

Presentation Notes

Topics to Be Covered

- Questions from the new Texas MEP Guidance
- ID&R Concerns
- ID&R Updates

The New Texas MEP Guidance

The Non-Regulatory Guidance on **Child Eligibility** issued on October 2003 by USDE has been revised as of August 2010. All other sections continue to remain in force. Texas has adapted the revisions into the Texas MEP Guidance. This guidance is designed to help LEAs and ESCs comply with statutory or regulatory requirements by providing information on how to implement and operate the MEP. It should not be viewed as the “only” or the “best” way to comply with the requirements.

A25. Must a worker who states that he or she moved in order to obtain (or seek) any employment and who obtained qualifying work “soon after the move” be considered to have moved “in order to obtain” qualifying work?

Under certain circumstances, yes. Workers may not always express a clear intent to move and obtain qualifying work. According to § 200.81(c)(1) of the regulations, in those situations where a worker’s intent is not clearly expressed, the LEA may infer that individuals who express a general intent to have moved, for example, “for work,” “to obtain work,” “to obtain any type of employment” or to “take any job,” may be deemed to have moved with a purpose of obtaining qualifying work if he or she obtained qualifying work soon after the move. See A36 of this section regarding “soon after the move.”

A27. Must a recruiter ask a worker why he or she moved if the worker is engaged in qualifying work?

Yes. The fact that a worker moved and is engaged in qualifying work does not automatically establish that the worker moved “in order to obtain” that work. Consistent with the MEP regulations, the recruiter must determine whether one of the purposes of the worker’s move was to obtain qualifying work or any employment, or conversely that the purpose was specifically to obtain non-qualifying work.

A31. How far back may a recruiter look in considering “prior history of moves to obtain qualifying work?”

A worker's “prior history of moves to obtain qualifying work” does not have to have occurred within a certain time period before the most recent move, so long as the worker states that one of the purposes of his or her move was *specifically* to obtain qualifying work and not just any work, as explained in A29 of this section.

A36. How much time may separate the date of the worker’s move and the date the worker obtains qualifying work to permit an LEA to reasonably conclude that the worker obtained qualifying work “soon after the move?”

Because one of the purposes of the worker's move must be to seek or obtain qualifying work, the USDE established the “soon after the move” test in the belief that the time between when the worker moves and when he or she obtains qualifying work must be small enough to reasonably presume that one of the purposes of the move was to obtain qualifying work. In these circumstances, a worker generally should obtain qualifying work within 30 days of the move. Note: “Soon after the move” is defined as within 30 days after the worker's arrival.

ID&R Concerns

- **Section E. of the 2010-2011 COE**

Interviewers need to remember to mark the box which states “*See attached COMMENTS.*” when there are any sort of comments on the COE Supplemental Documentation Form (SDF), whether the comments are eligibility related or not.

- **Process for Making Difficult Eligibility Determinations**

The interviewer should conduct a thorough interview with parent/guardian in order to grasp the full picture of the situation;

The interviewer must clearly explain all information that he/she writes in the *Comments* section of the COE SDF and ensure that there is sufficient narrative to satisfy state and federal auditors, as well as, ensure that the ESC and/or State MEP fully understand the circumstances; and

The school district must forward the COE, the COE SDF and any other documentation to the ESC for review. The COE should not be signed by the Designated SEA Reviewer until the COE has been deemed eligible by the ESC and/or State MEP.

- **Verify Each Child’s Residency During Initial Interview**

During the initial interview the interviewer must verify with the parent/guardian that each child listed on the COE is currently residing in the school district on the day of the interview.

- **Residency Verification Process**

The reporting window for federal performance counts falls between September 1 – August 31 of each year.

Every child identified should be verified for each reporting period either through school records or a face-to-face interview. This date must document that the child was residing in the school district during the reporting period.

Residency verification must be conducted between September 1 and November 1 for all COEs picked up (parent/guardian signature date) before September 1 of the current year.

Please see **Residency Verification Chart** handout.

ID&R Updates

- **Spanish Translation of the Priority for Service (PFS) Criteria**

As per the 2010-2011 NCLB Consolidated Federal Grant Application, PS3103 Title I, Part C, a PFS Action Plan must include when the Title I Migrant Coordinator provided parents the PFS criteria. The translation of the PFS criteria is to assist LEAs in explaining the criteria to parents.

Please see **Criteria for Priority for Service** handout.

- **Migrant Student Information Exchange (MSIX) System**

This is an overview of MSIX specifically for Texas users.

Please see **MSIX** handout.

- **ESCORT Report**

This is a summary report on calls from Texas placed to the National Migrant Education Hotline.

