

NMPED Migrant Education Program

ID&R Manual





The State of New Mexico
Public Education Department
Language and Culture Division
ID&R Manual

Revised Aug 2023

Michelle Lujan Grisham
Governor of New Mexico

Arsenio Romero Ph.D.
Secretary of Education

Dr. Candice Castillo
Deputy Cabinet Secretary

Mayra Valtierrez
Director of LCD

Required Notice

The contents of this document were developed under a grant from the US Department of Education (ED). However, the contents do not necessarily represent the policy of the ED and should not be regarded as an endorsement by the Federal Government.

Copyright Notice

This report is copyright free, so no permission is needed to cite or reproduce it for non-profit purposes. If material from this report is included in another non-profit publication, cite as follows: New Mexico Public Education Department NMPED (2022).

Additional Notes

This document is available on the Language and Culture Division website: New Mexico Public Education Department.

Language and Culture Division Staff

Mayra Valtierrez, Director

Mayra.Valtierrez@ped.nm.gov

Leah Jimenez, Program Support Specialist

Leah.Jimenez@ped.nm.gov

Michelle Maes, Business Operations Specialist

Michelle.Maes@ped.nm.gov

Carlos Avila, Bilingual Multicultural Education Program Specialist

Carlos.Avila@ped.nm.gov

Vanessa Vander Galien, English Learner Specialist

Vanessa.VanderGalien@ped.nm.gov

Marvin Nogueta, Title III & Migrant Education Specialist

Marvin.Nogueta@ped.nm.gov



This manual, and other resources, can be found on the Language and Culture Division's (LCD) webpage on the PED's website at: <https://webnew.ped.state.nm.us/bureaus/languageandculture/>.

Table of Contents

Language and Culture Division Staff.....	3
Purpose and Audience for the Manual	5
Eligibility Checklist	7
Job Responsibilities of Migrant Personnel	8
Additional Roles & Responsibilities of Recruiters	9
Presenting Yourself	12
Recruiting Tips	14
Tips for Recruiting Out of School Youth (OSY)	16
Quality Controls for an Effective ID&R Program	21
Determining the Accuracy of the COE	22
Agriculture and Crop Activities in NM	22
Safety	23
Re-interviewing Workers/Families	25
Recertification (Re-enrollments)	26
Removing Families/Youth from the NM MEP	27
Creating an Effective Recruitment Network	28
Federal Register	29
Social Service Agencies	29
Making Referrals	31
Appendix I: Safety (Forthcoming)	35
Appendix II: NM COE	36
Appendix III: State Recruiter Job Description	37
Appendix V: District Procedures	40
Abbreviations	41
Glossary	42

Purpose and Audience for the Manual

The purpose of this manual is to assist New Mexico Migrant Education recruiters in completing the entire range of tasks which they may be called upon to perform. The Migrant Education Program (MEP), known as Title 1 Part C Education of Migrant Children is a federally funded program designed to provide supplementary education and support services to highly mobile migrant students. Eligibility is determined by the lifestyle of the parents/guardian or youth (i.e., moving across school district, county, or state boundaries for the purpose of obtaining temporary or seasonal work in agriculture or commercial fishing activities). Children must move with an agriculture worker within 12 months of a qualifying move. Children who are determined to be eligible are eligible for up to a period of 36 months without another qualifying move. The Office of Migrant Education (OME) published non-regulatory guidance (NRG) to aid states and programs in determining how the MEP should be operated. <https://results.ed.gov/legislation>

The New Mexico ID&R Manual and other LCD TAMs —Serving English Learners, the Bilingual Multicultural Education Programs (BMEPs), the State Seal of Bilingualism and Biliteracy, and many other Technical Assistance Manuals— are available on the [LCD website](#).

Who should read the TAMs provided by the LCD?

WHO	WHAT DOCUMENT
All district and state charter administrators	Serving ELs TAM
All school administrators	Serving ELs TAM
Title III subgrant recipients	Serving ELs TAM & Title III TAM
Districts, state charters, & school personnel with BMEPs	Serving ELs TAM & BMEP TAM
Title III & BMEP personnel PED staff, as appropriate	Serving ELs TAM, Title III TAM, & BMEP TAM
High school administrators, registrars, & counselors	SSBB TAM

The PED encourages the following school personnel to explore this technical assistance manual carefully to ensure compliance with federal and state law and meet the needs of students.

- Bilingual multicultural education directors
- Bilingual multicultural education teachers
- Charter school directors
- District and state charter test coordinators
- Education assistants
- Federal programs directors
- School boards and charter governance boards
- Special education directors
- STARS coordinators
- Superintendents
- Teachers of ELs
- Title III directors
- Tribal education leaders
- Tribal language teachers

The Office of Migrant Education has identified the need for special initiatives to help attain the goal of assisting migrant children to meet challenging academic standards and graduate from high school college and career ready. A key initiative is in the function of targeting, which includes the proper and timely identification and recruitment of eligible students, especially those who are the most mobile.

This manual has been prepared to assist NM MEP recruiters in their efforts to identify and enroll eligible migrant students into the NM MEP. Identifying and recruiting eligible migrant children is a cornerstone of

the MEP. Identification means determining the presence and location of migratory children within the State. Recruitment means obtaining the necessary information to document the child's eligibility to enroll the child in the program. Identification and recruitment of migrant children is critical because:

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

As each SEA is responsible for the identification and recruitment of all eligible migrant children in the State, New Mexico provides frequent opportunities for professional development around correctly identifying and recruiting all eligible migrant children residing in the State. State MEP funding is based on the annual count of eligible migratory children during the regular year AND the annual count of migrant children who attend summer school.

Statute: SEC. 1301. Program Purpose

It is the purpose of this part to assist States to —

- (1) support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves.
- (2) ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements and State academic content and student academic achievement standards.
- (3) ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner.
- (4) ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet.
- (5) design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment and
- (6) ensure that migratory children benefit from State and local systemic reforms.

State Resources

The NM MEP will develop, adopt, maintain and, where appropriate, distribute resources to ensure that the State complies with all applicable federal requirements related to ID&R. These resources will be used to ensure the timely and accurate recruitment of all eligible children who meet the federal definition of migrant. These resources will also be used to ensure and protect the integrity and legitimacy of all child rosters and child counts.

This ID&R manual is used by the NM MEP to ensure the availability and distribution of the State's policies and procedures regarding the identification and recruitment of migrant children in NM. It will be revised, as needed, to reflect any changes in the MEP.

OME Non-Regulatory Guidance: <https://results.ed.gov/legislation>. The NM MEP bases its ID&R policies and procedures on the most recent publication updated in March 2017. It is made available to all personnel during the State's initial ID&R training. All updates to federal guidance, either published through revisions

to this publication or formally presented by OME elsewhere, will be the basis for the State’s ID&R policies and procedures.

Recruitment Maps: Uniformly prepared county maps will be maintained and available on shared private Google maps. These will highlight where migrant families in NM live and work. The maps will be updated at a minimum yearly but ideally each month.

Regional Calendars with Seasonal Crops Activities: Monthly calendars recording seasonal crop activities will be housed in and updated twice a year. The activities recorded will contain the following minimum 3 data elements:

1. Crop Name
2. Production and Cultivation timeline (Field Preparation, Planting, Harvesting, Packing)
3. Geographical Locations to Support Recruitment Maps

State Recruitment Safety Policy: The NM MEP will distribute and utilize a common set of safety policies pertaining to the activities surrounding the identification and recruitment of migrant children in the State. The policies will place emphasis on the awareness and the prevention of risks to the safety of NM MEP ID&R personnel. (These safety policies are included in this manual after the section titled Agriculture and Crop Activities in NM).

For additional information please see the U.S. Department of Education’s National Certificate of Eligibility Instructions located on the LCD Migrant Education website.

Eligibility Checklist

ELIGIBILITY CHECKLIST FOR THE MIGRANT EDUCATION PROGRAM	
This checklist is intended to be a tool to determine if a child meets the basic eligibility factors of the MEP. It does not take into account all information necessary to complete a COE and document eligibility for the MEP.	
Migratory Worker	
<input type="checkbox"/> Made a qualifying move within the preceding 36 months. <input type="checkbox"/> Engaged in new qualifying work soon after moving.	
OR	
Did not engage in qualifying work soon after moving however:	
<input type="checkbox"/> Actively sought qualifying work soon after moving; AND <input type="checkbox"/> Has recent history of moves (two or more) in which,	
a. the move was from one residence to another residence; AND b. the move was due to economic necessity; AND c. resulted in qualifying agricultural or fishing employment.	
Migratory Child	
<input type="checkbox"/> The child is younger than age 22. <input type="checkbox"/> The child is eligible for a free public education under State law. <input type="checkbox"/> Made a qualifying move on own OR with a migratory worker within the preceding 36 months.	
Qualifying Move	

ELIGIBILITY CHECKLIST FOR THE MIGRANT EDUCATION PROGRAM

This checklist is intended to be a tool to determine if a child meets the basic eligibility factors of the MEP. It does not take into account all information necessary to complete a COE and document eligibility for the MEP.

- Change of Residence and Move is due to economic necessity.
- Move is from one school district to another school district.
 - in the case of a State that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district: or
 - in the case of a school district of more than 15,000 square miles, wherein a qualifying move is 20 miles or more to a temporary residence.
 - **Short term duration COE's:** COE's that contain a short-term duration of 5 days or less, requires that State recruiters ask questions to ensure there was a change of residence. Please note that the State ID&R Coordinator will review COEs with short-term duration periods to ensure it meets that a change of residence is/was evident and was the intent.

Qualifying Work

- Work is *Temporary or Seasonal.
- Work is in the Agricultural or Fishing industries.

For definitions on specific COE Terminology please go to the Glossary at the end of this manual. Definitions were provided by National IDR Manual from OME.

**The National ID&R manual provides sample questions that can be asked to help determine if employment does qualify under Temporary <https://results.ed.gov/idr-manual>*

Job Responsibilities of Migrant Personnel

State Director

- A. Ultimate overseer of all MEP programming and services.
- B. Designates new areas of priority.
- C. Gives general directions and training to District Personnel and MEP staff.
- D. Communicates with the Office of Migrant Education.

Migrant Education Program Specialist

- A. Approves COE at the State Level.
- B. Communicates with LEA's on MEP regulations and required documentation.
- C. Provides training and technical assistance to new MEP Director's in LEAs.
- D. Oversees data reporting for MEP and ensure quality control and proper data management.

State Identification & Recruitment Coordinator

- A. Provides technical assistance to all sites based on need.
- B. Provides statewide recruitment training 2 times per year.
- C. Provides training to new recruiters on an individual or group basis.
- D. Disseminates new guidelines and explains them.
- E. Assist PED state migrant director in the interpretation and creation of current/new MEP policies.
- F. Interprets regulations and helps with questionable cases.

