IMAGINING the possibilities. MAKING THEM HAPPEN.

Indiana Department of Education

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Title I, Part C: Migrant Education Program

Identification and Recruitment Manual

Indiana Department of Education

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I. Background of the MEP

Children of migrant farmworkers are impacted by a mobile lifestyle that creates discontinuity of schooling, social and cultural isolation, extreme poverty, and poor health. Many migrant children also need supports to assist them with becoming proficient in English to succeed in school. They have unique needs that differ from those of the general school population in the US, often lacking school readiness skills, starting school at an older age than non-migrant students, never having been enrolled in school previously, or having attended only a few years of elementary school (Chavkin & González, 2000). These factors are compounded by issues of social isolation, the need for knowledge about how to access community resources and postsecondary education, and the need for creative ways to involve their parents who work long hours to support the family.

The National Agricultural Worker Survey (NAWS) (Carroll, et al., 2005) estimated that there are over three million migrant and seasonal farmworkers in the US. These migrants are primarily Hispanic (94%), have Spanish as their native language (81%), and have a seventh grade median level of education. This same study reports that total family income averaged between $15,000 and $17,499 and that 30% of all farm workers had family incomes below the poverty level.

Migrant farmworkers typically live in housing that is overcrowded, lacking adequate sanitation and working appliances, and structurally defective. Housing often consists of rundown farmhouses, field barracks, or small shacks (Housing Assistance Council, 2006). The health needs of farmworkers have been compared to those of most Third World countries (National Center for Farmworker Health [NCFH] 2011). The NCFH describes the agricultural industry as one of the most dangerous in the United States. Migrant workers risk injuries from farm machinery, are subjected to pesticides and other chemicals commonly used in farms, and are exposed to diseases caused by poor sanitation. Farmworkers are at a much greater risk of suffering a fatal accident than workers in other industries in the US with the exception of those in construction (NCFH, 2011).

To address the unique needs of the children of migrant farmworkers, the Migrant Education Program (MEP) was established in 1966 through an amendment to the Elementary and Secondary Education Act of 1965 (ESEA). The MEP has been continued in every subsequent reauthorization of the ESEA, which was most recently reauthorized as part of the No Child Left Behind Act of 2001 (NCLB). The MEP provides supplemental instructional and support services to migrant students during the regular school year and during the summer term. These services include: academic instruction; remedial and compensatory instruction; bilingual and multicultural instruction; vocational instruction; career education services; special guidance; counseling and testing services; health services; and preschool services. (US Department of Education‘s (ED‘s) Office of Migrant Education [OME] website, 2011).

Using the most recent data available, OME reported that State educational agencies (SEAs) identified approximately 470,000 eligible migrant children and youth. Thirty-five percent of these children were considered limited in English proficiency, and 15% were out-of-school youth (OSY). Five states (California, Texas, Oregon, Washington, and Florida) identified approximately 74% of the eligible migrant students nationally. States served approximately 67% of the total eligible migrant students and 47% of the eligible OSY in the 2008-09 Comprehensive State Performance Reports (OME website, 2011).

(taken from Literature Review on Migrant Education, USED Office of Migrant Education, 2012)

II. Introduction to this Manual

This manual is intended as a guide for conducting Identification and Recruitment for the Migrant Education Program in Indiana. Finding and enrolling eligible migrant children is a cornerstone of the MEP and its importance cannot be overemphasized. Identification and recruitment are critical activities because:

- The children who are most in need of program services are often those who are the most difficult to find.
- Many migrant children would not fully benefit from school, and in some cases would not attend school at all, if SEAs did not identify and recruit them into the MEP. This is particularly true of the most mobile migrant children who may be more difficult to identify than those who have settled in a community.
- Children cannot receive MEP services without a record of eligibility.

A child is a "migratory child" and is eligible for MEP services if all of the following conditions are met:

1. The child is not older than 21 years of age; *and*
2. The child is entitled to a free public education under state law or is below the age of compulsory school attendance (In Indiana, this means anyone 0-21 years of age who does not have a U.S. high school diploma or GED); *and*
3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; *and*
4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher, in order to seek or obtain qualifying work; *and*
5. The child has moved from one school district to another.

This manual was created in March 2013 by the Indiana Department of Education. It is in compliance with and largely based on the following documents:

- Indiana's Comprehensive Needs Assessment (CNA)
- Indiana's Service Delivery Plan (SDP)
- Non-Regulatory Guidance for Title I, Part C (2010)
- National ID&R Curriculum (2012)
- Migrant Education Program ID&R Manual (2013)
- The National COE
- Technical Assistance Guide on Re-interviewing (2010)

III. Recruiter Responsibilities and Common ID&R Practices

Recruiters are hired to perform Identification and Recruitment in one or more of Indiana's five MEP regions. The recruiter must identify all eligible children in his or her assigned region and recruit them into the Migrant Education Program, using a Certificate of Eligibility. The following section seeks to further explain a recruiter's job responsibilities and common ID&R practices, using a question and answer format.

1. How does a recruiter spend his/her time?

- **Family Interviews** – The first job of a recruiter is to interview families in order to enroll their children in the Migrant Education Program. Everything else a recruiter does supports that goal.
- **Completing the COE** – A recruiter's finished product is the Certificate of Eligibility (COE), created during the family interview. This is a form which certifies a child's eligibility for the MEP. Much of a recruiter's job is to ensure that all information on the COE is correct and to correctly input that data into MIDAS (Indiana's Migrant Information & Data Access System).
- **Networking** – In order to find migrant children, a recruiter must effectively follow leads generated from the Indiana Migrant Education Program's established network and expand that network through his/her own activities.
- **Driving** – Recruiters' assigned regions are large, with children and schools distributed throughout them. Recruiters must plan ahead and use mapping tools to cover these distances as efficiently as possible.
- **Communication with IDOE** – With recruiters distributed across the state, communication and teamwork require special effort. Recruiters are required to make scheduled phone calls with MEP staff, submit written activity reports, and attend periodic meetings at IDOE.

2. What is necessary to be an effective recruiter?

- **MEP-specific Knowledge** – This includes MEP Eligibility Criteria, the proper way to complete a COE, and local organizations that work with migrant families. This knowledge will be communicated during annual recruiter training.
- **Language and Communication** – Many migrant workers in Indiana only speak Spanish, while others prefer English or another language. IDOE communications are conducted in English. Recruiters need to be bilingual in Spanish and English and be able to employ both informal and formal communication.
- **Technology** – Recruiters use many forms of technology and tools to effectively perform their job, some of which may be new to the recruiter. Learning to independently use these tools in the field is essential to becoming an effective recruiter. These include a rental car, GPS, MIDAS, a laptop, a "smart" phone, Microsoft Office, and online map and search tools.
- **Non-standard Hours** – No time of the day is always best for recruiting. Recruiters may find themselves working early or late, during the work week or on the weekend, depending on

recruiting needs in their region. Recruiters are expected to work during those hours when they can best hope to find migrant families.

- **Planning and Reporting** – While recruiters are sometimes assigned defined tasks or leads by MEP staff, many tasks are arranged independently based on what the recruiter has found in their networking. Recruiters are responsible to plan their own schedules and must always be able to report their activities in detail back to MEP staff.
- **Flexibility** – Indiana's main recruiting season is short and families move quickly. Just when a recruiter has mastered one task, she'll finish it and move on to another. Recruiters' territories may be adjusted as needed by MEP staff. A recruiter must be mentally prepared for anything and committed to the team's overall goal of identifying and recruiting all eligible children in Indiana.

3. Where do families migrate to Indiana from?

From 2008 to 2012, MEP students made qualifying moves to Indiana from the following places*:

Texas	**77%**
Florida	**9%**
Indiana	**3%**
Other U.S. states	**10%**
Outside the United States	**1%**

* Taken from the MSIX "General Move To Report", filtering for qualifying moves to Indiana which took place between January 1, 2008 and December 31, 2012. The Migrant Student Information Exchange (MSIX) is a data sharing initiative of the U.S. Department of Education.

