(c)(2) of the ESEA requires each SEA desiring to receive an MEP award to provide an assurance that it will implement its MEP program and projects in a manner consistent with the objectives of section 1115(b) and (d) of the ESEA. While the definition of “eligible children” applicable to Title I, Part A targeted assistance programs had previously been in section 1115(b) of the ESEA, this definition can now be found in section 1115(c). However, the provision for targeted assistance programs in section 1115(b)(2) requires the provision of services to participating students who have been identified as part of the “eligible population” under paragraph (c). Since this is one of the objectives of paragraph (b), the ESEA continues to bring that same definition into the MEP’s definition of a migratory child, whose objectives are to permit services to children not older than age 21 who are entitled to a free public education through grade 12, and preschool children who are not yet at a grade level at which the local educational agency (LEA) or State provides a free public education.

REGULATORY REQUIREMENTS:

34 C.F.R. 200.81, 200.103, and 200.89(c)

NOTE: For the three terms defined in both the statute and program regulations (“migratory child,” “migratory agricultural worker,” and “migratory fisher”), the statutory definition in the ESEA, as amended by ESSA takes precedence. In addition, the term “in order to obtain,” as defined in 34 C.F.R. § 200.81(d), is no longer applicable because the term was part of the definition of “migratory child” in the previous version of the statute (ESEA, as amended by NCLB), but has been removed from the program definitions in the current statute (ESEA, as amended by ESSA).

A. Migratory Child

A1. What is the definition of a “migratory child”?

According to sections 1115(c)(1)(A) (incorporated into the MEP by sections 1304(c)(2), 1115(b), and 1309(3) of the ESEA, and 34 C.F.R. § 200.103(a)), a child is a “migratory child” if the following conditions are met:

1. The child is not older than 21 years of age; *and*
2.
 - a. The child is entitled to a free public education (through grade 12) under State law, *or*
 - b. The child is not yet at a grade level at which the LEA provides a free public education, *and*

3. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; *and*
4. With regard to the qualifying move identified in paragraph 3, above, the child moved due to economic necessity from one residence to another residence, and—
 - a. From one school district to another; *or*
 - b. In a State that is comprised of a single school district, has moved from one administrative area to another within such district; *or*
 - c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

See also the discussion of “qualifying move” in Section D of this chapter. Note that the terms “migratory agricultural worker,” “migratory fisher,” and “qualifying move” are defined in section 1309 of the ESEA, and discussed in Sections C through H of this chapter.

A2. May States count every child who is eligible for the MEP, regardless of age, for State MEP funding purposes?

No. As provided in section 1303(a)(1)(A) of the statute, only those eligible migratory children ages 3 through 21 may be counted for State MEP funding purposes.

A3. Is a child eligible for the MEP after finishing high school?

Generally, no. Under section 1309(3), a migratory child is a “child” who meets the specific eligibility requirements for the MEP. According to section 1115(c)(1)(A) (incorporated into the MEP’s definition of a migratory child by sections 1304(c)(2) and 1115(b)) of the ESEA, and 34 C.F.R. § 200.103(a), eligible children include children—

1. Not older than age 21 who are entitled to a free public education through grade 12, and
2. Who are not yet at a grade level at which the LEA provides a free public education

Thus, once a migratory child has received a high school diploma or its equivalent, the individual is generally no longer entitled under State law to a free public education through grade 12 and, therefore, is not eligible as a “child” to receive MEP services.

However, in some circumstances a child who finished high school might still be eligible for the MEP because, under State law, he or she may still be entitled to a free public education through grade 12. For example, a State might permit a child who received a certificate of completion or attendance but failed the State high school exit exam to re-enroll in high school. If so, as long as the individual is not yet 22 years of age, the child remains eligible for MEP services. An SEA should consult with its own legal counsel to determine whether children who have received a certificate of completion or attendance rather than a diploma or equivalency certificate are still eligible for a free public education through grade 12 in its State.

Please note that additional provisions apply for children with disabilities. Under the Individuals with Disabilities Education Act (IDEA) and applicable regulations in 34 CFR §300.102(a)(3)(iv), an educational development

credential for example, is not considered a regular high school diploma that would end a child's entitlement to a free appropriate public education (FAPE), so long as the child otherwise continues to be eligible for services. For a child identified as a child with a disability under the IDEA, special education and related services may continue through age 21 (to the student's 22nd birthday), depending on State law or practice, or until the child graduates with a regular high school diploma, consistent with the IDEA. See Chapter V of this guidance for additional information on serving migratory children with disabilities.

A4. Is a child who graduated from high school in his or her native country eligible for the MEP?

It depends on State law. If the child is considered under State law to be eligible to receive a free public education through grade 12 and otherwise meets the definition of a "migratory child," the child is eligible for the MEP.

A5. What is the definition of "out-of-school youth"? Are such youth eligible for the MEP?

For the purposes of the MEP, the Department considers the term "out-of-school youth" to mean children through age 21 who are entitled to a free public education in the State and who meet the definition of a "migratory child," but who are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are "here-to-work" only. It would not include children in preschool, nor does it include temporary absences (*e.g.*, summer/intersession, suspension, or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a "migratory child" are eligible for the MEP.

A6. What is the definition of "emancipated youth"?

The Department considers emancipated youth to be children who have not yet reached adult age (in accordance with State law) who are no longer under the control of a parent/guardian and who are solely responsible for their own welfare.

A7. Are emancipated youth eligible for the MEP?

Yes. Emancipated youth are eligible for the MEP so long as they meet the definition of a "migratory child." Out-of-school youth may or may not be "emancipated youth." See A5 of this section for a discussion of the definition of "out-of-school youth."

Guardians and Spouses

B1. May a child's MEP eligibility be based on a guardian's status as a migratory worker?

Yes. The definition of "migratory child" in section 1309(3) of the ESEA refers to a child who moves with, or moves to join, a parent or spouse who is a migratory agricultural worker or migratory fisher. Section 8101(38) of the ESEA defines "parent" as a legal guardian or other person standing *in loco parentis* (*i.e.*, in place of the parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare. This non-regulatory guidance and the national COE use the term "parent/guardian" to include guardian within this statutory definition of parent.

B2. Who is a "guardian" for MEP purposes?

The Department considers a guardian to be any person who stands in the place of the child's parent ("*in loco parentis*"), whether by voluntarily accepting responsibility for the child's welfare or by a court order.

B3. Is a legal document necessary to establish guardianship?

No. As long as the guardian stands in the place of the child’s parent and accepts responsibility for the child’s welfare, a legal document establishing the guardianship is not necessary.

B4. May a sibling act as a guardian to other siblings?

Yes. If that sibling acknowledges responsibility for the child’s welfare and stands in the place of the child’s parent, the child may be eligible based on the working sibling’s qualifying employment and qualifying move.

B5. Must a recruiter see a marriage certificate or other legal document in order to establish a spousal relationship when MEP eligibility is based on a spouse’s status as a migratory worker?

No.

Migratory Workers

C1. Who is a “migratory agricultural worker”?

Under section 1309(2) of the ESEA, a “migratory agricultural worker” is a person who, in the preceding 36 months, made a qualifying move and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in agriculture (which may be dairy work or the initial processing of raw agricultural products).

Section 1309(2) provides that an individual who did not engage in such new employment soon after a qualifying move may still be considered a “migratory agricultural worker” if he or she meets both of the following criteria:

1. The individual actively sought such new employment; *and*
2. The individual has a recent history of moves for temporary or seasonal agricultural employment.

Note, section 1309(5) of the ESEA defines the term “qualifying move” and 34 C.F.R. § 200.81 defines the terms “move,” “temporary employment,” “seasonal employment,” and “personal subsistence.” These terms are discussed later in this chapter, along with the terms “soon after the move,” “actively sought,” and “recent history.” 34 C.F.R. § 200.81(a) also defines the term “agricultural work” and, for purposes of this chapter, this definition establishes the kinds of work that comprises “employment ... in agriculture” and “agricultural employment,” in addition to “dairy work” and “initial processing of raw agricultural products” that a migratory agricultural worker may also perform.

C2. Who is a “migratory fisher”?

Under section 1309(4) of the ESEA, a “migratory fisher” is a person who, in the preceding 36 months, made a qualifying move, and after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing.

Section 1309(4) provides that an individual who did not engage in such new employment soon after a qualifying move may still be considered a “migratory fisher” if he or she meets both of the following criteria:

1. The individual actively sought such new employment; *and*

2. The individual has a recent history of moves for temporary or seasonal fishing employment.

Note, section 1309(5) of the ESEA defines the term “qualifying move” and 34 C.F.R. § 200.81 defines the terms “move,” “temporary employment,” “seasonal employment,” and “personal subsistence.” These terms are discussed later in this chapter, along with the terms “soon after the move,” “actively sought,” and “recent history.” 34 C.F.R. § 200.81(c) also defines the term “fishing work” and, for purposes of this chapter, this definition establishes the kinds of work that comprises “employment ... in fishing” and “fishing employment.”

Qualifying Work

C3. What is “qualifying work”?

For purposes of this chapter, we use the term “qualifying work” as shorthand for temporary or seasonal employment or personal subsistence in agriculture or fishing. Under 34 C.F.R. § 200.81(n), “qualifying work” means temporary employment or seasonal employment or personal subsistence in agriculture or fishing.

See Sections F and G of this chapter for further guidance on agricultural work, fishing work, temporary employment, and seasonal employment.

Purpose of the Worker’s Move

C4. Must the SEA determine whether the worker moved in order to obtain qualifying work?

No. As amended, the ESEA no longer requires that a worker needed to move “in order to obtain” qualifying work. The new statutory definitions enable individuals to be considered migratory agricultural workers, and migratory fishers without the need for recruiters or States to determine the intent, or purpose(s) of the worker’s move.

“Soon After the Move”

C5. The definitions of migratory agricultural worker and migratory fisher refer to engagement in new qualifying work “soon after the move.” What does “soon after the move” mean?

For purposes of the MEP, the Department recommends that “soon after the move” be within 60 days of the worker’s move. As noted in C1, the ESSA establishes that whether one may be considered a migratory agricultural worker or fisher depends whether the individual “*engaged*” in qualifying work soon after the move. We believe that a 60-day window allows for extenuating circumstances which would delay an individual’s engagement in new qualifying work immediately after a qualifying move (*e.g.*, local conditions in agricultural or fishing operations, illness or other personal circumstances), while still providing a reasonable temporal connection between the move and the worker’s engagement in qualifying work.

While States may interpret the wording “soon after” to mean more or less than 60 days, each State should establish a written standard that all recruiters are to apply, and which the State can rely upon in the event of an audit or investigation questioning the reasonableness of the State’s policy. Consistent with the COE’s instructions, recruiters must note in the Comments section of the COE why they determined an individual to be a migratory agricultural worker or migratory fisher, if the individual engaged in new qualifying work more than 60 days after the individual’s qualifying move.

C6. If an individual engaged in new qualifying work after a qualifying move, but not “soon after” the move due to circumstances beyond the individual’s control (*e.g.*, work is not available due to

extreme weather changes, illness), may the individual be considered a migratory agricultural worker or migratory fisher based on that move if he or she lacks a recent history of moves for qualifying work?

No. Under the definitions of “migratory agricultural worker” and “migratory fisher” in section 1309(2) and (4) of the ESEA, an individual who, for whatever reason, does not engage in new qualifying work soon after a qualifying move may only be considered a migratory agricultural worker or migratory fisher worker if that individual has both:

1. Actively sought new qualifying work; and
2. A recent history of moves for qualifying work.

There may be very legitimate reasons why an individual did not engage in temporary or seasonal employment or personal subsistence in agriculture or fishing soon after a move. However, to be considered a migratory agricultural worker or migratory fisher, the individual must have actively sought such work during this period and has a recent history of moves for qualifying work. See also C8 – C16, below.

C7. What happens if a worker first takes a non-qualifying job and only afterwards engages in qualifying work?

A worker who takes a non-qualifying job for a limited period of time after a move may still be considered a migratory agricultural worker or migratory fisher based on that move, so long as the worker either engages in new qualifying work that is still “soon after the move” or meets the alternative requirements addressed in C1 and C2, above, and C8-C18, below.

Individuals Who Do Not Engage in New Qualifying Work Soon After a Qualifying Move

C8. If an individual did not engage in personal subsistence (as defined in 34 CFR § 200.81(m)) in agriculture or fishing soon after a qualifying move, may such an individual be considered a migratory agricultural worker or migratory fisher?

Yes. The Department interprets the definitions of migratory agricultural worker and migratory fisher in section 1309(2) and (4) of the ESEA to also apply to individuals who did not engage in personal subsistence in agriculture or fishing soon after a qualifying move. In order to be considered a migratory agricultural worker or migratory fisher, such individuals must have actively sought personal subsistence in agriculture or fishing, and have a recent history of moves for personal subsistence in agriculture or fishing.

C9. If an individual is identified soon after a qualifying move, and indicates that he or she expects to engage in new qualifying work soon, but has not yet done so, may a recruiter immediately consider the individual to be a migratory agricultural worker or migratory fisher based on that move?

