Migrant Education Program

Data Manual

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The purpose of this Manual is to provide guidance in the design, gathering, and implementation of the required data elements in the state’s Migrant Education Program (MEP).

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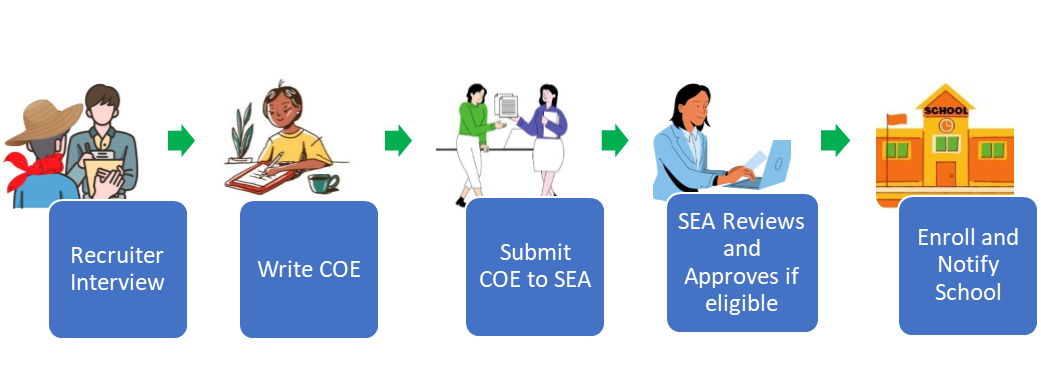
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# Data Entry Specialist Role

Under the supervision of the State Department of Education, Migrant Education Data Entry Staff evaluate student information and assist in determining student eligibility based on federal and state regulations and guidelines. Responsibilities also include reviewing and auditing student data and count verification that determine program funding. As well as participating in and supporting quality control activities, collaborating with district and state agencies to assure the accuracy of data and input paper or electronic Certificates of Eligibility and other reports.

# Data Collection/Review PROCESS



Provide MEP Services

Log all services

Residence verification 9/1

Re-enroll

Re-interview every year

# Data Entry SPECIALISTS’ Responsibilities

This guide provides an in-depth timeline of a Data Entry Specialist's responsibilities throughout the school year. Specialists ensure that records management and reporting procedures are met. These are intended to:

* Provide systematic procedures for tracking COEs and residence verifications through the identification and recruitment process.
* Simplify filing procedures, eliminate duplicate copies, and make file retrieval easier.
* Ensure that records are organized and maintained in compliance with State and Federal guidelines.

Data entry specialists ensure that all forms, resource materials, reports, and lists are prepared for migrant recruitment efforts.

# Sample Responsibilities

* Review all training materials to better understand the necessary information to make eligibility determinations for the MEP.
* Train new recruiters and other district staff about the MEP
* Review all Migrant Surveys that are returned from the LEA for eligible students
* Maintain communication with Migrant Liaisons in each district.
* Manage Data Enrollment Process
* Provide recruiters with needed materials: Fall Recruitment Report, Certificates of Eligibility (COEs), Annual residence verifications, maps, etc.
* Set recruiter deadlines for interviews and COE/Residence verifications completion.
* Review and enter complete and accurate COE/Residence verifications the states MEP data system.
* Review and validate recruiter COEs into the MEP data system.
* Review and approve residence verifications. Code them in the system as needed.

Districts must keep all migrant files and related information in a central location for ten (10) school years. Most districts begin recruitment at the start of the school year and continue through August. Recruiters are encouraged to recruit on a year-round basis as they become aware of new children or children with new migrant activity.

# FERPA - Family Educational Rights and Privacy Act

Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

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

Parents or eligible students (eligible students are children who have reached the age of 18 or have otherwise had FERPA rights transferred to them) have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

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

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

* school officials with legitimate educational interest,
* other schools to which a student is transferring,
* specified officials for audit or evaluation purposes,
* appropriate parties in connection with financial aid to a student,
* organizations conducting certain studies for, or on behalf of, the school,
* accrediting organizations,
* to comply with a judicial order or lawfully issued subpoena,
* appropriate officials in cases of health and safety emergencies, and
* State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

**FERPA Best Practices**

Personally Identifiable Information (PII)

* Personally Identifiable Information includes, but is not limited to: child’s name, date/place of birth, parents’ names, addresses, student ID, etc.
* Personally Identifiable Information is protected under FERPA. Any notes with personally identifiable information should be shredded once the interview has concluded.
* Personally Identifiable Information may not be disclosed without written consent.

**Paper Security**

* Be sure to shred any extra copies of the COE.
* If recruiters keep notes of interviews, be sure to properly store/destroy them if they contain personally identifiable information (child’s name, parents’ names, address, student ID, date/place of birth, etc.).

**Electronic Security**

* Electronic COEs must be completed using official district computers (not personal computers) and copies must be securely deleted (not stored on the computer).
* Laptop computers are required to have encryption to protect child data.
* Consider password-protecting documents containing personally identifiable student information before saving or sending them.

# The Migrant Year: SEPTEMBER 1 – AUGUST 31

Activity within the Migrant Education Program, including student counts that generate states' allocations, are tracked within a specific time frame: September 1 – August 31 (the "Migrant Year"). It is important that all who work within Title I, Part C be cognizant of this fact, as it affects how data should be input, and how future allocations will be generated.

Several factors determine the allocation for each State that receives funding through Title I, Part C; however, one of the most important is generated by adding two counts:

**CATEGORY 1**

Category 1 is a headcount of all migrant qualifying students ages 3 – 21 that were identified and who resided in the state at least some point during the year. When allocations are generated at the Federal level, the Office of Migrant Education utilizes an average of the past three years' headcounts to generate funding for each State. An average is used to buffer any sudden increase or decrease in student counts a state might experience.

Though students ages 0 – 2 are eligible for the program however, they do not count for funding purposes until they turn 3. Also, Continuation of Service students do not count for funding purposes.

**CATEGORY 2**

Category 2 is a count of the number of migrant qualifying students ages 3-21 who received at least one service during the summer term. By serving students during the summer term, projects essentially generate an additional FTE for those students. The local service projects can significantly affect the Category 2 count by their decision to provide summer services.

Each yearly state allocation is generated, in large part, by a sum of the average of three years' Category 1 count plus the Category 2 count for the previous year.

# Eligibility Requirements

It is the primary role of the recruiter to determine potential eligibility.

The term migratory child means a child or youth who is entitled to free public education or is not yet at grade level at which free public education is offered, made a qualifying move due to economic necessity across school district boundaries (or 20 or more miles to a temporary residence in a school district of more than 15,000 square miles) in the preceding 36 months:

A. as a migratory agricultural worker or a migratory fisher; or

B. with, or to join, a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher.

# Student Eligibility

A child may be identified as a migratory child when the child and the migratory agricultural worker or migratory fisher (if the child is not the worker) complete the qualifying moves. The date of this qualifying move is often referred to as the qualifying arrival date (QAD) for purposes of the Certificate of Eligibility (COE).

Once identified for the program, students are eligible for services (active) for three years from the QAD listed on their COE. If a student makes another qualifying move their QAD will re-start.

Eligibility for services ends (whichever occurs first):

* Three years from the child's QAD on their COE (End of Eligibility – EOE), or
* When the student receives a high school diploma, or
* When the student obtains a GED, or
* When a student turns 22.

**Children 0 – 21** are eligible for the Migrant Education Program; however, only ages **3 – 21** generate funding. Recruiters are charged with identifying all children eligible for the program, including the very young children, and placing them on the Certificate of Eligibility.

