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IOWA
MIGRANT EDUCATION
IDENTIFICATION
AND
RECRUITMENT
MANUAL



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Iowa Migrant Education Program

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**Iowa Migrant Education Program
Identification and Recruitment Manual
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INTRODUCTION

The No Child Left Behind Act of 2001 (Public Law 107-110, Title 1, Part C) requires that State Education Agencies (SEAs) identify all migrant children who are eligible for the Migrant Education Program (MEP). The Iowa Department of Education administers the MEP and sub-grants funds to Local Education Agencies (LEAs) to implement the program. The Iowa Department of Education is responsible for training LEA Migrant Education Program staff in identification and recruitment requirements, policies and practices. The Identification and Recruitment (ID&R) Manual is intended to be one tool in improving processes within the Iowa Migrant Education Program.

Each district is responsible for hiring its own recruiter(s), and LEAs are obligated to follow the requirements that this manual establishes in the identification and recruitment of eligible children; completion of appropriate documentation to support that eligibility; maintaining high standards of quality control; and building relationships among communities, their resources, and migrant workers and their families.

This manual provides basic information regarding the Iowa MEP and the responsibilities that local recruiters have in its functioning. This manual is a reference guide designed to help recruiters make proper eligibility decisions, complete necessary documentation, and support each LEA project's quality control measures. Supplements to this manual may be periodically developed and distributed to reflect current MEP regulations and information regarding the migrant population.

History and Mission of the Migrant Education Program:

The federally funded Migrant Education Program grew out of President Lyndon B. Johnson's "war on poverty". Title I of the Elementary and Secondary Education Act (ESEA) of 1965 was enacted to level the playing field in education for children impacted by poverty. The act included supplementary instruction, with an emphasis on math and reading, and support services aimed at overcoming the effects of poverty on children such as nutritional deficiencies, inadequate medical care, and other ills. ESEA as originally enacted did not provide meaningful services to one of the most severely affected populations-children of migratory farm workers. Because of their mobility, many were unable to benefit from the school-based services.

To address the effects of poverty, mobility, and cultural and language barriers of migrant children, policymakers amended Title I to include a specific program to tackle the needs of this population. "Programs for Migratory Children", authored by Congressman William Ford of Michigan, was added in November of 1966. Migrant children would remain under the protective umbrella of Title I, but receive completely different expanded services under the new program. The Migrant Education Program has been extended since each reauthorization of ESEA at intervals of six to eight years. President Bush gave new life to the program once again when he signed the No Child Left Behind Act of 2001.

Draft Non-Regulatory Guidance: page i

Introduction

The Migrant Education Program (MEP) is authorized by Part C of Title I of the ESEA and provides formula grants to State Educational Agencies (SEAs) to establish or improve education programs for migrant children. These grants assist states to:

1. Improve educational opportunities for migrant children to succeed in regular school programs.
2. Help migrant students meet the challenging State academic content and academic achievement standards that all children are expected to meet.
3. Graduate from high school

Statutory Purpose of the Program

"to ensure that migrant children fully benefit from the same free public education provided to other children. To achieve this, the MEP helps SEAs and local operating agencies address the special education needs of migrant children to better enable migrant children to succeed academically."

Title I-Helping Disadvantaged Children Meet High Standards

Sec. 1001. Declaration of Policy and Statement of Purpose

The Congress declares it to be the policy of the United States that a high-quality education for all individuals and a fair and equal opportunity to obtain that education are a societal good, are a moral imperative, and improve the life of every individual, because the quality of our lives ultimately depends on the quality of the lives of others."

JOB RESPONSIBILITIES FOR MIGRANT EDUCATION PROGRAMS IN IOWA

- 1. Program Coordinator**
 - **Superintendent, Building Principal, Special Programs Coordinator, Guidance Counselor, Curriculum Coordinator**
 - Primary decision-maker for the local migrant program
 - Responsible for overseeing: provision of services, identification and recruitment process, verification of student eligibility, program application and budget.
 - Must have knowledge of the Draft Non-Regulatory Guidance and other regulations for the MEP
 - Review all COEs for accuracy and completeness before forwarding to State office
 - Complete Migrant Section of Title 1 on-line application
 - Budget
 - Narratives
 - Staffing
 - Ensure that local recruiter is fulfilling job responsibilities
 - Ensure that eligible migrant students are receiving necessary services
 - Ensure that paperwork on all eligible migrant students is up-to-date, accurate and filed appropriately
 - Complete application for federal funding
 - Complete Performance Report for Consolidated State Plan
 - Participate in Re-interviewing Activity
 - Participate in Comprehensive Needs Assessment Initiative

- 2. Local Recruiter**
 - **Classroom Teacher, Guidance Counselor, staff person, or other person hired and trained to work specifically with the identification and recruitment process.**
 - **Must have knowledge of all information contained in the ID&R manual and:**
 - Work closely with local Data Entry staff to ensure that all information on eligible migrant students is accurate
 - Review the Verification Report and make additions or corrections before returning to the State Director
 - Review the C-7 Report for errors and report any changes to the State Director

- 3. Local Education Agency (LEA) Data Entry Staff**
 - **School secretary or staff person hired and trained to process information on Migrant students**
 - Keep accurate and up-to-date files on all eligible migrant students
 - Work closely with local recruiter to verify student information on the Verification and the C-7 Reports

I. IDENTIFICATION AND RECRUITMENT

Purpose of Identification and Recruitment (ID&R)

What is ID&R and why it is important?

Identification means to determine the location and presence of migratory children/youth.

Recruitment means to contact migrant families, explaining the MEP, obtaining the necessary information that the child/youth is eligible for the MEP, and recording the basis of the child's eligibility on a Certificate of Eligibility (COE). Eligible children may then be enrolled in the MEP.

Identification and Recruitment (ID&R) means locating and contacting the family in order to ascertain a child's eligibility for the MEP.

Importance of ID&R

ID&R activities, according to OME policy guidance, are critical because:

- Children most in need of program services are often those most difficult to find.
- Many migrant children would not fully benefit from school, and some would not attend at all, if SEA's did not identify and recruit them into the MEP. This is especially true of the most mobile migrant children who have not settled into a community
- Children cannot receive MEP services with a record of eligibility.

Each SEA is responsible for the proper and timely ID&R of all migrant children residing in the state from birth through age 21. Funding allocations from the U.S. Dept. of Education are greatly determined by the number of children recruited, ages 3 through 21, residing in the state. States are responsible for maintaining proper documentation for each migrant child funded.

How is a migrant child's eligibility documented?

The only acceptable document used to record eligibility for MEP services in Iowa is the National Certificate of Eligibility (COE).

Summary of the ID&R Process

Identification and recruitment of migrant families requires a detailed and comprehensive effort. There are several steps that recruiters must pursue to effectively and accurately recruit migrant families.

Be Prepared

- Understand purpose of the MEP and its benefits to migrant children and youth.
- Know definition of migrant children and youth.
- Develop an understanding of MEP eligibility factors.
- Determine recruitment logistics-when, where and how to focus ID&R efforts.
- Get to know the areas where migrant reside, why they move to your area and where they obtain qualifying work.
- Understand cultures and lifestyles of migrant families.

Locate the Migrant Family, Child/Youth

- Contact employers, agencies, public institutions and service providers to establish a community network.
- Develop an ID&R network of parents, agribusinesses, employers and service providers.
- Look at areas where migrant families live and shop.

Approach the Families

- Be sensitive to living conditions and legal fears.
- Exhibit a helpful, non-threatening, non-authoritative attitude to create trust.

Interview the Family

- Conduct a face-to-face interview
- Use appropriate interview techniques
- Explain in general terms the reason for the interview.
- Collect all needed information to determine eligibility.

Determine Eligibility

- Determine the eligibility of the child/youth using:
 - Interview responses-does the information make sense? Is it credible?
 - Pay attention to clues that suggest the family is migrant-children born in other states, out-of-state plates, etc.
 - Corroborating evidence-Can the family name other places they have obtained qualifying employment? Where has the family applied for qualifying work?
- The recruiter determines eligibility, not the family, child or youth.
- Families who do not qualify for the MEP should be referred for needed services.

Complete the COE (If Found Eligible)

- Accurately, properly, legibly, and in a timely manner, fill out the COE with information that has been verified by the family.

Follow Quality Control Procedures

- Validate information on questionable COEs.
- Gather more documentation to determine eligibility, if necessary.
- COEs should be reviewed by trained MEP Coordinator the district.
- Address difficult eligibility determinations according to State MEP procedures.
- Perform re-interviews of enrolled students.
- Remove enrolled students who have been found ineligible

Roles and Responsibilities of the Recruiter

The importance of the recruiter cannot be overstated!

- Finding and enrolling eligible migrant children is the cornerstone of the MEP.
- Children who are most in need of program services are often the hardest to find.
- Many migrant children would not fully benefit or attend school at all if they were not recruited for the MEP. The recruiter's efforts allow eligible migrant children access to supplemental education and supportive services.
- Proper eligibility determinations ensure that only those who need supplemental services receive them.

The recruiter provides a critical link between families and local school districts and the MEP, as well as the broader community

What are the primary responsibilities of a recruiter?

According 2003 MEP Non-Regulatory Guidance, Chapter III, A8:

"A recruiter's primary responsibilities are: (1) to obtain information provided by parents, guardians, and others regarding the child's eligibility for the MEP; (2) to make determinations of eligibility; and (3) to accurately and clearly record information that establishes that a child is eligible for the MEP on a COE or like form.

In every case, the recruiter (not the individual interviewed) determines the child's eligibility on the basis of the statute, regulations, and policies that the SEA implements through formal procedures."

"Because the SEA is responsible for all determinations of MEP eligibility, the information that the recruiter records should be specific enough to be understood by a knowledgeable independent reviewer."

What qualities make a recruiter effective?

According to 2003 MEP Non-Regulatory Guidance, Chapter, III, A:

"The process of recruiting a migrant child by interviewing migrant parents or guardians requires careful training, planning, cultural sensitivity, knowledge of the MEP, and excellent communication skills. In order to be effective, recruiters should have adequate knowledge of:

- MEP eligibility requirements;
- Languages spoken by migrant workers;
- Local growers and fishing companies;
- Cycles of seasonal employment and temporary employment;
- The local school system, the services available for migrant children and their families, and the most effective strategies for recruiting within each school;
- Local roads and location of migrant labor camps and other migrant housing;
- MEP services offered by the local operating agency; and
- Other agencies that may provide services to migrant workers and their families, such as Migrant Health, WIA, WIC, and Migrant Head Start.

Recruiters in Iowa are to adhere to the above requirements and are expected to:

- Locate potentially eligible migrant children
- Obtain information provided by families/guardians regarding eligibility for the MEP through a personal interview.
- Make determinations of eligibility based on Non-Regulatory Guidance, statutes governing the MEP, and guidelines in the manual
- Accurately and completely document a child's eligibility on a COE (children cannot receive MEP services with a record of eligibility).
- Maintain auditable and current records relating to identification and recruitment.
- Serve as a connection between the Iowa MEP, schools, parents/guardians and community resources
- Have knowledge of MEP programs and services offered by the district
- Have Identification and Recruitment Training
 - Must have initial ID&R training by state recruiter in:
 - Proper eligibility determinations, including guidelines regulating the MEP
 - Effective strategies to recruit migrant children in the area
 - Certificate of Eligibility (COE)-proper documentation and completion
- Attend all state ID&R trainings and other training opportunities when offered
- Know Draft Non-Regulatory Guidance (October 23, 2003), statutes governing the MEP, and guidelines in this manual
- Know State MEP policies and procedures
- Know Local district policies and procedures
- Be proficient in accurately, completely, and clearly filling out all sections of the COE.
 - Be knowledgeable of the types of situations that need additional documentation beyond what is normally recorded on the COE to demonstrate that the children are eligible for the MEP.
 - Follow proper procedures regarding the review of COEs.
 - Know filing and record keeping requirements for the COE.
- Participate in and support quality control procedures for the MEP

Responsibilities-Identification of Families

- Must be adequately trained prior to recruiting families.
- Meet with migrant families and do eligibility interviews in person
- Conduct and supervise identification and recruitment at schools.
- Visit local agribusiness sites.
- Meet with families in their homes, community centers or other locations where migrant families are found.
- Actively identify and recruit eligible migrant out-of-school youth and those younger than three.
- Ascertain proper eligibility determinations based on Non-Regulatory Guidance and regulations governing the MEP
- Record information accurately on the COE.
- Have knowledge of local community resources which MEP families use.
- Network with WIC, community health services, Chambers of Commerce/City Halls, food banks, churches, and other sources in the community.
- Gather and analyze information given by migrant families/youth.
- Recruiter should serve as a good-will ambassador and advocate for migrant families.