It depends. The recruiter may immediately do so only if he or she has already begun to actively seek new qualifying work and has a recent history of moves for qualifying work. Otherwise, the individual has not yet met the definition of a migratory agricultural worker or migratory fisher. The individual would become such a worker once he or she engaged in new qualifying work “soon after the move.”

C10. What does the phrase “actively sought” mean in reference to qualifying work?

While an individual may actively seek employment in a variety of ways, the phrase “actively sought” implies the need to take positive actions to seek such work. For example, the individual (or someone on his or her behalf) may have: applied for qualifying work at a particular agricultural or fishing job site, applied at a center that coordinates available temporary or seasonal employment, applied for such employment before moving, or have moved reasonably believing, based on newspaper ads or word of mouth, that such work would be available after the move.

The Department believes that the process of actively seeking new qualifying work should happen within 60 days of the move, or however the State defines “soon after the move.” If the individual sought the work before making the move, the recruiter should have good reason to believe that the worker had truly actively sought the work prior to moving.

C11. How may a recruiter determine that the worker actively sought qualifying work soon after a move?

Recruiters may rely on the worker’s statement regarding his or her attempts to obtain new qualifying work (see examples in C10, above). Consistent with the COE instructions, recruiters must note in the Comments section of the COE when and how the individual actively sought qualifying work. The information, which would include the worker’s statement together with any additional information the recruiter chooses to add based on his or her knowledge of the area and type of work available, should provide sufficient information to allow COE reviewers and others to assess the reasonableness of the recruiter’s eligibility determination.

C12. Is it necessary for a recruiter to determine why the individual who actively sought qualifying work was unable to obtain or engage in such employment?

No. The ESEA does not require any explanation of why the desired qualifying work was not secured. The new ESEA definitions of “migratory agricultural worker” and “migratory fisher” include an individual who actively sought qualifying work after a move and has a recent history of moves for temporary or seasonal agricultural or fishing employment.

C13. What does it mean to have a recent history of moves for qualifying work?

The Department interprets the phrase “recent history of moves for” qualifying work to mean a recent history of moves that resulted in temporary or seasonal agricultural or fishing employment (*i.e.*, qualifying work).

Based on the Department’s interpretation of this second eligibility criterion (*i.e.*, where an individual has not engaged in qualifying work “soon after a qualifying move”), only those individuals who in the recent past have moved and then been employed on a temporary or seasonal basis in agriculture or fishing would be considered a “migratory agricultural worker” or “migratory fisher.”

C14. Would an individual actively seeking qualifying work for the first time be able to use a recent history of moves to qualify for the program if those moves were made with, or to join, a parent/guardian or spouse who was the migratory worker?

Yes, if those prior moves of a parent/guardian or spouse resulted in qualifying work. In this case, the Department believes the individual has made those moves “for temporary or seasonal agricultural or fishing employment.”

C15. How may a recruiter determine whether a worker has a recent history of moving for qualifying work?

Recruiters may rely on the worker’s statement regarding his or her history of moves for qualifying work. The recruiter should ask whether the worker has ever moved before and request information on the dates of the moves, and whether the worker, or his or her parent/guardian or spouse, engaged in qualifying work after those moves. Consistent with the COE instructions, the recruiter must note this information in the Comments section of the COE. The information, which would include the worker’s statement together with any additional information the recruiter chooses to add, should provide sufficient information to allow COE reviewers and third parties to assess the reasonableness of the recruiter’s eligibility determination.

C16. How far back may a recruiter look in considering a “recent history of moves” for qualifying work?

The Department believes that that the period of one’s “recent history” should not exceed 36 months prior to the date of the recruiter’s interview. We believe it is difficult to reasonably consider a period longer than 36 months to be “recent,” and think it makes sense to view the period of time within which a recent history of moves must

occur as the same period in which a qualifying move must occur under the ESEA for an individual to be considered a “migratory agricultural worker” or “migratory fisher” under section 1309(2) and (4) of the ESEA.

While each State may establish a different period that it considers to be reasonable, if it chooses a period other than 36 months it should establish a written standard and rationale that all recruiters are to apply, and upon which the State can rely in the event of an audit or investigation questioning the reasonableness of the State’s policy.

C17. How many moves would be considered “a recent history of moves”?

Given the plural form of the word “moves,” an individual must have made at least two moves for qualifying work within the time period the State establishes in which the “recent history of moves” must have occurred.

C18. Must the individual’s recent history of moves for qualifying work have been moves from one school district to another?

No. The statute uses the phrase “recent history of moves,” but does not state that these moves must be “qualifying moves,” *i.e.*, moves from one school district to another (except in special circumstances, See D1 of this chapter, below. Therefore, an individual’s recent history of moves for qualifying work does not have to be from one school district to another. However, any such historic move must meet the definition of a “move” under 34 C.F.R. § 200.81(j), which requires a change from one residence to another residence that occurs due to economic necessity.

“Qualifying Move”

D1. What is a “qualifying move”?

Under section 1309(5) of the ESEA, a qualifying move is:

1. made due to economic necessity; *and*
2. from one residence to another residence; *and*
3. from one school district to another school district.*

*In a State that is comprised of a single school district, a move qualifies if it is from one administrative area to another within the district. In addition, in a school district of more than 15,000 square miles, a move qualifies if it is over a distance of 20 miles or more to a temporary residence.

Change of Residence and Economic Necessity

D2. What is a “residence”?

There is no statutory or regulatory definition of a residence for purposes of the MEP. However, the Department views a “residence” as a place where one lives and not just visits. In certain circumstances, boats, vehicles, tents, trailers, etc., may serve as a residence.

Consistent with the COE instructions, the Department recommends that recruiters provide a comment on the COE if there appears to be any other reason that an independent reviewer would question whether the child or worker’s move was from one residence to another residence.

D3. What does it mean to move “due to economic necessity”?

The Department considers this to mean that the child and the worker (if the child is not the worker) move because they could not afford to stay in the current location. The MEP is premised on the Federal government’s understanding that migratory children have unique needs in view of their mobility, and generally are in low-income families. However, the statutory requirement that a qualifying move be made due to economic necessity clarifies that, under ESEA, economic necessity is integral to a move that makes a child a “migratory” child.

Thus, a person who leaves from the place where he or she lives to, for example, (1) visit family or friends, (2) attend a wedding or other event, (3) take a vacation, (4) have an educational or recreational experience, or (5) take care of a legal matter, would not have “changed residence due to economic necessity” because the person did not go to the new place because of financial need. Similarly, this person would not have “changed residence due to an economic necessity” upon returning home from one of these visits. See also D4 of this chapter.

Consistent with the COE instructions, the Department recommends that recruiters provide a comment on the COE if there appears to be any reason that an independent reviewer would question whether the child or worker moved due to economic necessity.

D4. If a worker and his or her children go on vacation and the worker engages in qualifying work during the vacation, would the children qualify for the MEP?

As noted in D3 of this chapter we do not see how a move for a vacation (*e.g.*, a visit to family and friends, a trip for entertainment purposes, etc.) can constitute a move due to economic necessity. In these cases, the family is not moving because it cannot afford to stay and live in the current location (or any other reason based on economic need). Therefore, even if the worker engages in qualifying work, that work did not follow a “qualifying move” as the term is defined in section 1304(5) of the ESEA.

The Department recognizes that there might be cultural and language differences in how people describe the reason for their trips and moves from a residence. We therefore recommend that the recruiter question the worker carefully to determine what is meant when the worker asserts that his or her family is going on or returning from a vacation during which family members worked.

Duration and Distance

D5. Is there a minimum duration for a qualifying move?

Although the statute and regulations are silent on the duration of a qualifying move, a migratory worker and a migratory child must stay in a new place long enough to show that the worker and child “moved,” *i.e.*, changed residence due to economic necessity. Recruiters should carefully examine and evaluate relevant factors, such as whether the move to work was a one-time act or a series of short moves to work in order to augment the family’s income. With respect to moves of such short duration (*e.g.*, less than a week) that an independent reviewer might question whether the move was a change in residence or “due to economic necessity,” the Department recommends that the SEA establish a written policy for determining and documenting when and why these moves qualify for the MEP. Consistent with the COE instructions, the Department also recommends that recruiters explain in the Comments section of the COE why they believe that a move of very short duration would be considered a qualifying move.

D6. Is there a minimum distance requirement for a qualifying move?

In accordance with section 1309(5)(B) of the ESEA, the only minimum-distance requirement governing a qualifying move is for a move of at least 20 miles to a temporary residence within a school district of more than 15,000 square miles (*e.g.*, in Alaska). In all other situations, the move must simply be from one school district to another, or, in a State that is comprised of a single school district (*e.g.*, Hawaii, Puerto Rico, the District of Columbia), be across the established boundaries of the district’s administrative areas.

D7. Has a worker who travels back and forth between a residence and an agricultural or fishing job within the same day made a qualifying move?

No. Such a worker is a “day-haul” worker whose travel is a non-qualifying commute, not a qualifying migration involving a change of residence.

Moves by Boat

D8. Are there special issues that affect only the moves of migratory fishers who travel by boat?

No. These workers’ moves must be from one school district to another (with specific exceptions for States comprised of a single school district or moves within a district of more than 15,000 square miles), whether the moves are accomplished by water or by land. As with any other MEP eligibility determination, the SEA must maintain documentation of school district boundaries as they extend into the water. In addition, all other eligibility criteria must be met.

D9. Has a fisher who travels by boat and docks in another school district made a qualifying move?

It depends. A fisher who travels by boat to another school district (with specific exceptions for States comprised of a single school district or moves within a district of more than 15,000 square miles) must have stayed in the new place long enough to confirm that the worker “moved,” *i.e.*, changed residence, and that this move was due to economic necessity. See D5 of this chapter regarding moves of short duration.

Stopover Sites

D10. What are stopover sites?

Stopover sites are rest centers where migratory families who are in transit stop for a night or two before moving on to another locale.

D11. May SEAs *serve* eligible migratory children who stay at a stopover site?

Yes.

D12. May SEAs *count* the eligible migratory children they serve at stopover sites for State funding purposes?

It depends. An SEA may count eligible migratory children who have already established residency in the State prior to staying at the stopover site (See D2 of this section for an explanation of the term “residence” as it pertains to the MEP.) However, an SEA may not count migratory children who have stopped at the stopover site but have not established residency in the State – simply stopping in the State for a rest period does not establish residency.

International Moves

D13. May an individual’s move to the United States from another country qualify for the MEP?

Yes. The only criteria for being considered a migratory child, migratory agricultural worker, or migratory fisher are those established in sections 1115(c) and 1309 of the ESEA, and in applicable regulations in 34 C.F.R. §§ 200.81, 200.89(c) and 200.103. The law does not establish additional criteria based on the individual’s country of origin.

D14. Does an individual’s visa status as an H-2A temporary agricultural worker have any impact on whether he or she may be considered a migratory child, migratory agricultural worker, or a migratory fisher?

No. The only criteria for being considered a migratory child, migratory agricultural worker, or migratory fisher are those established in sections 1115(c) and 1309 of the ESEA, and in applicable regulations in 34 C.F.R. §§ 200.81, 200.89(c), and 200.103.

D15. Is a move from the United States to another country a qualifying move?

No. The MEP was established to benefit families who perform qualifying work in the United States. Therefore, the Department does not interpret the MEP statute as authorizing moves to another country as qualifying moves. However, if an individual’s move to another country is a “change of residence,” the individual’s move back to a school district in the U.S. might be a qualifying move.

Qualifying Arrival Date (QAD) and Move “to Join” Issues

E1. When does a child’s eligibility for the MEP begin?

A child may be identified as a “migratory child” when the child and the worker (if the child is not the worker) complete qualifying moves. This is often referred to as the qualifying arrival date, or QAD, for purposes of the COE. However, a child is only eligible to be counted and served as an eligible migratory child after the SEA has

determined that (1) the child meets all MEP eligibility criteria (see definition of “migratory child” in A1 of this chapter), including that the worker (if the child is not the worker) meets the definition of a “migratory agricultural worker” or “migratory fisher” (see C1 and C2 of this chapter), and (2) such information has been properly recorded on a COE.

E2. Must a child move at the same time as the worker to be eligible for the MEP?

No. Section 1309(3) of the ESEA provides that if the child is not the migratory agricultural worker or migratory fisher, the child must move "with, or to join" a parent/guardian or spouse who is a migratory agricultural worker or fisher. The Department considers this provision to mean that the child’s move may either precede or follow the worker’s move. For example, the child may move before the worker in order to start the school year on time, or the worker may move before the child in order to secure housing. In either case, the fact that the child and his or her parent/guardian or spouse do not move at the same time does not nullify the child’s eligibility for the MEP. Consistent with the COE instructions, the Department requires an explanation in the Comment section of the COE if the child preceded the worker, or joined the worker at a later date.

E3. What is the QAD when a child moves before or after the worker?