- G. Supplies state recruiters with backup material (ex. brochures, flyers, etc.).
- H. Channels all interstate student data including but not limited to MSIX.
- I. Provides on-site assistance to LEAs and MEP Region.
- J. Reviews ID&R Daily Logs for all state recruiters.
- K. Meets at least once every month with state recruiters to provide assistance.
- L. Provides monthly recruitment reports to the state.
- M. Oversee the re-interview of COEs based on the required state sample as per the OME technical manual.
- N. Coordinates networking with other agencies statewide.
- O. Visits new employers along with state recruiters to /build relationships, as needed.
- P. Coordinates Recruitment Sweeps

State Recruiter (for a more detailed job description please see Appendix III)

- A. Identifies and enrolls all eligible migrants in assigned area.
- B. Serves as NM Migrant Education Program community liaison for home and school liaison.
- C. Assists in coordinating Parent Advisory Council (PAC) activities.
- D. Completes weekly Activity Report and submits twice a month to State ID&R Coordinator.
- E. Attends scheduled state in-services and trainings related to ID&R.
- F. Performs other duties as prescribed by State Director, ID&R Coordinator, local MEP Coordinator, or Supervisor.
- G. In coordination with site personnel, develops and maintains maps or a series of written directions which ensures easy location of the families/camps.
- H. Assesses social needs of the family.
- I. Makes appropriate referrals and follow-up.
- J. Completes all required documentation involving recruitment efforts.
- K. Obtain referrals from agencies, schools and other places frequented by migrant families.
- L. Initiates needs assessment for Out-of-School Youth and Pre-K.

LEA Data Specialist/Person

- A. Updates statewide student data system with new enrollment.
- B. Revises enrollment and quality control forms.
- C. Collaborates with state recruiters to ensure proper data management.
- D. Provides technical assistance to recruiters.
- E. Attends any training related to Data Management.

Regional Migrant Director

- A. Reviews statewide student data system with new enrollment.
- B. Ensures all enrollments and services are recorded into MIS2000.
- C. Runs reports to ensure data entry quality.
- D. Reviews all MSIX notifications for the state.
- F. Revises enrollment and quality control forms.
- G. Provides reports as requested to ID&R Coordinator, State Coordinator, and Local MEP Staff.

Additional Roles & Responsibilities of Recruiters

Recruiters obtain the data by interviewing the person responsible for the child, or the youth, in cases where the youth moves on his/her own. A migrant recruiter's responsibility to:

- ❖ obtain information provided by parents, guardians, and others regarding the child's eligibility for the MEP.
- ❖ make determinations of eligibility.
- ❖ accurately and clearly record information that establishes a child is eligible for the MEP on a COE; and
- ❖ determine the child's eligibility.

An effective recruiter is one who works to understand the process of recruiting a migrant child and participates in training, planning, and interviewing of migrant parents or guardians. It requires cultural sensitivity, knowledge of the NM MEP, understanding of the MEP requirements, knowledge of community resources, and strong communication skills often in a language other than English. To be effective, recruiters should have an adequate understanding of:

- ❖ MEP eligibility requirements.
- ❖ languages spoken by migrant workers.
- ❖ local growers/employers of migrant farmworkers.
- ❖ local agricultural and processing activities.
- ❖ cycles of seasonal employment and temporary employment.
- ❖ the local school system, the services available for migrant children and their families, and the most effective strategies for recruiting within each school.
- ❖ local roads and the locations of migrant labor camps and other migrant housing.
- ❖ MEP services offered by the school district; and
- ❖ other agencies that can provide services to migrant workers and their families (e.g., Migrant Health, Migrant Seasonal Head Start, other social services agencies and organizations)

Effective Recruiter Characteristics

- ❖ Pays attention to detail to recruit families and youth accurately and adequately.
- ❖ Is organized and thorough in all efforts.
- ❖ Maintains a thorough knowledge of the MEP, its definitions, and its eligibility guidelines.
- ❖ Is honest; families and the MEP expect a recruiter's honesty to ensure objective yet sound eligibility determinations.
- ❖ Relates well to the worker or family in a variety of settings.
- ❖ Is safety conscious and adheres to safety procedures.
- ❖ Can establish rapport with parents, employers, and other community members. Effective rapport with these individuals will enhance and support the recruiter's job of finding families and obtaining any information needed to determine proper eligibility.
- ❖ Creates a friendly climate in which the family's culture and values are respected to establish trust and to gather the most accurate, useful information possible.
- ❖ Is knowledgeable of NM migration patterns, crop seasons, migrant housing, MEP local services, and other resources available in the community.
- ❖ Possesses people skills to communicate effectively in a variety of settings.
- ❖ Can use effective probing techniques such as open-ended and follow-up questions for additional information or clarification when needed.
- ❖ Is bilingual, or able to use interpreting and translation services efficiently. Serves as a good-will ambassador and advocate for all migrant families and youth.

Essential Training for All Recruiters

A State Recruiter or any other assigned person must be trained and authorized by the SEA to conduct eligibility interviews and to complete a COE. The SEA maintains a list of current Regional Recruiters and any other assigned persons trained to recruit migratory students (if applicable). The Regional MEP Program must provide this information to the SEA at the beginning of every school year and whenever changes occur.

The SEA offers training to MEP staff members that are involved, either directly or indirectly, in identifying and recruiting migrant students. This includes State Recruiters, Data Specialists, MEP Secretary, Directors, and others. LEA staff participation in training provided by the SEA must be considered as part of the staff development component of the LEA MEP.

The State ID&R Coordinator will provide one-on-one basic training to new state recruiters at the request of the Regional MEP. The request for training must take place within ten (10) working days of the starting date of any new state recruiter.

The basic training includes a minimum of five (5) hours. The first part of this training session covers the State “Eligibility and Recruitment Basic Core Competencies” for recruiters. The second part of this training session will focus on how to conduct eligibility interviews and complete the “Certificate of Eligibility (COE).” The State ID&R coordinator and the recruiter will go to visit potentially qualifying workers/families and the recruiter will conduct the eligibility interviews needed. The goal is for the recruiter to complete at least one good eligibility interview in the field.

Upon completion of the one-on-one training, including a satisfactory result on the “Identification & Recruitment Skill Assessment,” the state recruiter will receive a “Certificate of Proficiency” of training in Identification and Recruitment and Child Eligibility. MEP state recruiters are encouraged to attend state and national meetings and conferences (when funds permit), along with any professional development opportunities that improve their ability to serve families. LEAs should include ID&R training as part of their local annual MEP plan.

Essential Areas of Training for Recruiters

Properly trained state recruiters will be fully knowledgeable in the following areas:

A. Overview of Migrant Education

- Origin and history.
- Understanding of Title I Part C.
- Understanding the Non-Regulatory Guidance (NRG).
- Administration of programs at national, state, and local levels.
- Roles of United States Department of Education (USDOE), MIS2000, New Mexico Department of Education and the LEA's.
- Facts and figures of migrant populations on the national, state, and local levels.
- Knowledge of migrant lifestyles and culture.
- MEP Programs such as MSIX and MIS2000.
 - Roles will be assigned to State Recruiters accordingly.

B. Overview of Your Site

- Organizational Chart (forthcoming Organizational Chart in Appendix IV)
- Recruiter job functions.

- Agricultural businesses, associations, etc.
- Job functions of other program personnel.

C. Individual Recruiter Knowledge

- Fully knowledgeable of eligibility requirements.
- Presentation skills.
- Communication skills.
- Training of MSIX and how to navigate the system (move notices)
- Time Management - Organizing a schedule, making priorities.
- Accomplishing tasks efficiently.
- Developing an activity reporting scheme - this includes filing systems as needed.
- Training in listening and recording skills; special techniques used by urban and rural recruiters.
- Exposure to PAC activities.
- Knowledge of how to complete the COE Form electronically and on paper.

D. Communicating with Migrant Families/Youth “Important DON’Ts for Interviewing Parents”

- DON’ T ask questions that will influence the parent’s answer.
- DON’ T show surprise, approval, or displeasure to the answer.
- DON’ T “probe” if it is not necessary.
- DON’ T appear uninterested in what the parents have to say.
- DON’ T assume all children are eligible for migrant services.

Presenting Yourself

Greet the person answering the door pleasantly, giving your name and the reason for your visit. Always begin by stating that you work for your local project (ex., Las Cruces School District; at this point you may want to show your identification/business card.)

1. During your introduction, your conversation might proceed like this:

“Hello, my name is _____. I work for a program that provides services to some families in the area. I work for the Migrant Education Program with the _____ (state your district name) and we are based in ____ (name your town/city). Provide your business card and show identification card/badge. To make a preliminary determination, if your family qualifies for these services, I need to ask you several questions. Is this okay with you?”
2. Now you are ready to ask the key questions for determining eligibility: Basic Interview Pattern below.
 - provide a simple explanation of the MEP program and then begin the fact-finding questions. Six (6) eligibility variables: Who, What, When, Where, Why and How?)
 - *Are you, your family, or any member of your family new to this area?*
 - *How long have you been in this town?*
 - *When was the last time that you or any member of your family arrived in this town?*
 - *Where did you come from?*
 - *Was the move due to economic necessity?*
 - *What kind of work did you do there?*
 - *What was your reason to come to this area or town?*
 - *What kind of work did you come for?*
 - *How long are you planning to work in that?*
 - *Why?*

Note: If you are qualifying anybody for a temporary job, you must write on the comments section of the COE the statement that the worker or employer gave you. You need to ask as many questions as you need to make it clear in your mind.

- And after you finish with that job, what are you going to do?
- Where are you going to move?
- How old are you?
- Is anybody younger than 22 living with you or your family?
- Did they finish high school?
- What is the highest grade they finished?
- Did they pass the last grade attended?
- Do you have any children?
- Did they move here with you?
- Were they already here?
- How long ago did they arrive (come)?
- Why did you and the child(ren) not move at the same time? (Enter statement)
- How old are the children?
- Are they already going to school in this town?
- Do you know if they were signed up for this program when you registered them for school?
- Has anyone else come to talk to you about this program?

Interview Closing (Finishing Identification phase of ID&R)

3. Based on these preliminary questions, it is suggested that, as a matter of courtesy, you explain the essential aspects of the migrant program before proceeding with further questions on eligibility. If the family clearly does not qualify, proceed to Step 5 (a & b). Do not forget to ask about other household members that live in the house.

4. Presentation of the Migrant Education Program. Your explanation of the Migrant Education Program to the parents should cover the following points:
 - ❖ how the MEP program is funded.
 - ❖ Explain that services vary by region, area, county, and state.
 - ❖ Explain the local MEP services for example, summer program, tutoring, etc.

Once eligibility has been verified, you should proceed to explain the program and enroll the children on the Certificate of Eligibility Form. Your explanation of the program should include the Family Educational Rights and Privacy Act (FERPA) of 1974. Below is a sample explanation for FERPA which you might provide the parents.

“The Family Educational Rights and Privacy Act (FERPA) of 1974 protects the confidentiality of a child’s records. As a parent, you should be aware that these records are confidential and can only be seen by personnel working with your children. These records will always be available for you to review upon request.”

In addition to completing the necessary enrollment forms and explaining the program, you should make an initial assessment of the family's needs. This assessment can range from the children's need for clothing to attend school, to a medical problem, to conflicts within the family.

The assessment is made through needs expressed directly by the family, observations, conversation, and deductions drawn from the information given. This information must be recorded on the Parent Contact Log Form (aka Needs Assessment Form). From this basic assessment you can make the necessary referrals and do follow-up. In subsequent visits, a more in-depth assessment can be made.

5. Concluding the visit, the following points should be included in your closing statements:
 - ❖ Thank the family for the time they spent with you and for answering all your questions.
 - ❖ Remind them why they will possibly qualify for MEP services or if they do not qualify.
 - ❖ Inform them that one or two more MEP staff will be contacting them to be sure that all the information that you reported was properly collected and accurate.
 - ❖ Inform the family that after this process a final determination on their eligibility will be made.
6. Recruiters must submit the COE's within 24 hours (in a timely manner) to avoid delays in the verification process.