LEA Responsibilities

District MEP Sites in Iowa are expected to:

- Ensure recruiters are adequately trained.
- Ensure local recruiters attend all on-going recruitment trainings provided the State MEP Office and State ID&R Coordinator.
- Provide and aid in providing time for recruiters to conduct ID&R activities, including conducting interviews and follow-ups, gathering documentation and visiting schools and employers.
- Establish efforts toward active Identification and Recruitment of migrant students at all levels, including preschool, in-school, and out-of-school youth.
- Ensure recruiters are following recordkeeping requirements.
- Ensure accuracy in all eligibility determinations.
- Submit any documentation and reports requested by the State Director of the MEP.

Some Recruitment Strategies

Recruiters have many resources available to them to actively recruit and identify eligible migrant children/youth. Below are a few suggestions: (Also see "Recruiter Contacts" in Appendix)

Place family questionnaire in district enrollment packet.

Touch bases with school secretary on regular basis.

Attend the Kindergarten Round Up

Check school enrollments for new students

Check school registration forms.

Administrators give in-service to school office/teacher staff on qualifications for the MEP.

Administrators have parent workshops.

Set up table at district events.

Develop relationships with child developmental programs.

Be available to parents.
Collaborate with pre-schools and Head Start programs.
Work with parents for referrals.
Ask parents to let others know about the MEP.
Work together with school counselors and ESL teachers.
Presentations: Adult school/ESL classes
Check LEP lists/free lunch/Title I
Be available at school staff meetings.
Develop a brochure for your district with your specific services.
Send information packets and/or contact community agencies that serve migrant families.
Develop relationships with local agricultural businesses.

II. Determining Eligibility

The ID&R Process

Properly Determining Eligibility

It is imperative that recruiters properly identify eligible students for the Migrant Education Program (MEP). Recruiters, by making proper eligibility determinations, will enable eligible migrant children to receive education resources they are legally entitled to. It is also the duty of the Iowa Migrant Education Program to only provide services to children and youth who are in fact eligible. Accordingly, recruiters are responsible for determining child/youth eligibility based on the following guidelines.

Definition of a Migrant Child

A child, according to regulations and guidance from OME is eligible for the MEP if:

- 1) The child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate (this means that the child is entitled to a free public education or is of an age below compulsory school attendance).
- 2) (the) child- (1) who is a migratory agricultural worker or a migratory fisher; or (2) who, in the preceding 36 months, in order to accompany or join a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher-
 - (i) Has moved from one school district to another;
 - (ii) In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
 - (iii) As the child of a migratory fisher, resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence; and
- 3) The move by the qualifying worker (either the parent/spouse/guardian or the child him/herself) is a "change from one residence to another residence that occurs due to economic necessity; and
- 4) The worker (agricultural or fisher) moved "in order to obtain" temporary employment or seasonal employment in agricultural or fishing work.

Based on the Non-Regulatory Guidance, a number of basic eligibility criteria must be met to determine children migratory. The next page lists the factors necessary to determine a child/youth eligible for the MEP.

Basic Child Eligibility Factors

In order for a migrant child to be eligible for the MEP, **all** of the following Basic Child Eligibility factors must be met

Age

1. The child is younger than age 22.

School Completion

2. The child is not a high school graduate or does not hold a high school equivalent certificate.

Move Across School District Boundaries

3. The children moved from a residence in a school district to a residence in another school district on the Qualifying Arrival Date (QAD).

Date of Move

4. The child(ren) moved within the past 36 months:

- on own as a worker **OR**
- with the worker who is the child's parent, spouse, guardian **OR**
- to join*the worker, who is the child's parent, spouse, guardian.

**In cases where the child moves before the worker moves, the QAD would be the date the worker joins the child.*

Purpose of Move

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

- qualifying work, and obtain qualifying work, **OR**
- any work*, and obtained qualifying work, **OR**
- qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:
 - the worker has prior history of moves to obtain qualifying work (requires comment), **OR**
 - there is other credible evidence that the worker actively sought qualifying work soon after the move, but for reasons beyond the worker's control, the work was not available (requires comment.)

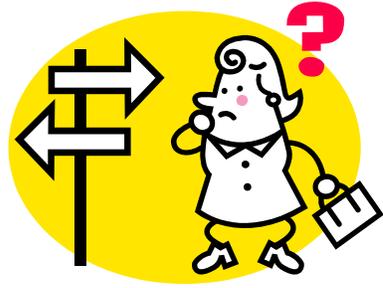
**Specific intent to obtain non-qualifying work would not qualify. Recruiters should be attentive to situations whereby the worker expresses specific intent to obtain only non-qualifying work.*

Qualifying Work

6. The qualifying work was temporary employment (determine temporary employment under #7, or seasonal employment in agricultural work or fishing work (requires description of agricultural or fishing work, such as "detasseling corn) for an employer (provide name and address), as self-employment, or for personal subsistence.

7. The work was determined to be temporary employment based on:

- the worker's statement (requires comment), **OR**
- employer's statement (requires comment), **OR**
- State's documentation of the temporary nature of the work (requires comment).



Who is Eligible for the MEP?

Children who meet all the required eligibility factors are eligible for the Iowa Migrant Education Program. Most children are identified through school registrations, recruiters conducting interviews in homes, workplaces or other locations in the community.

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

Yes. Any child birth through 21 who meets the definition of “migratory child” or is eligible for continuation of services is eligible to receive MEP services. However, only migratory children ages 3 through 21 may be counted for State funding purposes.

Are “out-of-school youth” eligible for MEP services?

Yes. For purposes of the MEP, the term “out-of-school youth” means youth up through age 21 who are entitled to a free public education in the State but who are not currently enrolled in a K-12 school and who meet the definition of “migratory child”. This could include drop-outs, youth working on GED outside of K-12 school, and youth who are “here-to-work” only. It does not include preschoolers. Out-of-school youth who meet this definition and all other MEP eligibility criteria are eligible for the MEP.

What is an “emancipated youth”?

An emancipated youth is a child under the age of majority {in accordance with State law) who are no longer under the control of a parent or guardian and who are solely responsible for their own welfare. For purposes of the MEP, they may not be older than 21 years of age.

Are emancipated youth eligible for MEP services?

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”.

There are special circumstances, however, that may require further investigation to determine the population of eligible children/youth, especially:

Preschool Children and Out-of-School Youth

Preschool children are identified migrant children from birth to 5 years old. Even though services for this population vary among districts, these children should be actively identified and recruited. Children born after the move are not eligible for the MEP.

Out-of-School Youth (OSY) are identified school aged migrant youth, who are not enrolled in school, but have not graduated from high school or obtained a General Equivalency Diploma (GED). The number of Out-of-School (OSY) identified has been increasing in the past few years. This population warrants greater Identification and Recruitment efforts from school districts.

Working with this population requires diligence, especially concerning their ages. It is important for the recruiter to verify the youth's age, preferably with documentation such as an employee ID card, report card, immunization card, work application that would contain the birth date.

A resource for strategies to Identify and Recruit, assess, and serve OSY can be found at the website "**Opportunities for Success for Out of School Youth**" <http://www.osymigrant.org> Following are a couple of links at this website that could be helpful to recruiters when developing strategies to recruit OSY:

ID&R Tips for OSY

[ID&R Tips for OSY](#)  are a compilation of proven strategies that work when identifying and recruiting secondary-aged out-of-school youth. They were developed by recruiters from the *OSY* consortium states who have been successfully using these strategies for a number of years.

Networking Strategies

[Out-of-School Youth Networking Basics for Migrant Education Programs](#) is a compilation of proven strategies that work when coordinating with other entities to serve the out-of-school youth population. This document was developed by the North Carolina Migrant Education Program, an OSY consortium member state that has implemented these strategies successfully.

Who is Not Eligible for the MEP?

Recruiters need to identify and recruit those who are eligible for the MEP, but must also know who is **not** eligible.

Migrant versus Immigrant

An immigrant is a foreign-born person who has been admitted into the U.S. as a lawful permanent resident. Most of these moves are due to economic, social or religious reasons. On their initial move to the U.S., they may work in many jobs that may or may not be agricultural or fishing. Remember, the **purpose** of the worker's initial move in these cases must be to obtain or seek qualifying work in order to be eligible for the MEP.

If the initial move to the United States was to seek or obtain qualifying work, they may be eligible for MEP if all other eligibility criteria are met.

Once the immigrant has established a residence, upon subsequent moves, he or she may qualify for the MEP if they meet all other eligibility requirements.

Migrant versus Refugee

A refugee is any person outside their country of nationality who is unable or unwilling to return to their country because of persecution or fear of persecution. A refugee is not eligible for the MEP because the reason for their initial move was not to seek or obtain work in qualifying agricultural or fishing work.

A refugee may qualify for the MEP, if upon subsequent moves, they move to seek qualifying work and meet all other eligibility criteria.

End of Eligibility

Recruiters must know who is no longer eligible for the MEP. Some end of eligibility Circumstances are:

- Turning 22 years old
- Completing high school or obtaining a GED
- Ending of the 36 month eligibility period

Haulers, Crew Leaders, Mechanics, Drivers

Workers who are in the above positions, or comparable positions, are not eligible for the MEP. However, persons in these jobs may qualify if their jobs *also include* qualifying agricultural work such as sorting, picking, cutting, harvesting, cultivating, etc. of crops or plants.

Eligibility Definitions

Recruiters must know the following definition to make proper eligibility determinations.

Migratory child-means a child-

- 1) Who is younger than 22
- 2) Is not a high school graduate or does not hold a high school equivalent certificate
- 3) Who is a migratory agricultural worker or a migratory fisher; or
- 4) Who, in the preceding 36 months, in order to accompany or join a parent, spouse, or guardian who is a migratory agricultural worker or fisher--
 - Has moved from one school district to another

Guardian-Any person who stands in the place of a parent to a child and is responsible for the child's welfare is considered a guardian. No legal documentation is necessary. A child's move may be based on the move of a guardian.

- Sibling-If a working sibling acknowledges responsibility for the children's welfare and stands in the place of a parent, the children may be eligible based on the sibling's qualifying employment and qualifying move.
- Spousal relationship-A marriage certificate is not required to establish the spousal relationship so long as the recruiter is satisfied that a spousal relationship exists.

Migratory agricultural worker-means a person who, in the preceding 36 months, has moved from one school district to another in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.

Migratory fisher-Means a person who, in the preceding 36 months, has moved from one school district to another in order to obtain temporary or seasonal employment in fishing work.

Move or moved-Means a change from one residence to another residence that occurs due to economic necessity. (See definition "economic necessity")

Qualifying Move-Change from one residence to another residence that occurs due to economic necessity

- across a school district boundary
- to the U.S. from another nation
- only if the worker can demonstrate they came to the U.S. for temporary or seasonal qualifying agricultural or fishing work and did not have the intention of settling permanently.

Change of residence- Means moving from one school district to another(must move across district boundaries)

- migrant worker's home base to a temporary residence where, due to economic necessity, worker seeks or obtains qualifying work
- one temporary residence to another temporary residence where, due to economic necessity, worker seeks or obtains qualifying work
- permanent relocation and, due to economic necessity, purpose is to seek or obtain qualifying work at the home base

Note: Change of residence does not include visits for vacation, tending to legal matters, weddings, etc.

Economic necessity-Worker moved because he/she could not afford to stay in the current location or went to a new location to earn a living. If a worker's move is to seek or obtain work, a move because of the loss of work or unavailability of work, then the worker is considered to have moved "due to economic necessity". Moves of less than a week should prompt the interviewer to question if the move was really "due to economic necessity"

"In Order to obtain", when used to describe why a worker moved

Means that *one* of the purposes of the move is to seek or obtain qualifying work.