In situations where the child and worker do not move at the same time, the Department considers the QAD to be the day that the child and worker complete the move to be together. That is, if the child’s move precedes the worker’s move, the QAD is the date that the worker arrived. If the child’s move follows the worker’s move, the QAD is the date the child arrived.

E4. How much time may separate the worker’s move from a child’s move “to join” a worker?

The time limit depends on the circumstances. The Department believes that, as a best and safe practice, the child’s move should generally occur within 12 months of the worker’s move, and that after one year it is difficult to link the child’s move to the worker’s move. Nonetheless, there may be unusual circumstances that prevent a child from moving within 12 months of the worker’s move, or vice versa. In these cases, consistent with the COE instructions, the Department recommends that an SEA document in the Comment section of the COE the basis for determining that the child moved to “join” a worker after such a prolonged period of time between the two moves, or that the worker moved to join the child after a similarly prolonged period.

Agricultural Work or Fishing Work

Agricultural Work

F1. What is the definition of “agricultural work” for purposes of the MEP?

“Agricultural work” is:

1. the production or initial processing of raw agricultural products, such as crops, poultry, or livestock; dairy work; as well as the cultivation or harvesting of trees, that is—
2. performed for wages or personal subsistence.

See section 1309(2) of the ESEA and 34 C.F.R. § 200.81(a).

F2. What does “production” mean?

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

F3. What is a crop?

The Department considers a crop to be a plant that is harvested for use by people or by livestock.

F4. What are examples of agricultural work related to the production of crops?

The production of crops involves work such as preparing land or greenhouse beds, planting, seeding, watering, fertilizing, staking, pruning, thinning, weeding, transplanting, applying pesticides, harvesting, picking, and gathering.

F5. Is work such as gathering decorative greens considered agricultural work?

Yes. The Department considers the term “plants” to include decorative greens or ferns grown for the purpose of floral arrangements, wreaths, etc. Therefore, the collection of these plants can be considered agricultural work. For the purposes of the MEP, the collection of these greens for recreation or personal use would not be considered agricultural work.

F6. What is livestock?

The term “livestock” refers to any animal produced or kept primarily for breeding or slaughter purposes, including, but not limited to, beef cattle, hogs, sheep, goats, and horses. For purposes of the MEP, livestock does not include animals that are raised for sport, recreation, research, service, or pets. The Department does not consider the term “livestock” to include animals hunted or captured in the wild.

F7. What are examples of agricultural work related to the production of livestock?

The Department considers the production of livestock to involve raising and taking care of animals described in the previous question. Such work includes, but is not limited to: herding; handling; feeding; watering; caring for; branding; tagging, and assisting in the raising of livestock.

F8. Are animals such as deer, elk, and bison raised on farms considered “livestock”?

Yes, so long as these animals, sometimes referred to as specialty or alternative livestock, are raised for breeding or slaughter purposes and not for sport or recreation.

Cultivation or Harvesting of Trees

F9. What does “cultivation” mean in the context of trees?

In the context of trees, “cultivation” refers to work that promotes the growth of trees.

F10. What are examples of work that can be considered the cultivation of trees?

For the purposes of the MEP, examples of work that can be considered the cultivation of trees include, but are not limited to: soil preparation; plowing or fertilizing land; sorting seedlings; planting seedlings; transplanting; staking; watering; removing diseased or undesirable trees; applying insecticides; shearing tops and limbs; and tending, pruning, or trimming trees.

F11. What does “harvesting” mean in the context of trees?

For the purposes of the MEP, “harvesting” refers to the act of gathering or taking of the trees.

F12. What are examples of work that can be considered the harvesting of trees?

The Department considers the harvesting of trees to include work such as topping, felling, and skidding.

F13. What types of work are not considered part of the cultivation or harvesting of trees?

The Department believes that the following activities are *not* part of the cultivation or harvesting of trees: clearing trees in preparation for construction; trimming trees around electric power lines; and cutting logs for firewood.

F14. Does transporting trees from a harvesting site to a processor (sawmill) qualify as agricultural work?

No. Transporting trees is not agricultural work for purposes of the MEP because it occurs after the cultivation and harvesting of trees.

F15. Is initial processing of trees considered agricultural work?

Yes. Because trees are a raw agricultural product, the initial processing of trees is considered agricultural work.

Fishing Work

F16. What is the definition of “fishing work” for purposes of the MEP?

“Fishing work” is:

3. the catching or initial processing of fish or shellfish; as well as the raising or harvesting of fish or shellfish at fish farms, that is--

performed for wages or personal subsistence.

See 34 C.F.R. § 200.81(c).

F17. What is a “fish farm”?

For purposes of the MEP, the Department considers a fish farm to be a tract of water, such as a pond, a floating net pen, a tank, or a raceway reserved for the raising or harvesting of fish or shellfish. Large fish farms sometimes cultivate fish in the sea, relatively close to shore. The fish are artificially cultivated, rather than caught, as they would be in “fishing.” Fish species raised on fish farms include, but are not limited to, catfish, tilapia, salmon, cod, carp, eels, oysters, and clams.

F18. What are examples of work on a fish farm that would qualify as fishing work?

For the purposes of the MEP, examples of work on a fish farm that would qualify as “fishing work” include, but are not limited to, raising, feeding, grading, collecting, and sorting of fish, removing dead or dying fish from tanks or pens, and constructing nets and cages.

F19. Is the act of catching fish or shellfish for recreational or sport purposes “fishing work”?

No. These activities are not performed for wages or personal subsistence.

Initial Processing

F20. What does “initial processing” mean?

The Department considers “initial processing” to be work that (1) is beyond the production stage of agricultural work and (2) precedes the transformation of the raw product into something more refined. It means working with a raw agricultural or fishing product.

F21. What are examples of “initial processing” work in the poultry and livestock industries?

For the purposes of the MEP, examples of “initial processing” work in the poultry and livestock industries include, but are not limited to: stunning; slaughtering; skinning; eviscerating; splitting carcasses; hanging; cutting; trimming; deboning; and enclosing the raw product in a container.

F22. What are examples of “initial processing” work in the crop industry?

For the purposes of the MEP, examples of “initial processing” work in the crop industry include, but are not limited to: cleaning; weighing; cutting; grading; peeling; sorting; freezing, and enclosing the raw product in a container.

F23. What are examples of “initial processing” work in the fishing industry?

For the purposes of the MEP, examples of “initial processing” work in the fishing industry include, but are not limited to: scaling; cutting; freezing; dressing; and enclosing the raw product in a container.

F24. When does “initial processing” end?

The Department considers a product no longer to be in the stage of “initial processing” once the transformation of the raw product into something more refined begins. The Department believes that work up to, but not including, the start of the transformation process is agricultural or fishing work for purposes of the MEP. However, work such as placing raw chicken breasts into the oven for cooking, adding starter cultures to milk to make cheese, or applying necessary ingredients to a raw pork belly to begin the curing process is the beginning of the transformation process and therefore is not agricultural or fishing work for purposes of the MEP.

F25. What work is not considered production or initial processing?

Work such as cooking; baking; curing; fermenting; dehydrating; breading; marinating; and mixing of ingredients involves transforming a raw product into a more refined product. Therefore, the Department does not consider this work to be production or initial processing. In addition, the Department does not consider the following work to be production or processing: placing labels on boxes of refined products; selling an agricultural or fishing

product; landscaping; managing a farm or processing plant; providing accounting, bookkeeping, or clerical services; providing babysitting or childcare services for farmworkers; or working at a bakery or restaurant. With regard to work such as repairing or maintaining equipment used for production or processing, or cleaning or sterilizing farm machinery or processing equipment, the Department does not consider individuals whose *profession* is to do this work, or who were hired solely to perform this work, to be performing agricultural work.

F26. Is hauling a product on a farm, ranch, or other facility considered agricultural work?

Yes. The Department considers hauling a product on a farm, ranch, or other facility an integral part of production or initial processing and therefore, is agricultural work. However, it does not consider transporting a product to a market, wholesaler, or processing plant to be production or initial processing. “Shipping and trucking” is work that is often carried out by a third-party retailer, wholesaler, or contractor paid to transport various products. Therefore, the service these companies or contractors provide is “shipping” or “trucking” and not production or initial processing.

F27. May a worker who performs both qualifying and non-qualifying work still be eligible for the MEP?

Yes. A worker is only required to meet the definition of a migratory agricultural worker or migratory fisher as defined in section 1309(2) and (4) of the ESEA. Provided that the move was a qualifying move under section 1304(5) of the ESEA, the fact that the worker performs non-qualifying work in addition to qualifying work has no bearing on his or her eligibility for the MEP.

Wages and Personal Subsistence

F28. What does “personal subsistence” mean?

As used in the definitions of agricultural work and fishing work in 34 C.F.R. § 200.81(a) and (c), and as defined in 34 C.F.R. § 200.81(m), “personal subsistence” means that the worker and the worker’s family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch.

F29. May a worker who is “self-employed” qualify as a migratory agricultural worker or migratory fisher?

Generally, no. The Department believes that, in general, if a worker is self-employed in a business that operates, or is available, on a year-round basis (*e.g.*, workers who own their own farm, crop-dust planes, or combines), that worker would not move and engage in *new employment* that is seasonal or temporary as required by the definition of migratory agricultural worker or migratory fisher in sections 1309(2) and (5) of the ESEA. We note that the definitions of these two terms provide that the worker’s *employment* be seasonal or temporary, not that the agricultural work or fishing work that is performed be seasonal or temporary.

However, while some workers, such as those who glean leftover crops from fields or fish for their own consumption, might consider themselves “self-employed,” for purposes of MEP eligibility the Department considers qualifying work performed for personal subsistence to mean that to the extent that gleaners and fishers consume the food they gather as a substantial portion of their food intake, they are engaged in personal subsistence in agricultural work or fishing.

Temporary and Seasonal Employment

G1. What is seasonal employment?

According to 34 C.F.R. § 200.81(o) of the regulations, seasonal employment is 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.

G2. How does the phrase “cycles of nature” pertain to seasonal employment?

For purposes of the MEP, the phrase “cycles of nature” is used to describe the basis for why certain types of employment in agricultural or fishing work only occur during certain, limited periods in the year. The length of “seasonal” employment is based on the distinct period of time associated with the cultivation and harvesting cycles of the agricultural or fishing work, and is not employment that is continuous or carried on throughout the year.

G3. How long may seasonal employment last?

The definition of seasonal employment in 34 C.F.R. § 200.81(o) states that it is employment that occurs only during a certain period of the year and may not be continuous or carried on throughout the year. Therefore, like temporary employment, seasonal employment may not last longer than 12 months.

G4. How may an SEA determine that a worker’s job is “seasonal employment”?

A worker’s employment is seasonal if:

1. it occurs during a certain period of the year because of the cycles of nature; and
2. it is not continuous or carried on throughout the year.

34 C.F.R. § 200.81(o).

G5. What is temporary employment?

According to 34 C.F.R. § 200.81(p), temporary employment means “employment that lasts for a limited period of time, usually a few months, but no longer than 12 months.”

G6. How may an SEA determine that a worker’s job is “temporary employment”?

34 C.F.R. § 200.81(p) identifies three ways in which an SEA may determine that employment is temporary:

- a. Employer Statement - The employer states that the worker was hired for a limited time frame, not to exceed 12 months;
- b. Worker Statement - The worker states that he or she does not intend to remain in that employment indefinitely (*i.e.*, the worker’s employment will not last longer than 12 months);
- c. State Determination - The SEA has determined on some other reasonable basis that the employment will not last longer than 12 months.

G7. Is a worker who was hired to perform a series of different jobs, which together lead to the worker being employed by the same employer for more than 12 months, employed on a temporary or seasonal basis?

No. Workers who are hired to work for more than 12 months by the same employer, regardless of how many different jobs they perform, are not “engaged in new temporary or seasonal employment” as provided in the definitions of migratory agricultural worker and migratory fisher in section 1309(2) and (4) of the ESEA. See also 34 C.F.R. § 200.81(o) and (p).

G8. What is an example of a statement from an employer that indicates that the employment is temporary?

An example of a statement from an employer who harvests ferns for the floral industry might be: “employer _____ (name) stated that she will hire the worker only for the months of February through May to accommodate the increase in floral gifting around Valentine’s Day, Easter, and Mother’s Day.” In this example, the employer stated that she is hiring the worker for a short period of time that will not exceed 12 months.

G9. What is an example of a statement from a worker that indicates that the employment is temporary?

An example of a worker’s statement might be: “the worker stated that he plans to leave the job after seven months in order to return to his home with his family.” Similar to the employer’s statement, the worker’s statement indicates that he will only remain in the job for a short period of time that will not exceed 12 months.

G10. When would an SEA rely on its own determination that a worker’s employment is temporary?

In general, the Department believes that a determination about the temporary nature of a worker’s employment is best obtained through a recruiter’s interview with the worker or employer. However, 34 C.F.R. § 200.81(p) authorizes an SEA to make its own determination that employment is temporary so long as the SEA has some other reasonable basis for determining that the employment will not last more than 12 months.