Recruiting Tips

Recruiters should incorporate the following strategies when performing their duties:

1. Collaborate closely with the State ID&R coordinator. Considering that identifying and recruiting eligible children and youth is most effectively done with the most current and relevant information, it is extremely important that recruiters reach out to those who employ, house, educate, and provide services for migrant children and youth. A variety of materials can be used in contacting and communicating with these individuals and agencies. Among the available items are templates for letters, surveys, flyers, business cards and PowerPoint presentations. State Recruiters are encouraged to work with the State ID&R coordinator to obtain, customize and disseminate this information for use in recruiting.
2. Begin recruiting as soon as possible. State Recruiters should use the time prior to the arrival of migrant workers in the area to visit MEP families who may have settled out to determine if they have made an MEP-eligible move during the previous year.
3. Conduct outreach. Build awareness among key school personnel such as principals, teachers, nurses, counselors, campus registrars, front office support staff, attendance clerks, bus drivers, and others who can help identify migrant children and youth; send out district-wide information on eligibility and the MEP; display posters about the MEP in appropriate locations throughout the community, such as laundromats, grocery stores, libraries, restaurants, social service providers, businesses, such as those that offer money-wiring services, and other places where people gather.
4. Know about the MEP. A state recruiter will frequently be asked questions about MEP services and programs. In addition to eligibility requirements, recruiters should be knowledgeable about the MEP and other school and community programs.
5. Develop a comprehensive recruitment plan. Relevant staff should develop a strategic plan for covering ID&R in the program's entire recruitment region. The plan should include anticipated migrant arrivals/departures and a strategy for recruitment, key contacts, employers, and other factors.

6. Recruiting at schools. Work with schools in the recruitment area to include questions about migrating for work on their registration forms. Schedule times to screen children and youth for eligibility when their parents or guardians are likely to be present.
7. Work with employers and crew leaders. State Recruiters should be very familiar with the various farms and qualifying activities that take place in their recruitment area. Enlist the help of employers or crew leaders to encourage families to fully participate in the MEP and send their children to school.
8. Visit migrant labor camps. State Recruiters should visit the labor camps in their recruitment region when migrant workers are likely to be there.
9. Provide welcome packets. Assemble packets of information for newly arriving families. Include emergency phone numbers, directories of social service agencies, school information, student handbooks, churches, businesses, and information unique to the area. Put the materials in a folder or packet and always have them available for distribution.
10. Display work badge. State recruiter should always wear their work badge when conducting home visits and visiting employers. The name of the state recruiter, program, and school district for which the state recruiter works should be easily visible.
11. Leave doorknob messages. Leave these messages to inform a family with potentially eligible children and youth that a recruiter made an MEP outreach visit and plans to return. Include a phone number where the state recruiter can be reached.
12. Conduct surveys. A survey is a means of collecting information about the presence of migrant students. Conducting a survey can range from the formal (distributing data-gathering forms to the appropriate individuals or institutions) to the informal (communicating with local individuals who may be aware of the presence of migrant children or youth).
13. Surveys should be conducted within schools on an ongoing basis throughout the year. State Recruiters should be active in building relationships with school personnel who are aware of new enrollees and are able to share such information.
14. Surveys in the field include contacts with farmers/employers, plant managers, crew leaders and employment agencies to find out where and when migrant workers are employed. A comprehensive explanation of the MEP, its goals and services, and an explanation of the recruiter's role should be provided.
15. Surveys in the community can help recruiters identify eligible OSY who can be easily overlooked because they are not enrolled in school. To locate secondary-aged OSY it is important to consider that they may be living alone or with others of similar age. Driving in the community may yield some leads by the recruiter observing places where youths gather.
16. Communicate with families after recruitment. Every effort should be made to build ongoing relationships with families that will promote their children's success in academic pursuits, their health and wellbeing, and their engagement with the wider community. In addition to conducting oneself as a good

representative of the community, the school district and the MEP, the recruiter should be prepared to provide referrals for other needed services.

17. Prioritize safety. State Recruiters sometimes encounter migrant children and youth, families, and those who employ them, in geographic and residential settings with which they are not familiar. They also conduct recruitment efforts during times outside of usual work hours. With these realities in mind, recruiters should always follow common conventions of safety and those particular to their job as discussed during MEP professional development opportunities. No state recruiter should ever expose himself/herself to potential safety risks in the interests of identifying and recruiting potentially eligible children and youth. Additional safety tips can be found after the section titled Agriculture and Crop Activities in NM.
18. State Recruiters need to be aware of the need to ask for referrals. A state recruiter will come across many different people who will not qualify. It is important to gather information from these people to find out if any of their relatives or friends might qualify.

Tips for Recruiting Out of School Youth (OSY)

Recruiting OSY can require a unique approach for identification and recruitment into the MEP. Due to their residence on farms and camps, long work hours, and determination to work, OSY may be reluctant to seek out or avail themselves of MEP services.

Often when recruiting Out of School Youth (OSY) there will be many individual workers living together of various ages. Frequently, one worker appears to be more comfortable speaking with a recruiter than others in the group are. It is helpful for a recruiter to speak with that person, gain their trust and confidence, and explain the reason for the visit so that that person can assist them in their recruitment efforts. With this population, it is critical that recruiters have a resource that will be beneficial such as a dictionary or materials to help learn English. A recruiter can offer one of these materials to the person who assists them in their recruitment efforts to ensure that the eligible youth can be interviewed if present.

In addition to the recruiting tips previously listed, the following are additional considerations for recruiting OSY:

- Be knowledgeable of local service providers who can serve OSY. This is especially true if the local MEP is not providing services to OSY.
- Be flexible. OSY often work long hours, six-seven days/week. The recruiter may find that recruiting on weekends, early morning or evenings is the only way to meet with OSY. Recruit at their convenience, not yours.
- Do not make promises you cannot keep. MEP recruiters are a crucial link between OSY and the education system, social services, and other public entities. At all times, recruiters must be transparent with OSY and follow up on promises.
- Take advantage of community events that may attract OSY such as soccer games/tournaments and cultural celebrations in the community.

Once the recruiter has successfully identified and completed a COE for an OSY, the OSY Profile should be completed. The OSY Profile helps the state and local MEP gather data that will facilitate a more effective range of services available to OSY and their families.

Certificate of Eligibility (COE)

What is it?

For an entity or individual to provide Title I, Part C Migrant Education Program funded services to a student, it/he/she must determine that the student has met the program's qualifying criteria. The New Mexico Migrant Education Program must document the move details on a NM Migrant Education Program COE.

The COE is used to initiate a program eligibility determination. After it is approved, the information is entered into the MEP student database system that generates an electronic COE. This COE shows and establishes eligibility into the program.

Purpose

There are three specific purposes for the COE:

1. The purpose of the COE is to document the basis on which the children may be eligible for participation in Title I, Part C Migrant Education Program services and to obtain parental or guardian consent for children to participate in the Title I, Part C Migrant Education Program.
2. The COE serves as a document to obtain family and children information required for enrollment into the MEP student system.
3. The COE may be used for enrollment of students in the student system.

Information Included

The completed COE, which is printed in triplicate form, should include the names of all eligible children between the ages of 0 through 21. This includes preschool (ages 0 through 4), school aged (ages 5 through 16), all dropouts (up through age 21), and all other school aged children (up through age 21) not attending school.

Exceptions

Children who are not eligible and are not to be included on the COE are:

- Children who were born on or after the qualifying arrival date (QAD).
- Youth who have attained the equivalent of a 12th grade education in their home country.

General Reminders

1. Only a state-trained individual is authorized to complete COEs.
2. A personal interview is conducted to ascertain eligibility and a COE is completed.
3. By completing Section III first, possible eligibility is learned before the entire COE is completed.
4. It is extremely important to tell the family that the information obtained is CONFIDENTIAL and will only be used by educational agencies.
5. Information about the MEP and services available needs to be explained to the parent or guardian prior to obtaining his/her signature.
6. The COE must be completed, in blue ink, through a personal interview with the parent or guardian immediately upon identification. The COE should be neat and legible.
7. The interviewer and interviewee must sign the COE.
8. Review the completed COE with the interviewee before leaving the candidates home to ensure that all sections have been completed and responses recorded in the proper section.

Basic Steps to Ensure COEs are Completed Correctly

1. Review entire COE for blanks—fill in the blanks.
2. Compare birth dates with QAD. Birth dates cannot be after the QAD.

3. Compare the interview date with parent signature date, these dates must be the same. The QAD date cannot be after the signature dates.
4. Scrutinize the QAD section. Are all boxes checked? Are the date and location, correct? Does the qualifying activity match the qualifying arrival date.
5. Are all required comments included e.g., to join move, qualify under seeking, personal subsistence, temporary work worker or employer' statement, previous move, unfamiliar work activity, and any other comments that make clear the eligibility decision?
6. Have corrections to the COE been made according to the above procedures?

The "Comments Section" of the COE allows the recruiter to provide additional information or details that clarify the reasons for the recruiter's eligibility determination. The recruiter should write clear and detailed comments so an independent party who has no prior knowledge of the eligibility determination can understand the recruiter's reasoning for determining that the child(ren) is eligible. Only comments related to the eligibility of a migrant family should be included in this section. All other comments should be written on a note and sent in with the COE but should not be written on the COE document. At a minimum, the recruiter must provide the migrant's history (First move for agricultural reasons), OSY information, and comments that clearly explain items of the Qualifying Move & Work Section, if applicable.

As mentioned previously, these items include the following scenarios:

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

In addition, NM MEP requires that the state recruiter provide additional comments on the COE in the following circumstances and in any other circumstances in which a third party may question the eligibility determination:

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

Resolving Eligibility Issues

When an eligibility question arises, the recruiter should try to resolve it by reviewing the ID&R manual/MEP Non-Regulatory Guidance and discussing it among the local MEP staff. The process for resolving eligibility questions includes two steps:

- If the question remains unresolved, the recruiter, Data Specialist, or assigned staff member will contact the State ID&R coordinator. The State ID&R coordinator is available to answer any eligibility or data collection questions as needed.
- If based on the questions received, a trend of significant errors, misunderstanding, or both is identified; it will be communicated to all MEP staff by sending a memorandum or by having a training session.

Eligibility Red Flags

Each migrant family is different, and recruiters will come across all types of situations. There are some comment red flags that often require additional probing or may be an indicator that a family may not be eligible. State Recruiters should be aware of these and contact their supervisor with any questions they have.

- First agricultural or fishing move in work history – the family/youth has not performed agricultural or fishing work before.
- move from urban or non-traditional migrant areas.

- household in which some members have non-agricultural or non-fishing occupations.
- housing that appears to have a longstanding history of residency.
- worker that has a non-agricultural or non-fishing occupation for part of the year (especially if he or she goes back to this job regularly).
- lifestyle where migration does not seem to be an important factor in the family's life (e.g., housing, no school interruptions).
- intent of moves where work is sought but not obtained, especially in the off-season.
- move with guardian or on own instead of with parent.
- off timing or off-season moves.
- short-term or short distance moves.
 - **Short term duration COE's:** COE's that contain a short-term duration of 5 days or less, requires that State recruiters ask questions to ensure there was a change of residence. Please note that the State ID&R Coordinator will review COEs with short-term duration periods to ensure it meets that a change of residence is/was evident and was the intent.
- no qualifying activities taking place.