- 1) If a worker states that a purpose of the move was to seek any type of employment, i.e., the worker moved with no specific intent to find work in a particular job, the worker is deemed to have moved with a purpose of obtaining qualifying work if the worker obtains qualifying work soon after the move.
- 2) A worker who did not obtain qualifying work soon after a move may be considered to have moved in order to obtain qualifying work only if the worker states that at least one purpose of the move was specifically to seek the qualifying work, and
 - i. The worker is found to have a prior history of moves to obtain qualifying work; *or*
 - ii. There is other credible evidence that the worker actively sought qualifying work soon after the move, but for reasons beyond the worker's control, the work was not available.

- *One of the purposes of the move was...*

Scenario 1: ...to obtain qualifying work and the worker obtained qualifying work;

Scenario 2: ...to obtain any employment, and the worker obtained qualifying work soon after the move

Recruiters must be attentive to situations where the worker expresses specific intent to obtain only non-qualifying work.

Scenario 3: ...affirmed to be specifically to seek qualifying work, but the worker did not obtain the work.

Need:

- *Prior history of moves to obtain qualifying work, or*
- *Other credible evidence*

Specific intent to obtain only non-qualifying work is not a qualifying activity

Soon after the move

the time between when the worker moves and he/she obtains qualifying work

- The time must be small enough to reasonably presume one of the purposes of the move was to obtain qualifying work.
 - Generally, a worker should find qualifying work within 30 days.

To seek

- A move made due to economic necessity by a worker who is able to demonstrate that his/her move was made in order to perform qualifying work, but circumstances beyond their control prevented them from obtaining the intended work.
 - When seeking work, but not obtained, recruiter *must* present documentation of the worker's prior history of moves to obtain qualifying work or other credible evidence to support their determination. (See definition "*other credible evidence*")

Other credible evidence

Evidence that a recruiter may rely on to determine that the worker actively sought qualifying work soon after a move but the work was unavailable for reasons beyond the worker's control.

Other credible evidence might include:

- Information obtained from conversations with an employer, crew chief, employment agency or other credible third party that indicates the worker sought the qualifying work.
- Written information from employer, such as copy of employment application or list of recent applicants
- Information in the public domain, such as a newspaper, that confirms a flood or crop failure in the area.

Purpose (Intent) of the Move

Refers to the motivational purpose behind the move in question (See definition "*In order to obtain, when used to describe why a worker moved*")

Permanent relocation

A move that is made without the intent to move again. If the primary purpose of the move was to permanently relocate to a new area, the move does not qualify, even if the worker is engaged in qualifying work

Seasonal employment

Means employment that occurs only during a certain period of the year because the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year.

Temporary employment

Means employment that lasts for a limited period of time, usually a few months, but no longer than 12 months.

- Includes employment where the employer states that the worker was hired for a limited time frame;
- The worker states that the worker does not intend to remain in that employment indefinitely; *or*
- The SEA documents that, given the nature of the work, of those workers whose children were previously determined to be eligible based on the State's prior determination of temporary nature of such employment, virtually no workers remained employed by the same employer more than 12 months.

Agricultural work

Means the production or initial processing of crops, dairy products, poultry, or livestock, as well as the cultivation or harvesting of trees. It consists of work performed for wages or personal subsistence.

Fishing work

Means the catching or initial processing of fish, shellfish or the raising or harvesting of fish or shellfish at fish farms. It consists of work performed for wages or personal subsistence.

Personal subsistence

Means that the worker and the workers' family, as a matter of economic necessity, consume, as a substantial portion of the food intake, the crops, dairy products, or livestock they produce or the fish they catch.

Qualifying work

Means temporary employment or seasonal employment in agricultural work or fishing work

Qualifying Work

Work qualifies if it:

1. meets the definition of an “agricultural or fishing activity”; *and*
2. is temporary or seasonal

1. Agricultural Work-

Agricultural work is:

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

Agricultural production includes major activities which may include planting, cultivating, and harvesting crops; preparing land for such activities; raising or milking dairy animals; gathering eggs; raising livestock for eventual slaughter; and planting cultivating, and harvesting fruits and vegetables.

Cultivations or Harvesting of Trees

This agricultural work includes soil preparation, planting, tending, pruning and felling. Christmas tree cutting and bundling and planting of tree seedlings for forest restoration would also be included. Transporting trees does not qualify as an agricultural activity, as there is no longer a direct involvement in the cultivation or harvesting of trees.

2. Fishing Work

Fishing work is:

- 1 The catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms.
2. It consists of work performed for wages or personal subsistence.

Migratory fishing workers must move across school district lines to seek or obtain qualifying fishing work.

A fish farm is a tract of water reserved for the artificial cultivation of fish and shellfish. . The fish are artificially cultivated rather than caught in open water as they are in a fishing activity. Fish farms are considered a fishing activity, and are qualifying work as long as all other eligibility criteria are met.

3. Production/Processing

a. Production

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

- *Crop*-A plant that is harvested for use by people or livestock.
- *Livestock*-Any domestic animal produced or kept primarily for breeding or slaughter purposes, including beef and dairy cattle, hogs, sheep, goats, and horses. Livestock does not include animals that are raised for sport, recreation, research, or pets.

Examples:

- Work related to the *production* of crops:
Planting, cultivating, pruning, thinning, weeding, fertilizing, detasseling and harvesting
- Work related to the *production* of livestock:
Actively taking care of animals, such as: herding, handling, feeding, watering, caring for, branding, tagging, and assisting in the raising of livestock

b. *Initial Processing*

Initial processing refers to working with a **raw** agricultural or fishing product and transforming it into a more refined product.

Examples:

Cooking, baking, curing, heating, drying, mixing, grinding, churning, separating, extracting, slaughtering, cutting, fermenting, distilling, eviscerating, preserving, dehydrating, freezing, chilling, packaging, canning, jarring, or otherwise enclosing food in a container.

Processing ends at the point where the crop, dairy product, poultry or livestock ceases to be recognized as the entity that began to be processed and becomes part of a more refined product and is sold; for refining to the next-stage processor; to the wholesaler or retailer; or directly to the consumer.

Examples of activities **not** directly related to production or processing and therefore non-qualifying activities for the MEP:

Commercial transporting or hauling; selling an agricultural or fishing product; landscaping; managing or being a crew leader; providing accounting, bookkeeping or clerical services; repairing, cleaning or sterilizing of farm or other equipment; childcare for workers; and working in a restaurant.

4. Seasonal Employment

Seasonal work is an activity that is dependent upon natural cycles and can only occur during certain times of the year. Seasonal employment may *not* be continuous or carried on throughout the year.

Examples of seasonal agricultural activities include:

Production of crops:

planting, cultivating, thinning, weeding, fertilizing, picking, detasseling, sorting, hoeing

Initial processing of crops:

freezing, packing, canning, jarring, drying

5. Temporary Employment

Temporary employment is employment in agriculture or fishing that lasts for a short time frame, but no longer than 12 months. Temporary work does not always have a beginning and/or end date; activities are not dependent upon natural cycles; and may occur at any time of year. Therefore these jobs may be permanent or temporary. Examples include work in meat processing plants; mending fences;

Determining Temporary Employment

Qualifying work can be determined temporary if:

- the employer states that the worker was hired for a limited time frame;
- the worker states that he/she does not intend to remain in that employment indefinitely; or
- the SEA has determined on some other reasonable basis that the employment is temporary.

Year-Round Work

The definition of temporary employment includes employment that is constant and available year-round *only* if, consistent with the requirements of Section 200.81(k) of the regulations, the SEA documents that, given the nature of the work, of those workers whose children were previously determined to be eligible based on the State's prior determination of the temporary nature of such employment (or the children themselves if they are the workers), virtually no workers remained employed by the same employer more than 12 months.

Recruiters should decide, on the basis of an interview, whether work is likely to be available on a year-round basis. When determining that potentially year-round work is temporary, additional information should be considered and carefully documented

It is important for recruiters to make sure that qualifying work accurately meets the definitions of production and processing. The worker's activity must be fully investigated, as not all tasks associated with agricultural activities meet the definition.

Qualifying Move

Criteria for Qualifying Move

Qualifying move:

- is across district boundaries; *and*
- it is a change from one residence to another residence; *and*
- is due to economic necessity; *and*
- one of the purposes of the move is to obtain qualifying work in agriculture or fishing; *and*
- the purpose was not to relocate on a permanent basis; *and*
- occurred within the preceding 36 months

Note: *All* the above elements must be met to be a qualifying move.

Purpose of Move-a move qualifies if one of the purposes of the move is to seek or obtain qualifying work.

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

- 1) qualifying work, and obtained qualifying work, OR
- 2) any work*, and obtained qualifying work, OR
- 3) qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work soon after the move:
 - a) the worker has a prior history of moves to obtain qualifying work (requires comment), OR
 - b) there is other credible evidence that the worker actively sought qualifying work soon after the move, but for reasons beyond the worker's control, the work was not available (requires comment).

*any work-if the worker moved with no specific intent to find work in a particular job, then the worker is deemed to have moved with the purpose of obtaining qualifying work if the worker obtains qualifying work soon after the move.

Determining Purpose of the Move:

What if the family has more than one reason for moving to a district?

The recruiter can determine the worker is migratory if the judgment of the interviewer is that obtaining qualifying work was one of the purposes of the move. The basis of the determination by the recruiter must be documented in the comment section of the COE.

An effective strategy for recruiters to make this determination is to ask the following:

"Would you have still moved to this area if the work was not available?"

If he/she indicates they would have moved to the area regardless of the job's availability, then the move is not a qualifying move. However, if the family or youth state that they would have moved to another location where there was qualifying work available, then they have made a qualifying move.

A recruiter cannot presume that because a worker is engaged in qualifying work, that the worker

moved with the intent to seek or obtain the qualifying work. Recruiters should be sure to ask workers engaged in qualifying work if they moved with the intent to seek or obtain that work or if the worker moved to obtain *any* work. The recruiter should also determine how *soon after the move* (within 30 days) employment was obtained.

Non-Qualifying Situations:

- Move to seek or obtain work not related to agriculture or fishing
- Move to seek political asylum
- Single day move
- Move to perform non-qualifying work outside the U.S.
- Move where worker is returning to U.S. after vacation, visiting sick relatives, or other travel for personal reasons
- Move where a worker is returning to the same job after taking a vacation or leave

Qualifying Arrival Date (QAD)

- Date the family moves to seek/obtain work in qualifying agricultural activity
 - Both the child/youth and the qualifying worker have arrived at the school district and are both together in the school district where the qualifying activity will be performed.
- Determines the beginning of 36 months of eligibility
- Date is entered on COE

For example: June 30, 2008 a family with school-aged children moved to an Iowa school district so the father could detassel corn. The family moved and arrived in the Iowa school district together. If all other eligibility factors are met, the QAD would be June 30, 2008.

Residency Date

Date of an eligible child's *most recent move* to your school district.

QAD is date when both child and the worker complete the move together into a new school district to seek or obtain qualifying work.

Residency date refers *only* to the date when the child moves into the new school district.

In the example above both the date the child and worker completed the move together into the school district to seek or obtain qualifying work, and the date the child moved into the school district are the same. Therefore, the Residency Date and QAD are the same, or June 30, 2008. The parent, guardian, or spouse and the child arrived together on the same date

There are situations when the parent, guardian, or spouse does not arrive on the same date as the child. These will be covered later under "to join moves".

Note: It is important that the correct QAD and residency date are documented on the COE, as it denotes the beginning of eligibility.

Home Base

Many migrant families have a home base or home town where they live for much of the year. They migrate from their home base to other places to perform qualifying work.

Annual migrations, from a home base to perform temporary or seasonal work for the same farmer is not considered permanent employment. This is true even if the farmer guarantees the worker employment each year and reserves the same temporary residence for the worker.

A worker, who moves back to his or her home base to seek qualifying employment and crosses school district boundaries en route, is considered to have made a qualifying move. Any move across school district boundaries for the purpose of seeking qualifying work that is not a permanent relocation is a qualifying move.