Though 0 through age 2-year-old children do not generate funding for allocation purposes, they **WILL** when they turn 3. Projects are urged to provide some sort of service to 0 – 2-year-old children, and to communicate with their parents, so parents can see the benefits of signing up for the program.

# Priority For Service (PFS)

MEP Guidance states that every State must identify those children most in need of service and prioritize them when allocating resources and providing services through Title I, Part C. These children are deemed Priority for Service (PFS).

ADD in your states PFS requirements here

# Continuation of Services (COS)

If a child reaches the End of Eligibility (EOE) during the school year, services do NOT have to be discontinued immediately at that date.

Under the continuation of services provision, school districts may choose to offer continuation of services to migratory children whose eligibility has ended, under the following conditions:

* Child receiving services for the duration of the term after eligibility expiration
* Child receiving services for one (1) additional school year but only if comparable services are not available through other programs
* Student who was eligible for services in secondary school continues to be served in credit accrual programs until graduation

Note that children who have aged out of the program, graduated, or whose eligibility has ended due to a canceled COE are not eligible for COS.

**NOTE: Utilizing COS provisions needs to be a continuation of services rendered to students that received supplemental services through the MEP during their eligibility period. A formerly eligible child should not be receiving Title I-C services for the first time after his/her eligibility has ended.**

# Prospective Re-Interviewing

The United States Department of Education's Office of Migrant Education (OME) requires each State to conduct an annual review of the program's eligibility determinations. States can use prospective re-interviewing for quality control before submission of annual child counts.

Re-interviewing may alert to misunderstandings of the eligibility requirements at the district level. It may also help to find clerical or computer errors. The prospective re-interviews are conducted by trained and qualified personnel who are independent of the original interviews. The prospective re-interviews may be conducted either in-person or by telephone.

Interviewees are selected from a random student list. Interviews are conducted using a standard eligibility interview form. Following the interview, the answers from the form are compared to the COE.

**Steps for the re-interview process**

1. Inform administrators about the re-interviewing process.
2. Determine which families will be re-interviewed. The State needs to determine how many families will be re-interviewed and develop a process for selecting families (Sampling).
3. Decide who will conduct the re-interviews. Determine if you need an independent re-interviewer.
4. Develop an interview protocol. Determine how migrant families will be contacted, what they will be asked, and how the re-interviewer will document the answers.
5. Train the interviewer. The interviewer needs to be trained on the interview protocol and the MEP eligibility requirements.
6. Interview the family at a time that is convenient.
7. Determine if each child or youth is eligible for the MEP.
8. Resolve any problems that are identified.
9. Develop a process for recruiters to provide additional evidence, information, or documentation.
10. Determine discrepancy rate. Use data to improve the eligibility determination process.
11. Summarize problems and identify their causes.
12. Update ID&R procedures to improve the correctness of eligibility determinations.

If the information contradicts the information on the COE or indicates that the family is not eligible for the migrant program, the Data Entry Specialist will bring the COE and issues raised during the re-interview to the attention of the MEP State Director. The Data Entry Specialist will then have the opportunity to provide additional information such as notes from the recruiter, further information regarding the family's migrant moves, and other pertinent information. The staff will work until all questions, and data integrity issues are resolved. (Add in your state specific information here of who would follow-up and do what is listed above.)

**Sampling Method**

Simple random sampling - Draws members of the population completely at random. In a simple random sampling, a statistician produces a list of random numbers (e.g., in an Excel spreadsheet) and selects the children on the list that correspond to the random numbers.

**Sample Timing**

**Rolling Samples:** A rolling sample is one where sampling and interviewing are done continuously throughout the year. A state might select every 200th child enrolled in the MEP throughout the year and do a re-interview. Alternatively, the state might interview every 100th child enrolled in the local areas selected through complex sampling. One big advantage of a rolling sample is that sampling is done close to enrollment, so non-response should be lower. There is also no need to gear up for a large survey effort. A smaller year-round staff of re-interviewers can handle all re-interviews. The disadvantage is that travel costs might be higher for in-person interviews. However, this approach also works well with phone interviews. Because they occur shortly after the original interview, rolling samples can be very cost-effective and easy to use.

**Snapshot Samples:** With a snapshot sample, the statistician draws the sample all at once and the interviews take place at one time, resulting in a snapshot of the surveyed populations. There are variations such as taking multiple snapshots (e.g., one at peak summer enrollment and another at peak school-year enrollment). This approach works well for short-term summer programs, for programs that have other kinds of peaks in their enrollment, or for programs that train in the fall and want a quick look at how ID&R is going so they can spend the rest of the year improving recruiters or districts identified as having problems. One disadvantage is that this approach guarantees some non-response because of movement. No matter when the snapshot is taken, part of the migrant population is likely to be missing. A large, one-time effort for re-interviewing will most likely be required.

**Spot Samples:** Spot sampling is a variation on these other approaches. It is similar to spot-checking and involves sampling over time and location. It is usually part of a complex sample design. For example, your state may have a centralized team of re-interviewers who will travel around the state conducting re-interviews. Your state will save travel costs if the team can visit locations and do several re-interviews at the same time. A list of counties to visit each month could be randomly selected and draw random samples of children for re-interviews in those counties. The disadvantage to using this approach is that it usually requires professional statisticians to draw the sample correctly. Statistical help may also be needed to interpret the results.

**Planning for Non-response**

After considering sample-timing issues, another factor to consider in selecting a sampling design is nonresponse. Non-response occurs when someone on the sampling list is unavailable or refuses to participate in the re-interview. Your state’s sampling plan should take into account how many people are likely to refuse and how many may not be found.

Two common ways of accounting for non-response in the sampling design are over sampling and replacement sampling. In oversampling, more people are included deliberately in the sample than are intended to be interviewed. This works well if the non-response rate can be easily estimated. If your state needs a sample of 50 and it is known from experience that about 10 percent of the sample chosen (five people) will not respond, setting the sample size for 56 people increases the likelihood that the 50 respondents needed will be interviewed.

# About The MEP Database

(This section should describe that state’s data system.)

# COE Process

A COE must be completed every time a child makes a new qualifying move that would renew the child's eligibility for the MEP.

The recruiter must fill out a separate COE for any child who has a different qualifying arrival date (QAD) or for any child who has different eligibility criteria than the rest of the children in the family, such as an out-of-school youth (OSY) who may have moved as the worker.

The QAD is the date that both the child and worker completed moves to the same school district.

**The recruiter must NOT include any child who:**

* Was born after the qualifying move described on the COE
* Is not eligible to receive free public education through grade 12 under State law; or
* Did not make the qualifying move

**Process**

* The recruiter completes an interview with the family to determine potential eligibility.
* Recruiter enters all required COE data into MIS2000. Signatures should be collected electronically or in ink.
* **Re-interviews should be implemented on a rolling basis after recruiters complete COEs.**

Building prospective re-interviewing into the regular schedule of activities wil make sure that data is checked in an efficient and effective way. The sooner the prospective re-interviewing is scheduled, the faster any problems can be identified and fixed. This will make it less likely that you will have to conduct retrospective re-interviews in the future.

In this section below each state should include directions on how to enter a COE into their state data system.