State Recruiter Time Management

State Recruiters should manage their time according to the leads, visits, and contacts that he/she must make. Time management will provide the recruiter with a better picture on how he/she can accomplish what is needed to be done in the timeframe available. Before heading out to recruit it is important for recruiters to determine the best way to use their day. This will help save time and help use program funds wisely.

- A. Schedule visits and appointments – When possible, it is highly recommended to schedule family and/or camp visits. Calling ahead of time and making appointments will ensure, in most cases, that the family or person will be at home/camp at the time of the visit. If scheduling is not a possibility, recruiters should make sure to recruit at the most effective time. For example, evenings are often a very successful time to find more families at home.
- B. Know when to make a visit – Recruiters should know the peak season and the seasonal jobs in their areas. Visits will be more effective when workers are not in the field or are out of work early. It is also key to know when some businesses hire additional workers to encounter possible eligible families.
- C. Develop a route system – Arrange referrals and/or visits in terms of geographical location. If the recruiter is in an urban setting, visits and appointments should be arranged by street, housing complexes, etc. If the visit is in a rural county determine if there are good places to visit along the route to maximize time and resources.
- D. Schedule time for paperwork – It is important to schedule office time to complete all necessary paperwork. Some paperwork such as a daily work report could be done at times when a recruiter is waiting for their next appointment or to speak with a farmer and can be done in the field. This can be a very useful time if used appropriately.

Quality Controls for an Effective ID&R Program

Quality control is a process used to ensure acceptable levels of quality in a product or service at the lowest possible cost. There are two types of Quality Control Activities: (1) Process-oriented in which the recruiter looks to see if mistakes happen during the process; and (2) product-oriented in which the recruiter looks at the final product to see if it meets standards. State Recruiters are expected to go over ALL the COE information before gathering interviewee signature. An ID&R quality control system must have both kinds of activities. Quality control in the MEP determines whether eligible migrant children are in the program, finds children incorrectly determined to be eligible, and identifies problem areas to be addressed.

Process-Oriented Quality Control looks at every action a recruiter makes to determine a child's eligibility for the MEP and attempts to identify where errors are most likely to occur. Some possible process-oriented errors made by recruiters include:

- Gathering incorrect information during the interview.
- Not asking enough questions.
- Forgetting to ask key questions.
- Ignoring pertinent facts.
- Misunderstanding the law, regulations, non-regulatory guidance.

Product-Oriented Quality Control looks at the final product when an administrator "inspects" the final product. The administrator checks eligibility determinations after they are made and re-interviews migrant families to see if proper determinations were made. Some possible product-oriented errors by recruiters include:

- Inaccuracy on COEs
- Not correcting errors on State forms

An efficient quality control process consists of training the recruiter, monitoring eligibility through peer reviews of ID&R activities, reviewing face validity of COEs, and validating child eligibility determinations. A final important piece is evaluating quality control results and using them to improve the ID&R process. The NM MEP is responsible for implementing an ID&R plan with procedures to ensure the accuracy of eligibility information received from recruiters identifying and recruiting potential migrant students. The Certificate of Eligibility is the form the State uses to document MEP eligibility determinations.

Each state's MEP allocation is determined by the regular year child count and from the summer school child count which is submitted to the U.S. Department of Education, Office of Migrant Education. These counts must be accurate. Furthermore, New Mexico's MEP must:

- keep records of these eligibility determinations to verify that the counts are correct.
- maintain documentation of eligibility determinations to demonstrate that only children who met the definition of "migratory child" were served (NOTE: Maintain records for 10 years from QAD); and,
- monitor the operations of subgrantees effectively by reviewing records of eligibility determinations to verify that they are administering the MEP in accordance with the law.

Preventing errors that occur is a focus of professional development and individualized technical assistance provided by the State to local recruiters. Quality control also takes place through careful reviews of COEs by the recruiter, the regional ID&R coordinator, and state MEP personnel. At each of these levels, reviews for accuracy are undertaken which include verification of the completeness of the information, determination

whether the instructions to the COE have been followed, and verification that the parent/guardian has signed the form, as has the interviewer.

Once the state recruiter has signed the COE, he or she forwards it to the local LEA or Regional MEP coordinator who verifies and signs that the information on the COE is correct.

Determining the Accuracy of the COE

The State MEP requires a paper or an electronic COE for all enrollments. The state recruiter’s signature indicates that he or she gathered the data directly from the parent, guardian, or youth in a face-to-face interview. An electronic COE is also maintained for all MEP students once the data has been entered into the MIS2000 System. The COE has been revised as needed to reflect changes in eligibility law interpretation. A guide including instructions on how to complete the COE is available for training and reference purposes.

The LEA must assign a staff member, authorized, and qualified by the SEA, to review and sign each COE. The COE reviewer shall be a person other than the recruiter/interviewer who originally made the eligibility determination. The SEA will designate the ID&R coordinator to review and sign the COE of a Regional Recruiter or for LEAs with only one MEP staff member.

The COE reviewer must verify that the information supports a proper determination of eligibility and sign the COE to indicate that this level of review has occurred. Next, the COE is forwarded to the NM State Department of Education, where it is reviewed by the assigned State MEP staff. If corrections or revisions need to be made, the COE is returned to the State Recruiter, who then reviews the errors with State ID&R Coordinator. Services cannot be provided to migrant students until final approval has been obtained. This review process is done in a timely manner. This process ensures that only eligible migrant children are recruited for the MEP and that all eligibility decisions are supported by appropriate documentation.

A COE should be entered in the state database only when the COE includes all the information necessary to verify a child’s or youth’s eligibility. The SEA maintains a list of current LEA/Regional COE reviewers, whose names are provided by the LEA every school year and whenever changes occur.

Agriculture and Crop Activities in NM

Activities:

<input type="checkbox"/> Bagging	<input type="checkbox"/> Baling	<input type="checkbox"/> Bedding	<input type="checkbox"/> Blood testing	<input type="checkbox"/> Boxing	<input type="checkbox"/> Canning
<input type="checkbox"/> Catching	<input type="checkbox"/> Chopping	<input type="checkbox"/> Classifying	<input type="checkbox"/> Cultivating	<input type="checkbox"/> Cutting	<input type="checkbox"/> Deboning
<input type="checkbox"/> Digging	<input type="checkbox"/> Eviscerating	<input type="checkbox"/> Feeding	<input type="checkbox"/> Fencing	<input type="checkbox"/> Fertilizing	<input type="checkbox"/> Freezing
<input type="checkbox"/> Gathering	<input type="checkbox"/> Grading	<input type="checkbox"/> Grinding	<input type="checkbox"/> Hanging	<input type="checkbox"/> Hatching	<input type="checkbox"/> Hauling
<input type="checkbox"/> Hoof Trimming	<input type="checkbox"/> Irrigating	<input type="checkbox"/> Juicing	<input type="checkbox"/> Killing	<input type="checkbox"/> Loading	<input type="checkbox"/> Logging
<input type="checkbox"/> Milking	<input type="checkbox"/> Mixing	<input type="checkbox"/> Mulching	<input type="checkbox"/> Packing	<input type="checkbox"/> Peeling	<input type="checkbox"/> Picking
<input type="checkbox"/> Planting	<input type="checkbox"/> Plucking	<input type="checkbox"/> Potting	<input type="checkbox"/> Preserving	<input type="checkbox"/> Pruning	<input type="checkbox"/> Pulling
<input type="checkbox"/> Raking	<input type="checkbox"/> Refrigerating	<input type="checkbox"/> Scalding	<input type="checkbox"/> Seeding	<input type="checkbox"/> Sexing	<input type="checkbox"/> Shearing
<input type="checkbox"/> Skinning	<input type="checkbox"/> Slaughtering	<input type="checkbox"/> Soil Preparing	<input type="checkbox"/> Sorting	<input type="checkbox"/> Spawning	<input type="checkbox"/> Spraying
<input type="checkbox"/> Tagging	<input type="checkbox"/> Tending	<input type="checkbox"/> Thinning	<input type="checkbox"/> Transplanting	<input type="checkbox"/> Trimming	<input type="checkbox"/> Tying
<input type="checkbox"/> Vaccinating	<input type="checkbox"/> Washing	<input type="checkbox"/> Watering	<input type="checkbox"/> Weeding	<input type="checkbox"/> Weighing	

Crops:

<input type="checkbox"/> Apples	<input type="checkbox"/> Asparagus	<input type="checkbox"/> Beef	<input type="checkbox"/> Blackberries	<input type="checkbox"/> Blueberries
<input type="checkbox"/> Broccoli	<input type="checkbox"/> Brussels Sprouts	<input type="checkbox"/> Bulbs	<input type="checkbox"/> Cabbage	<input type="checkbox"/> Calves
<input type="checkbox"/> Carrots	<input type="checkbox"/> Cherry Trees	<input type="checkbox"/> Chicken	<input type="checkbox"/> Christmas Trees	<input type="checkbox"/> Corn
<input type="checkbox"/> Cucumber	<input type="checkbox"/> Dairy	<input type="checkbox"/> Eggs	<input type="checkbox"/> Evergreen Trees	<input type="checkbox"/> Fish
<input type="checkbox"/> Flowers	<input type="checkbox"/> Goats	<input type="checkbox"/> Grapes	<input type="checkbox"/> Greenhouse Bulbs	<input type="checkbox"/> Greenhouse Flowers
<input type="checkbox"/> Greenhouse Plants	<input type="checkbox"/> Hay	<input type="checkbox"/> Herbs	<input type="checkbox"/> Horses	<input type="checkbox"/> Lettuce
<input type="checkbox"/> Melons	<input type="checkbox"/> Milk	<input type="checkbox"/> Nuts	<input type="checkbox"/> Oats	<input type="checkbox"/> Onions
<input type="checkbox"/> Oranges	<input type="checkbox"/> Peach Trees	<input type="checkbox"/> Peaches	<input type="checkbox"/> Pear Tree	<input type="checkbox"/> Pears
<input type="checkbox"/> Peppers	<input type="checkbox"/> Pork	<input type="checkbox"/> Potato	<input type="checkbox"/> Pumpkin Seeds	<input type="checkbox"/> Sheep
<input type="checkbox"/> Shrubs	<input type="checkbox"/> Sod	<input type="checkbox"/> Soybeans	<input type="checkbox"/> Squash	<input type="checkbox"/> Straw
<input type="checkbox"/> Trees	<input type="checkbox"/> Other	<input type="checkbox"/> Veal	<input type="checkbox"/> Wheat	

Safety

Personal safety is very important. It is imperative that the recruiter have a system to prevent and avoid dangerous situations. Each area must develop their safety plan taking into consideration the environment and needs specifically for the neighborhoods that the recruiters visit. An example is that a plan developed for rural areas could include different aspects that an urban plan might not or vice versa. The following are some common subjects in developing a safety plan.