Permanent Relocation

A permanent relocation is a move where the family has no intention of any future moves. If the primary purpose for the move is to permanently relocate to a new area, the family does not qualify, even if the worker is engaged in qualifying work.

Types of Moves

“To Join Moves”

Under some circumstances, a child/youth may not move at the same time as the parent/worker. The child does not need to move at the same time with the parent/worker in order to be eligible for the MEP. The child’s move may precede or follow the worker’s move. For example, a parent may move before the child to acquire work and housing. Sometimes parents must stay behind so they can finish a harvest and they need to enroll their children in school.

“To join dates”

In situations where the child and parent do not move together, the “to join” date is the day that the child and worker **complete the move to be together**.

- When the child’s move precedes the worker’s move, the qualifying arrival and the residency dates are the date the *worker* arrived.
- When the child’s move follows the worker’s move, the qualifying arrival and the residency dates are the date the *child* arrived.
- *QAD and Residency Date* are the dates that the worker and child complete the move to be together.

As a rule of thumb, the child’s move should be within a year of the worker’s move. The more time that occurs between moves, the more difficult it is to establish a credible relationship between the child and worker’s moves. Recruiters need to determine the time between the child’s move and the worker’s move. To join moves longer than 3 months require a comment on the COE. If unusual circumstances exist to prevent the worker and child to complete a move to be together for longer than 12 months, a comment is necessary on the COE, and documentation is required as to why eligibility was determined after such a prolonged period of time.

Example: *Child moves first*

Child moves to Iowa on August 20, 2008, before the worker, as the parent is finishing up harvest in Texas and the family wants to get the child enrolled in school. The worker will follow to obtain qualifying work. The worker arrives on September 15, 2008. *The QAD and Residency Date* for this move would be September 15, 2008, as this is the date that the child and worker **complete the move to be together**.

Example: *Worker moves first*

A worker moves to Iowa on May 15, 2008 to obtain qualifying work. The worker does not want to move his children and spouse until he has acquired the job and housing. After doing so, his family moves to join him on June 21, 2008. *The QAD and Residency Date* for this move would be June 21, 2008, as this is the date that the child and worker **complete the move to be together**.

Previous Moves

A previous qualifying move is any qualifying move that a child has made within the last 36 months, and occurs prior to the last move into the school district where the recruiter has identified them.

Upon interviewing a family, a recruiter may find that the move to the present school district is not a qualifying move. Recruiters should ask further questions to inquire if the family/youth has made any previous qualifying moves within the last 36 months. The most recent qualifying move used prior to their arrival in the present school district may be used to establish eligibility for the MEP. Caution must be used to make sure the family/youth met all of the necessary eligibility criteria on their previous move.

The recruiter is required to accurately document on the COE, the correct QAD and Residency Date related to a previous move.

For Example:

A recruiter interviews a family who has just moved into a school district in Iowa on August 15, 2008. The recruiter finds out that the family moved so the father could work in construction. Upon more questioning, the recruiter finds that the family had moved to a different district in Iowa to rogue and detassel corn on May 30, 2008. At the end of the interview the recruiter has determined that the family had met all of the eligibility criteria for a qualifying move on their *previous* move. The QAD date would be August 15, 2008, as this was the day the family moved together to obtain qualifying work on their previous move. The Residency Date would be the date that the family moved into the most current school district. The family would be eligible for the MEP in this situation based on a previous qualifying move for the remainder of the 36 months of eligibility from the Qualifying Arrival Date in the previous district.

International Moves

A move from Mexico or Canada to a school district in the U.S. is considered the same as a move from one school district to another in the U.S. The reason for this is that there is a historical pattern of migration from Mexico and Canada to the U.S. to perform temporary or seasonal work in agriculture.

Moves from a school district in the U.S. to a school district in Mexico or Canada are not qualifying moves. The MEP is only to benefit families who perform qualifying work in the U.S.

Most moves to the U.S. from countries other than Mexico and Canada are usually to permanently relocate due to political or personal reasons, and would not be eligible for the MEP. Recruiters should be careful in making eligibility determinations concerning families in these circumstances

After an initial move to the U.S., families who make a subsequent move may be considered for eligibility, if the purpose of the move was to seek or obtain qualifying work and all other eligibility factors are met.

First Time Moves

These are moves where a family or youth is moving to seek or obtain qualifying work for the first time. These moves may originate from other countries or from within the U.S. Recruiters must be especially diligent in establishing eligibility for families/youth making a first time move. In order to be eligible for the MEP:

- Worker moved due to economic necessity to obtain qualifying work and obtained the work; or
- Worker moved due to economic necessity to obtain specific qualifying work, but because of reasons beyond the worker's control did not obtain the work. Recruiters must document the worker's explanation of how they were seeking specific qualifying work and present credible evidence as to why he/she did not obtain the work.

If workers on first time moves are seeking *any* work, they do not qualify for the MEP.

Short Distance Moves

The only requirement, for purposes of the MEP, is that a move be across school district boundaries to move from one residence to another residence to enable the worker to seek or obtain qualifying employment. However, if the move is of a very short distance, the recruiter should document the reasons in the comment section of the COE.

Daily Commuting

Commuting, even if across school district boundaries, is *not* a migration. The worker is not changing residence to enable them to perform qualifying work. The worker is considered a "day hauler" and travel is a commute, not migration. The family/children/youth would not be eligible for the MEP.

III. Certificate of Eligibility

Completing the Certificate of Eligibility

The COE is the legal document used to enroll eligible migrant children into the MEP.

- The COE is only to be used **after** the child/youth is found to be eligible for the MEP, based on the recruiter's assessment of information collected from an interview with the parent/guardian/youth.
- Demonstrates that only eligible migrant children are being served
- Must be completed by a trained interviewer who is knowledgeable of eligibility criteria in order to make correct eligibility determinations.
- Educational and support services **cannot** be provided until the child/youth has been determined eligible until the COE is completed, reviewed and approved.
- All required sections must be completed.
- A COE must be completed every time a child makes a qualifying move.
- When the recruiter completes a COE for a family, the recruiter must fill out a separate COE for any child who has a different 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 on his/her own.
- The recruiter must *not* include on the COE any child who:
 - (1) was born after the qualifying move;
 - (2) is not eligible to receive a free public school education [e.g., has graduated from a high school or obtained a General Educational Development (GED) certificate]; or
 - (3) did not make the qualifying move described on the COE.

Certificate of Eligibility Instructions and Certificate of Eligibility can be found by following this link to the Iowa Migrant Education website.

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=665&Itemid=1653

Common COE Mistakes

Poor Penmanship

- Always print legibly in English, using black ink. Do not use cursive handwriting.

Changes to COE's

- Use of "white out" is not acceptable.
- All changes must be initialed by the person making the change.
- Changes made to *previous* COE's must be initialed and dated by the person making the change.

Misspellings

- Take special care in the spelling of Mexican place-names.
- Verify the spellings of family members' names. Use a document whenever possible.

Inappropriate Dates

- All dates must be written in month/date/year format.
- The QAD cannot be later than the residency date. A QAD can be prior to or on the same date of a residency date, but it cannot be after.

Descriptions

- Descriptions of the qualifying activity should be as specific as possible and follow the specific format [verb(ing) + noun].
- COE's with a "to join" date should describe the circumstances of the "to join" move in the Comments section.

Enrollment

- Enrollments must include the student's current grade level, date and enrollment type
- Signatures
 - Make sure COE has been properly signed by the person *who did the interview* and the person *who was interviewed*,

Circumstances Requiring Additional Comments on the COE (from National COE Instructions)

The "Comments section" of the COE allows the recruiter to provide additional information or details that clarify the reasons for the recruiter's eligibility determination. The recruiter should write clear and detailed comments so an independent party who has no prior knowledge of the eligibility determination can understand the recruiter's reasoning for determining that the child(ren) is eligible. **At a minimum, the recruiter must provide comments that clearly explain items 2bi, 4c, 5, 6a and 6b of the Qualifying Move & Work Section, if applicable.** These items include the following scenarios:

- The child's move joined or preceded the worker's move. If the child (ren) joined or preceded the parent, spouse, or guardian, record the reason for the child's later move or the worker's later move.
- The employment is temporary based on the worker's statement or the employer's statement. In particular, record the information provided by the worker or employer regarding how long they expect the employment to last. The comment should be of sufficient length to adequately document how the recruiter came to the eligibility decision.
- The child (ren) qualified on the basis of "personal subsistence," meaning "that the worker and the worker's family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch." (Section 200.81(h)).
- The worker did not obtain qualifying employment as a result of the move. In this case, the recruiter must document that the worker stated that one reason for the move was to obtain qualifying work, AND
 - the worker has a prior history of moves to obtain qualifying work;
 - OR there is other credible evidence that the worker actively sought qualifying work soon after the move, but, for reasons beyond the worker's control, the work was not available;
 - OR both. Examples of credible evidence include a statement by a farmer that the worker applied for qualifying work but none was available, or a newspaper clipping regarding a recent drought in the area that caused work not to be available.

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

- The information on the COE needs additional explanation to be clearly understood by an independent outside reviewer.
- The basis for the preliminary eligibility determination is not obvious. For example, the work is unusual enough that an independent reviewer is unlikely to understand that it is qualifying work. An explanation is needed to enable a reviewer to understand how the preliminary eligibility determination was made.
- The work could be part of a "series of activities" that, viewed together, would constitute year-round employment (e.g., mending fences on a dairy farm and bailing hay could be two parts of year-round ranching with one employer).
- The work may be viewed by an independent reviewer as either temporary or year-round employment (e.g., collecting eggs or milking cows).
- A "move" is of such brief duration or of such a short distance (or both) that one could question whether any migration has occurred (e.g., intra-city or intra-town move that is across school district boundaries).
- A parent or guardian uses a symbol such as an "X" or other valid mark as a signature.
- The person who provided the information on the COE form is not the worker.
- The qualifying move corresponds to school breaks and could be viewed by some as a return from vacation or a move for personal reasons, not a move for economic necessity whereby the worker sought or obtained qualifying work. In this case, the recruiter should explain why the move away was for economic necessity and not for personal reasons.
- The mailing address is different from the child's physical residence; provide the mailing address as a comment.
- The child (ren) and parent moved from different previous residences. Record the parent's previous *School District/City/State/Country* of residence.

Signatures on the COE

Recruiters in Iowa must adhere to the requirements for signatures as found in the "Instructions for the National COE". Below is the section from the instructions.

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

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

Signature, Relationship to the child, Date

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

If a State chooses to include other statements that require a parent/guardian/spouse/worker signature, the State can include the statement above as one of several checkboxes to be completed. However, this statement must be completed in accordance with the instructions for this section.

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

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

Signature of Interviewer, Date

Signature of Designated SEA Reviewer, Date

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

NOTE: If an SEA wishes to add to any portion of the Eligibility Certification Section, it must submit its proposed statement to the Office of Migrant Education for approval.

Importance of Recruiter Signature:

- Certifies that child(ren) are eligible for the MEP
- Certifies that recruiter's eligibility determination is correct to the best of their knowledge
- Certifies parent agrees to child's participation in the MEP

Importance of Parent Signature:

- Allows parent/guardian to attest to the accuracy of the information provided
- Identifies provider of information for verification at a later date if needed
- Used to confirm that parent/guardian has been informed about the MEP and available services.

Recordkeeping (After child has been found eligible)

- Each school district *must* have on file, a copy of the COE that includes parent and interviewer signatures and date.
- The original COE goes into the youngest school-aged cumulative education folder.
- Copies of the original COE go into each child's cumulative education folder
- Districts should have a list of all eligible migrant children in their district.
- Districts should have a list of all eligible migrant children they serve.

IV. Quality Control

Iowa MEP Quality Control

The Iowa Migrant Education Program staff is responsible for ensuring that only eligible children for the MEP are recruited, counted and served. Identification and Recruitment (ID&R) is about making proper and timely eligibility determinations, *not* just the completion of a COE.

Iowa's quality control system involves the Department of Education MEP Office, State ID&R Coordinator, District Migrant Education Coordinators, and recruiters.