# Child Data on a Certificate of Eligibility

**Child Data**

|  |  |
| --- | --- |
| P0 - Age Birth  P1 - Age 1  P2 - Age 2  P3 - Age 3 (not in Kindergarten)  P4 - Age 4 (not in Kindergarten)  P5 - Age 5 (not in Kindergarten)  KG - Kindergarten  01 - Grade 1  02 - Grade 2  03 - Grade 3  04 - Grade 4 | 05 - Grade 5  06 - Grade 6  07 - Grade 7  08 - Grade 8  09 - Grade 9  10 - Grade 10  11 - Grade 11  12 - Grade 12  UG - Ungraded  OSY - Out-of-School |

# **Grade/Age Conversion Chart**

|  |  |
| --- | --- |
| Grade | Age |
| P0 | Under age 1 |
| P1 | Age 1 |
| P2 | Age2 |
| P3 | Age 3 |
| P4 | Age 4 |
| P5 | Age 5 |
| PS | Any age attending preschool |
| Kindergarten | 5 or 6 |
| 1st grade | 6 or 7 |
| 2nd grade | 7 or 8 |
| 3rd grade | 8 or 9 |
| 4th grade | 9 or 10 |
| 5th grade | 10 or 11 |
| 6th grade | 11 or 12 |
| 7th grade | 12 or 13 |
| 8th grade | 13 or 14 |
| 9th grade | 14 or 15 |
| 10th grade | 15 or 16 |
| 11th grade | 16 or 17 |
| 12th grade | 17 or 18+ |
| UG | Ungraded (any age) |
| 00 | 16-18+ |

The recruiter should choose UG (ungraded) if unable to know what grade the student will attend. When the student enrolls, correct the grade level.

**Suffix (SUF)**

Where applicable, record the child's generation in the family (e.g., Jr., Sr., III, 3rd).

**Birth Date**

Record the month, day, and year the child was born. Use the two-digit number that refers to the month and day, and the last two digits of the year. For example, September 20, 2004, would be written as 09/20/04.

**Birth City/State/Country**

• City should always be provided, along with the "Country," which is available as a drop-down menu. "State" is provided as a drop-down for Canada, Mexico, and the United States; for other countries, select "other" for the State.

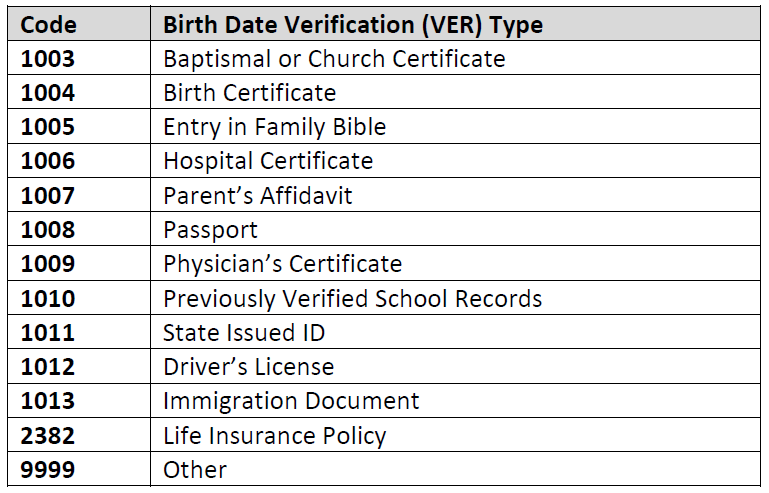
**Binational (Yes or No)**

• A binational student is an eligible migrant student who has moved between Mexico and the United States with their parents or as an emancipated youth at least once in the last 36 months.

**Multiple Birth Flag (MB)**

Record "Y" if the child is a twin, triplet, or other multiple births. Write "N" if the child is not a twin, triplet, etc.

**Birth Date Verification Code (VER)**

Record the four-digit code that corresponds to the evidence used to confirm each child's birth date. If written evidence is not available, the interviewer may rely on the interviewee's verbal statement. In such cases, the interviewer should record 1007 – the number that corresponds to the parent's affidavit. When creating the COE in the Web System there is a drop-down box listing the various VER types.

**Enrollment Type**

• **02: Regular Term MEP** - This will always be used on each child on the COE that is receiving educational services through a district or service center September through June.

• **03: Summer/Intersession MEP**- **Funded Project**- This will be used for each child on a COE that is receiving educational services through a local district or service center June through August.

**• 05: Basic School Program & Regular-Term MEP Funded Project** - This will be used on each child on the COE in any Non-Project Areas. The appropriate service center will be selected for the district.

**• 06: Residency Only** - This will be used on each OSY and on ANY children who are not enrolled in school, including homeschooled children or children under the school age, who do not want services.

**District**

• Select the appropriate district if it is a district that operates a Migrant Education Project. If it is a Non-Project district, or if the child is home-schooled, select the Service Center that covers that area.

**Facility Name/Facility ID**

• When you fill in the Facility Name the Facility ID will automatically appear. If there are multiple choices for a facility name, be sure to select the correct one.

• If it is an OSY or a child under school age, select the appropriate service center.

• When the student is homeschooled, select "Homeschool".

**Enroll Date**

• Use the date the COE is entered.

**District of Residence**

• Choose the district where they live

**Designated Graduation School**

• Complete only if the student is in high school

**Comments Section**

**General Comments:**

• Work History (If the family or OSY has it, to strengthen the case that they are indeed migratory)

• If further explanation needs to be noted about the relationship from the worker to child.

• Any comments that need to be added for clarification on any of the basic info.

**To Join or Precede Comments:**

• If it's a To Join COE add the comment as to why they didn't move together here.

4A. Provide comment if worker engaged more than 60 days after the move:

• Comment for the reason and explanation as to why the worker waited over 60 days to apply.

4B. Explain how/when the worker actively sought new qualifying work, including recent work history.

Intent comments will go here. Must have date of application, employer (name and place- *Example: Worker applied at National Beef in Dodge City, Kansas on 5-20-17)* and must have two work histories with the last 3 years that include move from and move to, employer name, and work activity.

**Employer**

• Name and place of employer. *Example: Unruh Farms in City A*

**Temporary Work Comments**

• Statement will go here for temporary employment. If it is seasonal work, no comment is needed.

**PRINTING A COE**

# Student ID, State Student ID, and MSIX ID

This section should outline how to add in a new enrollment into your state’s MEP data system.

# **New Enrollments**

**Enrl Type** (Enrollment Type). Choose one of the following:

01: Basic school program. For a student enrolled in school or a sponsored program NOT MEP Funded.

02: Regular term MEP-funded project.

03: summer/intersession

06: Residency only. for OSY or children not in school

**Grade.** Choose one of the following:

|  |  |
| --- | --- |
| P0 - Age Birth  P1 - Age 1  P2 - Age 2  P3 - Age 3 (not in Kindergarten)  P4 - Age 4 (not in Kindergarten)  P5 - Age 5 (not in Kindergarten)  KG - Kindergarten  01 - Grade 1  02 - Grade 2  03 - Grade 3  04 - Grade 4 | 05 - Grade 5  06 - Grade 6  07 - Grade 7  08 - Grade 8  09 - Grade 9  10 - Grade 10  11 - Grade 11  12 - Grade 12  UG - Ungraded  OS - Out-of-School |

**Termination Type** > blank

**District of Residence.** Enter the corresponding district.

**Res Date (Residency Date):** Date the child moved to the present school district. If the child(ren) qualified for the MEP on a move prior to the move to the present school district, the residency date will be later than the QAD. If the child(ren) moved prior to the worker’s move, the residency date would precede the QAD.