Please see **ESCORT** handout.

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Residency Verification Chart

The chart below can be found on page 19 of the *Texas Manual for New Generation System (NGS) Data Management Requirements for School Year 2010-2011*.

It outlines the residency verification process for the 2010-2011 reporting period (September 1, 2010 – August 31, 2011) that should be followed by Recruiters and NGS Data Specialists.

Situation	Recruiter Responsibility	NGS Data Specialist Responsibility
1. COEs completed prior to 9/1/2010 for the 2010-2011 school year	Verify each child's residency on or after 9/1/2010 if the family is still residing in your district.	Enter the 2010-2011 residency verification date on the Residency Verification Date field on NGS. Enter it on the NGS 2010-2011 history line for each child on the COE.
2. COEs completed from 9/1/2010 through 8/31/2011	Complete COE.	Enter the parent signature date as the residency verification date for the 2010-2011 reporting period for each child on the COE. Enter it on the NGS 2010-2011 history line.
3. COEs with a 2 year old who turns 3 during the 2010-2011 reporting period	Verify the child's residency on or after his/her 3 rd birthday.	Enter the 2010-2011 residency verification date on the Residency Verification Date field on NGS. Enter it on the NGS 2010-2011 history line.

The following information can be found on page 20 of the *Texas Manual for New Generation System (NGS) Data Management Requirements for School Year 2010-2011*.

Criteria for Priority for Service

Students in grades 3-12, Ungraded (UG) or Out of School (OS) are flagged if they:

- Have their education interrupted during the previous or current regular school year;
AND
- Have failed one or more sections of the TAKS, or are LEP Exempt, ARD Exempt, Absent or were not enrolled in a Texas school during the TAKS testing period for their grade level.

Students in grades K-2 are flagged if they:

- Have their education interrupted during the previous or current regular school year;
AND
 - Have been designated as LEP in the Student Designation section of the NGS Supplemental Program Component, or have been retained or are overage for their current grade level.
-

Spanish Translation

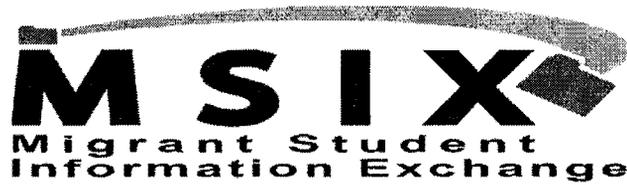
Criterios para la Prioridad de Servicio

Los estudiantes en los grados de 3-12, o en escuelas sin grados (UG) o con deserción escolar (OS) son designados si:

- sus estudios fueron interrumpidos durante el año escolar (regular) anterior o presente;
Y
- si reprobaron una o más de las secciones del examen estatal TAKS, o fueron exentos por la designación LEP o ARD, o si estuvieron ausentes o no estaban matriculados en una escuela de Texas durante el período en el que el examen TAKS fue administrado para el nivel de grado del estudiante.

Los estudiantes en los grados de K-2 son designados si:

- sus estudios fueron interrumpidos durante el año escolar (regular) anterior o presente;
Y
- si fueron designados como LEP en la sección de Servicios Suplementarios del sistema NGS, o reprobaron el año escolar o están en la situación donde la edad del estudiante excede la edad que corresponde con el grado presente (extraedad escolar).



MSIX Overview

Migrant Student Information Exchange (MSIX) is a web-based portal that links states' migrant student record databases to facilitate the national exchange of migrant students' educational records among the states.

- MSIX is designed for sharing school enrollment, placement and accrual of credit in school and migrant education projects.
- MSIX does not replace NGS.
- Texas' NGS data is uploaded to MSIX daily.

MSIX Users' Responsibilities

- LEA users must complete an electronic MSIX application and email it to the ESC Migrant contact as a PDF document. The ESC will forward the application, along with an ESC Migrant Authority Form, to the State MEP Team.
- All users must go through a self-paced training course that is available online through MSIX before their training date.
- Users must read, understand and comply with the Rules of Behavior at the time of their first login.
- Users will be responsible for their own MSIX password.

MSIX Access Level

All Texas MSIX users will be assigned an MSIX access level of Secondary User. Secondary users are able to:

- Query student records in all states;
- View a student's history of migration from other states, as well as, contact information from the other states' school districts;
- Search, display, and print student records for students in all states; and
- Email notification of an arrival or departure of a student.

Training

- ESCs have been trained on using MSIX and will soon begin to schedule MSIX trainings with the school districts.