In order to ensure proper eligibility determinations the State Director of the MEP and/or State ID&R Coordinator will provide or assist with the following:

- Provide Identification and Recruitment training and technical assistance to LEA's on procedures and guidelines for ID&R.
- Conduct State ID&R trainings for district recruiters, coordinators and other staff responsible for Migrant Education Program eligibility determinations and services will be conducted twice annually.
- State ID&R Coordinator will do initial training of new recruiters and/or MEP personnel associated with determining the eligibility of migrant children.
- Assist in resolving eligibility issues by consulting current regulations, procedures and guidelines and consulting with the Office of Migrant Education (OME) if necessary
- State ID&R Coordinator will make on-site visits to Local Education Agencies (LEA's) at least once annually to meet with individual district recruiters, MEP Coordinators, and any other MEP personnel associated with determining the eligibility of migrant children:
 - Answer any questions they may have related to ID&R and eligibility determinations.
 - Review district ID&R strategies and procedures for recruiters including: How migrant children not in school, especially preschool children and Out-of-School Youth (OSY), are being recruited.
 - Review understanding and implementation of any new policies and procedures from the Office of Migrant Education (OME) and/or State of Iowa MEP Office.
 - Review districts procedures for resolving eligibility issues.
 - Re-emphasize and review State procedures for resolving eligibility issues.
 - Review a sample of most recent COE's for legibility, accuracy and completeness with special attention to:
 - Qualifying move and work section
 - Comments section
 - Parent/guardian/spouse/worker signature section (all COE's must have required signatures and dates)
 - Eligibility certification section
 - Required documentation, when needed, to establish eligibility

State Director will make site visits to LEA's -----

- District MEP records will be reviewed on an annual basis to ensure that:
 - District has up-to-date list of all eligible migrant children
 - District has up-to-date list all eligible migrant children for which they are providing services
 - Proper filing of COE's is being followed in student records
- State Director will assist in resolving eligibility issues by consulting current regulations, procedures and guidelines and consulting with the Office of Migrant Education (OME) if necessary
- **Re-interviewing**

The State of Iowa Migrant Education Program Office will be conducting re-interviewing as part of their Quality Control Plan. Recruiters are a part of the re-interviewing process.

In the context of the MEP, to re-interview a worker/family is equivalent to conducting an eligibility interview with workers/families who have been previously interviewed by MEP recruiters or other authorized staff, and who were found eligible for the MEP. The purpose of the re-interview is to verify that the worker/family meets eligibility criteria and that information recorded on the COE is accurate and adequate to establish a student's eligibility
Re-interviewing:

- Must include a random sample of identified migrant students/youth in each district equivalent to 5 percent or 5 students, whichever is greater, of their previous year's count
- Must be conducted on per year on a three year basis
- Annually for two years, re-interviewing done by trained **MEP recruiters**/personnel in the State.
- Once every three years, re-interviewing done by State contracted agent.
- As a result of re-interviewing, all eligible migrant children found to be ineligible will be removed from the state database.
- Implement annual assessment of re-interviewing findings
 - State MEP Director, State ID&R Coordinator, District MEP Coordinators and **recruiters** will assess re-interviewing findings annually.
 - State of Iowa MEP will contract with outside consultant at the Federal MEP level to assess re-interviewing and findings once every three years.
- Report of the findings submitted to the State Director of the MEP
- Action plan developed to address eligibility problems and errors
- Follow-up of action plan will include further training and implementation by **recruiters**.
- Strategies will be developed to improve ID&R practices and procedures based on assessments of re-interviewing
- **Re-interviewing Tool Kit**
The appendix of this manual contains the "Re-interviewing Tool Kit". These materials can be used as a reference for implementing re-interviewing in your district. **The "Re-interview Form" and "Re-interview Reporting Sheet" must be completed and sent to the State Director of the Migrant Education Program upon completion of re-interviewing.**

This procedure can be used as a reference for re-interviewers.

Re-Interviewing Procedure

1. Select an appropriate site for the re-interview.
 - Is the family willing to be interviewed in their home?
 - Other appropriate sites could include the school or a church.
2. Introduce yourself and explain your role regarding the re-interviewing process.
3. Explain what the re-interviewing process is and how the family was selected for the re-interview.
 - Explain why the person who originally interviewed them for the program is not the re-interviewer.
 - Reassure them that their selection was random, not specific, and is not related to any personal issues with them or their child(ren).
 - Explain that the re-interview is not related to any immigration or legal issues.
 - Explain that the re-interviewing process is a monitoring check for the program to ensure that proper interviewing protocol is being used to determine student eligibility for migrant education services.
 - Let them know it's possible that re-evaluation of their information could result in the determination that their child (ren) are not eligible for migrant education services. If this occurs, they will be notified by the district as soon as possible.
4. Conduct the re-interview, using the approved Re-interviewing Form, carefully recording the family's responses.
5. At the close of the re-interview, review the information that the family has given and give them the opportunity to correct any inaccuracies.
 - Have the family spokesperson sign off on the re-interview form.
 - Be sure that you, as the re-interviewer, also signs off on the form and that the date of the re-interview is noted on the form
 - Leave information about the re-interviewing process and the right to appeal a potential non-eligibility decision.
6. Upon conclusion of the re-interviews:
 - Make copies of the completed Re-interview Forms
 - The original Re-interview Forms should be kept on file in the District's central office.
 - Complete the Re-interview Reporting Sheet
 - Send copies of the Re-interview Forms and Re-interview Reporting Sheet to the MEP State Director.

The forms to be completed for re-interviewing immediately follow this page.

RE-INTERVIEW FORM

I. Male Parent/Guardian Name: _____

II. Female Parent/Guardian Name: _____

III. Current Address (include street, apt. #, town, state): _____

IV. Children moved from (include street, apt. #, town, state, country): _____

V. Children moved to (include street, apt. #, town, state): _____

VI. Worker's Name: _____

VII. Child (ren) moved

- on own as worker,
- with worker,
- to join or precede worker.

Complete if marked "to join or precede worker": The worker moved on _____; the child (ren) moved on _____

Additional comments if needed: _____

VIII. Qualifying Arrival Date: _____

IX. The worker is the

- child or
- Parent, or
- Spouse, or
- Guardian of the child (ren)

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

- qualifying work, and obtained qualifying work, *or*
- any work, and obtained qualifying work soon after the move, *or*
- qualifying work specifically, but did not obtain the work.

Complete if you marked "qualifying work specifically, but did not obtain the work":

a. _____ The worker has a prior history of moves to obtain qualifying work.

Provide comment: _____

b. _____ There is other credible evidence that the worker actively sought qualifying work soon after the move.

Provide comment: _____

XI. The qualifying work (identify job and employer) _____ was _____ (make a selection in both

a. and b.):

a. _____ seasonal *OR* _____ temporary employment

b. _____ agricultural *OR* _____ fishing work

Complete if you marked "temporary:

RE-INTERVIEW REPORTING SHEET

A. Date: _____

B. District Name: _____

C. Name (s) of Re-interviewer (s): _____

D. List of Randomly Selected Re-interviews (minimum of 5); (include copies of the completed re-interview forms):

1. _____

2. _____

3. _____

4. _____

5. _____

E. Did you randomly select additional re-interviews in the event that you could not contact any of those originally selected? If so, list the additional re-interviews selected.

_____ Yes _____ No

1. _____

2. _____

3. _____

4. _____

F. Use the space below to give your impressions of the re-interviewing process. What worked well? What could be improved? What are your concerns about this process?

Send this form to:

Donna Eggleston or fax to: 515-242-6025

or e-mail to: donna.eggleston@iowa.gov

Iowa Dept. of Education

400 E. 14th St.

Des Moines, IA 50319

MEP Program Coordinators and Quality Control

District MEP Program Coordinators as a part of Quality Control are required to:

- Follow the procedures and practices contained in the ID&R Manual
- Ensure all MEP personnel are properly and adequately trained
- Oversee the ID&R Process
- Review all COE's for accuracy and completeness before forwarding to State MEP Office

Verification of student eligibility

- Assist in properly resolving eligibility issues
- Ensure local recruiters are fulfilling job responsibilities
- Ensure that COE's and records on all eligible migrant students are up-to-date, accurate, and filed appropriately
- Attend all State ID&R trainings
- Assist in re-interviewing initiatives
- Assist in completing "Annual Recruiter Questionnaire"

Local Recruiters and Quality Control

Recruiters must:

- Be adequately trained by State ID&R Coordinator
- Attend State ID&R trainings and conferences.
- Have a thorough understanding of MEP eligibility definitions and the decision-making process used to determine eligibility for the MEP
- Be proficient in accurately and completely filling out all sections of the COE and the types of situations that need comments and further documentation on the COE
- Have all COE's reviewed by district MEP Coordinator to verify eligibility before sending to State Director
- Know the process for resolving eligibility issues
- Complete "Annual Recruiter Questionnaire" annually

Training for Identification and Recruitment Staff and District MEP Coordinators

At a minimum training will include the following topics:

- Knowledge of MEP eligibility definitions
- Understanding of the decision-making process used to determine eligibility for the MEP
- Knowledge of local agricultural production and processing activities
- Familiarity with local growers, farmers, processors, etc.
- Proficiency in accurately, completely, and clearly filling out all sections of the COE
- Knowledge of the types of situations that need additional narrative or documentation beyond what is normally recorded on the COE
- Quality Control in Identification & Recruitment
- Interview Skills
- Process for resolving eligibility questions
- Iowa MEP Identification and Recruitment policies and procedures
- Process for resolving eligibility issues

Reviewing and Approving the COE

An important part of quality control is the review of the COE. All COE's must be reviewed before sending to the State Director for eligibility verification. COE's must be reviewed at the district level by:

- Recruiter who interviewed the family and filled out the COE (who must check COE for completeness and accuracy)
- MEP Program Coordinator

The Migrant Program Coordinator will:

- Review the COE as part of the local quality control plan
- Further verify information on the COE
- If needed, confirm or deny any previous eligibility determination based on findings from a thorough verification process
- Assist in resolving eligibility questions
- Ensure that all COE's are up-to-date, accurate and filed properly

Resolving Eligibility Questions

Recruiter will sometimes encounter eligibility questions for which they have no answer. The following procedure is to be used to resolve eligibility questions.

- Recruiter should consult with the MEP Program Coordinator in their district for assistance with eligibility questions that arise. Current OME and State ID&R policies and procedures can be researched.
- If necessary, MEP Program Coordinators may contact the State Director and or State ID&R Coordinator for assistance.
- If the eligibility question still remains unresolved MEP Coordinators should contact the State Director. Questions on eligibility should be presented in written form and include:
 - Detailed explanation of case in question
 - Summary of all information and documentation collected
 - Actual question on the eligibility issue

District MEP Coordinator's opinion concerning the eligibility question

- State Director will review policies and procedures that relate to the eligibility question. If necessary, OME will be contacted in writing for interpretation and/or resolution of the question.
- Upon response from OME, a final eligibility determination will be made by the State Director who will notify the District MEP Coordinator in writing.
- The District MEP Coordinator and recruiter who interviewed the family/youth in question should review the final determination and inform the family or OSY of the final eligibility decision.

Verification of Eligible Migrant Children

Once annually, a Verification Report for each district will be generated from the State MEP Database to verify the status of all eligible migrant children.

The verification report:

- Shows who is eligible for the MEP
- Shows a COE has already been entered into the State Database
- Verifies if eligible migrant child (ren) is still in the district, have moved away, graduated or died.
- Is an essential report to ensure all eligible migrant children are being counted.

District recruiters are responsible for completing the verification report:

- They will contact and interview families of children listed on the Verification Report to verify status of migrant child(ren)
- In a timely manner, properly complete Verification Report and return to the State Director
- If child (ren) found ineligible, because of an incorrect eligibility determination, must notify the State Director in writing. (Follow policy below-“If family/youth/child found incorrectly eligible for the MEP)

Removal of Child(ren) from the Iowa MEP

Iowa MEP sites must maintain accurate records concerning the identified eligible migrant children in their district. Whenever a child or youth is no longer eligible, they must be removed from the district eligible migrant list.