For employment that is constant and available year-round, 34 C.F.R. § 200.81(p) permits an SEA to conclude that the employment is “temporary” for purposes of the MEP only if it determines and documents that, given the nature of the work, of those agricultural and fishing workers whose children the SEA determined to be eligible using some other reasonable basis, virtually none remained employed by the same employer more than 12 months.

For more information on reasonable bases that SEAs may use to determine that employment is temporary, including how SEAs may make and document such determinations for employment that is constant and available year-round, please see the forthcoming revision to Chapter III: Identification and Recruitment, of this guidance.

G11. Must the SEA stop serving children whose parent/guardian or spouse (or the children themselves, if they are the workers) remains employed by the same employer after 12 months even though the worker was originally employed on a temporary basis?

In general, an SEA may continue serving these children as migratory children for the duration of their 36-month eligibility period. MEP eligibility is determined at the time the SEA-designated reviewer approves the COE and is based on the worker’s (or employer’s) statement of the temporary nature of the employment at the time of the interview, or on the SEA’s evidence of an “other reasonable basis” for determining the work may be considered to be temporary.

The Department would expect a situation in which the worker continues to be employed after 12 months to be a rare occurrence and not the norm for workers who are recruited on this basis. However, if a significant number or percentage of workers recruited on this basis remains employed at a particular worksite beyond 12 months, either in the same job or in another job at the same worksite, the Department believes the SEA should examine the reasons why workers are remaining employed. In some cases, the reasons may be justifiable. For example, if the economy took a turn for the worse, employees who intended to leave their employment much earlier did not do so because other jobs were not available. On the other hand, the recruiter might have made an incorrect eligibility determination because he or she did not understand the MEP definition of temporary employment. There even could be reasons to suspect fraud. In both of these latter situations, children's eligibility should be terminated immediately if the SEA determines that the original eligibility determinations were erroneous.

Thus, the reasons workers remain employed for more than 12 months will determine whether and what action the SEA needs to take.

G12. Should jobs that occur only at certain times of the year because of a holiday or event be considered as temporary employment or seasonal employment?

Jobs that occur only at certain times of the year because of a holiday or event (*e.g.*, Thanksgiving, Christmas, etc.) should be considered temporary employment because the time of year that the work is performed is not dependent on the cycles of nature, but rather the holiday or event.

Documenting Eligibility

H1. What responsibility does an SEA have to document eligibility determinations?

An SEA must document eligibility determinations in order to comply with section 76.731 of the Education Department General Administrative Regulations (EDGAR) (34 C.F.R. § 76.731), which provides that “[a] State and a subgrantee shall keep records to show its compliance with program requirements.” As the MEP statute and regulations permit only eligible migratory children (*i.e.*, those who meet the definitions contained in section 1309 of the MEP statute and applicable provisions of 34 C.F.R. § 200.81) to be counted for and served by the MEP, each SEA must maintain documentation to confirm the eligibility of each child whom the SEA considers to be eligible for the program. In this regard, 34 C.F.R. § 200.89(c) requires an SEA and its local operating agencies to use the COE form established by the Secretary to document the State's determination of the eligibility of migratory children. (For more information about identification and recruitment (ID&R) quality control requirements, see *Chapter III: Identification & Recruitment*.)

H2. What does the COE established by the Secretary require?

The COE established by the Secretary (the “national COE”) consists of required data elements and required data sections necessary for documenting a child's eligibility for the MEP. A third part, for State-requested or required information, is optional. Each State's COE may look different, but every State's COE must include all of the required data elements and the required data sections contained in the national COE.

H3. What are the required data *elements* of the national COE?

The required data elements of the national COE are organized as Family Data and Child Data. The Family Data are as follows: Parent/Guardian 1 Last Name, Parent/Guardian 1 First Name, Parent/Guardian 2 Last Name, Parent/Guardian 2 First Name, Current Address, City, State, Zip Code, and Telephone. The Child Data are as

follows: Last Name 1, Last Name 2, Suffix, First Name, Middle Name, Sex, Birth Date, Multiple Birth Flag (or MB), Birth Date Verification Code (or Code), and Residency Date.

H4. What are the required data *sections* for the national COE?

The required data sections mandated by the national COE are as follows: Qualifying Moves & Work Section, Comment Section, Interviewee Signature Section, and Eligibility Certification Section. The content of these sections must remain unaltered, with limited exceptions. Certain formatting changes are allowable.

H5. May an SEA include its own State-requested or State-required information on the national COE?

Yes. As mentioned in H2 of this chapter, an SEA may include State-requested or State-required information on the national COE, within certain parameters. For more information about exceptions for State-requested or State-required information, please see the national COE instructions at <http://www2.ed.gov/programs/mep/legislation.html>.

H6. Where can an SEA find more information about the national COE requirements?

Detailed information about the national COE, including how to complete a COE and specifics about how a State may design its COE to be in compliance with the program requirements, is available on the Department's website at <http://www2.ed.gov/programs/mep/legislation.html> or by calling the Department's Office of Migrant Education at (202) 260-1164.

H7. Must each SEA maintain a COE on all children eligible for the MEP?

Yes. Every child who the SEA determines is eligible for the MEP must have the basis for his or her eligibility recorded on the national COE. Children within the same family may be recorded on one COE so long as all of the children have the same eligibility information.

H8. When should a recruiter complete a new COE for a child?

In order to ensure that children remain eligible to be counted and served by the MEP as long as is appropriate, recruiters should complete a new COE every time they have determined that a child has made a new move that would re-qualify the child as a migratory child under the MEP.

H9. Must the interviewee sign the national COE?

Except for a few limited exceptions, yes. (See the instructions for completing the national COE at <http://www2.ed.gov/programs/mep/legislation.html> for more information about these exceptions.) By signing the national COE, the interviewee confirms that the information he or she provided is accurate and identifies who provided the information so that the SEA can verify information contained on the COE at a later date, if necessary.

H10. Must the recruiter sign the national COE?

Yes. The recruiter's signature on the national COE certifies that: (1) the children are eligible for the MEP, and (2) the information upon which the recruiter based the eligibility determination is correct to the best of his or her knowledge. Moreover, under 34 C.F.R. § 200.89(c) and (d), the Department requires this signature on the national COE as an element of a reasonable system of quality control.

H11. Must someone else, other than the recruiter, review the information on the national COE?

Yes. As part of a sound system of quality control, 34 C.F.R. § 200.89(d)(4) requires that the system of quality control that an SEA establishes must include “[a]n examination by qualified individuals at the SEA or local operating agency level of each COE to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services.” Therefore, the SEA may designate someone at the State, regional, or local level to assume this responsibility. This person must sign and date the national COE to indicate that this level of review has occurred. (For more information about ID&R quality control requirements, see 34 C.F.R. 200.89.)

H12. May an SEA base its determination of a child’s eligibility on a qualifying move that occurred in another State within the past 36 months?

Yes. It is possible that a child and his or her family will make a move, for example, to State A under which the child meets the MEP eligibility criteria, and then make a subsequent move to State B under which the child does not meet those criteria. So long as State B identifies the child as a migratory child on the basis of the move to State A within 36 months of that move, it may enroll the child in the MEP for the remainder of the 36 months. In doing so, State B makes its own independent determination that the child is eligible based on the earlier qualifying move, and completes its own State’s COE. We encourage SEAs to coordinate with the State to which or in which the qualifying move occurred in order to confirm the qualifying information that the State’s own recruiters had received.

H13. May a recruiter accept automatically another State’s COE as evidence of a child’s eligibility for the MEP?

No. Each State is responsible for making its own eligibility determination for the children it enrolls in the MEP. We encourage recruiters and States to utilize the Migrant Student Information Exchange (MSIX) as one source of information in making eligibility determinations— *e.g.*, to view the child’s record or communicate with colleagues in other States— thereby facilitating a child’s participation in the MEP.

QUALITY CONTROL

STATE GOAL

To implement quality control procedures to ensure the accuracy of eligibility determinations.

QUALITY CONTROL PROCEDURES

The Arizona MEP will uniformly implement quality control procedures beginning with the completion of a Certificate of Eligibility (COE) and continuing through the COE review process and beyond. These procedures will ensure that all documentation related to child eligibility contains true and accurate information and that eligibility determinations are sound and accurate.

The State ID&R Coordinator will provide regular training and one-to-one technical assistance to ensure local recruiters understand how to accurately identify and qualify migratory children and families. The State Data Specialist will use multiple quality control procedures to ensure that data entered on the COE is valid and that information is accurately entered into the electronic COE Data Collection System. These procedures will include a multi-level approval process for COEs and quarterly reporting requirements for LEAs. In addition, a re-interview process will be implemented at the state and local levels to validate eligibility determinations of random samples of students.

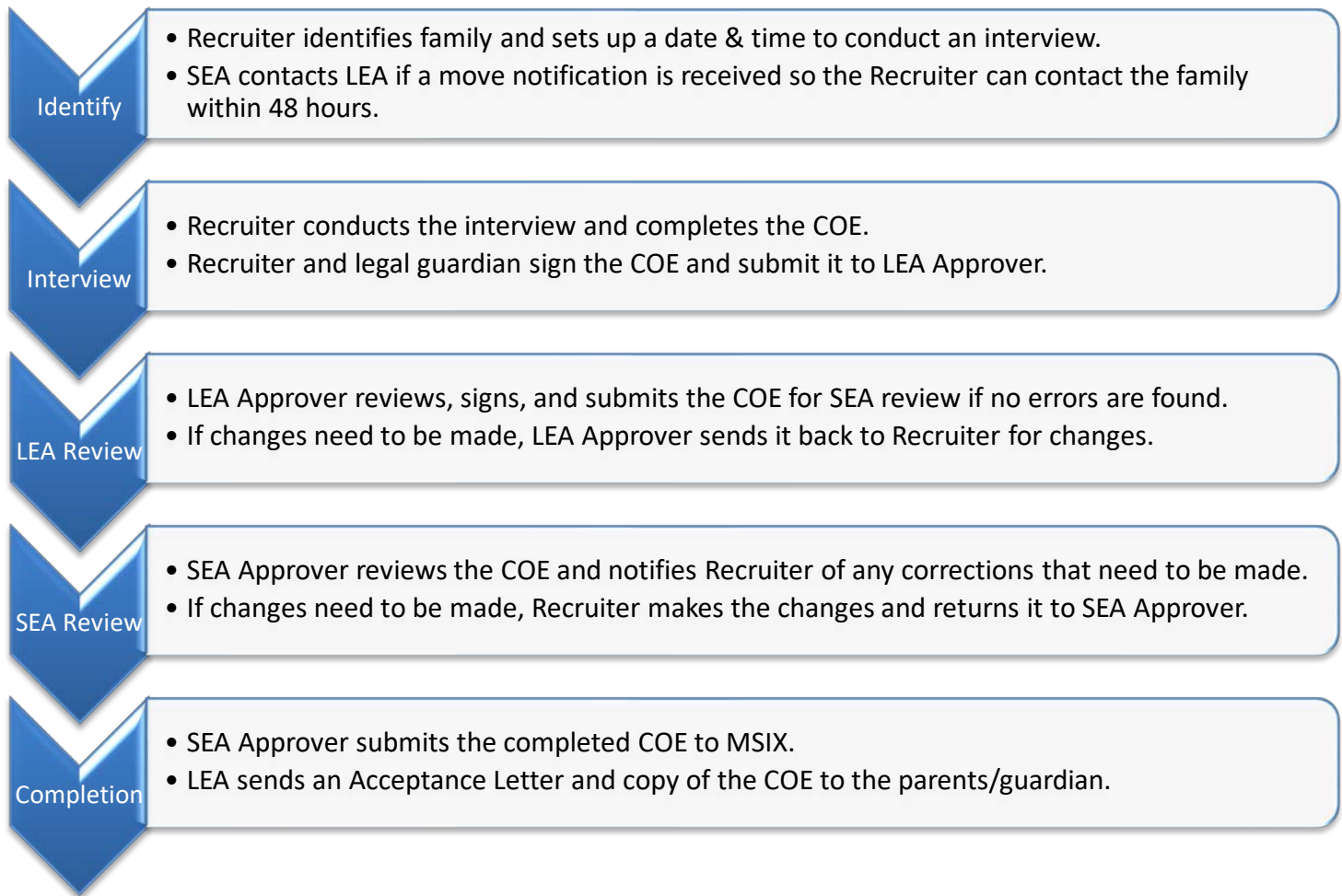
Additional information on data collection can be found in the State Data System Manual.

CERTIFICATE OF ELIGIBILITY APPROVAL PROCESS

Arizona uses the national COE created by the U.S. Department of Education as the official record to document eligibility determinations for each child.