1. Safety Before the Visit - It is very important to be prepared before making the visit. There are some basic preparations that must be made before the visit is carried out. The following points will offer the recruiter the opportunity to prevent some possible unsafe situations.
2. Check car conditions - It is important to maintain the car in good condition including regular oil changes, tire condition, spare tire, and battery.
3. Get regional maps for the area - This is a good way to know possible avenues to reach the same point and to avoid areas that are deserted and/or have some possible danger. Be aware that GPS may not work in all areas, so a paper map is always handy.
4. Look for possible dangerous roads or areas - It is good to ask someone that is more familiar with the area if there are some dangerous points. Also, local police and/or any other organization that provides services in the same area could be called.
5. Avoid shortcuts not known - If the recruiter is alone and is not familiar with the area, it is recommended that he/she stays on the major roads. These roads have high traffic and help could be more easily reached.
6. Carry a cellular phone – When the recruiter makes home or camp visits, it is very important to carry a cellular phone with emergency numbers. Also, check that the batteries are full before the visit. It is recommended that a car charger is part of the items provided to the recruiter.

7. Listen and watch for possible unsafe weather situations – Weather conditions can change quickly. Listen to weather reports to make a wise decision on continuing with the visit and/or to reschedule. If traveling in rural areas, ice, snow, and rain could present a very serious situation in a matter of hours.
8. Carry emergency items – Some items could be lifesavers in an emergency. If possible, carry a flashlight, water, blankets, mirror, flare or flashing lights, whistle, reflective band and a first aid kit.
9. Inform your co-workers or supervisor in what area you are going to be and approximately how much time you will be there. If it is a remote area, it will be good to call someone to let him/her know when you are going in and call back when you are getting out.

Safety During the Visit

The state recruiter should look at the surroundings before getting out of the car. If any suspicious situation is perceived, the recruiter must leave the premises and make attempts to reschedule the visit in another place or come back with another recruiter or staff member. The following are some possible signs of an unsafe situation:

1. Always carry identification – If there is an emergency, you are identified as an employee of your local agency and the Migrant Education Program.
2. Look at the surroundings – Check for people moving in and out of the house or adjacent units. Be aware of any suspicious moves or illegal acts. Be aware of any pets on the premises such as guard dogs.
3. Gender situations – The recruiter should be able to handle situations where he/she is in a gender safety situation. If the recruiter is a female and visiting a camp or house alone and, in the house/camp there are several men alone, this could be an unsafe situation. The recruiter should leave and come back another time with another recruiter or a co-worker. If the recruiter is a male recruiter and visiting a house or camp and there is a woman alone, he should be aware of the situation and ask for other people in the house/camp. It is recommended that he return when other people are present in the house for the interview.
4. Follow your gut – If a situation does not feel right, it probably is not. Get out of the site immediately stating that you will be back or that you will contact them again to continue the interview.

Safety After the Visit

It is important to record any incidents that are unsafe. Personnel performing recruitment change over the years, and this will benefit new recruiters in the area. It will also help to develop training tools on safety issues.

1. Inform the supervisor of any issues – It is important that when an unsafe situation happens to record it for others. It will also serve as a training tool for recruiters.
2. Record the incident in your daily log – It is important that people know what is unsafe and follow safety precautions.
3. List areas that are unsafe – Add to the list of unsafe areas the site where you had an incident. This information should be available to all staff that work in the area.

Re-interviewing Workers/Families

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

SEA Prospective Re-Interview Procedure

The SEA will assign a re-interviewer to conduct the prospective re-interview, complete the appropriate Re-interview Form, and determine if the worker/family meets eligibility criteria. The re-interviewer also determines if the information recorded on the COE is accurate and adequate to establish a child/youth's eligibility. The SEA will contract with a part-time, independent "re-interviewer" once every three years to conduct prospective re-interviews.

A yearly random sample of all new statewide COEs will be drawn from the state database. The families/workers to be re-interviewed the number will be based on the OME formula. The SEA/independent re-interviewer must follow the "NM MEP Re-interview Protocol (see Appendix VI)" to conduct the re-interviews. The major points of that protocol are noted below.

1. The re-interviewer must re-interview the same person who provided the information when the eligibility determination was first made. If the name of the interviewee was not recorded, these are the alternatives:
 - ❖ K-12 and Pre-K migrant students: The father, mother, or guardian must be the person to re-interview.
 - ❖ Out of school migrant youth: The youth himself or herself must be the person to re-interview.
2. The re-interviewer will have access to a copy of the original COE that first determined the child/youth's eligibility. The original COE will be used only as a reference tool. The information included on the COE cannot be used to lead the interviewee's responses. The original COE shall be reviewed.
3. The re-interviewer may be assisted by the local recruiter in finding the randomly selected workers/families to be re-interviewed. The LEA has the option to allow the local recruiter to accompany the re-interviewer when he or she conducts the re-interviews. In such a case, his or her role will be as an "observer." The local recruiter cannot participate in the re-interview or offer information to the re-interviewer.
4. A report of the findings must be submitted to the SEA ID&R coordinator. The "Re-interview Outcome Report" must include any identified eligibility errors or other problems and a plan to correct them. If ineligible students/youth have been enrolled in the program, they must be deleted from the local database and each worker/family must be notified.

The SEA ID&R coordinator will assist the LEA/Regional Recruiter during the process of identifying eligibility errors or problems and developing an action plan. His or her role also includes following up on the implementation of the action plan.

Personnel who Conduct the Re-interview

To ensure high-quality re-interviews, interviewers should be independent of the original eligibility determination. Use of independent re-interviewers allows for greater transparency and collection of program eligibility data. For prospective re-interviewing, existing program personnel and recruiters are allowed to be used for two out of every three years. To the extent existing recruiters are used, NM MEP will ensure that the recruiters do not re-interview the families they originally recruited for the MEP. At least once every three years, independent re-interviewers who have been carefully trained in the re-interview process will be used. These re-interviewers will not be State educational agency (SEA), or local operating agency staff members working to administer or operate the MEP, nor any other persons who worked on the initial eligibility determinations being tested.

For a detailed explanation of how to conduct prospective re-interviewing see section III of the OME Technical Assistance Guide on Re-interviewing. [http://results.ed.gov/Technical Assistance Guide on Re-interviewing](http://results.ed.gov/Technical_Assistance_Guide_on_Re-interviewing)

Recertification (Re-enrollments)

Each year migrant programs are required to determine which migrant families are still residing in the state when the new program year starts. Families/youth previously identified as migrant must be revisited annually to determine whether the family/youth has made another qualifying move out of the district and back again during the year. These follow-ups ensure that eligible families/youth continue to be served under the NM MEP.

When the State recruiter follows up for recertification and learns the family/youth has moved out of the district and back again if either move was a qualifying move, a new COE is required, and their new eligibility period needs to reflect the new qualifying move.

If either move was not a qualifying move, their eligibility period and qualifying arrival date remain the same. The family/youth's eligibility will continue for the remainder of their 36-month eligibility period starting on the QAD documented on the COE. The LEA shall document on the existing COE that a contact was made during the year. The district has the option to either:

- ❖ Update the residency date, record when and how the contact was made and any other new information such as the address, telephone number, enrollment date, etc. by documenting this information legibly on a copy of the existing (previous) COE; or
- ❖ Complete a new COE to include the new residency date along with the previous qualifying move information.

Although the recertification follow-up can be conducted over the phone, a new COE must be completed through a face-to-face interview anytime a new qualifying move has been made.

Removing Families/Youth from the NM MEP

All New Mexico school districts are responsible for maintaining an accurate roster of eligible migrant families/youth. Once a child or youth is identified as no longer eligible, they must be removed from the school district's MEP roster. There may be several reasons why the LEA may need to remove a migrant family from the NM MEP. Reasons for removing a family/youth include but are not limited to:

- ❖ The eligibility period expired.
- ❖ Family/youth was found to be ineligible for the NM MEP after conducting a re-interview.

If a child/youth's eligibility period expires, the LEA shall:

- ✓ Conduct follow-up interviews to check for possible new QADs. If there has not been a new QAD, the State Recruiter shall inform the family of the expiration of their eligibility for the MEP.
- ✓ Stop all services provided by the MEP (some exceptions apply – see provisions for continuation of services below).
- ✓ File the COE as “End of Eligibility” or in a similar manner. LEAs are also responsible for identifying the reason for the child/youth no longer being eligible, for example, “36 months expired.”
- ✓ Follow LEA district/MEP Regional procedures and remove the migrant child/youth from the district and state migrant database.

If a parent/guardian or an OSY indicates that they no longer wish to be served as migrant:

- ✓ The State Recruiter shall write in any clear spot on the COE that parent/guardian or OSY no longer wishes to be identified as migrant.
- ✓ The LEA shall then remove the migrant code from the child's demographic file via the district student database after data have been reported to the state. This will ensure that the district receives credit for serving the child at least one day during the period. The district should contact the Regional MEP administrator for proper procedures on how to ensure counts are accurate.

If a parent/guardian or an OSY indicates, during the initial interview, that they wish not to be identified as migrant, the recruiter shall still complete a new COE indicating that the parent/guardian or OSY does not want to be part of the program. This ensures that the student is reported as identified, but not served in the program.

If a family/youth was incorrectly determined eligible for the MEP, because of the SEA or LEA Quality Control Plan, the local district must do the following:

- ✓ Stop serving the child immediately.
- ✓ Inform the family that the child is not eligible for the MEP.
- ✓ Take the appropriate steps to remove the migrant status or other program eligibility indicators for the migrant students affected from the local database (contact the district's student information systems manager for the appropriate procedures).
- ✓ Contact the state office and request that the child(ren) be removed from their migrant count.
- ✓ Contact the SEA and indicate, if possible, the cause of the erroneous eligibility determination and any local corrective actions to address such cause.

Continuation of Services

There are circumstances under which a program is still allowed to provide services to a migrant child/youth even after they are no longer eligible for the migrant education program. These circumstances include:

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

Note: Before the district provides services to these children, it should consider whether the child's unmet special educational needs are addressed by the general school program and whether migrant children who have a priority for services have already been served.

U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children, Washington, D.C., 2010. (Chapter V, A9).

Once a migrant child has received a high school diploma or its equivalent, the individual is no longer entitled to a free public education through grade 12 under State law and, therefore, is not eligible as a "child" to receive MEP services. However, in some circumstances, it might be possible that a child who finished high school may be eligible for MEP services. In New Mexico, the migrant child may still be entitled to a free public education through grade 12. If the child received a certificate of completion or attendance but failed the State high school exit exam and is allowed to re-enroll in high school, the child remains eligible for MEP services as long as the child is not yet 22 years of age. A youth that has graduated from high school in his or her native country may no longer be eligible for free and public education according to the NM Department of Education. The recruiter shall treat this on a case-by-case basis and contact the SEA for assistance in making eligibility determinations.

Creating an Effective Recruitment Network

Referring Migrant Students to other Agencies

The referral - directing needs to the appropriate resource(s) - is addressed in this manual because much of the migrant child's educational success is dependent on the family's ability to provide for the physical, emotional and health needs of their children.

Recruiters have unique advantages in providing families with referrals to needed resources because of the relationships they build with the families regarding their children's education. Successful recruiter/family relationships can provide the family with a trusted link to the community and its institutions, including schools, churches and other religious organizations, health care and recreational facilities, libraries, and social service agencies.

Making referrals promotes the opportunity for recruiters to develop a network of community members who may be able to provide information regarding the presence of potentially eligible children and youth.

When obtaining information from an agency to determine if it provides services to migrant children and youth and families, recruiters should educate agency employees and volunteers about the MEP's eligibility criteria and potential services. This exchange promotes the likelihood that community agencies will refer potentially eligible children and youth to the MEP recruiter. Referrals should be made and received by both agencies and recruiters for the benefit of families, agencies, and the MEP.