**Res Ver Date** (Residency Verification Date)> blank

**LEP.** Y or N

**IEP.** Y or N

**Homeless.** Y or N

**Med Alert.** Acute, Chronic or None

**Imm Avail** (immunizations available). Y or N

**Cont Svcs** (Continuation of Services). Choose from the following if applies:

01 - Child receiving services for the duration of the term after eligibility expiration

02 - Child receiving services for 1 additional school year – comparable services are not available through other programs

03 - Student who was eligible for services in secondary\* school continues to be served in credit accrual programs until graduation

**Alg 1 Ind.** Y or N

**PFS** (Priority for Services). Y or N

**Comments.** Complete if necessary

**Click “Save Enrollment”**

# **Enrollment Withdrawal**

There are several reasons why an enrollment would need to be withdrawn.

The first aligns with the end of a regular school term (e.g., June 15); **this must be done for every student, even if they are not in school**. For example, for an OSY withdrawal date can be 8/31, if they didn’t move or attended a summer project.

If a child moves any time after their residency date or res verification date.

Child drops out of school. If the child continues in the district, you must re-enroll them as OSY for the remainder of the term.

End of eligibility. Student graduates high school. The student turns 22.

**Procedure**

Search for Student > Edit Student > Locate Enrollment > Edit

Complete the following:

**Withdraw Date**: Date withdrawn (see above for specs)

**Termination Type**. Choose one below

|  |  |
| --- | --- |
| **Age – Turned 22**  **Deceased**  **Dropout** | **End of Eligibility**  **Graduated**  **Non-migrant** |

**Date.** Date withdrawn.

**Click “Save Enrollment”**

# Entering Services

**Notes on Summer Services:**

Entering the appropriate "Service", be sure to enter a start date AFTER the end of the regular school term and enter an end date at the conclusion of services.

# Residence Verifications

The Residence Verification Date is a date during the performance period (September 1 – August 31) that the project knows the student was indeed residing within the project and State. In some instances, a residence verification date is the only thing that will trigger a count for a student (as when a child has refused services, is not being served, or did not enroll in a school during the service year (pre-K and OSY as examples). Though for most students either enrollment or un-enrollment, or having a new COE, will trigger a count.

Click here for [IDRC’s guidance for the Residency Verification Process](https://www.idr-consortium.net/Residency%20Verification%20Process.pdf) (states can use this to create their own process they can mention here)

**Residency Verification Reference Sheet**

|  |  |
| --- | --- |
| **Topic** | **Guidance** |
| Residency Verification Date **Background** | **Definition**  • Requires the month, day, and year in which a school or MEP project confirms a migratory student's residency in the state between 09/01/21 and 08/31/22 performance period  **Purpose**  • Required Data Element in the MSIX Snapshot, which is used to determine SEA MEP funding |
| **Who Qualifies** for & **Conducts** Residency Verification Dates | **Qualifying Students**  • All migratory students with active COEs from the previous performance period 09/1/21-08/31/22. Since it is the previous performance period.  o Students with COEs created between the current program year dates of 09/1 and 08/31 do not need Residency Verification Dates  o **Includes:** OSY, PK, P1, P2, and P3, **as well as** those who had not graduated or aged out by 09/01 of the current program year.  **Conducts Residency Verification Dates**   * • Recruiters • Local School District Staff •Data Clerks |
| **Recommended Steps** for Residency Verification Dates | **Steps to Conduct Residency Verification Dates**   * Run and compare 22-23 SY school enrollment report with the COE report for all students with a QAD after 9/1/2020 * For students on both lists, enter in their Residency Verification Date * For students only on the COE report with a QAD after 9/1/2020 take steps to verify residency of the student   **Methods for Verifying Residency**  • School enrollment list • Phone calls • Home visits • Mailing contact/confirmation |
| Residency Verification Date **Scenarios** | **Moves to Another District**  • If migratory student was enrolled, but moved between 09/1/22-08/31/23: o Record Residency Verification Date in state MEP data system o Ensure enrollment line is updated in state MEP data system o Email the MEP State Data Specialist with updated change of address  o Notify the new Project  ♣ The recruiter for the new Project would then do the residency verification  • The student can also be counted for the new Project  **Moves to Another State**  • If migratory student was enrolled but moved between 09/1/22-08/31/23 o Record Residency Verification Date in state MEP data system. o Ensure enrollment line is updated in MIS2000 o Email the MEP State Data Specialist with updated change of address  o Log move into MSIX to notify next state |

**Cannot Verify Residency**

* Residency Verification Attempt Log will be shared to collect the date, methods attempted, by whom, etc.

**When a child turns three, for that student to be included in the Category 1 count, there MUST be a residence verification date that is AFTER the child turned three (3).**

Criteria:

• a child has eligibility in the recruiter's district, and

• the recruiter has contacted the family to confirm that a new move was not made since their last interview, and

• the child is still living in the State.

**Procedure**

Search for Student > Edit Student > Locate Enrollment > Edit

**Res Ver Date (Residency Verification Date):** The calendar date on which a child’s residency for one day within the performance period has been confirmed.

**Click “Save Enrollment”**

# Migrant Records Exchange Initiative (MSIX)

In order to achieve the goal of facilitating the transfer of education records between States and districts in those States to which migratory children move Section 1308(b)(1) of the ESEA, as amended, requires OME to "assist States in the electronic transfer of student records and in determining the number of migratory children in each state." Furthermore, Section 1308(b)(2) requires OME, in consultation with the States, to "ensure the linkage of migratory child record systems for the purpose of electronically exchanging, among the States, health and educational information regarding all migratory students eligible under this part."

Established and administered by USED contract, the Migrant Student Information Exchange (MSIX) system is the technology that allows States to share educational and health information on migratory children who travel from State to State and who as a result, have student records in multiple States' information systems. MSIX works in concert with the existing migratory child information systems that States currently use to manage their migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide.

MEP primarily utilizes MSIX on the districts' behalf to:

1. Check the migrant status of children newly arrived in the State.

2. Send move notifications when children leave the State. Click here for [IDRC’s Move Notification Guidance](https://www.idr-consortium.net/Copy%20of%20Move%20Notices%20Document.pdf)

3. Receive move notifications from other States when children move to the state

If a migrant child is eligible for MEP in another state, you can obtain that child's records to help facilitate migrant recruitment and ensure placement in appropriate classes and grade levels. When a migratory child leaves the State, the school should notify the Data Entry Specialist as soon as possible regarding when and where a child is transferring. This ensures that a child will continue to receive migrant education services in their new location.

# Reports

In this section each state should outline how reports can be run in the state data system.

# Common Acronyms in MEP

**ADA** Average Daily Attendance **AR** At Risk  
**BAM** - Born After Move  
**BC** Binational Child

**CAMP** College Assistance Migrant Program **CFR** Code of Federal Regulations  
**CNA** Comprehensive Needs Assessment **COE** Certificates of Eligibility

**CSPR** Consolidated State Performance Report **DOB** Date of Birth  
**DOL** Department of Labor  
**ED** U.S. Department of Education

**EDGAR** Education Department General Administrative Regulations **EL** English Learner  
**EOC** End of Course  
**EOE** End of Eligibility

**ESC** Education Service Center  
**ESEA** Elementary & Secondary Education Act  
**ESSA** Every Student Succeeds Act  
**FACE** Family and Community Engagement  
**FERPA** Family Educational Rights & Privacy Act  
**FTE** Full-Time Equivalent  
**GED** General Equivalency Diploma  
**HEP** High School Equivalency Program  
**HHSC** Health and Human Services Commission  
**HSE** High School Equivalency  
**HSED** High School Equivalency Diploma  
**HHS** Health and Human Services  
**IASA** Improving America's School Act  
**ICR** Initial Compliance Review  
**ID** Identification  
**ID&R** Identification and Recruitment  
**IDRC** Identification and Recruitment Consortium  
**IEP** Individual Education Plan  
**ISOSY** Instructional Services for Out of School and Secondary Youth **LEA** Local Education Agency  
**LNA** Local Needs Assessment  
**LOA** Local Operating Agencies  
**MAW** Migratory Agricultural Worker  
**MB** Multiple Birth  
**MEES** Migrant Ed Event Start Program  
**MEP** Migrant Education Program