Some of the reasons for removing an eligible youth/child from the list are:

- Eligibility period expires
- Family/youth/child moves
- Child/youth no longer wants to be enrolled
- Eligible migrant student graduates or obtains GED
- Family/child/youth was incorrectly determined to be eligible for the MEP

When a child/youth’s eligibility expires, the MEP Coordinator should:

- Have the recruiter interview the family to check for possible new moves. If there is none, the recruiter should inform the family/youth that their eligibility for the MEP has expired.
- All services provided by the MEP should be discontinued (exception-see “Continuation of Services”)
- The COE should be filed under “End of Eligibility” and coordinators should also include the reason the child/youth is no longer eligible.
- The child/youth should be removed as eligible in any district database and in the state database.

If family/youth/child was incorrectly found eligible for the MEP, the district MEP site should:

- Discontinue all MEP services to the child(ren) found ineligible
- Remove the migrant status and other program eligibility information for the migrant students affected from the district database
- Contact the State Director and request that the child (ren) be removed from the district’s migrant count and from the state database.
- Contact the State ID&R Coordinator and explain the cause of the incorrect eligibility determination and indicate what corrective actions are being taken by the district to address the reasons for the mistake.

Continuation of Services

Under certain circumstances, eligible migrant children/youth may be allowed to receive MEP services, even after they are no longer eligible. Some of these circumstances are:

- If eligibility expires during the school term, services may be provided until the end of the term.
- If eligibility expires and there are no comparable services, services may be provided for an additional school year.
- If eligibility expires at the secondary level, services may be provided through credit accrual programs until the student graduates.

It should always be considered in these instances whether the child's needs can be addressed by general school programs, making sure that migrant students who have a priority for services are being served.

Recruiter Questionnaire

As a part of quality control, once annually, all recruiters with the assistance of MEP Program Coordinators are required to complete a questionnaire that will be sent by the State ID&R Coordinator.

The questionnaire is a tool used to aid the State ID&R Coordinator and State Director in the assessment of ID&R practices and procedures at each district. It also serves as a self-assessment tool for district ID&R recruiters and MEP Coordinators, clarifying areas where more purposeful effort or training is required.

(Copy of Questionnaire follows and is also available in the Appendix of this manual.)

Recruiter Questionnaire
Due ---
Email AND send hard copy to: janeenkstohr@hotmail.com
Janeen Stohr-State ID&R Coordinator
902 Howard St.
Aplington, IA 50604

To: District Migrant Education Program Coordinators and Recruiters

I am requesting information from all people who identify and recruit migrant children in your district. Please work together to provide the information. At the end of this questionnaire there is also a place to confirm Migrant Education Program Contacts. Please fill out this form and return to me by April 1, 2009.

Thank you.

1. Who does the recruiting within school registration?
Identifies migrant children
Interview families
Decides eligibility based on interview
Fills out the COE
Informs school district of eligible migrant children so they can be served and/or have their needs assessed to determine needs/services of children

2. Who does recruiting outside of school registration?

Do all of the above persons have training in recruiting and determining eligibility of migrant children? If not, they must be trained.

3. What does the interview process look like?
Does the recruiter have a form to use for asking questions of families to determine eligibility?
What are those questions?
4. When and how often do you recruit?
Year round, May-August, during school year only, or other?
5. If your district has more than one recruiter, how do you coordinate recruiting among recruiters?
6. What is your process to recruit?
Are you recruiting at plants and other qualifying agri-businesses?
How are you recruiting out-of-school and preschool youth (especially those w/out siblings in school?)

7. What agri-businesses employ migrant workers in your community?
What job categories and/or tasks are at the different agri-businesses?
Is the work temporary or seasonal?
If the work is seasonal, what months does the activity occur in?
Please answer these questions for each agri-business.
8. Are there any non agri-businesses you contact to identify and recruit migrant children other than school registration?
Day care facilities, Head Start, GED programs at local colleges, or other?
9. Who reviews the COE and other pertinent information to verify that the children are eligible for the Migrant Education Program before sending the COE to the state for verification?
10. How do you decide if a child is eligible when there are complex situations?
11. Who is responsible for keeping district records and proper filing of migrant student records?

V. Interviewing



Interviewing

The Eligibility Interview

In order to determine if a child is eligible for the MEP, the recruiter must conduct an eligibility interview. The interview must be conducted with the child's parent or guardian, or in the case where the child/young adult is living or traveling on their own, with the child/young adult himself or herself.

The purpose of the interview is to establish whether the child qualifies for the MEP, and to identify any needs that a family may have. Only after making a judgment that the child is eligible is that eligibility documented on a COE. The COE should not be used to conduct the eligibility portion of the interview.

The recruiter, not the parent or child, determines if the child qualifies for the program. By his or her signature on the COE, the recruiter certifies that the child qualifies for the program, based on the eligibility interview.

In order to successfully interview a prospective family/youth, a recruiter should:

- Maintain a thorough knowledge of the MEP, its definitions and guidelines.
- Before the interview, acquire as much information as possible to have an idea about the prospective migrant family's situation and needs.
- Prepare a basic script based on the information needed to screen for eligibility. (May use "Eligibility Screening Tool" and/or provided script in this section)
- Conduct the interview in person and with the worker whenever possible.
- When recruiting at a school site during school enrollment, recruiters should make sure that necessary forms are completed and all information is collected. Sometimes it is difficult to reach parents at home, and so the recruiter should make effective use of their school visit.
- Explain the program and your purpose for asking about the family.
- Show courtesy and respect for the migrant families and for their right to privacy.
- Don't use scripted questions only. Use effective questioning such as open-ended questions.
- Considering eligibility requirements, use follow-up questions for additional information or clarification when needed.
- Gather all information through the interview and record it carefully on the COE. Never allow the parent/youth to fill out the COE.

Eligibility Screening Tool

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

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

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

(Screening tool can also be found in the Appendix of this manual)

Sample Interview Process

Following is a sample interview process. Recruiters must use good judgment in preparing an interview script that is appropriate for the situations of each individual family/youth to be interviewed.

Screening Process

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

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

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

The Migrant Education Program is a federally-funded program that helps children of farmworkers overcome the challenges of mobility and other difficulties associated with a mobile lifestyle, in order to help them succeed in school, and to successfully transition to postsecondary education or employment.

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

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

The Interview Process

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

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

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

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

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

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

What was the purpose of your move?

- If one of the purposes of the move was to find agriculture or fishing work, then proceed with the interview.
- If the worker moved with no specific intent to find work in a particular job, ask: “*What kind of work did you find?*” If the work is potentially qualifying (agricultural/fishing work), then ask the following: “*How soon after you moved did you obtain this work?*” If the work was found within 3 months after the move, then proceed with the interview.
- If the worker indicates that he/she had specific intent to obtain work that does not qualify for the MEP (e.g., construction, restaurant, landscaping, etc.), then he/she does not qualify for the MEP. At this point, it is time to end the interview.
- **Establish the TO and FROM Information** surrounding the move and **the Qualifying Arrival Date (QAD).**

*FROM where and TO where did you and your family move in order to look for work?
Do you remember the date when you ARRIVED in the area/city/town where the work occurred?*

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

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

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

What type of work did you obtain?

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

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

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

Why didn’t you obtain the work? If a family **does not** have a **history of migrancy on MIS 2000** ask about all the moves the family has made. Again, this information will be needed to document the eligibility determination.

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

What type of work did you do?

Where were the other moves to?

What were the dates of your moves?

- **Determine** if anyone in the family has other work/jobs in addition to this qualifying work.
What other work (jobs) support the whole family?

Closing the Interview

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

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

1. The parents' right to have access to and inspect their child's education records;
2. The parents' right to seek to have the records amended;
3. The parents' right to consent prior to the disclosure of information from education and health records

(See appendix for further information on FERPA)

The parents' right to seek to have the records amended;

SAY...

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

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

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

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

Before You Say Goodbye

- After the recruiter has completed filling out the COE and is ready to say goodbye to the parent/guardian, he/she should take a minute to make sure that they have done the following:
- Explained the benefits of the MEP.
- Informed the parent/guardian of his/her rights under the Family Educational Rights and Privacy Act of 1974 (FERPA).
- Documented all information, including Comments on the COE

- Reviewed the COE(s) for completeness and accuracy while still at the site.
- Obtained the parent/guardian signature.
- Answered questions or taken note of any questions and indicated that the answers will be provided promptly.

Asked the family for the names of other prospective migrant families who might have come to the area to work in qualifying activities.

- Explained to the parent/guardian the MEP services available at the district, and asked the parent to identify possible educational and support services needed by the child.
- Explained the Migrant Parent Advisory Council (PAC) and encouraged the parent/guardian to participate in the school's parental involvement activities.
- Thanked the family for their time and information.
- Leave the name and telephone number of the MEP contact person at the school district in case the family may have questions or concerns.

(A Sample Interview in Spanish can be found in the Appendix of this manual)

VI. APPENDIX

Recruiter Contacts

Basic Child Eligibility Factors

Eligibility Screening Tool

Family Educational Rights and Privacy Act of 1974 (FERPA)

Recruiter Questionnaire

Sample Eligibility Interview in Spanish (From Texas ID&R Manual)

Iowa Migrant Education Re-interviewing Tool Kit (2009-2010)

Recruiter Contacts

There are many sources of help that the recruiter can draw upon to network in their community. These are people or groups that have contact with families. Their involvement with families varies, depending on the nature of their business. But each one is in a position to act as an extra set of eyes and ears for you. This is by no means an all-inclusive list. I'm sure you can think of many more.

- School Secretaries
- Community Action
- Department of Social Services
- Health Department
- Agricultural Extension Offices
- Central School Office Workers
- Kindergarten Registration
- Head Start Registration
- Head Start Program
- Preschools
- Daycare Centers
- Family Resource Youth Service Center
- Guidance Counselor at Schools
- Head Start Screening in Summer
- Bus Drivers
- Grocery Stores, especially small neighborhood or rural stores
- Migrant Families
- Even Start
- Managers of local motels, mobile home parks
- Housing Authority
- Churches
- Interfaith Agencies
- Word of Mouth
- Homeless Shelters
- Farmers
- Inter-Agency Council
- Farm Bureau Agents
- Senior Citizens
- Thrift and Consignment Stores
- Coin Laundry
- Video Rental Stores
- WIC

Basic Child Eligibility Factors

In order for a migrant child to be eligible for the MEP, **all** of the following Basic Child Eligibility factors must be met.

Age

1. The child is younger than age 22.

School Completion

2. The child is not a high school graduate or does not hold a high school equivalent certificate.

Move Across School District Boundaries

3. The children moved from a residence in a school district to a residence in another school district on the Qualifying Arrival Date (QAD).

Date of Move

4. The child(ren) moved within the past 36 months:

- on own as a worker **OR**
- with the worker who is the child's parent, spouse, guardian **OR**
- to join*the worker, who is the child's parent, spouse, guardian.

**In cases where the child moves before the worker moves, the QAD would be the date the worker joins the child.*

Purpose of Move

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

- qualifying work, and obtain qualifying work, **OR**
- any work*, and obtained qualifying work, **OR**
- qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:
 - the worker has prior history of moves to obtain qualifying work(requires comment), **OR**
 - there is other credible evidence that the worker actively sought qualifying work soon after the move, but for reasons beyond the worker's control, the work was not available (requires comment.)

**Specific intent to obtain non-qualifying work would not qualify. Recruiters should be attentive to situations whereby the worker expresses specific intent to obtain only non-qualifying work.*

Qualifying Work

6. The qualifying work was temporary employment (determine temporary employment under #7, or seasonal employment in agricultural work or fishing work (requires description of agricultural or fishing work, such as "detasseling corn) for an employer(provide name and address), as self-employment, or for personal subsistence.

7. The work was determined to be temporary employment based on:

- the worker's statement (requires comment), **OR**
- employer's statement (requires comment), **OR**
- State's documentation of the temporary nature of the work (requires comment).

Eligibility Screening Tool

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

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

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

Family Educational Rights and Privacy Act of 1974 (FERPA)

Iowa's MEP requires that all parents/guardians or self-eligible youth understand the Family Education Right and Privacy Act of 1974 (FERPA). These rights are to be explained during the eligibility interview. By signing the COE, all recruiters acknowledge that families have been informed about and understand their rights under FERPA.