4. From where does a recruiter get leads?

- **The MIDAS Possible List** – School corporations use this to indicate possible migrant students, based on a Family Work Survey.
- **Local MEP Project Personnel** – School personnel often have personal knowledge of migrant students in their own community.
- **Past Migrant Residences** – Recruiters can visit residences where migrant families have resided in past years, as documented in previously completed COEs.
- **Other social services:**
    - **Teaching and Mentoring Communities** (TMC, http://tmccentral.org/) – A migrant Head Start preschool program
    - **Transition Resources Corporation** (TRC, http://www.telamon.org/) – An adult employment assistance program, collocated with Indiana WorkOne offices
    - **Indiana Health Center** (http://www.indianahealthonline.org/) – Health clinics which provide affordable health care to low-income families

    - **Food Pantries** – Many local food pantries serve migrant families specifically or as part of the general population
    - **Indiana Legal Services** (http://www.indianalegalservices.org/) – A nonprofit law firm that provides free civil legal assistance to eligible low-income people in Indiana
- **IDOE's established relationships** with farmers, companies, hotel owners, etc.
- **MSIX Move Notifications** – Other states' MEPs use MSIX to inform the Indiana MEP of students who plan to move to Indiana.
- **H1-B Guest Worker Visa Program** (http://icert.doleta.gov/) – Information about H1-B visa holders is publicly available.
- **The recruiter's personal ID&R network**
    - Families who have completed a COE
    - Farmers, companies, hotel owners and community members with whom the recruiter develops a relationship

5. Why does the Indiana MEP conduct ID&R?

Finding and enrolling eligible migrant children is a cornerstone of the MEP and its importance cannot be overemphasized. Identification and recruitment are critical activities because:

- The children who are most in need of program services are often those who are the most difficult to find.
- Many migrant children would not fully benefit from school, and in some cases would not attend school at all, if SEAs did not identify and recruit them into the MEP. This is particularly true of the most mobile migrant children who may be more difficult to identify than those who have settled in a community.
- Children cannot receive MEP services without a record of eligibility.

6. What services do the children we recruit receive?

In Indiana, MEP services are mostly delivered through participation in local MEP school projects. These can take place during the school day or after school, during the regular school or in the summer. Also, students enrolled in the MEP categorically qualify for free lunch in any Indiana school. Additionally, the very act of meeting a recruiter and completing a COE can be beneficial for migrant families:

- MEP recruiters help orient a family to their new community, provide information on how to enroll in school, and can refer families to other service providers.
- The MEP can coordinate with a student's home-base school to find out school results, to help with appropriate credit accrual, or to administer necessary exams for graduation (STAAR for students from Texas).
- A completed Indiana COE is uploaded to MSIX and becomes available for other states' MEPs to view. This helps a family establish history within the program and more easily qualify to participate in other states' MEPs.

- Ultimately, Indiana's migrant student count determines federal funding for the Indiana MEP, allowing IDOE to provide services to MEP students in future years.

7. What are safe recruiting practices?

- Do not visit families after dark. This helps ensure the recruiter's safety and makes families feel secure.
- If you feel unsafe or uncomfortable, leave the situation. You can return later, accompanied by another recruiter.
- Drive safely and legally. Do not – under any circumstances – look at text messages while driving.
- Treat others with respect and professionalism, especially members of the opposite sex. This will help to ensure both the recruiter's safety and professional reputation.
- Keep your cellular phone charged at all times.
- Inform someone of where you plan to visit before leaving.
- Pay attention to dangerous weather conditions and seek shelter when appropriate.
- Be careful of pets and other animals.

8. What kinds of housing do migrant families typically use?

Migrant families can and do live anywhere. The most iconic housing used by migrant workers is the "migrant labor camp". This is housing specifically built for migrant farm workers, typically owned by the employer and located near the job site. Camps range from a few rudimentary shacks to large modern dormitories. Migrant labor camps have been the subject of much criticism due to often poor living conditions. Such camps are required to be registered with the state to allow for inspection of housing conditions.

Typical types of housing used by migrant workers in Indiana today include:

- Migrant camps
- Motels
- Apartment complexes
- Trailer parks
- Single-family houses

9. What are a crew and a crewleader?

Farmers or companies who need to complete temporary or seasonal agricultural tasks often contract with a "crewleader" whose job it is to gather a crew of workers to complete the task. It is essential to develop a relationship with crewleaders whenever possible. What follows is a common example of how this type of arrangement might work:

In January, Crewleader Jimenez contracts with 10 Indiana farmers to detassel their corn in July. In March, Crewleader Jimenez travels to Texas to recruit 50 workers. In late June, Crewleader Jimenez and his crew of 50 workers drive together in a school bus from Texas to Indiana. Crewleader Jimenez has rented 25 rooms at Motel X for the next 5 weeks; the workers pay him for lodging and he pays the motel. Each day, the crew rides the bus to the farms which have contracted Crewleader Jimenez to detassel corn; the farmer pays Crewleader Jimenez and he pays the workers. When all of the work is done, the crew packs up the bus, they check out of the hotel, and everyone rides home to Texas.

Details and variations on this scenario:

- Not all workers have crewleaders. Many workers are hired independently, and some farmers hire crews directly (i.e. they do not use a crewleader).
- Work crews are also hired locally, but only families who have moved across school district lines to obtain work can qualify for the MEP.
- A family's "home base" is the place where they live most of the year. Most migrant families have a home base in Texas or Florida, though some are based in Indiana.
- Some or all the workers in a crew could drive separately from their home base. Many workers do not come directly from - or return directly to - their home base. They might work in several states before returning home.
- Some members of the crew may stay longer or shorter amounts of time in Indiana than the rest of the crew.
- Some workers – especially those with children – might decide not to lodge with the rest of the crew and instead find separate accommodation.
- Some crews do not lodge together at all. For example, they may be spread in apartments or houses throughout a town. In this case, it is essential to ask the crewleader for a list of the residences.
- The crew may include families or may be entirely composed of single people, mostly men. Be careful to find out if any of the young men or women qualifies for the MEP.

10. Tips for conducting the family interview:

1. Whenever possible, call ahead to make an appointment. Visit at the time that is most convenient for the family, preferably during daylight hours.
2. If you visit once and do not find the family, next time try a different time of day. Always keep in mind families' daily schedules.
3. Before the interview, gather information about schools and social services available in the area.
4. Wear your IDOE badge on a lanyard to identify yourself and make the family feel at ease.
5. If a child answers the door, ask for their parent.
6. The interviewee should normally be (1) a parent/guardian of the child or (2) the child himself if he will be the recorded as the "worker" on the COE. If anyone else acts as the interviewee and signs the COE, this should be explained in the Additional Comments section of the COE.

7. Explain that you work with the schools in Indiana in a program for migrant farm workers. Many families are already familiar with the MEP from prior interactions in Indiana or another state. Be careful not to confuse the term “migrant” with the term “immigrant” as the latter can be a sensitive term.
8. If necessary, ask the family whether they would prefer to use English or Spanish.
9. After introductions, start by asking the family key eligibility questions to determine if their child(ren) qualifies for the MEP.
10. If it seems like the family’s child(ren) will qualify, ask whether they would be willing to complete a COE. Explain that the form will take about 10 minutes to complete. You should be ready to describe benefits of the MEP if families are initially reluctant to participate.
11. Explain that you are completing the COE to determine *whether* the child(ren) qualifies for the MEP and that someone may contact them by telephone or in person to follow up. A COE does not establish the eligibility of a child for the MEP until it has been reviewed by an appropriate staff member.
12. Ask the COE questions clearly and deliberately. Repeat names, dates, and locations to make sure you have understood correctly. Ask if birth certificates or other documents are available for reference.
    a. If demographic information has errors, the MEP has difficulty associating the student with his/her past records. This mismatch prevents the MEP from meeting its goal of facilitating smooth records transfers for migrant children between schools, a practice which can significantly relieve the educational disruption caused by frequent moves.
    b. If eligibility information has errors, students may incorrectly receive or be denied participation in the MEP. This would represent a misuse of federal funds.
13. Complete the COE neatly and completely, in one color of ink. COE reviewers will return illegible or improperly completed COE forms to the recruiter for him or her to copy onto a new form.
14. One benefit of the family interview is that it allows the recruiter to address pressing concerns of migrant families. However, the scope of what the MEP can do is limited; mostly, recruiters can provide school information and refer families to available community services. **Recruiters should not make promises they cannot keep.** If a recruiter commits to doing something for the family (e.g., call the family later with contact information for a social service), the commitment must be documented in the Additional Comments section of the COE and resolved promptly. The COE reviewer will follow up with the recruiter to make sure his commitment was kept.