- A recruiter completes a COE during an in-person interview and submits it to a designated approver at the LEA level.
- The LEA Approver reviews and, if no errors are found, signs and submits the COE to the State MEP office for review.
- The State Approver reviews and, if no errors are found, approves the COE. The data is automatically uploaded from MIS2000 into MSIX by MS/EdD each night.
- Once the COE has received State approval, the migratory student is eligible to receive migrant-funded services.
- The MEP staff will mail an **Acceptance Letter** and a copy of the **approved COE** to the family notifying them of acceptance into the Migrant Education Program. The letter will inform parents to contact the MEP staff if they have new criteria that might renew their eligibility for the program.

COE PROCESS FLOW



COE REJECTION

- If there are problems with the COE, the LEA or SEA Approver will enter an explanation into the COE log, including as much detail as possible about the reason for rejection to help the recruiter correct the errors.
- A COE is a legally binding document. Any change related to the eligibility criteria requires a new parent/guardian signature. Minor changes can be made without deleting the signatures.

VALIDATING AND VERIFYING COE DATA

- Any required action on a COE must be completed by the responsible party within 10 business days.
- Recruiters will complete all mandatory sections of the COE per Migrant Guidance.
- If questions arise during completion of COE, the recruiter is required to contact the State ID&R Coordinator for clarification and assistance.
- Recruiters will also check to see if students have history in MSIX and note this in the general comments section of the COE.
- LEA Approvers will follow the procedures outlined in the **State Data System Manual** including checking integrity of enrollment updates and service codes.
- The MIS2000 system has several built-in checks and balances to ensure data accuracy and quality.
- Quarterly, the LEA MEP will randomly select five students from that quarter's Supplemental Services List Report using the Random Student Sample report and complete an in-house data verification on those students to catch trends and errors in the hard copy MEP Student Data Files. These electronic reports can be kept at the LEA and are not required to be submitted to the MEP State Data Specialist.

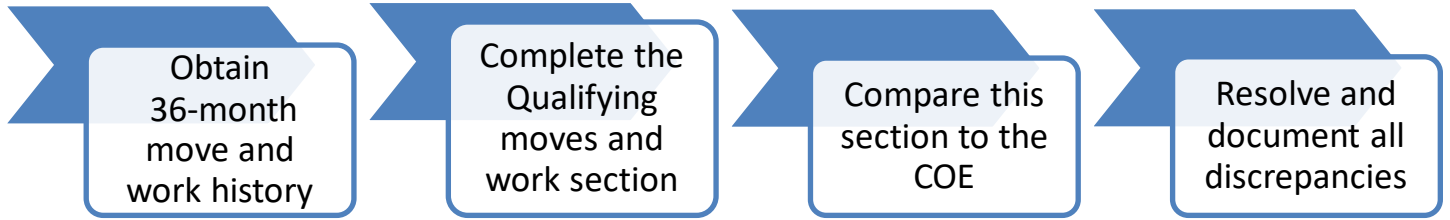
RE-INTERVIEW GUIDE

As part of the quality control system, the Arizona SEA and LEAs use re-interviews of a random sample of parents or guardians to validate COE data and eligibility determinations. This process protects the integrity of the program by allowing the MEP to discover and correct eligibility problems and ensure only eligible migratory students and youth are counted and served. Re-interviewing also helps the Arizona MEP identify specific recruiters or projects that may require additional training and/or technical assistance and identify ID&R issues before child-count is submitted to the Office of Migrant Education.

Beginning in 2020, the Arizona MEP will transition to rolling re-interviews, and recruiters will complete a number of re-interviews quarterly instead of annually. Completing a small number of re-interviews quarterly will improve response rate and allow recruiters to schedule re-interviews into their typical ID&R tasks throughout the year instead of setting aside ID&R responsibilities for one to two weeks each year to complete this important MEP quality control procedure.

Re-Interview Process

Each quarter the SEA will produce a random sample of students with a recently approved COE and provide it to each MEP project. Recruiters will visit each family/OSY on the list in person and conduct re-interviews independently of the original interviewer using a Re-Interview Form. This form is available on the AZ MEP ID&R padlet under AZ MEP forms <https://padlet.com/AZMEP/IDR>.



As in a typical eligibility interview, during the re-interview the recruiter will collect the family's entire 36-month move and work history, documenting every move and qualifying job on page 2 of the Re-Interview Form.

Then, the recruiter will review this history from the perspective of the date of the original COE interview and complete the qualifying moves and work section on page 3 of the re-interview form (Figure 1).

Finally, the recruiter will remove the original COE from an envelope and compare this section of the re-interview form to the original COE.

If the entries on the original COE differ, the recruiter will circle responses on the form that differ and ask questions to clarify. Then, the recruiter will note each discrepancy and how it was resolved at the bottom of page 3 on the re-interview form (Figure 2).

III. QUALIFYING MOVES & WORK

1. The child(ren) listed on this form moved due to economic necessity from a residence in _____ to a residence in _____

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

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

b. The worker, _____, is the child or the child's parent/guardian spouse.

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

3. The Qualifying Arrival Date was _____.

4. The worker moved due to economic necessity on _____ from a residence in _____ to a residence in _____, and:

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

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

5. The qualifying work, * _____, was (make a selection in both a. and b.):

a. seasonal OR temporary employment *If applicable, check:
 Personal subsistence (provide comment)

b. agricultural OR fishing work

6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:

a. worker's statement (provide comment), OR

b. employer's statement (provide comment), OR

c. State documentation for _____

Figure 1 Top of page 3 of the re-interview form. The recruiter reviews the 36-month move and work history collected on page 2 of the re-interview form, then completes this section as if they were completing a COE.

5. Compare the form above with the COE and circle all items that have different entries on the COE. Ask questions to clarify discrepancies, and document all answers here. If you determine the child is ineligible, please state that here with the reason.

Discrepancy	Resolution
Example: COE states that the move was a "to join/precede" move, and that the child moved 1/5/19 and the worker moved on 2/1/19. The father Jose said in the re-interview they moved together.	Example: I asked Jose (father) to clarify who made the move. He said he had forgotten that his son moved first. The information on the COE is correct – it was a "to join/precede" move.

It is important that the recruiter clarify all discrepancies and document how they were resolved during the re-interview. If the recruiter fails to do this, the SEA will contact the recruiter and ask them to revisit the family to clarify and document all discrepancies and their resolution.

Figure 2 The bottom of page 3 of the Re-Interview Form contains a table for documenting each item where the information on the original COE and the information collected during the re-interview differ. The table continues on page 4 of the form.

Clarifying Discrepancies

It is to be expected that some details provided to the recruiter who completed the COE and the recruiter completing the re-interview will differ.

Possible discrepancies include:

- During the re-interview, the parent states all family members moved together on each move, but the COE shows the last qualifying move was a to join/precede move.
- The type of qualifying work is different.
- The qualifying arrival date (QAD) is different.

When the interviewee's answers are inconsistent with the information on the COE, the recruiter must note these discrepancies at the bottom of page 3 of the re-interview form and follow up with clarifying open-ended questions.

For example:

- "When Maria Lopez spoke with you last month, she recorded that you were employed planting tomatoes, and you told me that you are working with potatoes. Can you tell me a bit more about this?"
- "It seemed as if you had trouble with that last question. What were you considering when you were answering that question?"
- "You said you moved to seek work in agriculture, but when I asked you what kind of work you were seeking you said that you were looking for work in construction. Can you tell me more about the kind of work you were looking for when you moved?"

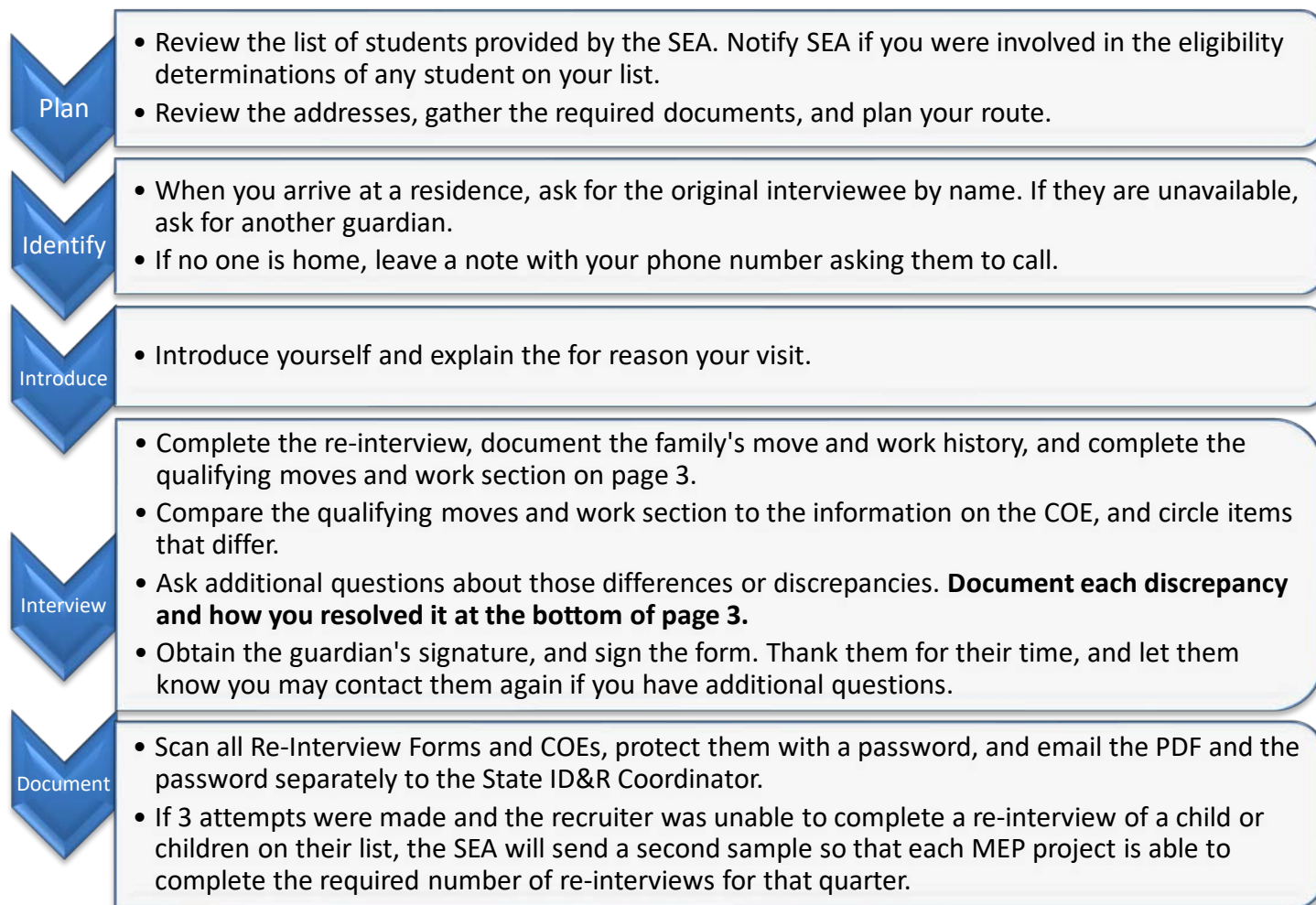
When finished clarifying and documenting all discrepancies, the recruiter will ask the interviewee to sign the re-interview form indicating that the information documented on the form reflects what was discussed and let them know they may call or visit again if there are any follow up questions.

Once the re-interview has been completed, the recruiter will scan the COEs and the re-interview forms, protect the PDF with a password, and email it and the password separately to the State ID&R Coordinator.

Documents used during Re-Interviews

1. Student list with addresses provided by SEA
2. One re-interview form per child
3. COE of each child on the list, in an envelope to discourage viewing before the end of the re-interview

Re-Interview Summary



The re-interview is complete only after the recruiter has compared the information provided to the information on the COE, clarified and documented all discrepancies, and obtained any additional clarification requested by the SEA.

RE-INTERVIEW BEST PRACTICES

1. Avoid conflicts of interest:
 - Do not re-interview a family that you know personally.
 - Do not look at the original COE to read the family's original answers until the end of the re-interview.
 - Do not be concerned with preserving the original interviewer's reputation for data collection.
2. Reduce non-response:
 - Visit each family three times, if necessary. Do not call ahead.
 - Visit hard-to-locate families at different times of the day and on different days.
 - If contact information seems questionable or is missing, contact local school staff to obtain correct information.
 - If a family has moved to a new state or to a new area of the state and an in-person re-interview is not possible, contact the SEA immediately.
 - Contact families on days and times they are likely to be available.
3. The cooperation of migratory families is critical to a successful re-interview process. To make the process client-friendly, provide a clear explanation of the re-interview, including the purpose, how they were chosen, and the name of the original recruiter.
 - Refer to the original interviewer by name.
 - Remind the family the original recruiter said there might be a second interview.
 - Explain you are trying to improve the interview process and need their help.
 - Explain they were chosen from a random sample of recently interviewed families.
 - Ensure they understand their truthfulness is NOT in question.
 - Ensure they understand the truthfulness of the original recruiter is not in question.
 - Ensure they understand they will not be "in trouble" for cooperating, regardless of the outcome.
 - Explain if there were errors in the original COE, it could affect the child's ability to receive services.
 - Establish rapport. Ask about their work, the harvest, or something you have in common.
 - Focus the interview on what the family told the original recruiter.
 - Apologize for the intrusion.
4. Ensure integrity of data:
 - Use open-ended questions.
 - Ask follow-up questions if anything is unclear.
 - At the end of the re-interview, review original COE in their presence and ask follow-up questions if additional information is needed. Do NOT look at the COE until the end of the re-interview.
 - Ensure you understand exactly what the family says and record it exactly as they say it.
 - Notify the interviewee you may call or visit again if you have additional questions.
 - If information is unavailable because, for example, the interviewee cannot remember details about a move, write the reason why information was not available. For example: "Worker could not remember date." Do not leave the field blank or write N/A.