**MIS2000** Management Information System – Nebraska’s Migrant Data System **MOU** Memorandum of Understanding  
**MSIX** Migrant Student Information Exchange  
**MS/EdD** Management Services for Education Data

**MSFW** Migratory Seasonal Farmworkers  
**NASDME** National Association of State Directors of Migrant Education **NCES** National Center for Education Statistics  
**NCLB** No Child Left Behind  
**NCLBA** No Child Left Behind Act  
**NDE** Nebraska Department of Education  
**NGS** New Generation System  
**NRG** Non-Regulatory Guidance (also known as The Purple Book) **OIG** Office of Inspector General  
**OMB** Office of Management and Budget  
**OME** Office of Migrant Education  
**OSY** Out of School Youth  
**PAC** Parent Advisory Council  
**PBMAS** Performance-Based Monitoring Analysis System  
**PEIMS** Public Education Information Management System  
**PFS** Priority for Service  
**PII** Personally Identifiable Information  
**PPE** Per Pupil Expenditure  
**P/G** Parent/Guardian  
**QAD** Qualifying Arrival Date  
**SBOE** State Board Of Education  
**SDF** Supplemental Documentation Form  
**SDP** Service Delivery Plan  
**SNAP** Supplemental Nutrition Assistance Program  
**SPII** Sensitive Personally Identifiable Information  
**SEA** State Education Agency  
**SSA** Shared Services Arrangement  
**SSID** Short School Identifier  
**STAAR** State Of Texas Assessments of Academic Readiness  
**TAKS** Texas Assessment of Knowledge and Skills  
**TEA** Texas Education Agency (Or "Agency")  
**TEC** Texas Education Code  
**TMIP** Texas Migrant Interstate Program  
**TST** Technical Services Team  
**SST** State Steering Team  
**USDE** United States Department of Education  
**USID** Unique Student Identifier  
**USDA** US Department of Agriculture

**USDE** United States Department of Education **USID** Unique Student Identifier

# **Part 2**: Student Records Exchange Policies and Procedures



# MEP Records Transfer Requirements

**Federal Level**

The Migrant Education Program (MEP) is authorized under Sections 1301-1309 of Part C of Title I of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA) to collect the necessary set of minimum data elements (MDE) to be transferred between State MEPs. The United States Department of Education (ED) developed and maintains the MSIX which State and Local Education Agencies use to transfer records on a national level.

**State Educational Agencies (SEA)**

In particular, State Education Agencies (SEAs) are required under Section 1304 (b)(3) and 1308 (b) to promote interstate and intrastate coordination by providing educational continuity through the timely transfer of pertinent school records (including health information) when children move from one school to another, whether or not the move occurs during the regular school year. This responsibility includes carrying out activities that provide for educational continuity through the timely transfer of pertinent school records, including health information, for migratory children, whether or not they move during the regular school year.

For more information, please reference, Title I, Part C Education of Migratory Children Non-Regulatory Guidance.

**Local Educational Agencies (LEA)/Migrant Education Tutorial and Support Services Program (METS)**

In particular, Local Education Agencies (LEAs), or Migrant Education Tutorial and Support Services Programs (METSs), are required to use the MSIX consolidated record for the purposes of enrollment, placement, and credit accrual as outlined in the SEA’s interconnection agreement (IA). Migrant Student Information Exchange (MSIX)

## Records Exchange Background

The timely transfer of education records for migrant children between schools has been a longstanding challenge. Migrant children often enroll in multiple schools for varying amounts of time each year as their families migrate in search of temporary or seasonal work in agriculture or fishing. MEP staffs continue to find it difficult to share and consolidate student information that schools, local educational agencies, and states collect on migrant children in a timely and meaningful way that helps school personnel make appropriate decisions when the students arrive. These conditions and those shown below prompted the need for an exchange of student records.

* **High Movement** — Highly mobile migrant student population
* **Short Notice** — Students move from state-to-state often without notice
* **Lack of Data** — Timely and accurate educational information not always available
* **Placement Errors** — Students placed in incorrect courses or grades
* **Loss of MEP Services** — Students not provided the most beneficial MEP services

In response to this challenge and a Congressional mandate to link the existing migrant student information systems, the U.S. Department of Education (ED) implemented the Migrant Student Record Exchange Initiative. The goals of this initiative are:

* **Goal 1**: Create an **electronic exchange** for the transfer of migrant student education data among the States
* **Goal 2**: Promote the **use** of the MSIX application
* **Goal 3**: Ensure the use of the consolidated migrant student record for the purposes of **enrollment, placement, and accrual of credits** of migrant students
* **Goal 4**: Produce **national data** on the migrant population

At the heart of this initiative is the MSIX, the Migrant Student Information Exchange (MSIX) is an online system containing migrant student records from all participating states to facilitate the national exchange of migrant students' educational information among the states. MSIX is available to State and Local Migrant Education Program (MEP) staff along with other users from the MEP Community.

The MSIX does not replace existing state migrant student record systems. Rather, it links them in a minimally invasive manner to collect, consolidate, and make critical education data available. The MSIX also leverages available information provided by the states to ED’s Education Data Exchange Network (EDEN)/ EDFacts system to ease the data collection burden on states. MSIX offers many benefits to promote its usability.

MSIX does the following:

* Retrieve and view student information
* Contains the minimum data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migrant children
* Produces a single “consolidated record” for each migrant child that contains information from each state in which the child was ever enrolled

# Responsibilities of MSIX Users

## Rules of Behavior

### Responsibilities

MSIX is an information system and is to be used for official use only. Users must read, understand, and comply with these Rules of Behavior. Failure to comply with the MSIX Rules of Behavior may result in revocation of your MSIX account privileges, job action, or criminal prosecution.

MSIX users must complete a basic security awareness training course prior to being granted access to the system. The security topics addressed in this document provide the required security awareness content, so it is important that you read through this entire text. Users must also complete annual security awareness refresher training. MSIX will prompt you to reread the Rules of Behavior annually (or more often due to changes in the system or regulations) to meet this requirement.

### Monitoring

MSIX is a Department of Education computer system. System usage may be monitored, recorded, and subject to audit by authorized personnel. THERE IS NO RIGHT OF PRIVACY IN THIS SYSTEM. Unauthorized use of this system is prohibited and subject to criminal and civil penalties.

System personnel may provide to law enforcement officials any potential evidence of crime found on Department of Education computer systems. USE OF THIS SYSTEM BY ANY USER, AUTHORIZED OR UNAUTHORIZED, CONSTITUTES CONSENT TO THIS MONITORING, RECORDING, and AUDIT.

### MSIX Security Controls

MSIX security controls have been implemented to protect the information processed and stored within the system. MSIX users are an integral part in ensuring the MSIX security controls provide the intended level of protection. It is important to understand these security controls, especially those with which you directly interface. The sections below provide detail on some of those controls and the expectations for MSIX users.

MSIX security controls are designed to:

* Ensure only authorized users have access to the system;
* Ensure users are uniquely identified when using the system;
* Tie actions taken within the system to a specific user;
* Ensure users only have access to perform the actions required by their position;
* Ensure MSIX information is not inappropriately released; and
* Ensure MSIX is available to users when needed.