IV. Determining Eligibility

The Federal law which authorizes the Migrant Education Program (No Child Left Behind, Title I, Part C), provides detailed guidelines of exactly which children qualify to participate in the Migrant Education Program. It is imperative that the Indiana MEP conform to these rules. If the state uses MEP funds to serve ineligible children, less funding will be available to serve eligible migrant children. Furthermore, the state may have to repay to ED MEP funds spent on ineligible children. Thus, accurate eligibility determinations are critical in order for Indiana to have an effective, compliant MEP. The cycle of responsible eligibility decisions begins with the MEP recruiter.

Who is eligible to participate in the Migrant Education Program? The ED Office of Migrant Education provides the following definition:

A child is a "migratory child" and is eligible for MEP services if all of the following conditions are met:

6. The child is not older than 21 years of age; *and*
7. The child is entitled to a free public education under state law or is below the age of compulsory school attendance (In Indiana, this means anyone 0-21 years of age who does not have a U.S. high school diploma or GED); *and*
8. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; *and*
9. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher, in order to seek or obtain qualifying work; *and*
10. The child has moved from one school district to another.

On the following pages, the above definition and the terms used are clearly explained. Examples are provided to help the reader learn how to make eligibility determinations.

Eligibility determinations always require careful thought and attention. Any time a recruiter has a question regarding whether a child or youth is eligible for the program, he or she should ask their supervisor for help.

Migrant Terms and Definitions

Migratory child

1. A child who is a migratory agricultural worker or a migratory fisher; or
2. A child who, in the preceding 36 months, has moved from one school district to another in order to accompany or join a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher

Migratory agricultural worker
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

Move or moved
A change from one residence to another residence that occurs 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. 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.

Qualifying work
Temporary employment or seasonal employment in agricultural work or fishing work.

Agricultural Work
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.

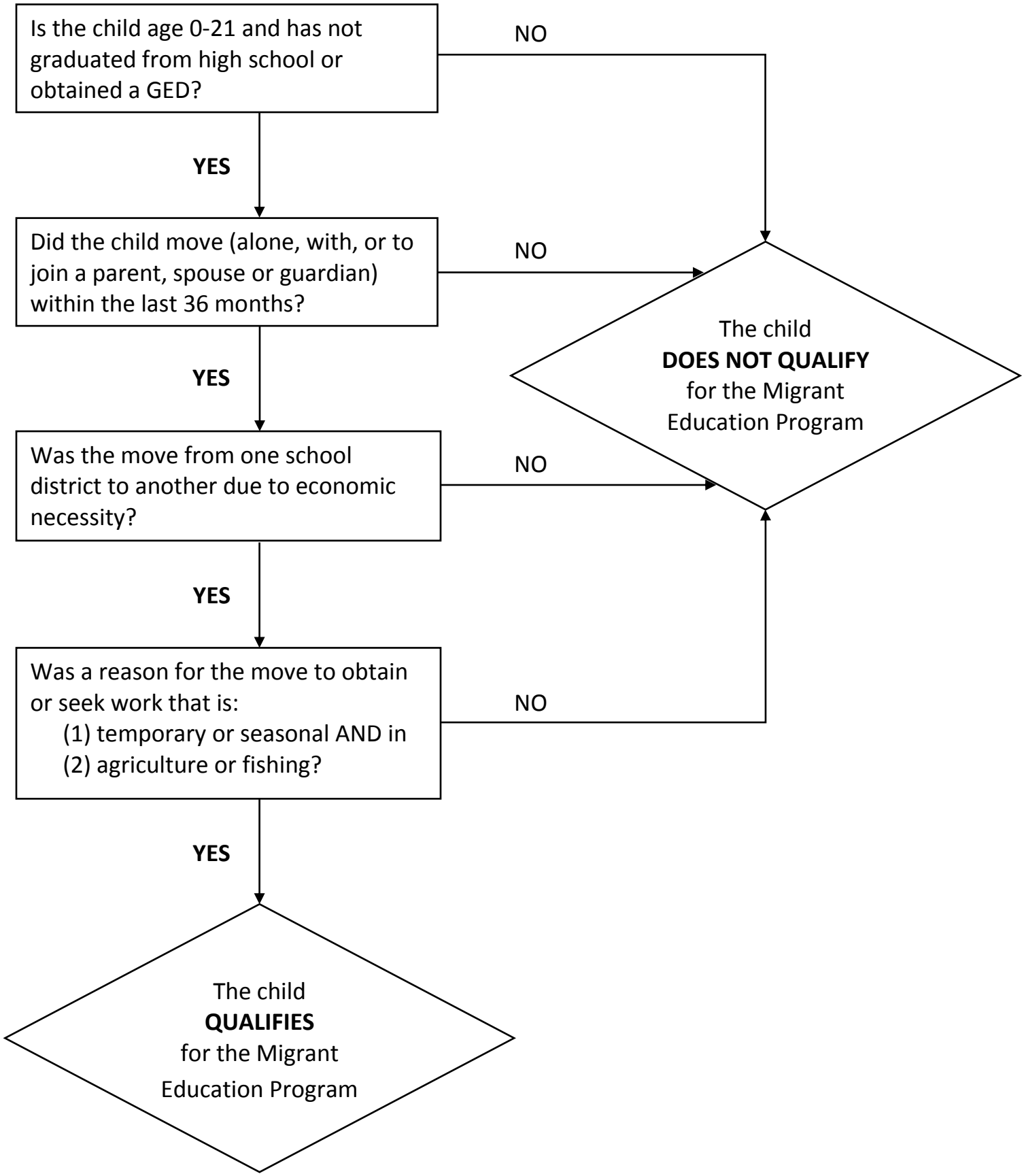
Fishing Work (not typically found in Indiana)
The catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. It consists of work performed for wages or personal subsistence.

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

Temporary employment
Employment that lasts for a limited period of time, usually a few months, but no longer than 12 months. It typically 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 State Educational Agency (SEA) has determined on some other reasonable basis that the employment is temporary.

Personal subsistence
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.

Eligibility Flow chart



Eligibility Scenarios

Eligibility: Scenario 1

Two years ago, Ruben Gomez and his sons, Andy, 17, and Rudy, 15, arrived in your community, Phoenix, AZ. The family has a long history of moves for seasonal agricultural work. They moved from Tucson, AZ to obtain seasonal employment picking tomatoes but could not find work due to a drought that had limited the field work available. Mr. Gomez, instead, found temporary work at a local tire shop. He enrolled Andy and Rudy in school shortly after they arrived. One year later, Ruben and his sons were hired by a farmer to fertilize cotton.

Are the Gomez children eligible for Migrant Education Program (MEP) services?

Eligibility Considerations	Information	Eligibility met
Age: The child(ren) is(are) younger than 22.		▪ Yes ▪ No ▪ Need more information
School Completion: The child is eligible for a free public education through grade 12 under state law.		▪ Yes ▪ No ▪ Need more information
Move: • The child moved on his or her own as a migratory agricultural worker/migratory fisher OR the child moved with or to join/precede a parent, spouse, or guardian who is a migratory agricultural worker/migratory fisher, **AND**		▪ Yes ▪ No ▪ Need more information
• The move was from one school district to another, **AND**		
• The move was due to economic necessity, **AND**		
• The move occurred within the past 36 months		
Purpose of the Move: One purpose of the worker's move was to seek or obtain qualifying work: • The worker moved to obtain qualifying work and obtained it, **OR**		▪ Yes ▪ No ▪ Need more information
• The worker moved to obtain any work and obtained qualifying work soon after the move, **OR**		
• The worker moved for qualifying work specifically, but did not obtain the 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		
Qualifying Work: • The employment is seasonal or temporary **AND** • The work is agricultural or fishing.		▪ Yes ▪ No ▪ Need more information
Do the children qualify? Why or why not?		