MSIX Technical Assistance

- The LEA user will contact the ESC;
- The ESC will contact the NGS Help Desk (1-866-326-9468); and if needed,
- The NGS Help Desk will contact MSIX and/or the State MEP Team.

ESCORT

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National Migrant Education Hotline Report for Texas Reporting Period: April 2010– August 31, 2010

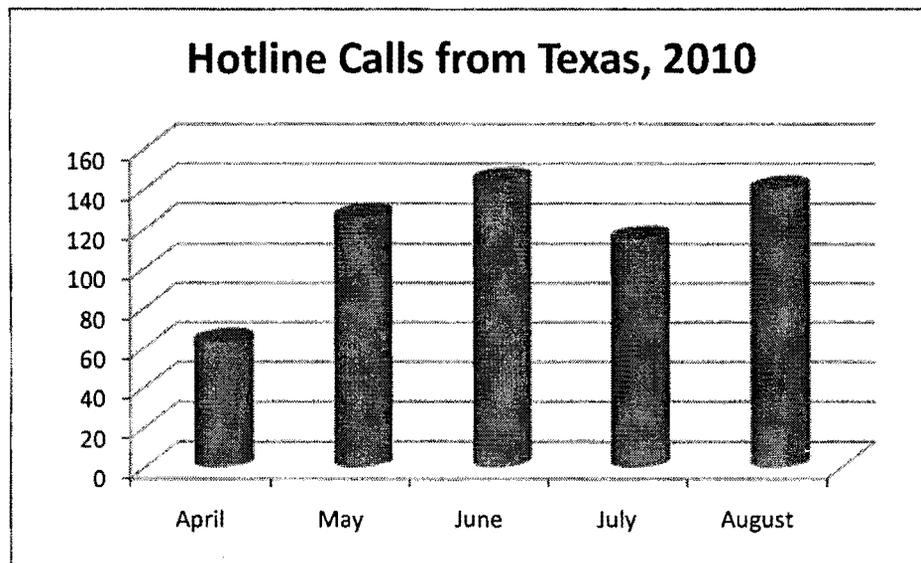
ESCORT is pleased to provide a summary report on calls from Texas placed to the National Migrant Education Hotline for the period of April 1, 2010 – August 31, 2010. During this period, a total of 588 calls were registered by migrant farmworkers in Texas to the Hotline. Once again, Texas was in the top five of all states receiving the most Hotline calls.

The 588 calls during this five-month period represent a minimal decrease of approximately 17 percent over the same period of April to August of 2009 when 706 calls came to ESCORT from Texas. All in all, Hotline calls from Texas continued to come in at a consistent rate. The 588 calls for this period represents almost 188 calls a month or about four a day. It also represents more calls than were registered for the same period in 2008.

All Texas-registered Hotline calls came to ESCORT and were handled by ESCORT Hotline Specialists.

The majority of calls to the Hotline from Texas migrant families were from those who resided or considered their home base to be in the Rio Grande Valley, and included such cities and towns as Brownsville, Edinburg, Harlingen, Laredo, McAllen, Mission, Pharr and Weslaco. Many Texas migrant families contacted ESCORT via the Hotline when they used Texas-registered cell phones outside of Texas. Typically they called for help enrolling children in MEP programs outside of Texas.

The number of calls varied by the month (typical for the whole country) with most calls being placed as families prepared to go north for the summer harvesting months in May, June and July.



Routing and Response

The phone carrier for Hotline calls was AT&T and they were directed by ESCORT to detect the area code of the originating call and then route each call to a selected site. Thus, calls (even those made on cell phones) with Texas area codes were routed to ESCORT.

Here is an example of the routing of a cell phone call from a Texas migrant caller. A migrant family from Texas who moved to Indiana may have been seeking to contact the Indiana State Migrant Education Program for enrollment purposes. If they used a Texas registered cell phone in Indiana, ESCORT received the call and then contacted the Indiana State MEP to follow-up. The other option was for ESCORT to tell the caller to dial the Hotline from an Indiana registered phone and then the Hotline call went directly to the Indiana State MEP.

Since 1996, ESCORT Hotline Specialists have responded to thousands of calls to the Hotline from Texas migrant families. As the following scenarios testify, ESCORT used their extensive experience and knowledge of the services and agencies available to migrants from Texas. Staff utilized a network of migrant education directors, advocates, recruiters and liaisons that they communicated and coordinated with to secure educational, health and other supportive services to Texas Hotline callers. Listed are just a sampling of some of the most frequently contacted MEP staff that conducted superb follow-up and follow-through on referred Hotline calls.