Federal Register

The Federal Register states: Under what conditions may support services be provided?

An SEA or an operating agency may provide health, nutritional, social, or other support services with migrant education funds if:

1. These services are necessary to enable eligible migratory children to participate effectively in instructional services; and
 - (i) In the case of an operating agency, that agency has first Requested assistance from the LEA in locating and using other Federal/State programs to provide these services; and
 - (ii) Determined that funds or services from other programs are not available or are inadequate to meet the needs of the participating migratory children.

Tailoring your Explanation

Recruiters of migratory students must be able to effectively introduce the MEP and its purposes to various audiences. This can sometimes be a tricky process since the same explanation does not yield the same results with all people. There is no one-size-fits-all approach to program introduction when recruiting and developing collaborations. A helpful part of this process is for the recruiter to think about how collaboration with the NM MEP would benefit the specific agency they are working with as well as the direct benefits to the MEP and highlight those key details in the conversation.

Part of the recruiter's ability to adjust a response or explanation effectively comes from a good general understanding of the business or industry which they are visiting. It is important for recruiters to do their research before hitting the field to be prepared for future conversations as they work in the community.

Social Service Agencies

As indicated in the daily work conducted throughout the New Mexico Migrant Education Program, migrant students and their families often need assistance from bilingual staff that will provide them information regarding health, welfare, life-management skills, and educational services. Migrant parents also need the support from staff to refer them to these existing agencies in securing service from these agencies.

To achieve the above, it is important that the recruiter establishes a good working relationship with agency representatives and becomes very familiar with social service agencies. This is helpful in providing referrals to families as well as getting referrals of possible eligible families or youth from the agency. If a successful contact is made and trust is built with staff at the agency it will not only help current migrant families but also open connections for finding more eligible families.

Helpful information to know about the social service agencies is:

- Name of Agency
- Location
- Contact Person and Phone Number
- Office Hours
- Service Provided
- Eligibility Criteria (if applicable)

Social Service Agencies Examples

There are many agencies and organizations that provide services. The following is only a partial list:

• Community Service Groups (e.g., Lions, Kiwanis)	• County Health Departments
• Dept. of Social & Health Services	• Health Clinics
• Hospitals	• Local Churches
• Local Hospitals	• Private Non-Profit Organizations
• Other Related Community Organizations	• Red Cross
• United Way Programs	• Women, Infants, & Children (WIC) Program

Housing

• Community Service Groups	• Growers Associations	• Homeless Shelters
• Housing and Urban Development (HUD)	• Landlord/Tenant Associations	• Local Churches
• Local Housing Authority		

Legal (referrals when requested)

• Commission of Hispanic Affairs	• Georgia Legal Services
• Local Legal Aid Services	• Mexican American Legal Defense & Educational Fund (MALDEF)
• State and Regional Office of Civil Rights	

Clothing

• Community Service Groups	• Local Church Groups	• Non-Profit Charitable Organizations
• Salvation Army	• Saint Vincent de Paul Society	• Thrift Shop

Food

• Community Service Groups	• Local Church Groups
• Local Food Bank	• Non-Profit Charitable Organizations
• Salvation Army	

Making Referrals

1. Assess the needs of the family by gathering information during an interview with the family, student, and other school staff.
2. Upon determination of the family needs, the recruiter or LEA staff person should inform the family of the services that may best meet their needs.
3. The recruiter or LEA staff person should review the eligibility requirements of the program to ensure that the client is being referred to the appropriate program.
4. The recruiter or LEA staff person may refer a child only if parental consent is granted (when applicable).
5. Translation services may be provided if other translation support is not available.
6. Confidentiality of information obtained in making referrals should be maintained.

Following Up

Referrals are most effective when they include the act of ensuring that the appropriate actions have been taken based on the referral. This could mean calling the family after the referral to inquire if they successfully used the food bank. It is important to follow up on referrals made to ensure that initial needs have been addressed.

Working With Farmers and Agri-business

Much of a recruiter's time is spent out in the "field". There are some key activities to do before leaving to spend a day in the field.

- ❖ Do your research: Find out information such as the names of farmers and/or crew bosses, human resources manager, plant owner, etc.
- ❖ Become knowledgeable about seasonal agricultural cycles by using agriculture census information or through conversations with local extension agents, crop specialists, 4-H Leaders, or labor specialists.
- ❖ Call farms on a rainy day or in the evening before you go to gather information on their workforce. Ask specific questions: "Is your farm family run? Do you hire seasonal or temporary workers? Do you hire locally or bring workers in from another area?" Be aware you may get limited information.
- ❖ Use web resources such as USDA Crop Scape, USDA quick stats, and Google Earth to find locations of various crops.
- ❖ Contact the farmer or agribusiness employer to inform them that you will be visiting the area and will stop by. Remember if you ask for permission to visit over the phone, you may be denied, so use precaution in asking any questions that could be better addressed by a face-to-face visit.
- ❖ Watch the weather – workers may not be present at farms in rainy weather so plan accordingly. (For example, they may all be home so plan to visit housing instead of places to work.)
- ❖ Prepare to be a diplomat: provide positive information to people who are resistant to the idea of migrant education.
- ❖ Dress appropriately – jeans, plastic boots when appropriate. E.g., Meatpacking plants are often very cold.
- ❖ Set up or attend meetings with community agencies.

Contact the Department of Health inspectors, housing agencies, water inspectors, human services, Department of Labor's wage and hour division, migrant health, migrant head start, etc. to network. Many of these agencies work directly with farms.

Recruiter Visits on the Farm

Once a recruiter is at a farm there are several things to consider to ensure that the visit will be helpful to recruitment efforts. Recruiters must remember that timing and presentation of the program are key. First impressions matter and the ability of a recruiter to build rapport quickly is essential. Things such as where a recruiter parks his/her car, wearing the proper attire, and bringing along identification should all be carefully planned. Practice your speech ahead of time. Always let someone know your itinerary and secure valuables in your vehicle.

There are some key introduction points that can be helpful. Good eye contact and a firm handshake are a good start. The following are all essential for recruiters to explain. Farm staff should clearly know who the recruiter is and why he/she is there. Explaining that the program is free and information is confidential are both important points to share as well as asking for the appropriate person to speak to at the company. A clear explanation of program services to migratory families and youth and the benefits to the farm owner, staff, schools, and community is helpful. A sample of the kinds of materials that will be provided can be presented. The same program explanation is not always appropriate at each farm or agribusiness.

The introduction points depend on several factors. These can include the time available to discuss the program with whomever the recruiter is speaking, the role or position of the person engaged in the conversation, the interest or resistance the listener is showing, etc.

Recruiters should always have a clear plan of what they would ideally like to see as the outcome of the conversation with farm staff. One possible outcome could be approval to be able to come back on a lunch break to talk with farmworkers. Another possibility could be gaining permission to go out in a field and talk with workers while they are working or being granted access to farm housing during off hours to speak with workers then. If a farmer is particularly resistant, permission to hang up a program flyer in a visible place or to have farm staff put a flyer for the program in the workers' next paycheck may be the best outcome.

Recruiters need to be flexible in their approach to trying to gain a chance to talk with workers. It is helpful to be persistent but not pushy. If a farmer does not offer access to workers during a lunch break, he may be comfortable with a recruiter placing a flyer on a worker's car windshield. This could potentially open an opportunity for a recruiter to be contacted by a family or OSY. In this case, a recruiter should always have a flyer or something that will pique the interest of any farmworker, available for posting.

A farmer might also offer access to the recruiter at a later date. Recruiters should provide as many options as possible of when they can return to best meet the schedule of the farmer and the workers. If they are reluctant to set a firm date or time, a recruiter can always leave some materials for the farmer to review and let them know that they will be re-contacted at a later date.

Agribusiness Visits

Gaining access to recruitment opportunities at agribusiness establishments requires some of the same techniques as working with farms but there are also some differences. It is often helpful with some Agribusinesses to mention partnerships the MEP program has with other businesses of the same nature. For example, agri-business staff may be interested in learning how recruitment is conducted at a similar plant in the state.

Recruiters should always dress appropriately. It may be appropriate for a recruiter to dress up when visiting a Human Resource Manager at a plant but if they are visiting a feedlot more casual attire would be appropriate.

With agri-business such as processing plants, canneries, and vegetable processors, it is often helpful to request permission to set up a table with large signs and free educational materials for a couple of days. MEP staff should work at the table for all shifts available. Persistence pays off. Many workers may not be comfortable approaching MEP staff at the beginning of a shift but after seeing them there for 8-12 hours and learning from others what they are doing they are more likely to approach the staff.

If an ineligible worker is particularly interested in materials the MEP is offering, it can be helpful for recruitment staff to ask the worker to help them find someone who is eligible and bring them to the table to speak with MEP staff. If an eligible worker is found through these efforts, materials can possibly be provided to the worker who assisted in locating the eligible worker.

At agri-businesses, recruiters are often not permitted to try and recruit workers when they are working on the job. It is important for recruiters to be accessible so workers can come to them.

Once Recruiters get Permission to Talk to Workers

Once a recruiter gains access to speak with workers on a farm or agri-business, there are several factors to consider to determine the more appropriate recruitment approach. These can include the number of workers available at the site, the time allotted to recruit, whether the workers are working or on break, whether they have just arrived to work or are leaving, etc. Just as important as it is to gain the farmer's rapport, the recruiter needs also to work quickly to gain rapport with workers.

One good strategy with a large group of workers and limited time is to conduct a quick group interview. After explaining to all present with just a couple of sentences why the recruiter is there, they can then address the group and ask who has moved into the area in the past three years. It is helpful to provide a specific date. The recruiter can ask them to raise their hands if they have moved to the area after the date the recruiter specifies. Those with their hands raised can then be asked if they have children and/or if they are under the age of 22 and have not yet graduated from high school. If they do not have children or are not under the age of 22, they would be asked to put their hands down. Then the recruiter could ask those with their hands remaining to either provide their contact information so they can be contacted at a later date if there is not enough time to conduct the eligibility interview or, if sufficient time is available, the initial eligibility interview can be conducted. Those without hands raised can be asked if they know of anyone who fits the criteria for a possible referral for the recruiter to follow up at a later date.

Other recruitment strategies could include having all workers fill out a quick survey that a recruiter can use to follow up on later or seeing if it is possible to conduct several recruiting sessions at a particular site. However, be aware that some students may be pre-literate so recruiters may need to use plenty of visuals and verbal instruction. Also, all students may not speak the same language or be fluent in the same languages. Each farm is a bit different so a recruiter should be ready for all sorts of possibilities for recruitment opportunities.

Recruiters should always have resources and materials organized to distribute when an eligible migratory student is found. If a recruiter does not bring materials that workers will be interested in, it will be very hard to convince both worker and farmer to allow the visit and use the time to conduct eligibility interviews. Possible educational resources to distribute at the time of recruitment include bilingual dictionaries, gloves, resource guides created by the program, etc.

If time permits, recruiters can gain additional rapport with the workers and farmer by teaching a quick lesson to eligible migrants on dictionary skills or using a map. A quick lesson on mapping could be as simple as helping them identify where they reside currently and showing them basic geography such as forest, lakes, airports, highways, etc. Teaching how to use a dictionary helps them gain access to an invaluable resource.