Eligibility: Scenario 2

On March 20th of last year, Don Butler, his wife and two children, ages 9 and 13, moved from Muldrow, OK, to Dodge City, KS, because they heard Kansas had more employment opportunities and because Mrs. Butler's sister lives in Kansas. Ten days after arriving in Kansas, Mr. Butler found work skinning cattle. The employer said that he only needed Mr. Butler for five months. A year later, the recruiter returned to speak with the family and learned that Mr. Butler continued to work at the plant, but his responsibilities changed to a cattle sorter.

Are the Butler children eligible for Migrant Education Program (MEP) services?

Eligibility Considerations	Information	Eligibility met
Age: The child(ren) is(are) younger than 22.		▪ Yes ▪ No ▪ Need more information
School Completion: The child is eligible for a free public education through grade 12 under state law.		▪ Yes ▪ No ▪ Need more information
Move: • The child moved on his or her own as a migratory agricultural worker/migratory fisher OR the child moved with or to join/precede a parent, spouse, or guardian who is a migratory agricultural worker/migratory fisher, **AND**		▪ Yes ▪ No ▪ Need more information
• The move was from one school district to another, **AND**		
• The move was due to economic necessity, **AND**		
• The move occurred within the past 36 months		
Purpose of the Move: One purpose of the worker's move was to seek or obtain qualifying work: • The worker moved to obtain qualifying work and obtained it, **OR**		▪ Yes ▪ No ▪ Need more information
• The worker moved to obtain any work and obtained qualifying work soon after the move, **OR**		
• The worker moved for qualifying work specifically, but did not obtain the 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		
Qualifying Work: • The employment is seasonal or temporary **AND** • The work is agricultural or fishing.		▪ Yes ▪ No ▪ Need more information
Do the children qualify? Why or why not?		

Eligibility: Scenario 3

On April 1st of this year, Jeff and Marie Bates, both 20 years old, and their daughter Donna, 3 years old, moved to Beardstown, IL, from Hope, AR, looking for any work. Both Jeff and Marie dropped out of high school in the 11th grade and need to work to support their family. When they arrived in Beardstown, Jeff found part-time, night work as a janitor at a melon packing shed. Marie found work cleaning houses.

Does anyone in the family qualify for MEP services?

Eligibility Considerations	Information	Eligibility met
Age: The child(ren) is(are) younger than 22.		▪ Yes ▪ No ▪ Need more information
School Completion: The child is eligible for a free public education through grade 12 under state law.		▪ Yes ▪ No ▪ Need more information
Move: • The child moved on his or her own as a migratory agricultural worker/migratory fisher OR the child moved with or to join/precede a parent, spouse, or guardian who is a migratory agricultural worker/migratory fisher, **AND**		▪ Yes ▪ No ▪ Need more information
• The move was from one school district to another, **AND**		
• The move was due to economic necessity, **AND**		
• The move occurred within the past 36 months		
Purpose of the Move: One purpose of the worker's move was to seek or obtain qualifying work: • The worker moved to obtain qualifying work and obtained it, **OR**		▪ Yes ▪ No ▪ Need more information
• The worker moved to obtain any work and obtained qualifying work soon after the move, **OR**		
• The worker moved for qualifying work specifically, but did not obtain the 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		
Qualifying Work: • The employment is seasonal or temporary **AND** • The work is agricultural or fishing.		▪ Yes ▪ No ▪ Need more information
Do the children qualify? Why or why not?		

Eligibility: Scenario 4

In March of this year, the Babenko family moved from Carnation, WA, to work at a dairy farm near Silverton, OR. The dairy farm owner said that the work was expected to last five months. The parents will be feeding and milking cows, cleaning stalls and other duties. The family typically moves throughout the Northwest to do this type of work. The Babenkos take their three children, Dmitry, 18, Denis,14, and Alexandra,10, with them when they move. The parents enrolled Denis and Alexandra in school. Dmitry worked with his parents on the farm.

Do the children qualify for the MEP?

Eligibility Considerations	Information	Eligibility met
Age: The child(ren) is(are) younger than 22.		▪ Yes ▪ No ▪ Need more information
School Completion: The child is eligible for a free public education through grade 12 under state law.		▪ Yes ▪ No ▪ Need more information
Move: • The child moved on his or her own as a migratory agricultural worker/migratory fisher OR the child moved with or to join/precede a parent, spouse, or guardian who is a migratory agricultural worker/migratory fisher, **AND**		▪ Yes ▪ No ▪ Need more information
• The move was from one school district to another, **AND**		
• The move was due to economic necessity, **AND**		
• The move occurred within the past 36 months		
Purpose of the Move: One purpose of the worker's move was to seek or obtain qualifying work: • The worker moved to obtain qualifying work and obtained it, **OR**		▪ Yes ▪ No ▪ Need more information
• The worker moved to obtain any work and obtained qualifying work soon after the move, **OR**		
• The worker moved for qualifying work specifically, but did not obtain the 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		
Qualifying Work: • The employment is seasonal or temporary **AND** • The work is agricultural or fishing.		▪ Yes ▪ No ▪ Need more information
Do the children qualify? Why or why not?		

Eligibility: Scenario 5

Michael Adams lives in Tacoma, WA, with his wife and four children, all under age 18. On June 5th of this year, Michael moved to Homer, AK, to obtain seasonal employment as a salmon fisherman. The children were enrolled in the district's summer school program in Tacoma so they did not travel with dad. Mr. Adams moved back home on September 13th. The following day, Michael returned to his other job as a bus driver for the school district.

Do the Adams children qualify for the MEP?

Eligibility Considerations	Information	Eligibility met
Age: The child(ren) is(are) younger than 22.		▪ Yes ▪ No ▪ Need more information
School Completion: The child is eligible for a free public education through grade 12 under state law.		▪ Yes ▪ No ▪ Need more information
Move: • The child moved on his or her own as a migratory agricultural worker/migratory fisher OR the child moved with or to join/precede a parent, spouse, or guardian who is a migratory agricultural worker/migratory fisher, **AND**		▪ Yes ▪ No ▪ Need more information
• The move was from one school district to another, **AND**		
• The move was due to economic necessity, **AND**		
• The move occurred within the past 36 months		
Purpose of the Move: One purpose of the worker's move was to seek or obtain qualifying work: • The worker moved to obtain qualifying work and obtained it, **OR**		▪ Yes ▪ No ▪ Need more information
• The worker moved to obtain any work and obtained qualifying work soon after the move, **OR**		
• The worker moved for qualifying work specifically, but did not obtain the 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		
Qualifying Work: • The employment is seasonal or temporary **AND** • The work is agricultural or fishing.		▪ Yes ▪ No ▪ Need more information
Do the children qualify? Why or why not?		

Sources:
National COE Form and Instructions, 2011, http://www2.ed.gov/programs/mep/legislation.html
National ID&R Curriculum, V 2.0, 2012, http://results.ed.gov

V. Completing the Certificate of Eligibility (COE)

The Certificate of Eligibility (COE) serves as the official record of Indiana's eligibility determination for each individual migrant child. When a recruiter interviews a migrant family, he or she creates a COE which is then signed by the interviewee. Only persons authorized by the Indiana Department of Education can complete a COE.

The COE is designed to record, on a single form, all information needed to establish a child's eligibility for the MEP. An independent, outside reviewer should be able to review a completed COE and agree with the eligibility determination.

Within one (1) working day of completing the handwritten COE, the recruiter is responsible to transcribe the same information into MIDAS (Indiana's Migrant Information & Data Access System), creating an electronic version of the COE. However, the handwritten COE remains the official, legal document and is maintained by the Indiana Department of Education for the duration of the COE's validity.