Following is an explanation of FERPA from the U.S. Department of Education, Family Policy Compliance Office

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records, unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible students then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate education interest
- Other schools to which a student is transferring
- Specified Officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific State law

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

FERPA and the MEP

- ❖ For those students recruited into the MEP, FERPA allows records to be transferred from local education agencies to other agencies that work in collaboration with the MEP to expand services for MEP students.
- ❖ Communicating FERPA rules to parents and self-eligible youth will allow them to be better informed about their rights regarding student records.

Recruiter Questionnaire

Due ---

Email AND send hard copy to: janeenkstohr@hotmail.com

Janeen Stohr-State ID&R Coordinator

902 Howard St.

Aplington, IA 50604

To: District Migrant Education Program Coordinators and Recruiters

I am requesting information from all people who identify and recruit migrant children in your district. Please work together to provide the information. At the end of this questionnaire there is also a place to confirm Migrant Education Program Contacts. Please fill out this form and return to me by April 1, 2009.

Thank you.

12. Who does the recruiting within school registration?

Identifies migrant children

Interview families

Decides eligibility based on interview

Fills out the COE

Informs school district of eligible migrant children so they can be served and/or have their needs assessed to determine needs/services of children

13. Who does recruiting outside of school registration?

Do all of the above persons have training in recruiting and determining eligibility of migrant children? If not, they must be trained.

14. What does the interview process look like?

Does the recruiter have a form to use for asking questions of families to determine eligibility?

What are those questions?

15. When and how often do you recruit?

Year round, May-August, during school year only, or other?

16. If your district has more than one recruiter, how do you coordinate recruiting among recruiters?

17. What is your process to recruit?

Are you recruiting at plants and other qualifying agri-businesses?

How are you recruiting out-of-school and preschool youth (especially those w/out siblings in school)?

18. What agri-businesses employ migrant workers in your community?
What job categories and/or tasks are at the different agri-businesses?
Is the work temporary or seasonal?
If the work is seasonal, what months does the activity occur in?
Please answer these questions for each agri-business.
19. Are there any non agri-businesses you contact to identify and recruit migrant children other than school registration?
Day care facilities, Head Start, GED programs at local colleges, or other?
20. Who reviews the COE and other pertinent information to verify that the children are eligible for the Migrant Education Program before sending the COE to the state for verification?
21. How do you decide if a child is eligible when there are complex situations?
22. Who is responsible for keeping district records and proper filing of migrant student records?

(Texas ID&R Manual)

A SAMPLE INTERVIEW PROCESS IN SPANISH

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

Identifying Potential Leads

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

The Screening Process

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

Buenos dias (Buenas tardes, etc.). Mi nombre es Maria Mendoza, y como le explique cuando hable con usted antes, yo represento al distrito escolar de _____ . Es este todavia un momento oportuno para discutir si los servicios de nuestro programa podrian estar disponibles para sus hijos?

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

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

Como le expliquO antes, recibimos su nombre por medio del distrito porque usted llen6 un cuestionario en donde indico que, dentro de los tres ultimos afios, y ustedes hicieron trabajo en la agricultura dentro esta epoca. Si me permite, podria hacerle algunas preguntas acerca del trabajo que hicieron?

- If it is determined that the family may be eligible for the MEP based on the responses obtained from using the Eligibility Screening Tool, then the recruiter should proceed with

completing the COE. When requesting information from the family, the recruiter should always be courteous and not offend the family in any way.

The Interview Process

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

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

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

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

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

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

Cual fue el propósito de su viaje?

- If one of the purposes of the move was to find agriculture or fishing work, then proceed with the interview.
- If the worker moved with no specific intent to find work in a particular job, ask: "*¿Qué tipo de trabajo encontró?*" If the work is potentially qualifying (agricultural/fishing work), then ask the following: "*¿Cuánto tiempo después de que se mudó, encontró este trabajo?*" If work was found within 3 months after the move, then proceed with the interview.
- If the worker indicates that he/she had specific intent to obtain work that does not qualify for the MEP (e.g., construction, restaurant, landscaping, etc.), then he/she does not qualify for the MEP. At this point, it is time to end the interview (See Section 1: Child Eligibility, page 1.16 for explanation).

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

6DE dónde y PARA dónde viajaron para buscar trabajo en la agricultura o en la pesca?

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

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

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

- **Establish if the activity is a qualifying agricultural or fishing activity.** *Clue tipo de trabajo encontró?*

- **Establish the date when the family arrived at the school district.** *¿Cuándo llegaron a este distrito escolar?*

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

¿Por qué no pudo obtener el trabajo?

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

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

¿Qué tipo de trabajo hizo?

*¿Qué otros lugares se mudaron?
¿Cuáles fueron las fechas de sus mudanzas?*

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

¿Qué otros trabajos ayudan a mantener a la familia?

List each worker and the type of work done.

Closing the Interview

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

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

1. The parents' right to have access to and inspect their child's education records. *[Tiene el derecho de tener acceso a los documentos educacionales de su hijo/a];*
2. The parents' right to seek to have the records attended. *[Tiene el derecho de pedir que enmienden (cambien) los documentos de su hijo/a];*
3. The parents' right to consent prior to the disclosure of information from education and health records. *[Tiene el derecho de dar o no dar su permiso antes que la informacion de los documentos sobre la educaci3n o la salud de su hijo/a sea revelada con otras organizaciones.]* (See pages 4.17-4.22 of Section 4: Recruiter Tools & Resources for more detailed information regarding FERPA.)

SAY...

La informacion que nos ha proporcionado es confidencial. Al firmar el COE, usted nos da su consentimiento para inscribir a sus hijos en el Programa Migrante de Texas y para conipartir informaci3n de sus hijos con otras agencias educativas y de salud. FERPA le da el derecho para acceder los documentos educacionales de sus hijos y de ponerlos al dia cuando usted to pida.

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

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

Muchisimas gracias por su tiempo. Me pondrO en contacto con usted tan pronto se haga una determinacion. Mucho gusto en conocerla(lo).

Before You Say Goodbye

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

- Explained the benefits of the MEP.
- Informed the parent/guardian of his/her rights under the Family Educational Rights and Privacy Act of 1974 (FERPA).
- Documented all information, including Comments, on the COE.
- Reviewed the COE(s) for completeness and accuracy while still at the site.
- Obtained the parent/guardian signature.
- Answered questions or taken note of any questions and indicated that the answers will be provided promptly.
- Asked the family for the names of other prospective migrant families who might have come to the area to work in qualifying activities.
- Explained to the parent/guardian the MEP services available at the district, and asked the parent to identify possible educational and support services needed by the child.
- Explained the Migrant Parent Advisory Council (PAC) and encouraged the parent/guardian to participate in the school's parental involvement activities.
- Thanked the family for their time and information and explained that a copy of the COE(s)—after it has been reviewed and signed by the Designated SEA Reviewer—will be returned or mailed to the parent/guardian.
- Leave the name and telephone number of the MEP contact person at the school district in case the family may have questions or concerns.

IOWA MIGRANT EDUCATION PROGRAM

Re-interviewing Tool Kit 2009-2010

I. Sample Screening Tools

- Samples from Pennsylvania and Texas

II. How to Conduct an Interview

- Samples from Colorado and Texas

III. Re-interviewing Power Point

IV. Re-interviewing Form

- Letter/notification for families
- Sample Re-interviewing Procedure
- Re-interviewing form (copy sent to State Office)
- Re-interviewing form (sent to State Office)

SAMPLE SCREENING TOOLS

Pennsylvania Migrant Education
333 Market Street - 5th Floor, Harrisburg PA 17126
Telephone: 717.783.6466
Fax: 717.783.4392



**This form is to determine if your children (ages 3- 21) may qualify for the Pennsylvania Migrant Education Program and the free educational services we offer.
We will contact you based on your responses.**

Name of Parent/Guardian(s):

Names of Child(ren):

Telephone: _____

Address: _____

1. When did you move into the School District? _____

2. Do you currently work or have you ever worked in agricultural jobs such as vegetable, fruit or mushroom picking/processing, tree planting, greenhouse or nursery, meat packing/processing or similar types of work? Yes No

If you are a parent or guardian who has worked in a temporary or seasonal agricultural-related employment within the last three years and who has lived in the school district for less than three years, your children may qualify for free supportive educational services such as home/school support, After-school/Saturday/Summer Programs and Pre-College activities that will assist them with their educational needs. Please call your project area for additional information.

ELIGIBILITY SCREENING TOOL

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

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

- Where did you move from (city, state, country)?
 - Where did you move to (city, state, country)?

- Who moved?
 - Did a child younger than 22 move with you?
 - Did a child younger than 22 move to join you?
 - Was the worker younger than 22 (a self eligible youth)?

- When was the most recent time the children in your family moved (month, year)?

- Has your family (or part of your family) ever moved across a school district boundary due to economic necessity?

- Why did you make that move?
 - What kind of work were you seeking?
 - Were you specifically seeking temporary or seasonal agriculturally-related work?
 - What kind of work did you obtain?
 - If the work obtained was not in agriculture, why not?

How to Conduct an Interview



HOW TO CONDUCT AN INTERVIEW

An understanding of the Non-Regulatory Guidance governing eligibility determinations under the Title I, Part C Migrant Education Program is a prerequisite to beginning an interview with a prospective migrant family. Although an overview of the program provides recruiters with a basic understanding of the guidance, formulating a systematic list of questions to discover important information is often difficult. The following mock interview is offered as a practical means of presenting pre-screening questions and leads into the personal interview with the family. The script within the mock interview is presented only as a framework from which the recruiter is able to model his/her own statements. The experienced recruiter's method for eliciting responses during an actual interview will sound less regimented and more like a normal conversation. The mock interview is written in English and Spanish in order for native and bilingual speakers of both languages to benefit from reading the translated questions and statements.

WHERE DO I START...?



To establish your identity and purpose of the telephone call or visit:

English: "Hello. My name is _____ and as I told you when I talked with you before, I represent the _____. Is this a good time to discuss if our program services might be available to your children?"

Spanish: "Hola. Mi nombre es _____ y como le dije cuando liable con usted antes, estoy representando la _____. ¿Es ahorita un buen tiempo para discutir si los servicios de nuestro programa seria disponible a sus nirios?"

To establish prior completion of an agricultural work survey:

English: "The school district referred us to you because of the family survey that you completed stating that you have moved in the last three years to do agricultural work. I would like to ask some questions regarding the work that was done."

Spanish: "Recibimos su nombre por medio del distrito porque usted Reno un cuestionario en donde indico que, dentro de los tres ultimos anos, Uds. viajaron en busqueda de trabajo en la agricultura. Me gustaria hacerle algunas preguntas acerca del trabajo que hicieron."



NEXT STEPS.... PRE-SCREENING FOR ELIGIBILITY

Before proceeding with the completion of a National Certificate of Eligibility (NCOE) and the Colorado Certificate of Eligibility (CCOE), certain questions should be asked to determine if a family is potentially eligible. During this process, the recruitment log should be completed and retained, even if the information gathered results in the family being deemed non-eligible. The family's responses to the *questions below will help the recruiter know whether to proceed with an in-depth interview and the completion of the NCOE/CCOE.

*(*The SEA does not require recruiters to limit their questions to this format; this sample script is offered solely as a suggested means of collecting the required information.)*

PRE-SCREENING QUESTIONS PRIOR TO A COMPLETE INTERVIEW

English: Did you or any member of your household move from one school district to another school district or from one city to another city to find work?

Spanish: ¿Cambio Ud. o un miembro de su casa de un distrito escolar al otro distrito escolar o de una ciudad a otra ciudad para buscar trabajo?

English: What kind of job were you looking for? Spanish: ¿Que tipo de trabajo estaba buscando?

English: Were you looking for a temporary or a permanent job? Spanish: ¿Estaba buscando por un trabajo temporal o permanente?

English: What kind of job did you obtain? Spanish: ¿Que tipo de trabajo obtuvo?