DATA VERIFICATION USING MIS2000 REPORTS

By the 10th day of each month, each LEA will run several reports to validate and verify codes in MIS2000. At the end of each quarter, the LEAs will run these reports for the entire quarter and send them to the State Data Specialist indicating errors that have been identified and corrected in the system.

The process below outlines the responsibility of the LEA in validating and verifying data using these reports. More information is available in the State Data System Manual.

1. LEA staff will print the following reports from the MIS2000 Web App: a Current Enrollment Report, Supplemental Services List, End of Eligibility List, Three-Year-Old List, and Active Student Report. LEA staff will verify the following items, making corrections in MIS2000 and marking the corrections on the reports with a pen. If staff encounter problems while verifying codes and data, it is their responsibility to contact the MEP State Office for assistance.

Current Enrollment Report and Re-Enrollment Report

- Verify that student counts and student enrollment information are correct and that electronic codes on the report match codes in MIS2000 electronic student files.
 - If service codes are missing, it is the LEA's responsibility to enter those codes in MIS2000.
 - If electronic codes are showing that should not be assigned to a student, they should be removed.

Supplemental Services List

- Verify supporting documentation is present in electronic student file for all service codes.

End of Eligibility Report

- Review students nearing end of eligibility to see if new qualifying activities have occurred to extend MEP eligibility.
 - If new qualifying activity has occurred, complete a new COE if necessary.
 - If no new qualifying activity has occurred, enter a Migrant Education Program Termination of Services date in MIS2000 and send an End of Eligibility letter to the family.

Three-Year-Old List

- Review this list to identify any students who are coming up on eligibility for Preschool Services.

2. At the end of each quarter, LEA staff will sign the Current Enrollment Report and Supplemental Services Report, scan them to PDF, secure it with a password, and submit it via e-mail to the MEP State Data Specialist, providing the password in a separate e-mail.
3. Upon receiving the signed reports with corrections noted, the MEP State Data Specialist will run new reports to check the changes and notify the LEA if problems are found. If there are no discrepancies, the data verification for that quarter will be complete.

PROVIDING AND DOCUMENTING SERVICES

FISCAL REQUIREMENTS

SEAs and LEAs must comply with two fiscal requirements regarding the expenditure of State and Local funds to ensure that MEP funds are used to provide services that are supplemental to the regular services migratory children receive. The statute requires SEAs and local operating agencies to: (1) use MEP funds to "supplement, not supplant" non-Federal funds; and (2) provide services to migratory children with State and local funds that are at least comparable to services provided non-migratory children. (Non-Regulatory Guidance, Chapter X: Fiscal Requirements)

PROVISION OF SERVICES

For purposes of the MEP, "services" are a subset of all the activities that the MEP provides through its program and projects. Although SEAs and LEAs may spend MEP funds on many types of allowable activities, some of these activities do not constitute a "service". Activities include identification and recruitment and parental involvement activities. "Services" are distinct in that they are the educational or educationally related activities provided to migratory children to enable them to succeed in school. Because student success is the overarching goal of the MEP, services are a vital aspect of the program. In providing services, SEAs must give priority to migratory children who are failing or more at risk of failing and whose education has been interrupted during the regular school year.

MEP SERVICES	MEP ACTIVITIES
<p>Services are educational or educationally-related activities that:</p> <ol style="list-style-type: none"> 1. directly benefit a migratory child; 2. address a need of a migratory child consistent with the SEA's comprehensive needs assessment and service delivery plan; 3. are grounded in scientifically-based research or, in the case of support services, are a generally accepted practice; 4. are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets. <p>SEAs and LEAs may use MEP funds to provide Instructional Services (e.g. educational activities for preschool-age children and instruction in elementary and secondary schools such as tutoring before and after school) and Support Services (e.g. educationally-related activities such as advocacy for migratory children; health, nutrition, and social services for migratory families; necessary educational supplies; transportation).</p>	<p>Activities related to identification and recruitment, parental involvement, program evaluation, professional development, or administration of the program are allowable activities that are NOT considered services.</p> <p>Other allowable activities that are not considered a service include a one-time act of providing instructional packets to a child or family and handing out leaflets on available reading programs to migratory families to increase the reading skills of migratory children.</p> <p>Although these are allowable activities, they are not services because they do NOT meet ALL of the following criteria:</p> <ol style="list-style-type: none"> 1. benefit migratory children; 2. are grounded in scientifically-based research; 3. in and of themselves, will increase children's skills and thereby increase their ability to meet the State's performance targets.

(Non-Regulatory Guidance, Chapter V: Provision of Services)

ENROLLMENT AND SERVICE CODES

When a COE is approved at the State level, the recruiter will receive an email, and if the recruitment date falls within the regular school year, an enrollment line will automatically generate in MIS2000. The LEA will send an Acceptance Letter to the parents/guardian. The LEA data clerk will check the enrollment line to verify the school, enrollment date, and enrollment type are correct.

LEA staff including data clerks, advocates, and liaisons will add details based on information in the district data system and information collected from the family, including codes for instructional and support services that will be provided using MEP funds. For each service code added, LEA staff will add a comment with the start and end date and number of hours per week the student will receive services. Below are the enrollment and service codes used to track and report MEP services.

ENROLLMENT CODES

E	Enrolled	The student is enrolled in a school operating a Migrant Education Program.
R	Resident	The student has been identified but is not enrolled in school. This includes OSY, Dropout, P0, P1, and P2 as well as P3-P5 who are not enrolled in preschool.
M	Participant	The student is enrolled in a school that does not operate a Migrant Education Program.
S	Summer School	The student attends summer school or a migrant-funded intersession occurring during a break in the regular term of the school year.

Additional information on codes for Preschool and OSY/Dropout students can be found in the State Data System Manual.

INSTRUCTIONAL SERVICE CODES

Instructional Service Codes represent subject area instruction provided to students on a regular or systematic basis, usually for a predetermined period of time. These services can include instruction provided by a **Migrant-funded** (appropriately certified) teacher or a **Migrant-funded** paraprofessional under the direct supervision of a teacher.

SERVICE CODE	DESCRIPTION
104 – Math (Certified Teacher)	Migrant-funded instruction provided (<i>by an Appropriately Certified Teacher</i>) in mathematics for students on a regular or systematic basis, usually for a predetermined period.
105 – Reading (Certified Teacher)	Migrant-funded instruction provided (<i>by an Appropriately Certified Teacher</i>) in reading for students on a regular or systematic basis, usually for a predetermined period.
108 – Vocational/Career	Migrant-funded classes such as Robotics, Engineering, Technology, or other STEM.
111 – HSE Completed	Programs to students who have dropped out of high school. High School Equivalency.
112 – H.S. Credit Accrual/PASS	Instructional courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time.
113 – Math (Non-Certified)	Migrant-funded instruction provided by a paraprofessional in mathematics for students on a regular or systematic basis, usually for a predetermined period.
114 – Reading (Non-Certified)	Migrant-funded instruction provided by a paraprofessional in reading for students on a regular or systematic basis, usually for a predetermined period.
115 – Youth Leadership	Programs/workshops geared towards nurturing the leadership skills within students to achieve personal growth resulting in a desire to create positive change in their lives and community. Programs are designed to increase academic excellence through student engagement; provide students with the purpose, tools, and direction necessary to achieve personal and academic success; produce active student leaders who will serve their families, schools and communities with distinction and encourage other students to do the same; institute leadership, pride and education as important keys to success.
116 – In-Home Instruction	Academic support services provided by Migrant-funded personnel in the home to students including preschoolers (P0-P5) and OSY/dropouts.
117 – Extended Day	Any method of MEP-funded instructional delivery that extends the total hours of a school day or week beyond that which would otherwise be available for learning in the regular school year. Includes: before school and after school programs, evening programs, and Saturday school. Pullouts, in-class tutoring, summer term or intersession projects are not considered Extended Day services.

SUPPORT SERVICE CODES

Support Service Codes represent other services provided to students on a regular or systematic basis including healthcare and transportation.

SERVICE CODE	DESCRIPTION
201 – Guidance/Counseling	Migrant-funded services to help a student better identify and enhance educational, personal, or occupational potential; relate abilities, emotions, and aptitudes to educational and career opportunities; achieve satisfying personal and social development.
202 – Advocacy	Advocating for students on a regular or systematic basis usually for a predetermined amount of time to support the child’s educational progress. Regular home visits to discuss the student’s academic progress and support educational, personal and social development.
203 – Support Services (Migrant-Funded)	Supplemental Services such as direct cost for eyeglasses as well as assistance provided by migrant-paid staff when migrant-paid staff helps with the screenings or labs conducted at the school. Also includes health, dental and vision.
204 – Referred Services (Non-Migrant Funded)	These services are not funded by the MEP. They do not include school or district-based services the child is already entitled to receive (e.g., Title I Part A, Title III services). Referred services are educational or educationally related <u>services that migratory children would not have received without the efforts of MEP-funded personnel</u> . The child must receive the service for it to be counted as a referral. An eligible migratory child must be the direct recipient of the referred service. Services include but are not limited to parenting classes (for eligible youth), computer literacy classes, job training programs, health, dental, clothing, food.
206 – Transportation	Any time migrant funds are used to pay for drivers, vehicle or other costs to transport students for educational or health activities.
209 – Material Resources	Includes necessary educational supplies, educationally related books, and other materials (e.g., iPods, backpacks, OSY instructional packets, etc.).
212 – Tuition/Fees	Costs for tuition and/or educational fees for an outside program paid for using MEP funds.
999 – No Parent Signature	Students who are eligible but wish to not receive services.

PRIORITY FOR SERVICES

According to Section 1304(d) of the statute, the State must first provide services to migratory children who have made a qualifying move within the past year and who are failing, or most at risk of failing, to meet the challenging State academic standards or have dropped out of school.

Using the checklist below, Arizona recruiters identify and target services to migratory children who meet these Priority for Services (PFS) criteria.

Each child eligible for PFS should be served with a needs assessment and an individual learning and/or intervention plan that includes after school tutoring, summer programs, and other support.

Check all that apply. A child qualifies for Priority for Services if #'s **1 and 2** apply or #'s **1 and 3** (any 1-13) apply. Students who qualify for PFS will continue their status through the end of the current enrollment.

Items 1 & 2 are automatically captured during enrollment.

1. ___ Has made a qualifying move within the previous 1-year CSPR period (September 1 – August 31)

MIS will auto-calculate the QAD and Enroll Date to make the determination

AND

2. ___ Is an Out of School Youth (OSY)

Meets the definition of a “migratory child” and (1) is not enrolled in a K-12 institution or (2) dropped out of school prior to the current school year or (3) is working on a GED outside of a K-12 institution or (4) is “here to work” only

OR

3. Is failing, or most at risk of failing, to meet the challenging State academic standards

1. ___ Disabled/IEP – Student is identified as having a disability (i.e. IEP, 504 Plan)
2. ___ Poor Attendance – The student has missed 10 or more days of school
3. ___ Retention – Student has repeated a grade level
4. ___ Age/grade – Student is more than one year over age for grade level
5. ___ Credit Deficient – Student is not on track for graduation (based on local requirements)
6. ___ LEP/NEP – Student is classified as either non-English proficient or limited English proficient according to local language assessment practice
7. ___ Low Performance – Student scores below proficient on State or local reading, writing, or mathematics assessments
8. ___ Prekindergarten Children – Migrant children ages 3-5 that are not served by any other program
9. ___ Suspension – Student has had multiple suspensions (in-school and/or out-of-school)
10. ___ Expulsion – Student has been expelled
11. ___ Worker – Student is working to support themselves and/or family
12. ___ Trauma – Student has experience mental or physical trauma
13. ___ Pre-K – A Pre-K child “failing or most at risk of failing” a developmental milestone

Some items in #3 are captured during enrollment. However, it is the LEA's responsibility to check for ALL items in #3.

CONTINUATION OF SERVICES

Section 1304(e) of Title I, Part C allows the MEP to continue providing services for a specified period of time to children whose eligibility has ended. Before requesting that the MEP continues to provide services, it should be considered whether the child's unmet special educational needs are addressed by the general school program and whether migratory children who qualify for priority for services have already been served.