The Indiana COE contains all data elements required by the U.S. Department of Education (ED) Office of Migrant Education (OME). These requirements, along with more detailed explanations of required data fields, are published in an OME guidance document entitled *The National Certificate of Eligibility.* This document can be accessed using the link below.

http://www2.ed.gov/programs/mep/coe-instructions-template-v2.doc

General Instructions

1. Include all children with the same family and eligibility data on the same COE. A separate COE must be completed for each child in the family who:
   - has different guardian parents;
   - resides in a different residence; or
   - has different eligibility data, including a different QAD.
2. The recruiter must **not** include any child who:
   - was born after the qualifying move;
   - 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
   - did not make the qualifying move described on the COE.
3. Only eligible children (age zero through 21), are to be included on the COE. If some of the children in a family are not eligible, note their names and the reason for that determination in Section VI, Additional Comments.
4. A COE must be completed every time a child makes a new qualifying move. In general, the QAD is the date that both the child and worker completed the move for the worker to find qualifying work. Special cases are described in the instructions for Section III, Qualifying Move and Work.
5. It is critical that all data elements and sections of the COE be completed. In cases where a response may not be required or does not apply, flexibility has been built into the instructions. In these cases, the recruiter must write a dash (-) in the appropriate blank. All other information must be provided.
6. The COE must be completed neatly, in black ink.
7. The signature of the parent (or person providing the information) must be obtained on every COE.
8. Once the paper COE is completed, the recruiter is responsible to transcribe the same information into MIDAS (Indiana's MEP database) within one (1) working day, creating an electronic version of the COE. The electronic version of the COE facilitates easy exchange of and access to this information by authorized individuals in Indiana and other states. This, in turn, helps to minimize disruption to migrant children's education caused by frequent moves.
9. Within two (2) working days of the recruiter completing an electronic COE in MIDAS, the SEA Quality Control Specialist will review the electronic COE. If any errors or inconsistencies are found, the SEA Quality Control Specialist will contact the recruiter. Requested changes should be completed within one (1) working day.
10. Once a COE has been completed and input into MIDAS, the recruiter should store the handwritten COE in a secure place. The handwritten COE should then be given to IDOE personnel at the next staff meeting.

Indiana Migrant Education Program - National Certificate of Eligibility (COE)

I. Family

Legal Father:	Guardian Father:	Relationship:
Legal Mother:	Guardian Mother:	Relationship:

Current Address:	Cabin #:	City:	State: IN	ZIP:	Phone:

County:	Camp:	Crew Leader / Employer:	Residency Date:

II. Children

Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	DOB	DOB Code	MB	Latino & Race	Birthplace (City, State, Country)

TAKS	Home Base School	Home Base School Student ID	Mother's Maiden Name	Grade
☐ 5/8 Math ☐ 5/8 Reading ☐ 11/12 Math ☐ 11/12 Lang. Arts ☐ 11/12 Science ☐ 11/12 Soc. Studies				

Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	DOB	DOB Code	MB	Latino & Race	Birthplace (City, State, Country)

TAKS	Home Base School	Home Base School Student ID	Mother's Maiden Name	Grade
☐ 5/8 Math ☐ 5/8 Reading ☐ 11/12 Math ☐ 11/12 Lang. Arts ☐ 11/12 Science ☐ 11/12 Soc. Studies				

Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	DOB	DOB Code	MB	Latino & Race	Birthplace (City, State, Country)

TAKS	Home Base School	Home Base School Student ID	Mother's Maiden Name	Grade
☐ 5/8 Math ☐ 5/8 Reading ☐ 11/12 Math ☐ 11/12 Lang. Arts ☐ 11/12 Science ☐ 11/12 Soc. Studies				

Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	DOB	DOB Code	MB	Latino & Race	Birthplace (City, State, Country)

TAKS	Home Base School	Home Base School Student ID	Mother's Maiden Name	Grade
☐ 5/8 Math ☐ 5/8 Reading ☐ 11/12 Math ☐ 11/12 Lang. Arts ☐ 11/12 Science ☐ 11/12 Soc. Studies				

Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	DOB	DOB Code	MB	Latino & Race	Birthplace (City, State, Country)

TAKS	Home Base School	Home Base School Student ID	Mother's Maiden Name	Grade
☐ 5/8 Math ☐ 5/8 Reading ☐ 11/12 Math ☐ 11/12 Lang. Arts ☐ 11/12 Science ☐ 11/12 Soc. Studies				

Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	DOB	DOB Code	MB	Latino & Race	Birthplace (City, State, Country)

TAKS	Home Base School	Home Base School Student ID	Mother's Maiden Name	Grade
☐ 5/8 Math ☐ 5/8 Reading ☐ 11/12 Math ☐ 11/12 Lang. Arts ☐ 11/12 Science ☐ 11/12 Soc. Studies				

III. Qualifying Move & Work

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

_____ to a residence in
School District, City, State, Country

_____
School District, City, State

2. The child(ren) moved (complete both a. and b.):
   a. ☐ on own as worker, OR ☐ with the worker, OR ☐ to join or precede the worker.
   b. The worker _____ is the child or the child's ☐ parent ☐ spouse ☐ guardian
      First and Last Name of Worker
      i. *(complete if "to join or precede" is checked in 2a)* The worker moved on _____
      The child(ren) moved on _____ (provide comment).
3. The Qualifying Arrival Date was _____
4. The worker moved due to economic necessity in order to obtain:
   a. ☐ qualifying work, and obtained qualifying work, OR
   b. ☐ any work, and obtained qualifying work soon after the move, OR
   c. ☐ qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:
      i. ☐ The worker has a prior history of moves to obtain qualifying work (provide comment) OR
      ii. ☐ There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).
5. The qualifying work, _____ was (make a selection in both a. and b.):
   a. ☐ seasonal OR ☐ temporary employment
   b. ☐ agriculture OR ☐ fishing work
   * If applicable, check: ☐ personal subsistence (provide comment)
6. *(complete if "temporary" is checked in 5a)* The work was determined to be temporary employment based on:
   a. ☐ worker's statement (provide comment), OR
   b. ☐ employer's statement (provide comment), OR
   c. ☐ State documentation for _____
      Employer Name

IV. Comments for Qualifying Move Section, if applicable.

2bi.

4c.

5a.

6a or b.

V. Expected Departure

Plan to Move To City: _____ State: _____

Date: _____

VI. Additional Comments

VII. Parent / Guardian / Spouse / Worker Signature

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 1, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.

Entiendo que este documento tiene por propósito ayudar al Estado a determinar si el (los) menor(es) que aparece(n) aquí califica/n para el Programa de Educación Migrante (MEP, por sus siglas en inglés) del Título 1, Parte C. De acuerdo con mi conocimiento, toda la información que di al entrevistador es la verdad.

Signature/Firma _____ Relatinship to Child / Relación con el Niño _____ Date/Fecha _____

VIII. Eligibility Data Certification

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satasfied 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 _____

Data Fields on the COE

The following instructions, based on the U.S. Department of Education, Office of Migrant Education (OME) national COE requirements, serve as a step-by-step guide for Indiana MEP staff in completing the original, handwritten COE document.

The Sections of the COE are:

I. Family
II. Children
III. Qualifying Move & Work
IV. Comments for Qualifying Move Section
V. Expected Departure
VI. Additional Comments
VII. Parent / Guardian / Spouse / Worker Signature
VIII. Eligibility Data Certification

I. Family

In this section of the COE, the recruiter will record the name and address of the child's male and/or female parent or parents. This information is used to uniquely identify the child(ren) and for follow-up contact with the family.

- **Legal Father** and **Legal Mother**: The biological or legally adoptive father and mother's names. If no legal parent information is disclosed, write a dash (-). It is important that a legal father and mother be included if at all possible for purposes of identifying the child in MIDAS and MSIX.
- **Guardian Father** and **Guardian Mother (*)**: The name of the male and/or female currently responsible for the child(ren). If the "child" is the worker, write his/her name in the space for Guardian Father/Mother. If the "child" is married, write his/her spouse's name in the space for Guardian Father/Mother. A COE will not be accepted without either the Guardian Father or Guardian Mother box completed.

Legal and Guardian Parent Names should be in the following format: **"Last, First, Middle".** If the parent has two last names or a hyphenated last name, record the last name as it legally exists.

- **Relationship**: Write the relationship of the Guardian Parent to the child(ren) on COE (e.g. grandparent, step-parent, aunt/uncle, self, spouse, etc.). If the Legal Parent and Guardian Parent are the same, write a dash (-).
- **Current Address:** Physical address where the child(ren) currently resides, including the complete name of the street or road where the child(ren) currently resides.