Examples of security controls deployed within MSIX include:

* Automated Session Timeout – Users are automatically logged out of MSIX after thirty minutes of inactivity. This helps ensure unauthorized users do not gain access to the system.
* Role-Based Access Control– User ids are assigned a specific role within MSIX. This role corresponds to the user's job function and restricts access to certain MSIX capabilities.
* Audit Logging– Actions taken within MSIX are captured in log files to help identify unauthorized access and enforce accountability within the system.
* Incident Response– If a user suspects their user id has been subject to unauthorized use, contact the MSIX help desk immediately.
* Communication Protection– Traffic between a user's web browser and the MSIX servers is encrypted to protect it during transmission.

The sections below describe several other security controls in place within MSIX. It is important that you understand and comply with these controls to ensure the MSIX security is maintained.

### User Credentials

User credentials are the mechanism by which MSIX identifies and verifies users. These are your user id and password. User ids uniquely identify each MSIX user and allow the MSIX System Administrators to attribute actions taken within the system to a specific user. This tracking is important in enforcing accountability within the system. Passwords are used by MSIX to verify a user’s identity. It is important for you to comply with the following rules governing user credentials:

* Protect your logon credentials at all times.
* Never share your user id and/or password with anyone else. You are responsible for all actions taken with your user credentials.
* Your passwords must:
  + Be changed upon initial login to MSIX;
  + Contain at least eight (8) characters;
  + Contain a mix of letters (upper and lower case), numbers, and special characters (#, @, etc.);
  + Be changed at least every ninety (90) days; and
  + Not reuse your previous six (6) passwords.
* Do not write your password down or keep it in an area where it can be easily discovered.
* Avoid using the “remember password” feature.
* User accounts are disabled after three (3) consecutive invalid attempts are made to supply a password.
* Reinstatement of a disabled user account can only be reinstated by a Help Desk technician or a system administrator.

### Protection of MSIX Information

You are required to protect MSIX information in any form. This includes information contained on printed reports, data downloaded onto computers and computer media (e.g. thumb drives), or any other format. In order to ensure protection of MSIX information, you should observe the following rules:

* Log out of MSIX if you are going to be away from your computer for longer than fifteen minutes.
* Log out of MSIX or lock your computer before leaving your seat.
* Media (including reports) containing MSIX information should be removed from your desktops during non-business hours.
* Store media containing MSIX information in a locked container (e.g. desk drawer) during non-business hours.
* Store digital information in an encrypted format where technically possible.
* Media containing MSIX information should be properly cleansed or destroyed.
  + Shred paper media and compact discs prior to disposal.
  + Disks and other magnetic media should be cleansed using appropriate software or a magnetic field with sufficient strength so as to make the information unreadable.
    - Note that simply deleting files from magnetic media does not remove the information from the media.
    - Media containing encrypted information can be excluded from the cleansing process, although it is recommended.
* If the access which you have been granted within MSIX is more than required to fulfill your job duties, it should be reported to appropriate personnel.
* Do not disclose MSIX information to any individual without a "need-to-know" for the information in the course of their business.

### Other Security Considerations

This section describes some additional security items of which you should be aware.

* Incident Response - If you suspect or detect a security violation in MSIX, contact the MSIX Help Desk immediately. For example, if you suspect someone may have used your user id to log in to MSIX, you should contact the MSIX Help Desk. Other warning signs that MSIX may have been compromised include, but are not limited to: inappropriate images or text on the web pages, data formats that are not what is expected, missing data, or MSIX is not available. While these may not be attributed to a compromise, it is better to have it checked out and be sure than to take no action.
* Shoulder Surfing - Shoulder surfing is using direct observation techniques, such as looking over someone's shoulder, to get information. An example of shoulder surfing is when a person looks over someone else's shoulder while they are entering a password for a system to covertly acquire that password. To protect against this type of attack, slouch over your keyboard slightly when keying in your password to block the view of a possible onlooker.
* Social Engineering - Social engineering is a collection of techniques used to manipulate people into performing actions or divulging confidential information. For example, a typical social engineering attack scenario is a hacker posing as an authorized user calling a system help desk posing as that user. The hacker, through trickery, coercion, or simply being nice coaxes the help desk technician into providing the login credentials for the user he is claiming to be. The hacker then gains unauthorized access to the system using an authorized user's credentials.

The example above is one example of a social engineering technique. Another is when a hacker calls a user at random and pretends to be a help desk technician. Under the guise of purportedly fixing a problem, the hacker requests the user's login credentials. If provided, the user has unwittingly provided system access to an unauthorized person.

To defeat social engineering simply question anything that doesn't make sense to you. For example, a help desk technician should never ask a user for their login credentials to resolve a problem. If you receive a call from someone and you are not sure who they are, ask for a callback number. Hang up the phone and call back to the number provided. Hackers will typically provide a bogus number. Ask questions. If the answers you receive do not make sense, end the call and report the incident to your local security organization.

* Faxing - When faxing MSIX information, call the recipient of the fax and let them know it is coming. Ask them to go to the fax machine so they can pull it off right away so any sensitive information is not left lying around the office.
* Virus Scanning - Scan documents or files downloaded to your computer from the Internet for viruses and other malicious code. Virus scanning software should also be used on email attachments.

**FERPA and the Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) permits SEAs, LEAs, and other local operating agencies to use MSIX to exchange personally identifiable information from education records on migratory children, without written parental consent, so long as the information is used only for official MEP purposes in accordance with these Rules of Behavior.  See U.S. Department of Education *Memorandum to State Directors of Migrant Education* on FERPA and MSIX dated April 2, 2008, available at <http://www2.ed.gov/policy/gen/guid/fpco/pdf/ferparegs.pdf>. In addition, as a system of records under the federal Privacy Act, authorized users may use and disclose information from MSIX only for the “routine uses” published by the Department in its MSIX system of records notice, which allows disclosure to facilitate a student’s 1) participation in the MEP; 2) enrollment in school; 3) grade or course placement; 4) credit accrual; and 5) unique student match resolution.  See 72 Fed. Reg. 68572-76 (Dec. 5, 2007).  *No other disclosures of a student’s name or other personally identifiable information may be made from MSIX without the prior written consent of the parent or student.*

## MSIX Roles and Responsibilities

MSIX is used by personnel at the district, region, state, and national levels. MSIX is used mainly by the front-line educators that need migrant student data to make time-sensitive and appropriate decisions on enrollment, grade or course placement, and accrual of credits. These users are typically the local school registrars and counselors, or Migrant Education Program (MEP) specialists.

State MEP users also require access to MSIX; some of these users directly interface with migrant students and others provide administrative and technical support to the MEP. U.S. Department of Education (ED) personnel are also MSIX users; however, ED requires MSIX for national trend and statistical analysis purposes only.