The **Continuation of Services Approval Form** must be password-protected and submitted to the State Director of the Migrant Education Program via email for approval **30 days before** the student's End of Eligibility. After the State Director approves and returns the form, LEA staff will check the COS box in MIS2000 and select the appropriate term (typically code 01 – continue for duration of term).

This form is available on the Arizona State MEP website under Resources

<http://www.azed.gov/migrant/resources/> and the AZ MEP ID&R padlet under AZ MEP forms

<https://padlet.com/AZMEP/IDR>.

	
ARIZONA MIGRANT EDUCATION PROGRAM COS – Continuation of Services Approval Form	
<i>This form must be submitted to the State Director, Migrant Education Program, for approval prior to the End of Eligibility.</i>	
Please check the box that applies to this request for "Continuation of Services":	
<input type="checkbox"/> A child's eligibility ends during the school term and the district provides services for the <i>duration of the term</i> (fall, spring, summer, intercession).	
<input type="checkbox"/> A child's eligibility ends and the district provides services for an <i>additional school year</i> because comparable services are not available through other programs.	
<input type="checkbox"/> A district continues to serve secondary school students who were eligible for services in secondary school through <i>credit accrual programs until they graduate</i> .	
STUDENT INFORMATION	
Date of Request: _____	EOE: _____ District: _____
School: _____	Grade: _____ MIS Student ID# _____
Student Name: _____	Date of Birth: _____
List the MEP service(s) to be continued (reading tutoring, math tutoring, # of hours per week)	
Explanation of why the educational service(s) listed above should be continued.	
Explain the process used to determine that the MEP is the only resource available to meet this student's need for the continuation of the service(s) listed above.	
LEA INFORMATION	
Name of Requestor: _____	Title: _____
Email: _____	Phone: _____
ARIZONA STATE MIGRANT EDUCATION PROGRAM	
<input type="checkbox"/> Accepted <input type="checkbox"/> Declined	Reason for the decision:
New Start Date: _____	New End Date: _____
AZ MEP State Director: _____	Date: _____
Arizona Migrant Education Program Revised 2017 COS Approval Form	

INTERSTATE AND INTRASTATE COORDINATION

STATE GOAL

To ensure the coordination of the identification and recruitment of migratory children and youth with other states and between LEAs within the state and to ensure the continuity of services for children who migrate from one state or school district to another. Interstate and intrastate coordination help reduce the effects of educational disruption that migratory children suffer because of repeated moves.

Interstate and intrastate coordination efforts will include:

- Using Migrant Student Information Exchange (MSIX) to notify receiving states or school districts about migratory families who are moving there;
- Promoting the exchange of student educational records;
- Exchanging information on health screenings and health problems that interrupt a student's education;
- Meeting with other States to discuss issues related to the MEP.

INTERSTATE COORDINATION

The Arizona MEP collaborates with other SEAs to improve the ID&R and delivery of services to migratory children and youth by participating in two national consortia – iSOSY and IDRC.

iSOSY (Instructional Services for Out-of-School and Secondary Youth) builds capacity in states with a growing out-of-school youth (OSY) population. iSOSY provides resources for delivering instructional services and professional development for MEP staff who serve OSY.

<https://www.osymigrant.org/>



The Identification and Recruitment Consortium (IDRC) promotes interstate coordination to positively impact identification and recruitment practices. IDRC resources include the online referral tool, recruitment, quality control, and professional development including on-site and virtual training through the Targeted Response to ID&R (TRI) team.

<https://www.idr-consortium.net/>

MSIX Move Notifications

The Arizona MEP also supports interstate recruitment of migratory students through MSIX Move Notifications, which are an integral part of the records transfer and ID&R process.

LEA MEP Staff are responsible for sending a move notification to the receiving state or district when students will soon be moving or have recently moved from Arizona to their area.

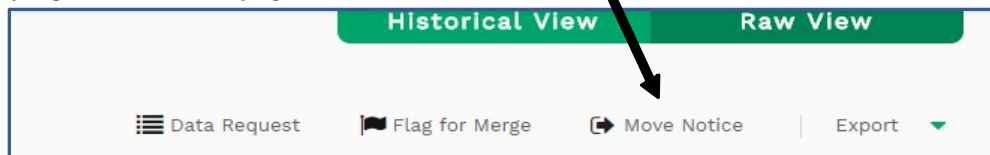
When sending a move notification, MEP Staff should give detailed information – without compromising the family’s Personally Identifiable Information – including the name of the city or town and district (if known) the family will be moving to.

When a move notification is received by a LEA/State, a recruiter should contact the family within 48 hours. If necessary, the receiving recruiter should contact the sending state to request additional information such as a contact number. When communicating via email with MEP staff in another state, reference the child’s MSIX number rather than using their name or date of birth.

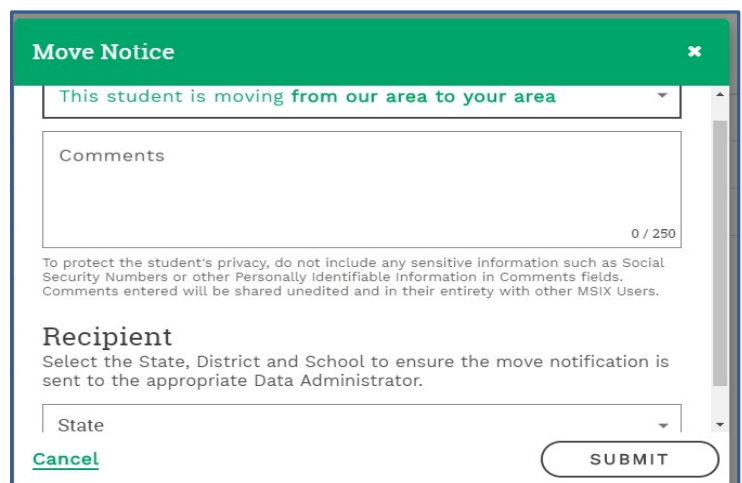
A copy of the Move Notice can be kept in the student folder.

CREATING A MOVE NOTIFICATION IN MSIX

1. Go to the Student Record.
2. On the top right hand of the page click on Move Notice.



3. A Move Notice pop up box will appear.
4. In this section, click on the drop-down menu and choose whether this student is “moving from our area to your area” or “has recently moved to our area”.
5. Add details in the “Comments” section (up to 250 characters).
6. Give/request information about the student’s move.
7. Select the state and district you wish to send the notice to.
8. When all the fields are complete, click on the “Submit” button.

A screenshot of the 'Move Notice' pop-up form. The form has a green header with the title 'Move Notice' and a close button. Below the header, there is a dropdown menu with the selected option 'This student is moving from our area to your area'. Underneath is a text area for 'Comments' with a character count of '0 / 250'. A warning message states: 'To protect the student's privacy, do not include any sensitive information such as Social Security Numbers or other Personally Identifiable information in Comments fields. Comments entered will be shared unedited and in their entirety with other MSIX Users.' Below this is a section titled 'Recipient' with the instruction: 'Select the State, District and School to ensure the move notification is sent to the appropriate Data Administrator.' There is a dropdown menu for 'State'. At the bottom left is a 'Cancel' button and at the bottom right is a 'SUBMIT' button.

INTRASTATE COORDINATION

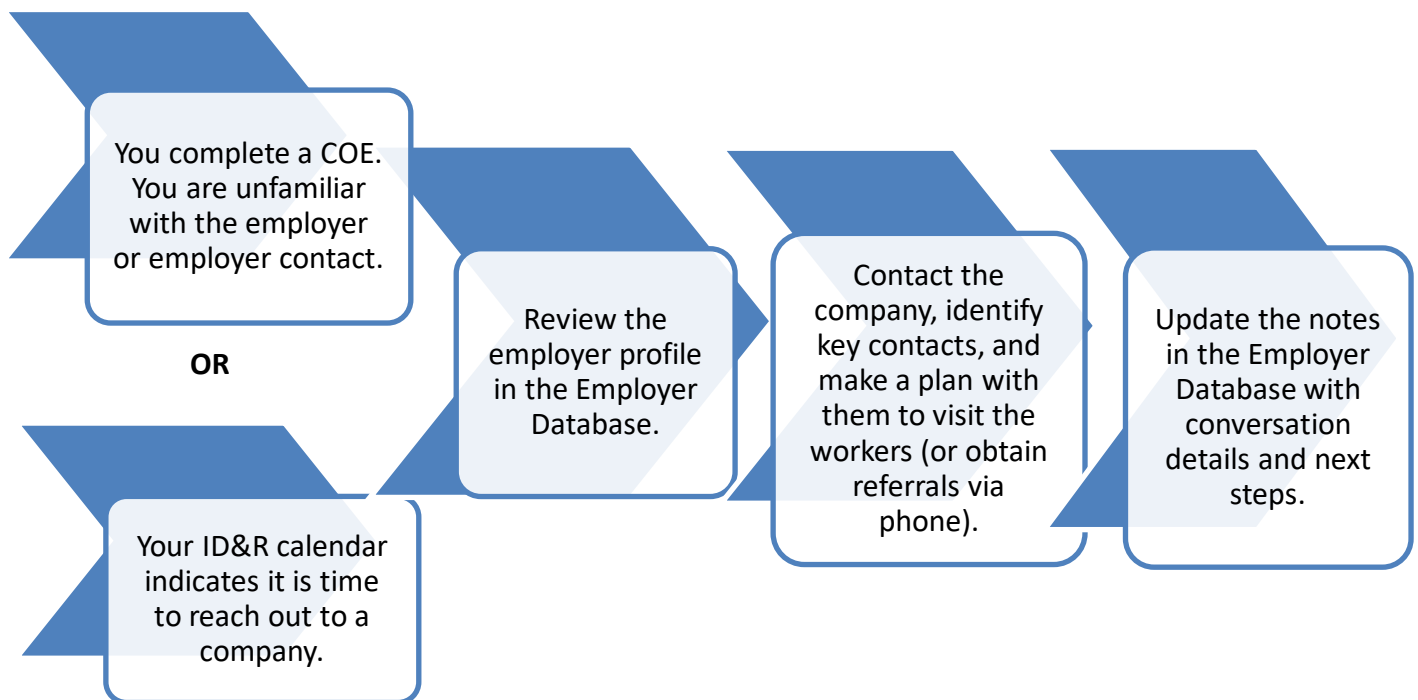
It is the responsibility of all Arizona MEP recruiters to work together toward the goal of identifying and recruiting all eligible migratory children in Arizona. The opportunities for recruiters to collaborate across MEPs include sharing information about employers and community agencies, referring families to the appropriate MEP, going into the fields and community together to conduct ID&R, submitting MSIX Move Notifications when families move within Arizona, and coordinating smooth transitions for 3-year olds and 8th graders.

Employer Database

During the 20-21 school year, the Arizona MEP will release the first version of the Arizona Employer Database. The Employer Database will support collaboration as recruiters use it to guide and document their field-based recruiting efforts.

Information will be added to the database in two ways:

1. When a recruiter completes a COE, employer information such as company name, address, and contact information will transfer to an employer profile in the database.
2. Recruiters will view the employer profiles of the companies in their area and manually enter details on their conversations with key contacts and the next steps they plan to take to build the relationships and recruit at the company's fields and facilities (or by phone when visits are restricted).



Recruiters will use the database on a weekly basis, if not daily. On two occasions, in particular, recruiters must view and update an employer profile.

1. When a recruiter completes a COE and realizes either they do not currently have a relationship with the company or the contact provided, or they have a relationship with the company but are unaware that the company has hired new workers. After the interview, the recruiter should view the employer profile in the database to determine whether another recruiter is actively recruiting there.

2. When the recruiter's calendar in their local ID&R plan indicates it is time to visit a company because new workers are being hired. Each MEP should have a calendar with qualifying activities and companies in their area and the best time of year to visit their workers or ask for referrals of newly hired workers. For example, if cotton is grown and processed in their area, a recruiter's ID&R plan may show that the cotton ginning (processing) season may start as early as September, and their calendar will include a reminder to call the cotton gins at the end of August. In August, they will contact each gin and make a plan to meet with the workers.

On both occasions, the recruiter should check the company's profile in the Employer Database before contacting them to find out if another recruiter has an active relationship with key contacts there. If another recruiter is actively pursuing ID&R there, the recruiters should collaborate on next steps with that company and determine if all key contacts at the company have been identified and contacted.

If no other recruiter is actively pursuing field-based recruiting at that company, the recruiter is responsible for contacting them, identifying key contacts, and making a plan to visit the fields or facilities and talk to workers (or obtain referrals via phone or the online referral tool, in the event that site visits are restricted due to COVID-19).

MSIX Move Notifications

When a migratory family moves from one Arizona district to another, staff should make every attempt to find out where they are moving to and complete an MSIX Move Notification. This will help expedite the identification and recruitment efforts that will allow the MEP to continue serving families when they are most in need of assistance.

3 Year Olds and 8th Graders

Each MEP will document a process for coordinating with the surrounding MEPs and districts at the end of the school year to ensure a smooth transition for preschoolers starting school and 8th graders who will be transitioning to a different MEP the following year.