A quick tip to ensure that a recruiter has the correct phone numbers of eligible migrant families or youth upon recruitment in the field is to call their number then and there before leaving to ensure it is correct.

Appendix I: Safety (Forthcoming)

Appendix II: NM COE

New Mexico Certificate of Eligibility

District: _____ School Year: _____

I: FAMILY DATA												
Parent/Guardian 1: Last Name			First Name			Parent/Guardian 2: Last Name			First Name			
Parent/Guardian 1 Email Address:			Parent/Guardian 1 Telephone:			Parent/Guardian 2 Email Address:			Parent/Guardian 2 Telephone:			
Current Address:						City:		State:		Zip:		Telephone:
II: CHILD DATA												
Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	Birth Date	MB	Code	Res Date	Grade	Bldg	Elg
NMSI: _____												
NMSI: _____												
NMSI: _____												
NMSI: _____												
NMSI: _____												
III: QUALIFYING MOVES & WORK						V: INTERVIEWEE SIGNATURE:						
<p>1) The child(ren) listed on this form moved due to economic necessity from a residence in _____ School District / _____ City / State / Country to a residence in _____ School District / _____ City / State _____.</p> <p>2) The child(ren) moved (complete both a. and b.):</p> <p>a. <input type="checkbox"/> as the worker, OR <input type="checkbox"/> with the worker, OR <input type="checkbox"/> to join or precede the worker.</p> <p>b. The worker, _____ First Name and Last Name of Worker _____, is <input type="checkbox"/> the child or the child(ren)'s <input type="checkbox"/> parent/guardian <input type="checkbox"/> spouse.</p> <p>i. (Complete if "to join or precede" is checked in 2a.) The child(ren) moved on _____ MM/DD/YY _____. The worker moved on _____ MM/DD/YY _____. (provide comment)</p> <p>3) The worker moved due to economic necessity on _____ MM/DD/YY _____ from a residence in _____ School District / _____ City / State / Country to a residence in _____ School District / _____ City / State _____, and:</p> <p>a. <input type="checkbox"/> engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move); OR</p> <p>b. <input type="checkbox"/> actively sought new qualifying work, AND has a recent history of moves for qualifying work (provide comment)</p> <p>4) The qualifying work, * _____ describe agricultural or fishing work _____, was (make a selection in both a. and b.):</p> <p>a. <input type="checkbox"/> seasonal OR <input type="checkbox"/> temporary employment</p> <p>b. <input type="checkbox"/> agricultural OR <input type="checkbox"/> fishing work</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> <p>*If applicable, check: <input type="checkbox"/> personal subsistence (provide comment)</p> </div> <p>5) (Complete if "temporary" is checked in #4a) The work was determined to be temporary employment based on:</p> <p>a. <input type="checkbox"/> worker's statement (provide comment), OR</p> <p>b. <input type="checkbox"/> employer's statement (provide comment), OR</p> <p>c. <input type="checkbox"/> State documentation for _____ Employer _____.</p> <p>6) The child(ren)'s Qualifying Arrival Date was _____ MM/DD/YY _____.</p>						<p>I understand the purpose of this form is to help the State determine if the child(ren)/youth listed on this form is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.</p> <p><input type="checkbox"/> I give permission to share this document with HEP and/or CAMP if necessary to help my child(ren).</p> <p>_____ Signature</p> <p>_____ Printed Name</p> <p>_____ Relationship to the child(ren)</p> <p>_____ Date</p>						
VI: ELIGIBILITY DATA CERTIFICATION:												
<p>I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399 and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.</p>						<p>YEAR _____</p> <p>_____ Signature of Interviewer</p> <p>_____ Date</p> <p>_____ Signature of District Reviewer</p> <p>_____ Date</p> <p>_____ Signature of State Reviewer</p> <p>_____ Date</p>						
IV: COMMENTS: (Must include 2bi, 3a,3b,4, 5a and 5b of the Qualifying Moves & Work Section, if applicable. Must include the Interviewee Signature Section, if applicable.)												



Appendix III: State Recruiter Job Description

STATE MIGRANT RECRUITER—REGIONAL MEP

FLSA Status:	<i>Non-Exempt</i>
SPA License Status:	<i>Non-licensed/No Contract</i>
SPA Probation:	<i>One Year</i>
Supervisor:	<i>Coordinator of Migrant Education Program</i>
Supervises:	<i>None</i>
Salary Schedule:	<i>Professional Non-Administrative –Range 2</i>
Terms of Employment:	<i>12 Months</i>
Job Goal:	<i>Under general supervision of Las Cruces Public Schools and in partnership with New Mexico Public Education Department Division of Equity Innovation and Social Justice, the Migrant Education Recruiter is responsible for identifying and recruiting eligible migrant children for the Migrant Education Program and to support recruitment in other school districts as needed. The work is performed throughout the region as assigned by the NMPED, and includes accurately documenting the facts of eligibility.</i>

Minimum Qualifications

- 1. High School Diploma or Equivalent; Associates Degree or higher preferred.*
- 2. Bilingual and Bi-literate in English and Spanish.*
- 3. Experience in working with diverse populations.*
- 4. Outstanding verbal, written communication in English and Spanish.*
- 5. Excellent customer service and organizational skills.*
- 6. Excellent computer skills in Microsoft Office (MS) software applications and database applications.*
- 7. Possession of, or ability to obtain, a valid New Mexico's driver's license and current auto insurance with minimum liability coverage.*

Job Duties

- 1. Understand all federal and state regulations pertaining to the identification and recruitment of migrant children.*
- 2. Conduct interviews accurately and skillfully in order to determine eligibility for the MEP.*
- 3. Attend all recruiter meetings, state meetings and other training sessions sponsored by LCPS MEP REGION/NMPED office.*

Revised: September 2023

4. *Follow all procedures and practices contained in the New Mexico Plan for Identification and Recruitment and in any other directives issued by the State Identification & Recruitment Coordinator and the NMPED.*
5. *Assist in the development and interpretation of Migrant Education Program recruitment procedures for the purpose of establishing compliant guidelines need to effectively and efficiently meet program goals while adhering to all relevant regulations and federal guidance.*
6. *Establish contacts and regular visits with agencies, businesses and sites that serve migrant families for the purpose of having them help by referring potential eligible families. Among the agencies are health clinics, day care centers, adult education, ESL or amnesty classes, governmental agencies, farmworker unions, legal aid agencies, and churches. Among the businesses are laundromats, stores, movie theaters, restaurants, and shopping malls.*
7. *Visit homes, work sites or other locations to interview parents or guardians to determine child eligibility for the Migrant Education Program.*
8. *Record eligibility information for each eligible child on a paper/electronic Certificate of Eligibility.*
9. *Submit COEs in a timely manner for review/approval to the designated Local Education Agency within 24 hours after completion.*
10. *Serve as liaison among home, school, community and the LCPS MEP Region/NMPED office.*
11. *Assist parents by providing information on supplementary programs provided by the school districts and by the Migrant Education Program.*
12. *Assist with recruitment of parents for membership in the Parent Advisory Council (PAC) and for involvement in PAC activities.*
13. *Travel throughout the assigned recruitment area in order to fulfill job duties.*
14. *Maintain records as required by the LCPS MEP Region/NMPED office.*
15. *Complete all work accurately and promptly.*
16. *Collaborate with state school districts to promptly identify migrant children.*
17. *Contact recently recruited families to address their needs and complete the Needs Assessment/Parent Contact Log.*
18. *Correct oral language usage, spelling, grammar, and punctuation in English and the specified second language of the children/families being served.*
19. *Complete all required documentation involving recruitment efforts including but not limited to Daily Logs and Weekly Recruitment Plan on the Connecteam Application and update NM Google Recruitment map as needed.*
20. *Provide Local Educational Agencies with a written update after contacting families they referred for MEP.*
21. *Thorough knowledge of the geographic area and agricultural activities in NM.*
22. *Communicate clearly and concisely in English and the specified second language of the children/families being served.*
23. *Model communications and interactions that respect and include all individuals and their language, abilities, religions, and cultures.*
24. *Communicate to a cross-section of people on a professional and personal basis.*
25. *Conduct interviews accurately and skillfully in order to determine eligibility for the program.*
26. *Communicates and displays courteous and professional behavior toward the immediate*

supervisor, school and district administrators, staff, peers, students, parents and the community

27. Exhibit professionalism by maintaining good attendance and adhering to established work schedule.
28. Comply with the Code of Ethics, administrative directives, board policy, state and federal statutes and rules and regulations.
29. Meet regularly with the State Identification & Recruitment Coordinator to review and analyze all activities within the area of responsibility.
30. Communicate and display courteous and professional behavior toward students, the public, the Immediate Supervisor, School and District Administrators, staff and peers.
31. Safeguard the confidentiality of information pursuant to the Family Educational Rights and Privacy Act and other applicable state and federal statutes.
32. Evenings and weekend work may be required.
33. Perform such other tasks as may be assigned.

MACHINES, TOOLS, EQUIPMENT AND WORK TOOLS

Various machines and equipment including but not limited to computer, telephone, instructional technology.

WORKER TRAITS—Aptitudes

1. Verbal ability required to understand oral and written instructions
2. Motor coordination required to coordinate eyes, hands and fingers when operating machines and equipment essential to the job
3. Manual and finger dexterity required to operate machines and equipment precisely and rapidly
4. For further information regarding worker traits, please see attached job analysis

EVALUATION

Performance of this job will be evaluated in accordance with provisions of the Board of Education's policy on evaluation of professional personnel.

.....