The table below identifies the specific user roles and responsibilities for MSIX. It includes a description of the user’s MSIX job responsibilities, role functions available within the system, and the potential kinds of individuals who may perform in each role. A second table follows that provides essentially the same information but in a snapshot, abbreviated form.

| **MSIX User Roles and Responsibilities** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **User Role** | | | **Description** | | **Functions Allowed** | | **Potential Users** |
| **School and District Level Roles** | | | | | | | |
| **MSIX Primary** | | | MSIX Primary Users can query student records in all states. This user can also initiate the merge and split process for student records in his or her state. | | * Search, display, and print student records for students in all states * Initiate merge and split of student records * Email notification of an arrival or departure of a student (*only Data Specialists may use this feature in NY*) * Export Student Records to File | | * Guidance Counselors * MEP Data Entry Staff * Recruiters * Registrars * Teachers |
| **MSIX Secondary** | | | MSIX Secondary Users can query student records in all states. | | * Search, display, and print student records for students in all states * Email notification of an arrival or departure of a student (*only Data Specialists may use this feature in NY*) | | * Guidance Counselors * MEP Data Entry Staff * Recruiters * Registrars * Teachers |
| **State Level Roles** | | | | | | | |
| **State Data Administrator** | | State Data Administrators can validate or reject near matches, merges and splits of student records. This user can initiate the merge and split process for student records in their state. He or she can also resolve data quality issues and serve as the primary point of contact for escalation issues. | | * Search, display, and print student records for students in all states * Generate Reports * Initiate merge and split of student records * Validate or reject record near matches, merges and splits * Resolve data quality issues * Respond to escalation requests * Email notification of an arrival or departure of a student * Export Student Records to File | | * State MEP Administrators * MEP Data entry staff | |
| **State User Administrator** | | State User Administrators establish and manage user accounts for users in their state. | | * Create User accounts * Assign User Role(s) * Update User account information * Deactivate User accounts * Reset passwords | | * State-identified | |
| **State Region Administrator** | | State Region Administrator establishes and maintains the regional structure and associated districts for states that choose to use regions. | | * Enable and disable regional structure * Create new regions * Associate districts to regions * Edit regions | | * State MEP Administrators * MEP Data entry staff | |
| **U.S. Department of Education (ED) User Roles** | | | | | | |
| **Government Administrator** | Government Administrators can generate summary level standard and ad hoc queries on a State, Regional, or National level. | | * Generate Reports | | * OME | |
| **OME User Administrator** | OME User Administrators establish and manage user accounts for all State User Administrators. | | * Create user accounts * Assign State User Administrator role * Update user account information * Deactivate user accounts * Reset passwords | | * OME | |
| **Privacy Act Administrator** | Privacy Act Administrators can enter statements provided by students and parents that formally dispute the data contained in a student's MSIX record.  They can also query and view student records from all states in order to comply with the privacy act requirements. | | * Search, display, and print student records * Enter dispute statements into a student's MSIX record | | * OME | |

**Table 1.1: MSIX User Roles and Responsibilities**

Table

Description automatically generated

**Table 1.2: MSIX User Roles and Responsibilities – A Snapshot View**

## Creating MSIX Users

*Primary and Secondary Users*

A person involved in the education of migrant students and who requires access to MSIX must begin by contacting the State User Administrator

| **MSIX Users** | |
| --- | --- |
| Only staff identified by each MEP User Administrator will have access to MSIX in order to protect student information. Statutory Requirements: In accordance with the Privacy Act of 1974, the Family Educational Rights and Privacy Act (FERPA), and the Federal Information Security Management Act (FISMA). | |
| **New Accounts** | If a new account is needed, an SEA, LEA, or LOA user should follow the process described above. |
| **Passwords** | Passwords are to be changed at least every ninety (90) days or the account will be locked. Accounts are locked after ninety (90) days of inactivity. Password resets can only be done by your State User Administrator. |
| **Closing Accounts** | State MSIX users that no longer need access must notify the MSIX State User or District Administrator who will delete the user’s account. NOTE: If a user is inactive for 30 days since password expiration, their accounts will be automatically disable. |

## SEA Data Upload Schedule

|  |  |
| --- | --- |
| **SEA upload times** | MEP uploads data on a nightly basis. |
| **MEP staff upload times** | Upon completion of the students enrollment within each program term (school year and summer), at the conclusion of the program term (school year and summer), and upon the students withdrawal from the program.  Current information from the MIS2000 program will be automatically updated when changes have been made, and uploaded to the MSIX database accordingly. |

# Records Transfer Procedures

*Managing student move alerts from MSIX Move Notification:*

When a student moves from one state to another, the receiving state shall receive an email via MSIX indicating the student has moved to their state. The following procedure is followed:

* The MSIX user that receives the email will contact the regional MEP office and recruiter where the student is relocating. He/She will provide the student’s MSIX ID and other pertinent information useful in locating the student.
* When a student moves to another state, the regional MEP office Records Specialist will send a move notification to the receiving state. If at all possible, the destination town or address will be provided at that time.
* Regional MEP office Records Specialists will maintain a log of all receiving and sending alerts on the MIS2000 system. In addition, Record Specialist will submit notification information through the MSIX Move Notification system.

*Work-list Maintenance*

The State Data Administrator has the responsibility to resolve all work list items. He/She will solicit assistance from Regional Data Record Specialists as needed in order to assure that all items are completed in a timely fashion.

*Staffing Plan*

* State Data Administrator: Notifies Regional office of any move to alerts, work list items, sets accounts, and resets passwords, utilizes reports for counts and recruitment purposes.
* Primary Users: Looks at student records, uses consolidated records for programming purposes and sends move notifications.
* Secondary Users: Looks at student records, uses consolidated records for programming purposes.

Records Transfer Collaboration

| **Records Transfer Inter/Intrastate Collaboration** | |
| --- | --- |
| Each State, regardless of a State’s MEP statewide organization, will create collaboration opportunities within their MEPs and respective school districts, and schools staff that serve migrant students. Specifically, SEAs and LOAs/METSs will develop operational systems that seek to develop and support collaboration with other States on the exchange of migrant student data. For example, MEP staff should consider querying MSIX data their weekly responsibility and to move away from seeing it as an “add-on” task. By querying student data in a timely and systemic manner, personnel beyond the SEA will be knowledgeable about records transfer, and ensure the continuity of services for children who migrate from one State or school district to another. Statutory Requirements: Title I, Part C, Sections 1304 (b)(1)(B) and (C); 1304 (b)(3); 1304(c)(1)(B); 1306(a)(1)(A), (F), and (G); 1308(a), (b) and (d); Section 3124 of Title III, Part A. | |
| **Alerting student moves via MSIX emails** | If a METS is aware of a migrant student relocating, the program should designate the Data Specialist to send the receiving State/LOA/METS an email notification via MSIX. Additionally, the sending user will notify the receiving state/LOA/METS, when possible, of the child’s move. The MSIX email to the receiving State/LOA/METS should provide as much information as possible to ensure that the proper family and student(s) are efficiently and effectively assisted. Staff must be cautious to not enter personal identifiable information (PII) in their email message. |
| **Emails on student moves**  **Email notification** | When an MSIX user receives notification from a State/LOA/METS that work list items need to be addressed in MSIX, initial contact such as a simple reply to the sender of the MSIX email should be done within a 24 hour period, when possible. All items should be resolved within ten (10) business days, when possible. |

# Use of the MSIX Consolidated Record

The MSIX consolidate record can provide valuable information to MEP and LEA staff working with migrant students. During yearly statewide trainings, key staff reviews the many ways in which MSIX and the Consolidated Student Record can be use in providing services to migrant students. Below is a listing of several key area uses that are review during training:

*Using MSIX consolidated record for recruitment*

For recruitment purposes, MSIX contains a history of previous movement. This data is useful to recruiters in verifying information received from participants. Some of the uses of MSIX by recruiters include:

1. Verifying full legal name of student, parents and guardians, and birth date.
2. Helpful in predicting student’s next potential move.
3. Helpful in predicting the arrival of a student based on previous moves.