- **Cabin**: If the Current Address is part of a larger complex, write the specific number of the child(ren)'s residence (e.g. cabin number in migrant camp, apartment number, hotel room number, trailer number in trailer park).
- **City**: The name of the city or town where the child(ren) currently resides.
- **State**: "IN" (already completed)
- **Zip**: The five digit zip code where the child(ren) currently resides. Online sources such as Google Earth and Bing Maps are useful in determining the zip code.
- **Phone**: The family's telephone number, including area code. If no telephone number is available, write a dash (-).
- **County**: The name of the Indiana county where the child(ren) currently resides. Online sources such as Google Earth and Bing Maps are useful in determining the county.
- **Camp**: If applicable, the name of the migrant camp, apartment complex, hotel, or trailer park where the child(ren) currently resides
- **Crew Leader/Employer**: The name of the crew leader/employer with whom the eligible worker sought or obtained employment
- **Residency Date**: The date that the child entered the present school district. In many cases, this will be the same as the Qualifying Arrival Date (QAD). However, if the child(ren) qualified for the MEP on a move prior to the move to the present school district, the residency data will be later than the QAD. Use the date format MM/DD/YY.

II. Children

This section of the COE collects information needed to uniquely identify each child on the COE. A recruiter should include all children with the same family and Qualifying Arrival Date on the same COE.

- **Last Name 1** – Record the legal last name of each eligible child in the family. If the child has multiple last names or a hyphenated last name (e.g., Ramírez-García), record the first part of the name (i.e., Ramírez) in this field.
- **Last Name 2**: If the child has multiple last names or a hyphenated last name (e.g., Ramírez-García), record the second part of the name (i.e., García) in this field. If the child does not have a multiple or hyphenated name, write a dash (-).
- **Suffix** – If applicable, record the child's generation in the family (e.g., Jr., Sr., III, 3rd). Otherwise, write a dash (-).
- **First Name**: Record the legal first name of each eligible child in the family. This is the name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do **not** record nicknames or shortened names (e.g., Ale or Alex for Alejandra).

- **Middle Name**: Record the legal middle name of each eligible child in the family. This is the secondary name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do **not** record nicknames or shortened names (e.g., Ale or Alex for Alejandra). If the child does not have a middle name, write a dash (-).
- **Sex**: The child's sex: "M" for male or "F" for female
- **Date of Birth (DOB):** Record the month, day and year the child was born. Use the date format MM/DD/YY.
- **Date of Birth Verification Code (DOB Code) –** Use the appropriate code below that corresponds to the evidence used to confirm each child's birth date. (See list below).

  A *birth certificate* is the best evidence of the child's birth date and is the preferred verification document. If a birth certificate is not available, the interviewer may use another document to confirm the child's birth date and to confirm spelling of the child's and parents names, including any of those listed below**.** If written evidence is not available, the interviewer may rely on a parent's or emancipated youth's verbal statement. In such cases, the interviewer should record "07" – the number that corresponds to "parent's affidavit".

03 – baptismal or church certificate	**10** – previously verified school records
04 – birth certificate	**11** – State-issued ID
05 – entry in family Bible	**12** – driver's license
06 – hospital certificate	**13** – immigration document
07 – parent's affidavit/self	**82** – life insurance policy
08 – passport	**99** – other
09 – physician's certificate	

- **Multiple Birth Flag (MB)** - Mark "Y" for "yes" if the child is a twin, triplet, etc., or a dash (-) if not applicable (i.e., the child is *not* a twin, triplet, etc.)
- **Latino & Race –** Record the code number for the race/ethnicity of the child. (See list below).

1 – American Indian or Alaskan Native	**5 –** White
2 – Black or African American	**6 –** Multiracial (two or more races)
3 – Asian	**7 –** Native Hawaiian or Other Pacific Islander
4 – Hispanic/Latino (of any race)	

- **Birthplace** – Record the name of the child's birth city, state, and country (if outside of U.S).
- **Grade –** Record the highest grade level in which the child has already enrolled at the time of the interview. For young children who have not yet enrolled in school, record "P" for "preschool" followed by their age. The grade level should be one of the following:

P1, P2, P3, P4, P5 – Children aged 0 to 5 who have not yet enrolled in school
K-12 – Children who attend school, regardless of age. In the summer, record the last grade in which the child enrolled, *not* their next grade level.
OS (out-of-school) – Youth up to age 21 who have dropped out of school without graduating or who have never attended school in the United States. *Do not* record the grade in which the child was last enrolled prior to dropping out.

III. Qualifying Move & Work

This section of the COE records information regarding the qualifying move and qualifying work. This information establishes the child's eligibility for the program.

On the COE, this section appears as follows, but it has been broken up in this document into Subsections 1-6 for clarity of explanation.

III. Qualifying Move & Work

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

_____ to a residence in
School District, City, State, Country

_____
School District, City, State

2. The child(ren) moved (complete both a. and b.):
   a. ☐ on own as worker, OR ☐ with the worker, OR ☐ to join or precede the worker.
   b. The worker _____ is the child or the child's ☐ parent ☐ spouse ☐ guardian
   First and Last Name of Worker
   i. *(complete if "to join or precede" is checked in 2a)* The worker moved on _____
   The child(ren) moved on _____ (provide comment).
3. The Qualifying Arrival Date was _____
4. The worker moved due to economic necessity in order to obtain:
   a. ☐ qualifying work, and obtained qualifying work, OR
   b. ☐ any work, and obtained qualifying work soon after the move, OR
   c. ☐ qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:
      i. ☐ The worker has a prior history of moves to obtain qualifying work (provide comment) OR
      ii. ☐ There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).
5. The qualifying work, _____ was (make a selection in both a. and b.):
   a. ☐ seasonal OR ☐ temporary employment
   b. ☐ agriculture OR ☐ fishing work
   If applicable, check:
   ☐ personal subsistence (provide comment)
6. *(complete if "temporary" is checked in 5a)* The work was determined to be temporary employment based on:
   a. ☐ worker's statement (provide comment), OR
   b. ☐ employer's statement (provide comment), OR
   c. ☐ State documentation for _____
   Employer Name

1. *"The child(ren) listed on this form moved from a residence in (School District/City/State/Country) to a residence in (School District/City/State)."*

- ***"from a residence in_____"***: This location is the last place of residency before the child(ren) and the parent, spouse or guardian moved due to economic necessity in order to obtain qualifying work. Note that the children might have made subsequent non-qualifying moves.
- ***"to a residence in_____"***: This location is the place of residency where the child(ren) and the parent, spouse or guardian moved due to economic necessity in order to obtain qualifying work. A qualifying move can never be made to a country outside of the United

States. As mentioned previously, the child(ren) might have made subsequent non-qualifying moves.

- **Always include:**
  - Move from City and State
  - Move to School District, City, and, State
- Include Move from School District if qualifying move took place within a single city with multiple school districts
- Include Move from Country if it is outside of the United States

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

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

Mark only one box, using the following criteria:

- **on own as a worker** – The child is the worker.
- **with the worker** – The parent, guardian, or spouse is the worker. The child and worker moved together.
- **to join or precede the worker** - The parent, guardian, or spouse is the worker. The child and worker moved at different times, (within 12 months).

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

- **Write the first and last name of the worker**. That is, the parent, spouse, guardian, or child who sought or obtained qualifying work, resulting in eligibility of the child(ren) for the MEP.
- Mark only one box. Do not mark a box if the child is the worker.

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

- **Only** complete if the child moved **to join or precede the worker**.
- Write the date in **MM/DD/YY** format
- Indicate the date the worker moved in order to obtain qualifying work. Also write in the date the child(ren) moved in order for the parent, spouse, or guardian to obtain qualifying work. These should be within 12 months of each other.
- The reason for the different moves should be explained in Section IV, Comments for Qualifying Move.

3. *"The Qualifying Arrival Date (QAD) was _____"*

- Write the date in **MM/DD/YY** format
- The QAD is the date of the most recent **qualifying move**, not necessarily the most recent move (as some moves are non-qualifying).
- The QAD is the date that the child's three-year (36 month) eligibility term for the MEP begins.
- If the child moved to join or precede the worker, write the later date (i.e., the date the child joins the worker who has already moved, or the date when the worker joins the child who has already moved).