COORDINATION OF SERVICES

LEAs and consortia will conduct joint planning and community-based ID&R with local, state, and federal education programs and collaborate with programs that can benefit migratory children and their families. The MEP Coordinators will reach out to these programs/agencies to establish a collaborative relationship, sending an introduction letter to initiate the collaboration and set forth expectations of the relationship.

The Coordination of Services Form will be used to document the list of services and ID&R activities coordinated by MEP staff with non-profit, social services, community outreach services, and other governmental agencies. In addition to this form, the LEA should collect other evidence of collaboration including documentation of agreements regarding services (purchase orders, contracts, letters, etc.). This form is available on the AZ MEP ID&R padlet under AZ MEP forms <https://padlet.com/AZMEP/IDR>.

COORDINATION OF SERVICES						
LEA: _____			Submitted By: _____			
<i>The LEA shall conduct joint planning among local, state, and federal education programs serving migrant children, and shall coordinate with similar programs and projects that can benefit migrant children and their families.</i>						
Date	Name of Organization	Name of Contact	Contact Phone #	Address	Type of Collaboration (phone conference, email, in-person)	Notes

MEP ID&R DIRECTORY

MEP Name	ID&R Contacts	Phone	Email
Aguila Elementary	Noemi Escamilla, Recruiter	602-689-5017	Noemi.escamilla@azed.gov
	Ceci Murillo, Contact	928-685-2222 x 103	cmurillo@aguilaschool.org
Arlington Elementary	Noemi Escamilla, Recruiter	602-689-5017	Noemi.escamilla@azed.gov
	Justin Moore, Coordinator	623-236-0113	jmoore@arlingtonk8.org
Buckeye Union	Noemi Escamilla, Recruiter	602-689-5017	Noemi.escamilla@azed.gov
	Leslie Standerfer, Coordinator	623-386-9758	leslie.standerfer@buhd.org
Chandler	Lorena Garcia, Recruiter	480-883-4495	garcia.lorena@cusd80.com
	Monica Romero, Coordinator	480-883-4485	romero.monica@cusd80.com
Coolidge	Dolores Bojorquez, Recruiter	520-723-2429	dolores.bojorquez@coolidgeschools.org
Crane	Cecilia Vasquez, Recruiter	928-373-3955	cvasquez@craneschools.org
	Lilia Sandoval, Recruiter	928-373-3950	lsandoval@craneschools.org
	Norine Bowers, Coordinator	928-373-3432	nbowers@craneschools.org
Douglas	Carol Perez, Recruiter	520-364-2447 x7064	caperez@douglasschools.org
	Geraldina Trevino, Coordinator	520-364-2447 x7088	gtrevino@douglasschools.org
Gadsden	Nubia Campa, Recruiter	928-627-6570	ncampa@gesd32.org
	Cynthia Rodriguez, Recruiter	928-627-6558	cpost@gesd32.org
	Maria Loera-Chavez, Coordinator	928-627-6547	machavez@gesd32.org
Liberty Elementary	Noemi Escamilla, Recruiter	602-689-5017	Noemi.escamilla@azed.gov
	Debra Ryan, Coordinator	623-474-6604 x1004	dryan@liberty25.org
Mesa	Tillie Peralta, Recruiter	480-308-7513	trperalta@mpsaz.org
	Shirley Covarrubias, Recruiter	480-472-2522	sdcovarrubias@mpsaz.org
	Anette DeAnda, Coordinator	480-472-0331	andeanda@mpsaz.org
Palo Verde Elementary	Noemi Escamilla, Recruiter	602-689-5017	Noemi.escamilla@azed.gov
	Sarah Morales, Coordinator	623-327-3680	smorales@pvesd.org
PPEP	Erika Cazares, Recruiter	928-920-5106	ecazares@ppep.org
	Dulce Angulo, Recruiter	928-919-3991	dangulo@ppep.org
	Michelle Iniguez, Coordinator	928-315-3900	miniguez@ppep.org

MEP Name	ID&R Contacts	Phone	Email
Saddle Mountain	Noemi Escamilla, Recruiter	602-689-5017	Noemi.escamilla@azed.gov
	Vivian Martinez, Coordinator	623-474-5104	vivian.martinez@smusd90.org
Somerton	Alicia Rodriguez, Recruiter	928-341-6034	grodriguez@ssd11.org
	Patricia Peterson, Coordinator	928-341-6027	prpeterson@ssd11.org
Yuma Elementary	Gloria Ramos, Recruiter	928-502-4398	gramos@yuma.org
	Claudia Tallant, Recruiter	928-502-4380	ctallant@yuma.org
	Verenez Romero, Recruiter	928-502-4379	aromero1@yuma.org
	Liz Miranda, Coordinator	928-502-4381	emiranda@yuma.org
Yuma Union	Beatriz Marin, Recruiter	928- 502-4660	bmarin@yumaunion.org
	Fatima Flores, Recruiter	928- 502-4660	rvillapudua@yumaunion.org
	Lisa Anderson, Interim Coordinator	928-502-4652	landerson@yumaunion.org
Central Valley Consortium	Angelica Meza, Recruiter	623-243-2271	ameza@avondale.k12.az.us
	Amy Rodriguez, Coordinator	623-772-5088	arodrig3@avondale.k12.az.us
East Valley Consortium	Margarita Reyes, Recruiter	480-987-5988	mreyes@qcusd.org
	Pilar Crewse, Recruiter	480-987-5988	pcrewse@qcusd.org
	Maria Silva, Coordinator	480-987-5988	msilva@qcusd.org
South Region Consortium	Martha Villagomez, Recruiter, Willcox	520-384-8857	martha.villagomez@wusd13.org
	Kevin Davis, Coordinator	520-384-8600	kevin.davis@wusd13.org
	Nohemi Vera, Recruiter, Marana	520-682-4744 x2101	n.p.vera@maranausd.org
	Denise Linsalata, Marana Coordinator	520-682-4808	d.l.linsalata@maranausd.org

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Employer Database Info Sheet



Employer	
Address	
Phone	
Field & facility locations	

Contact made

Name	Title	Date of last interaction	Name of contacting recruiter
Summary of conversation:			

Name	Title	Date of last interaction	Name of contacting recruiter
Summary of conversation:			

Name	Title	Date of last interaction	Name of contacting recruiter
Summary of conversation:			

Positions (including production & initial processing)

Qualifying Activity	Quantity	Start Dates	End Dates	Type
				<input type="checkbox"/> H2A <input type="checkbox"/> Domestic <input type="checkbox"/> Both
Breaks and days off:		Needs / other notes:		
Qualifying Activity	Quantity	Start Dates	End Dates	Type
				<input type="checkbox"/> H2A <input type="checkbox"/> Domestic <input type="checkbox"/> Both
Breaks and days off:		Needs / other notes:		
Qualifying Activity	Quantity	Start Dates	End Dates	Type
				<input type="checkbox"/> H2A <input type="checkbox"/> Domestic <input type="checkbox"/> Both
Breaks and days off:		Needs / other notes:		

General challenges/Needs
Potential partnerships

Housing/Hangouts

Name	Location	Summary

Events

Date	Event name & description

Next Steps:

Community Agency Info Sheet



Agency name	
Address	
Phone	
Mission	
Population served	

Contact made

Name	Title	Contact Info
Summary of meeting/discussion, including opportunities to collaborate for ID&R:		

Services

Service provided	
Eligibility requirements	
Contact	
Notes	

Service provided	
Eligibility requirements	
Contact	
Notes	

Agency's general challenges/Needs – How we can support them:

Events

Date	Event name & description	How the MEP can get involved

Next Steps:

Arizona Migrant Education Program Re-Interview Form

Student Name:	Re-interview ID#:	COE Recruiter sign date:
District:	DOB:	Grade:
Address: <input type="checkbox"/> Same as COE <input type="checkbox"/> Different from COE (enter new address below)		
Attempt 1	Attempt 2	Attempt 3
Date: _____ Time: _____	Date: _____ Time: _____	Date: _____ Time: _____
<input type="checkbox"/> Home – Re-Interview completed	<input type="checkbox"/> Home – Re-Interview completed	<input type="checkbox"/> Home – Re-Interview completed
<input type="checkbox"/> Home – Rescheduled	<input type="checkbox"/> Home – Rescheduled	<input type="checkbox"/> Home – Rescheduled
<input type="checkbox"/> Home – Declined interview	<input type="checkbox"/> Home – Declined interview	<input type="checkbox"/> Home – Declined interview
<input type="checkbox"/> No one home – left message	<input type="checkbox"/> No one home – left message	<input type="checkbox"/> No one home – left message
<input type="checkbox"/> Moved away (select reason below)	<input type="checkbox"/> Made contact by phone	<input type="checkbox"/> Made contact by phone
Moved Away reason <input type="checkbox"/> New occupants in residence <input type="checkbox"/> Neighbor indicated family moved <input type="checkbox"/> Residence empty/abandoned <input type="checkbox"/> Other: _____		
Interviewer name: _____		
Person interviewed: _____	Relationship to student: <input type="checkbox"/> Father <input type="checkbox"/> Mother <input type="checkbox"/> Guardian <input type="checkbox"/> Self <input type="checkbox"/> Spouse <input type="checkbox"/> Other: _____	
Does ___(student)___ have any other parents/guardians? Name: _____	Relationship to student: <input type="checkbox"/> Father <input type="checkbox"/> Mother <input type="checkbox"/> Guardian <input type="checkbox"/> Self <input type="checkbox"/> Spouse <input type="checkbox"/> Other: _____	
1. How old was ___(student)___ on _____(original COE date) ? ¿Cuántos años tuvo ___(estudiante)___ la fecha de _____(original COE date)?	Age on that date: _____	
2. Had ___(student)___ graduated from high school or obtained a GED by _____(original COE date)? ¿Se había graduado de la escuela superior o había obtenido un diploma de equivalencia (GED) ___(estudiante)___ antes de _____(original COE date)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Complete the move and work history on the back. Go through the entire 36 months preceding the COE date. 4. Then complete the Qualifying Moves and Work section on page 3 and review information with interviewee. 5. Remove COE from envelope and compare the Qualifying Moves and Work section with the COE. If there are discrepancies with the COE, ask questions as needed to clarify discrepancies and document all questions and answers in the box on page 3. If the child is ineligible for the MEP, state that and explain why. 6. Sign and date and obtain interviewee signature in the box below.		
6. To the best of my knowledge, the information documented on this form is correct. <i>De acuerdo a mi conocimiento y entendimiento, la información estipulada en este documento es verdadera.</i>		
Signature of person interviewed: _____		Date: _____
Signature of re-interviewer: _____		Date: _____

Re-Interview Form – Move History

3. Collect entire move history through _____ (36 months preceding original COE date).
 Begin with the most recent move and go backwards (“Tell me about the last move made by you or others in your family”). Use additional pages if necessary.
When the history is complete, circle the QAD from the perspective of the COE date and any new QAD since the COE.

Move Date	From (City and District)	To (City and District)	Reason for the move	Who moved	Type of work + “Engaged” / “sought”	Date that work began	Temporary / Seasonal
Example: 2/1/19	Salinas, CA Salinas City School District	Yuma, AZ Yuma Union district	To find work	Esmerelda José (father) José (son)	Esmerelda: did not work or seek work José (father): engaged in irrigating alfalfa	José (father): 2/3/19	José (father): seasonal

Remember: * Collect work history on all family members who moved and worked in agriculture. If there are multiple guardians, include each guardian’s name/initials beside work details. * If worker engaged in work that was not qualifying agricultural/dairy work or was not seasonal/temporary, ask whether any other type of work was sought/engaged in. Document the type, start date, and duration of all qualifying work.

4. Complete this section based on the move and work history you obtain on page 2.

III. QUALIFYING MOVES & WORK

1. The child(ren) listed on this form moved due to economic necessity from a residence in _____ to a residence in _____

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

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

b. The worker, _____, is the child or the child's parent/guardian spouse.

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

3. The Qualifying Arrival Date was _____.

4. The worker moved due to economic necessity on _____ from a residence in _____ to a residence in _____, and:

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

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

5. The qualifying work, * _____, was (make a selection in both a. and b.):

a. seasonal OR temporary employment

b. agricultural OR fishing work

*If applicable, check:
 Personal subsistence (provide comment)

6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:

a. worker's statement (provide comment), OR

b. employer's statement (provide comment), OR

c. State documentation for _____

5. Compare the form above with the COE and circle all items that have different entries on the COE. Ask questions to clarify discrepancies, and document all answers here. If you determine the child is ineligible, please state that here with the reason.

Discrepancy	Resolution
Example: COE states that the move was a "to join/precede" move, and that the child moved 1/5/19 and the worker moved on 2/1/19. The father Jose said in the re-interview they moved together.	Example: I asked Jose (father) to clarify who made the move. He said he had forgotten that his son moved first. The information on the COE is correct – it was a "to join/precede" move.

– Continue on the reverse side –

Discrepancy	Resolution