- ✓ Scott Allen Bounds, Migrant Manager, Houston
- ✓ Mariette Burt, Migrant Program Consultant, Region 11 ESC, Fort Worth
- ✓ Teresa Cuevas, Migrant Advocate, Seguin
- ✓ Moraima Duron, National Center for Farmworker Health, Buda

- ✓ Diana Lopez, Director, Guadalupe Economics, Lubbock
- ✓ Rosie Martinez, Migrant Advocate, Pharr, TX
- ✓ Rosie Mendoza, Migrant Advocate, Los Fresnos MEP, Los Fresnos
- ✓ Elisa Romero, NGS Specialist, Region 4 MEP, Pasadena
- ✓ Domy Smith, Migrant Recruiter, Region 10 ESC, Richardson
- ✓ Tomas Yanez, Director, Texas Migrant Interstate Program, Pharr

Sample Calls

In April, a representative from the Texas Migrant Council in Weslaco called seeking Hotline promotional materials to distribute to migrant farmworkers and families. She was provided the website address for ESCORT and instructions on how to order materials via on-line.

In May a migrant farmworker from Pharr called seeking money for gas to travel to Michigan for field work. He was told that that the Hotline does not provide financial assistance nor was there any agency in the Valley that offered money for gas. In addition, the Harvest of Hope Foundation, a referral organization, had no funds at that moment. He was recommended to try to borrow some funds from friends and to contact the farm owner in Michigan for a loan.

A migrant mother from Mission called in May to say that she and her two boys, an 8th grader and 9th grader had to move back home from Arkansas due to a family emergency. She wanted to know if arrangements could be made for the boys to take their Arkansas exams in Texas. We contacted an MEP advocate who said that she knew the family. She contacted the principal at the Arkansas school to make arrangements for the exams to be mailed to Texas. She then made arrangements for a staff member to administer the tests.

In June a migrant farmworker from McAllen called after breaking down in Texarkana on the way to Michigan for field work. He dialed from a church and said that the parts to fix his vehicle would cost \$150. In addition, his famiiy would need some additional funds for gas and food. He said that he could fix the vehicle if he had the parts. The information from the Hotline call was referred to the Harvest of Hope Foundation. Working with the church, the Foundation chipped in \$200 and the church contributed \$100 to assist the family. The church secretary informed us that the caller had entered the church holding one of our red Hotline cups with the number printed on it.

In July a migrant women called from San Antonio to say that she and her family had worked in Iowa last year but could not get work there this year. They wanted to go to Indiana but had no contacts so we called the Indiana MEP. The program emailed us a list of job contacts in Indiana that was shared with the caller.

A migrant farmworker from Brownsville called in July seeking gas money to travel to Wisconsin, and was interested in having his two children, ages 13 and 15 enrolled in the MEP summer school upon arrival to the northern state. He was informed that there was no available financial help for gas but to call the Hotline if they made it to Wisconsin to have a recruiter come and enroll the children.

In August, a migrant woman from Mission called seeking clothes and other social services for her two children, ages 13 and 14. Her children had already been enrolled in the MEP. She was given the phone number of the Hidalgo County Community Action Agency in Edinburg.

Challenges and Achievements

Our relationship with many Texas migrant education staff and other migrant-related agency personnel continued to be positive and strong during this period. We have been pleased with the dedication and follow-through by MEP staff in Texas when we have contacted them to follow-up on Hotline calls from families. ESCORT Hotline personnel made use of their databases of Texas contacts and by using the most current Texas Migrant Education Directory available on the Internet. They also maintained records of Hotline calls from Texas to refer to when families called back to the Hotline as they occasionally did.

The Hotline received many calls from Texas migrant families seeking financial aid, especially for gas, tires and car repairs to enable them to travel north for field work in the spring. We continued to experience very little and often no available financial assistance, especially in the Valley, for gas, tires, car repairs, rent and utilities.

Some Hotline callers were under the impression that the Hotline provided financial aid, and they had to be told that this was not the case. It was clear to us that some agencies in Texas, in particular, the Texas Workforce Commission, suggested that clients contact the Hotline for funds. Thus, we continued to communicate with Texas migrant education staff and other agency representatives to clarify that the role of the Hotline is an informational and referral service, not a provider of financial assistance.

Nonetheless, many Texas Hotline callers were assisted with educational and other social support services (food and clothing) from local and regional migrant education programs. In addition, the National Center for Farmworker Health in Buda provided some financial aid for medical assistance to several Hotline callers. We also received calls from Texas migrant students seeking information on scholarships to attend college. Finally, we were pleased that many Texas families used the Hotline when they arrived in northern states to enroll their children in school and for MEP services.