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

a. ☐ *qualifying work, and obtained qualifying work, OR*

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

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

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

ii. ☐ *There is other credible evidence that the worker actively sought qualifying work soon after (30 days) the move (provide comment).*

This section allows for three scenarios:

- The family came specifically for qualifying work and obtained that work. (e.g., a family moved intending to harvest tomatoes and obtained work harvesting tomatoes). **Check box "a".**
- The family came for any work, and found qualifying work within 30 days of the move. (e.g., a family moved trying to find any type of work and is hired two weeks later to harvest tomatoes). **Check box "b".**
- The family came specifically for qualifying work, but did not obtain it. (e.g., a family moved intending to harvest tomatoes but was not hired). In this case, further explanation is required and the COE will receive extra quality control review.
    - **Check box "c"**
    - **AND** check box "i" and/or box "ii"
    - **AND** provide a comment in *Section IV. Comments for Qualifying Move Section*

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

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

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

**If applicable, check:*

☐ *personal subsistence (provide comment)*

- **In the space**, describe the agricultural or fishing work, using the worker's action (e.g., "picking") and the crop (e.g., "strawberries"). For example: detasseling corn; planting tomatoes; picking strawberries; thinning apples; and harvesting cucumbers.
  - Use the format: *verb(ing) + noun*
  - Be careful of spelling.
- **seasonal OR temporary employment**
  - Mark the box for "seasonal employment" if the employment occurs only during a certain period of the year because of the cycles of nature and that, by its nature, it may not be continuous or carried on throughout the year.
  - Mark the box for "temporary employment" if the employment lasts for a limited period of time, up to 12 months. Work lasting less than 12 months is not necessarily considered temporary employment. The worker must provide a statement that he/she **does not intend to remain** in that employment indefinitely or the employer states that the worker **was hired for a limited time frame**, or the SEA has determined on some other reasonable basis that the employment is temporary. If temporary employment is marked, the recruiter must complete item 6 in this COE section and write a comment in Section IV. Comments for Qualifying Move Section. All COEs with a temporary qualifying activity will receive additional quality control review.
- **agricultural OR fishing work**
  - Mark the box for "agricultural work" if the work involves the production or initial processing of crops, dairy products, poultry, or livestock, as well as the cultivation or harvesting of trees.
  - Mark the box for "fishing work" if the work involves the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. Fishing work is not typically found in Indiana, but this box may be checked for families whose qualifying work occurred outside of Indiana.
- Mark the box for **personal subsistence** if the worker's family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops they produce. If checked, provide comments in Section IV, Comments for Qualifying Move. Personal subsistence is rarely applicable in Indiana.

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

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

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

c. ☐ *State documentation for (Employer Name).*

- Only complete this section if "temporary" is checked in 5a
- If this section is completed, it must be accompanied by a comment in *Section IV. Comments for Qualifying Move Section*
- Refer to the National COE Instructions for further explanation of this section.

IV. Comments for Qualifying Move

This section of the COE is used by the recruiter to provide additional information or details needed so that an independent party who has no prior knowledge of the eligibility determination can understand the recruiter's reason for determining that the child(ren) is eligible.

- At minimum, explanatory comments must be included if the following items in the Qualifying Move and Work Section are marked: 2bi, 4c, 5, 6a, and 6b
- Additionally, explanations may be appropriate if:
    - The information on the COE needs additional explanation to be clearly understood by an independent outside reviewer.
    - The qualifying work activity is unusual for Indiana or being performed outside of the usual season.
    - The qualifying move is of short duration (e.g., one week) or short distance (e.g., neighboring school districts).
    - The person who provided the information on the COE form is not the worker.
    - The qualifying move could be viewed by some as a return from vacation or a move for personal reasons, not a move for economic necessity. In this case, the recruiter should explain why the move was for economic necessity.

V. Expected Departure

This section of the COE is used by Indiana service providers to plan services. It can also be used to notify other states, via MSIX, of families' plans to move to their state.

The recruiter should ask the family if they already have plans to make another move. If so, provide the city and state of their destination and the anticipated date of their next move.

VI. Additional Comments

This section of the COE allows the Field Recruiter to specify any medical problems or allergies, educational needs (e.g., specific courses, STAAR, PASS), special educational needs, additional phone numbers, etc.

When inputted into MIDAS, any comments which correspond to a specific child (e.g., special education needs) should be put in the *Child Comments* section for that child. Any comments which correspond to the entire family (e.g., additional phone numbers) should be put in the *COE Comments* section. <u>If, at a later date, the same child is included on another COE, the *Child Comments* will be included in the new COE, but the *COE Comments* will not be included.</u>

VII. Parent/Guardian/Spouse/Worker Signature

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

Signature_____ Relationship to the Child_____ Date_____

- The interviewee must sign and date the COE on the day the interview is conducted. The interviewee must also write his or her relationship to the child.
- 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 Section VI, Additional Comments. If a parent refuses to sign his or her name, the recruiter must document the parent's refusal in Section VI, Additional Comments, and print the parent's name and relationship to the child.

VIII. Eligibility Data Certification

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

Signature of Interviewer_____ Date_____

Signature of Designated SEA Reviewer_____ Date_____

- The Field Recruiter must sign and date the COE on the day the interview is conducted to verify the accuracy of the written information.
- The Migrant Education Specialist that completes the quality control and verification process must sign and date the COE to ensure that the written documentation is valid and sufficient and that, based on the recorded data, the child(ren) may be enrolled in the MEP.

Tips for Correctly Completing the Paper COE

The paper COE is an official, legal document and is maintained by the Indiana Department of Education for the duration of a child's eligibility (36 months from the QAD). As such, it is important that handwritten COEs be completed neatly and accurately.

Accuracy

- Repeat information back to the interviewee to make sure you have understood.
- Take special care in the spelling of names and places.
- Incorrect Family or Child data can prevent a child from being correctly linked to his/her past records in MIDAS and MSIX. This can impact the MEP's ability to efficiently serve that child.

Completeness

- It is critical that all data elements and sections of the COE be completed. Some data fields will cause a COE to be rejected by the reviewer if they are left blank, such as the Qualifying Arrival Date.
- If a data field has no response, (e.g., a child with no middle name) the space should be filled with a dash (-).

Format

- Qualifying Work Descriptions should always follow the format [verb(ing) + noun]
- All dates must be written in MM/DD/YY format
- Names should be written as *last name, first name, middle name*

Penmanship

- Always print legibly in English, using black ink. Do not use cursive handwriting.
- An independent, outside reviewer should be able to confirm your eligibility determination based off the handwritten COE.

Tips for Correctly Creating a MIDAS COE

MIDAS is the Migrant Information & Data Access System, Indiana's MEP database (midas.doe.in.gov). Inputting a COE into MIDAS helps Indiana MEP staff – at IDOE and in school corporations – more effectively access migrant students' eligibility and academic records. Additionally, MIDAS data uploads into a national database of migrant student records (MSIX) which eases the transfer of children's school records when they move to a new state.

Some important MIDAS concepts:

- **MIDAS Student Record:** This is the basic building block of MIDAS. Each child has a permanent, unique student record.
- **COE:** A COE is a one-time snapshot of a grouping of MIDAS student records. Student records are assigned to COEs.

The two most important goals of a recruiter when inputting COE information into MIDAS are to: (1) accurately transcribe usable data and (2) correctly match students on the COE with existing Indiana student records.

It is difficult to obtain perfect information from an oral interview, especially in the types of situations where COE interviews take place (e.g., on a family's doorstep with plenty of distractions). Minor misunderstandings of demographic information (i.e., name, place of birth, date of birth, grade) are common. Even if the COE you complete is perfect, perhaps the student already has a pre-existing student record with errors. All of this demonstrates the need for good interviewing and data entry practices. Inconsistencies in demographic information are the most common cause of errors in matching students to their pre-existing student record.