English: If the job you obtained was not in agriculture, why not?

Spanish: ¿Si no obtuvo un trabajo de agricultura, por que no?

English: When was the last month and year that the children in your family moved? Spanish: ¿En que mes y que año viajaron los niños la última vez?

*English: Why did they make that move?
Spanish: ¿Por que viajaron ellos?*

*English: Who moved? Spanish:
¿Quiénes viajaron?*

*English: Did any children younger than 22 years old move with you? Spanish:
¿Viajaron con Ud. los niños menores de 22 años de edad?*

*English: Did any children younger than 22 years old move to join you later? Spanish:
¿Viajaron a reunirse con Ud. los niños menores de 22 años más tarde?*

*English: Is the person who got the job younger than 22 years old?
Spanish: ¿Tiene la persona que obtuvo el trabajo menos de 22 años de edad?*

*English: Where did you move from (what city, state, and country)? Spanish:
¿De donde se viajó (de que ciudad, estado, y país)?*

*English: Where did you move to (what city, state, and country)? Spanish:
¿A donde se viajó (a que ciudad, estado, y país)?*

*English: How important is this job for the economic necessities of you and your family?
Spanish: ¿Cúal' importante es este trabajo para las necesidades económicas de Ud. y su familia?*

List your own preferred expressions and the translations:

FACE TO FACE ELIGIBILITY INTERVIEWS



During the more detailed interview, the recruiter may enter information on the recruitment log and/or NCOE/CCOE in order by section, or in the order that questions are answered during the conversation.

To establish the family data information.

English: I need to write the parents' names, address, and phone numbers.

Spanish: Necesito escribir los nombres de los padres, su direccion , y sus mimeros de telefonos.

To establish the names and enrollment information of the children who traveled with/joined the worker.

English: Who are the children who traveled with or joined the worker?

Spanish: zCuales son los hijos que viajaron para acompafiarse o pare reunirse con el trabajador?

English: Which child or children traveled on their own?

Spanish: zCucil nifio o males nifios viajaron solos?

English: When did the child or children arrive? Spanish:

zCuando llego/Ilegaron el nino o los ninos?

To establish the Qualifying Arrival Date (QAD).

English: Where did you and your family live before you came here? (city, state, school district)
Spanish: Donde vinieron Ud. y su familia antes de vinieron aqui?(la ciudad, el estado, el distrito escolar)

English: Where did you and your family move in order to find agricultural work? Spanish: donde viajar agricultura?

English: Do you remember when you arrived at the job site?
Spanish: ¿Recuerda Ud. cuando llegaron al sitio del trabajo?

To establish if the work is a qualifying agricultural or fishing activity.

English: What type of work did you find?
Spanish: ¿Qui tipo de trabajo encontro Ud?

To establish whether the work is temporary or seasonal.

English: When did the work begin and when will it end? Spanish: Cuando comenzo y cuando va a terminar el trabajo?

To establish intent moves:

English: Why wasn't the job obtained?
Spanish: Porque no pudieron obtener el trabajo?

English: Who was the family going to work for?
Spanish: Para quien iban a trabajar la familia?

To establish a history of migrancy:

English: When was the first time that you traveled to do this type of work? Spanish: Cuando fue la primera vez que viajaron para hacer este tipo de trabajo?

English: How many times have you traveled to do this type of work? Spanish: ¿Cuantas veces han viajado para hacer este tipo de trabajo?

To establish Principal Means of Livelihood:

English: How does this agricultural work help you to cover your family's economic necessities?

Spanish: Como ayuda este trabajo de actividad agricola a cubrir las necesidades economicas de la familia?

To establish the residency date or when the family arrived at the school district:

English: When did you and your family arrive in this school district? Spanish: ¿Cuándo llegaron Ud. y su familia a este distrito escolar?

To explain the Family Educational Rights and Privacy Act (FERPA) before obtaining the signature.

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

English: The following conditions and FERPA rights must be explained to parents: I. The parents' rights to access and inspect their child's education records.

2. The parents' right to have the records amended.
3. The parents' right to consent prior to the disclosure of information from education and health records.

Spanish: Con el Acta de Derechos Educativos y Privacidad de la Familia (FERPA), usted tiene los siguientes derechos:

I. Tiene el derecho de tener acceso a los documentos educacionales de su hijo/a;

2. Tiene el derecho de pedir que enmienden (cambien) los documentos de su hijo/a;

3. Tiene el derecho de dar/no dar su permiso antes de que la informacion de los documentos sobre la educacion o la salud de su hijo/a sea revelada con otras organizaciones.

A SAMPLE INTERVIEW PROCESS IN SPANISH

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

Identifying Potential Leads

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

The Screening Process

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

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

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

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

Como le expliqué antes, recibimos su nombre por medio del distrito porque usted llenó un cuestionario en donde indico que, dentro de los tres últimos años, y ustedes hicieron trabajo en la agricultura dentro esta época. Si me permite, podría hacerle algunas preguntas acerca del trabajo que hicieron?

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

The Interview Process

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

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

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

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

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

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

Cual fue el propósito de su viaje?

- If one of the purposes of the move was to find agriculture or fishing work, then proceed with the interview.
- If the worker moved with no specific intent to find work in a particular job, ask: "¿Qué tipo de trabajo encontró?" If the work is potentially qualifying (agricultural/fishing work), then ask the following: "¿Qué tan pronto después de que se mudó, encontró este trabajo?" If work was found within 3 months after the move, then proceed with the interview.
- If the worker indicates that he/she had specific intent to obtain work that does not qualify for the MEP (e.g., construction, restaurant, landscaping, etc.), then he/she does

not qualify for the MEP. At this point, it is time to end the interview (See Section 1: Child Eligibility, page 1.16 for explanation).

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

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

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

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

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

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

¿Qué tipo de trabajo encontró?

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

¿Cuándo llegaron a este distrito escolar?

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

¿Por qué no pudo obtener el trabajo?

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

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

¿Qué tipo de trabajo hizo?

¿En qué otros lugares se mudaron?

Cuales fueron las fechas de sus mudanzas?

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

e;Que otros trabajos ayudan a mantener a la familia?

List each worker and the type of work done. (See Section 2: COE, page 2.29 for instructions on how to complete the COE Supplemental Documentation Form).

Closing the Interview

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

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

4. The parents' right to have access to and inspect their child's education records. *[Tiene el derecho de tener acceso a los documentos educacionales de su hijo/a];*
5. The parents' right to seek to have the records attended. *[Tiene el derecho de pedir que enmienden (cambien) los documentos de su hijo/a];*
6. The parents' right to consent prior to the disclosure of information from education and health records. *[Tiene el derecho de dar o no dar su permiso antes que la informacion de los documentos sobre la educaci6n o la salud de su hijo/a sea revelada con otras organizaciones.]* (See pages 4.17-4.22 of Section 4: Recruiter Tools & Resources for more detailed information regarding FERPA.)

SAY...

La informacion que nos ha proporcionado es confidencial. Al firmar el COE, usted nos da su consentimiento para inscribir a sus hijos en el Programa Migrante de Texas y para conipartir informaci6n de sus hijos con otras agencias educativas y de salud. FERPA le da el derecho para acceder los documentos educacionales de sus hijos y de ponerlos al dia cuando usted to pida.

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

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

Muchisimas gracias por su tiempo. Me pondrO en contacto con usted tan pronto se haga una determinacion. Mucho gusto en conocerla(lo).

Before You Say Goodbye

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

- Explained the function of the New Generation System (NGS) and the benefits of the MEP.
- Informed the parent/guardian of his/her rights under the Family Educational Rights and Privacy Act of 1974 (FERPA).
- Documented all information, including Comments, on the COE and on the COE Supplemental Documentation Form.
- Reviewed the COE(s) for completeness and accuracy while still at the site.
- Obtained the parent/guardian signature.
- Answered questions or taken note of any questions and indicated that the answers will be provided promptly.
- Asked the family for the names of other prospective migrant families who might have come to the area to work in qualifying activities.

- Explained to the parent/guardian the MEP services available at the district, and asked the parent to identify possible educational and support services needed by the child.
- Explained the Migrant Parent Advisory Council (PAC) and encouraged the parent/guardian to participate in the school's parental involvement activities.
- Thanked the family for their time and information and explained that a copy of the COE(s)—after it has been reviewed and signed by the Designated SEA Reviewer—will be returned or mailed to the parent/guardian.
- Leave the name and telephone number of the MEP contact person at the school district in case the family may have questions or concerns.

Re-Interviewing Forms

SAMPLE RE-INTERVIEWING PROCEDURE

1. Select an appropriate site for the re-interview.
 - Is the family willing to be interviewed in their home?
 - Other appropriate sites could include the school or a church.
 - Take along a small gift such as coupons for a local Burger King or McDonalds or give the family a children's book. The local MEP can pay for these items out of their budget.
2. Introduce yourself and explain your role regarding the re-interviewing process.
3. Explain what the re-interviewing process is and how the family was selected for the re-interview.
 - Explain why the person who originally interviewed them for the program is not the re-interviewer.
 - Reassure them that their selection was random, not specific and is not related to any personal issues with them or their child (ren).
 - Explain that is not related to any immigration or other legal issues.
 - Explain that the re-interviewing process is a monitoring check for the program to ensure that proper interviewing protocol is being used to determine student eligibility for migrant education services.
 - Let them know it's possible that re-evaluation of their information could result in the determination that their child (ren) are not eligible for migrant education. services. If this occurs, they will be notified by the district as soon as possible.
4. Conduct the re-interview, carefully recording the family's responses.
5. At the close of the re-interview, review the information that the family has given and give them the opportunity to correct any inaccuracies.
 - Have the family spokesperson sign off on the re-interview form.
 - Be sure that you, as the re-interviewer, also signs off on the form and that the date of the re-interview is noted on the form.
 - Leave information about the re-interviewing process and the right to appeal a potential non-eligibility decision in the family's primary language.
6. Make a copy of the completed re-interview form and send it to the State MEP Office. The original re-interview form should be kept on file in the District's Central Office.

RE-INTERVIEW FORM

I. Male Parent/Guardian Name: _____

II. Female Parent/Guardian Name: _____

III. Current Address (include street, apt. #, town, state): _____

IV. Children moved from (include street, apt. #, town, state, country): _____

V. Children moved to (include street, apt. #, town, state): _____

VI. Worker's Name: _____

VII. Child (ren) moved

- on own as worker,
- with worker,
- to join or precede worker.

Complete if marked "to join or precede worker": The worker moved on _____; the child (ren) moved on _____

Additional comments if needed: _____

VIII. Qualifying Arrival Date: _____

IX. The worker is the

- child or
- Parent, or
- Spouse, or
- Guardian of the child (ren)

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

- qualifying work, and obtained qualifying work, *or*
- any work, and obtained qualifying work soon after the move, *or*
- qualifying work specifically, but did not obtain the work.

Complete if you marked "qualifying work specifically, but did not obtain the work":

a. _____ The worker has a prior history of moves to obtain qualifying work.

Provide comment: _____

b. _____ There is other credible evidence that the worker actively sought qualifying work soon after the move.

Provide comment: _____

Signature of Designated SES Reviewer

Date

State MEP Office Use Only

_____The child (ren) listed on this form qualify as eligible for MEP services.

_____The child (ren) listed on this form DO NOT qualify as eligible for MEP services.

Reason(s) for non-qualification: _____

RE-INTERVIEW REPORTING SHEET

- A. Date: _____
- B. District Name: _____
- C. Name (s) of Re-interviewer (s): _____

D. List of Randomly Selected Re-interviews (minimum of 5); (include copies of the completed re-interview forms):

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

E. Did you randomly select additional re-interviews in the event that you could not contact any of those originally selected? If so, list the additional re-interviews selected.

_____ Yes _____ No

- 1. _____

- 2. _____

- 3. _____

- 4. _____

F. Use the space below to give your impressions of the re-interviewing process. What worked well? What could be improved? What are your concerns about this process?

Send this form to:
Donna Eggleston *or fax to: 515-242-6025* *or e-mail to: donna.eggleston@iowa.gov*
Iowa Dept. of Education
400 E. 14th St.
Des Moines, IA 50319