*Using MSIX consolidated record for enrollment*

MSIX contains information about grade level, promotion/retention, and standardized tests. In addition, it contains a flag for immunizations to indicate that an immunization record exists. MEP staff members and LEA counselors can use the following procedures while waiting for official faxed records to arrive from a prior school:

1. Obtain full legal name of students and parents/guardians, along with birth date of student.
2. Search for student in MSIX and select the consolidated record view.
3. Once student is located in MSIX use information to request official records from previous school.
4. Prior to official records being received, use MSIX information to complete LEA enrollment documents.
5. Additionally, any information in the immunization column will help MEP/LEA staff know if a complete immunization record exists in previous placement.

*Using MSIX consolidated record for placement*

Grade placement is often difficult in the absence of official documentation from previous placement. While New York LEA’s generally place students at age appropriate grade level, MSIX can be used to rapidly locate a student’s history and determine the most recent grade placement. The following suggest the steps to follow in using MSIX for placement purposes:

1. Obtain full legal name of student and parent/guardians, along with birth date of student.
2. Search for a student in MSIX and select consolidated record review.
3. Use enrollment tab of consolidated record to determine last grade attended/completed. For high school students, review courses completed (course history tab) in order to determine accumulated credits and class placement.
4. Additionally, the enrollment section will also indicate if the student was receiving LEP or Special Education services.

*Using the MSIX consolidated record for credit accrual*

Migrant high school students often lose credits when they travel, since transcripts of previous course work may arrive too late for accurate course placement. MSIX enables MEP and LEA staff to see if a course was underway, and schedule a student into the same, thereby diminishing the destructive effects of a move. The following suggests the steps for credit accrual purposes:

1. Obtain full legal name of student and parent/guardians, along with birth date of student.
2. Search for a student in MSIX and select consolidated record review.
3. Look under course history to see the classes in progress for the student and/or those the student has completed.
4. Appropriately schedule student in the continuation of a course in progress or the subsequent course for one that has been completed.

*Using the MSIX consolidated record in LEAs*

ID&R/MIS2000/MSIX program promotes features and functions of the MSIX system at statewide, regional, and local meetings and conferences to school and district personnel, and grant access and provide training, if requested, in order to better serve the needs of migrant children and their families. For example, the ID&R/MIS2000/MSIX program tries to give presentation at forums such as DATAG regarding all MSIX features and how districts can benefit from usage of the MSIX consolidated record.

# Minimum Data Elements (MDEs)

| **Minimum Data Elements** | |
| --- | --- |
| Minimum Data Elements (MDEs) are data fields that States must collect and maintain in their migrant student databases in order to transfer that data to other States via MSIX. The MDEs are transmitted on an agreed schedule from each State’s migrant databases to MSIX. Most States transmit the MDE nightly on any new migrant student or for students whose information has changed since it was originally transmitted to MSIX. For a list of the Minimum Data Elements see Appendix A.  The MDE will enable SEAs to exchange a minimum set of data elements that have been identified as necessary for fulfilling the requirements of the MEP for continuity of instruction. As of June 9, 2016 the Migrant Education Program will adhere to the following timelines for MDEs submissions: | |
| **Newly Approved COEs** | It is the responsibility of the MEP recruiter to collect the initial information on the migrant family. Once the information is collected on the certificate of eligibility, reviewed by the SEA ID &R Director, and entered into MIS2000 by a data specialist, the MSIX data administrator will ensure the data is electronically uploaded to MSIX. The time frame to submit all applicable MDEs to MSIX is **10 working days** from the COE Approval Date. |
| **End of Term** | It is the responsibility of the METS data specialist to enter updates and newly available MDEs upon receipt, beginning, or ending of a program term, or when a student withdraws in the MIS2000 data system which is uploaded nightly to MSIX. The time frame for this process is **30 calendar days** from the end of the term (Academic, Summer). This also includes students that lost eligibility throughout the term. |
| **Change of Residency** | It is the responsibility of the METS data specialist (or like party) to submit all updates and newly available MDEs within **four working days** of receiving a departure form or notification from MSIX that another state/METS has approved a new COE for the child. |
| **Data Correction** | * From other State: It is the responsibility of the State Data Administrator and METS data specialist to respond in writing within **10 working days** after receiving a request for data correction from another state. * From Parents:   + It is the responsibility of the State Data Administrator and Data Specialist to correct or determine the correctness of MSIX data requested by a parent or guardian within **30 calendar days** of receipt of request. This process includes send acknowledgment to the requester; investigate; decide whether to revise the data; and notify requester of final decision. Parents can submit their request by using the MSIX Student Data Change Request form (see appendix G)   + If the decision is to correct the data, it is the responsibility of the State Data Administrator and Data Specialist to submit revised data to MSIX within **4 working days**   + If parents request NY to correct info **from other state**, the State Data Administrator and Data Specialists must send request to such state within **4 working days** of receipt |

# Data Quality:

One of the goals of the Migrant Education program is to submit accurate and complete data to MSIX. The following suggests the steps for that NY MEP has taken to increase data quality:

1. Data Specialists are required to submit and review MDEs on a regular basis.
2. METS has received instructions listing all MDEs and the timelines for data updates and submissions.
3. The State Data Administrator runs quarterly MSIX reports along with reports created on the MIS2000 system to check for accuracy and completeness of data. If issues are identified, the State Administrator shares reports with regional sites in order to accurately identify areas for improvement and possible solutions.
4. The submission of complete and accurate data submission within the established timelines is part of the yearly monitoring visit by the SEA.
5. When the Department requests any information regarding the accuracy and completeness, the State Data Administrator is in charge of providing a prompt response and to help METS submit any requested information in accordance with the Data Privacy Act.

# MSIX Support Staff

| Job Responsibilities | State MSIX Lead | Technical Lead | User Administrator | Data Administrator | ID&R Coordinator | MEP Specialist |
| --- | --- | --- | --- | --- | --- | --- |
| Coordinate the development and implementation of MSIX training and information. | X |  |  |  |  |  |
| Create user accounts and resets passwords | X |  |  |  |  |  |
| Attend meetings hosted by OME | X |  |  |  |  |  |
| Work with the MSIX Contractor to address technology concerns and keep up-to-date on statewide database system issues |  | X |  |  |  |  |
| Develop policies and procedures on "how to" implement records transfer within the state | X |  |  |  |  |  |
| Work closely with ID&R staff at SEA and Regional Levels on implementing records exchange | X |  |  |  |  |  |
| Manage and support work list items |  |  |  | X |  |  |
| Create MSIX user reports |  |  | X | X |  |  |
| Develop strategies to collaborate as inter/intrastate users | X |  |  |  |  |  |
| Work with end users, parents and students to promote MSIX as a viable tool for records exchange. | X |  |  |  |  |  |
| Work closely with the MSIX State Lead to implement MSIX |  |  | X | X |  | X |
| Coordinate the training of Regional Data Record MEP staff on how to implement records transfer procedures and best practices | X |  |  |  |  |  |
| Provide Data Record Staff with training for current/enrolled students and appropriately updating MSIX information in a timely manner | X |  |  |  |  |  |
| Train staff on using and becoming knowledgeable MSIX users such as training staff on how to work with incoming/outgoing MSIX email notifications | X |  | X | X |  |  |
| Develop procedures for staff to prioritize MSIX responsibilities | X |  | X |  |  |  |
| Initiate the ID&R of new/current MEP students and then upload their information to MSIX in a timely manner |  |  |  |  | X |  |
| Focus on the "re-signature" (e.g. re-interviewing) process for current/enrolled students by using MSIX data to facilitate the processing of information. |  |  |  |  | X |  |
| Establish MSIX as a valuable recruitment and placement tool by keeping student information current |  |  |  |  | X |  |