The following are two practices that can reduce errors in recording demographic data:

1. **Be careful in the COE interview.** Repeat answers back to the interviewer for confirmation and ask for the spelling of names and places. Ask if a written document is available with the child's information. MIDAS can never be correct if the information gathered in the COE interview is not correct.
2. **Be careful when inputting data into MIDAS.** Use the internet to confirm place names and common spelling of names. Search for existing records smartly and carefully. The information you enter in MIDAS will stay for years to come and will be disseminated to other states, so please be careful with it.

VI. Quality Control

The IMEP Quality Control Plan outlines procedures to ensure the accuracy of eligibility determinations and serves as a guide for IMEP staff in implementing these procedures. The IMEP Quality Control Plan is intended to meet guidelines established by the US Department of Education (ED) in its Title I, Part C Non-Regulatory Guidance for an acceptable system of quality control.

Non-Regulatory Guidance: Components of an Acceptable System of Quality Control

- Training for recruiters on various aspects of the job;
- A designated reviewer for each COE to verify that, based on the recorded data, the child is eligible for MEP services;
- A formal process for resolving eligibility questions raised by recruiters and their supervisors and for transmitting responses to all local operating agencies in written form;
- A process for the SEA to validate that eligibility determinations were properly made;
- Apart from steps 2 and 4, a plan for qualified SEA staff to monitor, at least annually, the identification and recruitment practices of individual recruiters;
- Documentation that supports the SEA's implementation of this quality control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so; and
- A process for implementing corrective action in response to internal audit findings and recommendations.

The IMEP Quality Control Plan is made up of the following 3 processes, explained below:

1. Recruiter training
2. COE Verification
3. Prospective Re-interviews

Recruiter Training

Indiana is home to migrant families at all times of the year, with a relatively large influx of families during the summer months. To meet this ID&R need, IDOE employs permanent staff recruiters for the full year and intermittent staff recruiters for the summer months. Employees of IDOE conduct ***all*** interviews and make ***all*** eligibility determinations. Recruiter training consists of the following elements:

A. Office-based Training: Each year, IDOE conducts an annual 5-day recruiter training at the beginning of the summer for both permanent staff and intermittent staff recruiters. For this, IDOE contracts an independent trainer to facilitate ID&R training on the basis of ED's National ID&R Curriculum. The training includes:

- *ID&R training* - Based on ED's National ID&R Curriculum and facilitated by an independently contracted trainer
- *IDOE onboarding* - For intermittent staff recruiters

- *MIDAS training* – Use of Indiana's migrant database for inputting COE data
- *Technology training* – Use of laptops, mobile phones, rental cars, etc.

B. Field-based Training: After the 5-day office-based annual recruiter training, permanent staff recruiters provide several days of field-based training to intermittent staff recruiters. Together, they visit migrant residences, school-based MEP projects, and other social service organizations which collaborate with IMEP. The intermittent staff recruiters have the opportunity to practice family interviews and complete COEs either with actual migrant families or in realistic simulations. After their initial field-based training, intermittent staff recruiters are provided on-going field-based training and support as needed throughout their employment.

C. Ongoing Reporting and Support: Temporary staff recruiters are required to maintain regular telephone contact with permanent staff recruiters and submit written weekly activity reports. Additionally, intermittent staff recruiters are required to attend bi-weekly staff meetings at IDOE in Indianapolis. These are either individual or group meetings with permanent staff recruiters. At these meetings, temporary staff recruiters:

- Discuss ID&R activities in their recruiting area;
- Undergo further training as needed;
- Submit paper COEs for filing; and
- Complete needed maintenance to their technology and equipment.

COE Verification

After an IMEP employee inputs a COE into MIDAS, as documented in the *Certificate of Eligibility (COE)* section of this manual, a permanent IDOE Specialist is responsible to review the electronic COE for uniqueness, accuracy, consistency, and whether it meets all eligibility criteria within 2 working days. The Specialist takes the following steps:

A. The Specialist first checks whether or not the child(ren) on the COE has past COE records in MIDAS. If so, no new child record has been created and there is no new risk of a duplicate record having been created. If not, the Specialist conducts a search within MIDAS to prevent the creation of duplicate student records.
B. If a new MIDAS student record has been created, the Specialist associates it to an STN. Temporary staff recruiters do not have the ability to assign or modify STNs in MIDAS. If the new MEP student has previously enrolled at an Indiana school, his or her existing STN is used. If not, a new STN is generated.
C. The Specialist seeks to confirm the child(ren)'s demographic information and MEP history using additional sources of information. The Specialist first looks in MIDAS and MSIX for prior records of the child(ren). The Specialist should call the family using the contact telephone number recorded on the COE to confirm details of the COE if:
    - the COE was completed by an inexperienced recruiter (approximately the first 20 COEs from each recruiter);
    - no prior record of the family is found in MIDAS or MSIX;
    - details of the COE are inconsistent with data found in MIDAS or MSIX; or
    - fulfillment of the eligibility criteria seems uncertain.

D. Lastly, the Specialist reviews the COE for spelling and other orthographical errors.

A COE verification can have the following outcomes:

- **COE is accepted.** The Specialist clicks "Mark as Reviewed" on the COE and the child(ren) are eligible to receive MEP services.
- **COE is rejected.** This occurs when the Specialist determines that an eligibility determination was made in error. This decision is explained to the recruiter who completed the COE, along with additional training if necessary. The Specialist writes "DO NOT QUALIFY" in the COE Notes and adds an explanation of the reason for rejection.
- **COE is returned to the recruiter for editing.** The Specialist informs the recruiter of errors or omissions found on the COE. Once the recruiter completes these corrections, the Specialist resumes his or her review of the COE.

Prospective Re-interviewing

Title I, Part C Non-Regulatory Guidance (question A17) recommends re-interviewing parents or guardians from a representative sample of COEs on an annual basis as part of an effective quality control system. It further encourages SEAs to use an outside contractor to perform this task at least once every three years. To help in this task, the U.S. Department of Education has published the *Technical Assistance Guide on Re-interviewing* (http://results.ed.gov/node/132/).

IMEP follows the above recommendation as part of its quality control system, referring to the process as "Prospective Re-interviewing". Prospective Re-interviewing is conducted annually, aligned with MEP's federal reporting period of August 1 to July 31 each year. IMEP's Prospective Re-interviewing was last conducted by an outside contractor in the 2010-2011 reporting period. An outside contractor must next be used for Prospective Re-interviewing in the 2013-2014 reporting period. In years when IMEP performs Prospective Re-interviewing internally, the following process is used, in compliance with the *Technical Assistance Guide on Re-interviewing*:

A. IMEP chooses a sample of children for re-interview.
    - Indiana uses a "systematic random" sample
    - Intended sample size is 50 children
    - IMEP estimates:
        - Expected sampling universe. This is the number of children, ages 3 through 21, who will be recruited during the reporting period, based on previous years' CSPR Category 1 child counts excluding children who did not have a new COE during the reporting period.
        - Expected response rate. This is based on previous years' experience.
    - IMEP makes the following calculation:
        - [(Expected sampling universe*Expected Response Rate)/(Intended Sample Size)] = Multiple of Child to Re-interview
        - For example, if expected sampling universe=1000, expected response rate=0.75, and intended sample size=50, calculate (1000*0.75)/50=15. Thus, every 15th child determined eligible on a COE during the reporting period should be re-interviewed.

B. IMEP trains permanent staff or intermittent staff recruiters in conducting prospective re-interviews.
C. Prospective Re-interviews are then conducted in the following manner:
    - An IMEP Specialist assigns prospective re-interviews to recruiters on a rolling basis within 2 weeks of the original family interview.
    - The recruiter who completes the re-interview:
        - Must not be the same recruiter who completed the original COE
        - Must not have access to the original COE before the re-interview. (This can be accomplished by temporarily suspending a recruiter's MIDAS access.)
    - The recruiter who completes the re-interview returns the completed re-interview form to the IMEP Specialist.
    - The IMEP Specialist then compares the re-interview information to the original COE, using a checklist to tally errors detected in specific data fields.
D. If the re-interview finding is that the child does not qualify for the MEP, the IMEP specialist conducts an additional review before making a final determination of the child's MEP eligibility.