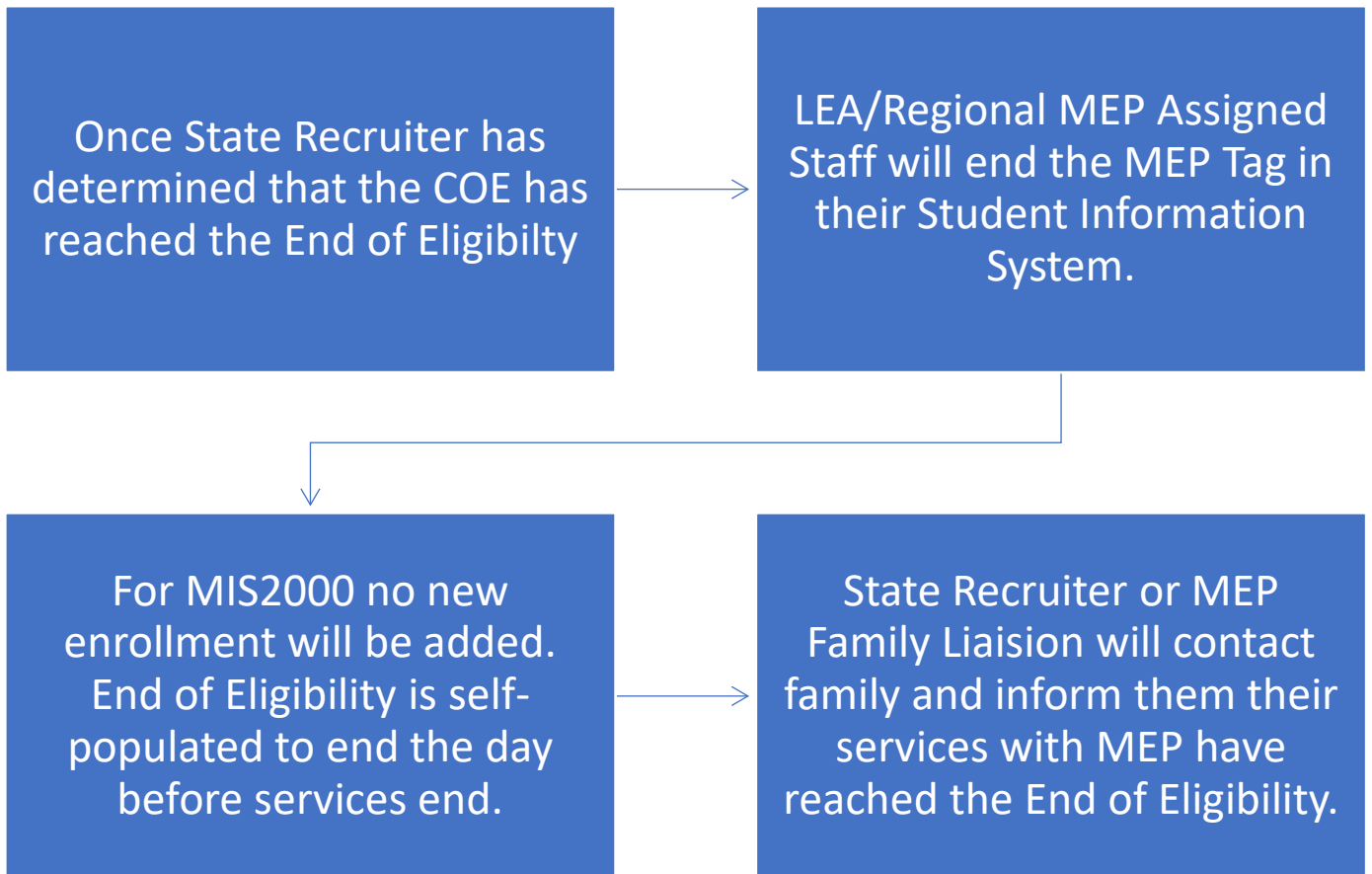
I accept this position offered and agree to the above job description.

Print Name _____

Signature _____ Date _____

Approved By _____ Date _____

Appendix V: District Procedures



Abbreviations

AKA	Also known as
BMEP	Bilingual Multicultural Education Programs
CAMP	College Assistance Migrant Program
CH	Chapter
COE	Certificate of Eligibility
ED	U.S. Department of Education
EL	English Learner
ELL	English Language Learner
ESEA	Elementary and Secondary Act of 1965, as amended
FERPA	Family Educational Rights and Privacy Act
GPS	Global Positioning System
HEP	High School Equivalency Program
HUD	U.S. Housing and Urban Development
ID	Identification
ID&R	Identification and Recruitment
LEA	Local Educational Agency
LCD	Language and Culture Division
LQM	Latest Qualifying Move
MALDEF	Mexican American Legal Defense & Educational Fund
MB	Multiple Birth
MEP	Migrant Education Program
MSIX	Migrant Student Information Exchange
N/A	Not Applicable
NM MEP	New Mexico Migrant Education Program
NMPED	New Mexico Public Education Department
NRG	non-regulatory guidance
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PED	Public Education Department
PreK	Pre-Kindergarten
QAD	Qualifying Arrival Date
QC	Quality Control
SDP	Service Delivery Plan
SEA	State Educational Agency
SSBB	State Seal of Bilingualism and Biliteracy
TAM	Technical Assistance Manual
USC	United States Code
USDA	U.S. Department of Agriculture
USDOE	U.S. Department of Education
WIC	Women, Infants, and Children Program

Glossary

The glossary includes definitions and descriptions taken primarily from the following OME sources. The sources are cited parenthetically after each definition or description.

Statute – Elementary and Secondary Education Act of 1965, Title I, Part C, as amended by the Every Student Succeeds Act. 20 USC §§ 6391-6399. (Education of Migratory Children, Section 1301-1309)

Code of Federal Regulations – Code of Federal Regulations (Part 200 for Title I, Subpart C – Migrant Education Program), 34 CFR §§ 200.81-200.89

Non-Regulatory Guidance (NRG)– U.S. Department of Education, Migrant Education Program. (2017). Non-regulatory Guidance: Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965

The National ID&R Manual – From this publication: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education. (2017).

Agricultural Work

“Agricultural work” means the production or initial processing of crops, dairy products, poultry, or livestock, as well as the cultivation or harvesting of trees. It consists of work performed for wages or personal subsistence. (Section 1309(2) of the ESEA, as amended; 34 CFR § 200.81(a); NRG, Ch. II, F1)

Certificate of Eligibility

The “Certificate of Eligibility,” also known by its acronym “COE” or the “National COE,” is a form established by the Secretary of Education that consists of required data elements and required data sections necessary for documenting a child’s eligibility for the MEP. (34 CFR § 200.89(c); NRG, Ch. II, H2).

Child Count

For purposes of the MEP, a “child count” is the state’s numeric calculation of the total unduplicated number of eligible migratory students statewide who can be counted for funding purposes. ED collects two separate child counts, known as the Category 1 and Category 2 child counts (NRG, Ch. IX, B1).

Comprehensive State Plan for Service Delivery

The “comprehensive state plan for service delivery,” also known as a state service delivery plan (SDP), describes the services the SEA will provide on a statewide basis to address the unique educational needs of migratory students (Section 1306(a)(1) of the ESEA, as amended; NRG, Ch. IV, B1).

Consolidated State Performance Report

The “Consolidated State Performance Report” is the instrument SEAs use to report to ED on the performance of many ESEA formula grant programs, including the MEP (Section 8303 of the ESEA, as amended; NRG, Ch. IX, A1).

Continuation of Service

The statute provides three circumstances in which a LOA may continue to provide services to children whose eligibility has ended: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation (Section 1304(e) of the ESEA, as amended). [Note: Before the agency provides services under these provisions, it should consider whether the child's unmet unique educational needs are addressed by the general school program and whether migratory children who have a priority for services have already been served.] (NRG, Ch. V, A9)

College Assistance Migrant Program

The "College Assistance Migrant Program," also known by its acronym CAMP, assists migratory students in completing their first year of college and provides follow-up services to help them continue in postsecondary education (Title IV of the Higher Education Opportunity Act; NRG, Table 1).

Cooperative Extension Service

Each state has a "land grant" college or university that addresses agricultural issues and supports a statewide system of Cooperative Extension Service offices. The county agents for each Cooperative Extension office often have in-depth knowledge of local farms and crops, and have many contacts in the farming community. The Cooperative Extension Service may also offer annual statewide activities such as farm shows or agricultural days that are good places to meet employers (*National ID&R Manual*, Chapter 4-8).

Crop

A "crop" is a plant that is harvested for use by people or by livestock (NRG, Ch. II, F3).

Economic Necessity

ED considers "economic necessity" to mean that the child and the worker (if the child is not the worker) moved because they could not afford to stay in the current location. The MEP is premised on the understanding that migratory children have unique needs in view of their mobility, and generally are in low-income families. The statutory requirement that a qualifying move be made due to economic necessity clarifies that, under the ESEA, economic necessity is integral to a move that makes a child a "migratory" child (NRG, Ch. II, D3).

Engaged in New Qualifying Work

"Engaged in new qualifying work" soon after a qualifying move is one of the criteria for determining whether a worker is a migratory agricultural worker or migratory fisher. In this context, engaged in new qualifying work means that the worker began temporary or seasonal employment in agriculture or fishing (e.g., picking strawberries).

Emancipated Youth

“Emancipated youth” are children who have not reached adult age (in accordance with state law) who are no longer under the control of a parent/guardian and who are solely responsible for their own welfare (NRG, Ch. II, A6).

Fish Farm

A “fish farm” is a tract of water, such as a pond, a floating net pen, a tank, or a raceway reserved for the raising or harvesting of fish or shellfish. Large fish farms sometimes cultivate fish in the sea, relatively close to shore. The fish are artificially cultivated, rather than caught, as they would be in “fishing.” Fish species raised on fish farms include, but are not limited to, catfish, tilapia, salmon, cod, carp, eels, oysters, and clams (NRG, Ch. II, F17).

Fishing Work

“Fishing work” is the catching or initial processing of fish or shellfish, as well as the raising or harvesting of fish or shellfish at fish farms, that is performed for wages or personal subsistence (34 CFR § 200.81(c); NRG, Ch. II, F16).

Guardian

For MEP purposes, a “guardian” is any person who stands in the place of the child’s parent (in “loco parentis”), whether by voluntarily accepting responsibility for the child’s welfare or by a court order (NRG, Ch. II, B2).

High School Equivalency Program

The “High School Equivalency Program,” also known by the acronym HEP, assists migratory students who are 16 years or older in obtaining a High School Equivalency (HSE) certificate or the equivalent of a high school diploma (NRG, Table 1).

Home Base

Many migratory families have a home base or hometown where they live for much of the year. They travel or migrate from this home base to other places to work for temporary or seasonal work out of economic necessity. For example, a migratory family might consider Florida to be their home base. They live in Florida all winter and work through the citrus harvest in the spring, and then they move to South Carolina to work during the peach harvest. They might also travel to other states or locations and then return to their home base in Florida in the fall (*National ID&R Manual*, Chapter 4-3).

Identification and Recruitment

“Identification” means determining the location and presence of migratory children. “Recruitment” means making contact with migratory families, explaining the MEP, securing the necessary information to make a determination that the child is eligible for the MEP, and recording the basis of the child’s eligibility on a COE or like form (*National ID&R Manual*, Chapter 1-6).

Initial Processing

“Initial processing” is work that (1) is beyond the production stage of agricultural work and (2) precedes the transformation of the raw product into something more refined. It means working with a raw agricultural or fishing product (NRG, Ch. II, F20).

Interstate Coordination

“Interstate coordination” refers to collaborative activities undertaken by two or more states to improve the education of migratory children in those states. Ideally, this term refers to the collaborative activities that two or more states assume to improve the education of migratory children who move between those states (NRG, Ch. VI, B3).

Intrastate Coordination

“Intrastate coordination” refers to efforts involving two or more LOAs within a state to improve educational services to migratory children in that state. The SEA may facilitate these efforts among LOAs or the LOAs may conduct them directly (NRG, Ch. VI, B4).

Join Date

“Join date,” also referred to as “to join” date, refers to situations where the child and parent do not move together. The “to join” date is the day that the child and worker complete the move to be together. If the child’s move precedes the worker’s move, the Qualifying Arrival Date (QAD) is the date that the worker arrived. If the child’s move followed the worker’s move, the QAD is the date the child arrived (NRG, Ch. II, E3).

The SEA should establish a reasonable time limit for “to join” moves. If the SEA has not established a time limit, the recruiter should determine what is reasonable based on the circumstances. ED believes that, as a best and safe practice, the child’s move should generally occur within 12 months of the worker’s move, and that after one year, it is difficult to link the child’s move to the worker’s move. Nonetheless, there may be unusual circumstances that prevent a child from moving within 12 months of the worker’s move, or vice versa. In these cases, the SEA should document in the Comments section of the COE the basis for determining that the child moved to “join” a worker after such a prolonged period of time between the two moves, or that the worker moved to join the child after a similarly prolonged period (NRG, Ch. II, E4).

Leading Questions

Because the interview is critical to determining the child or youth’s eligibility for the MEP, the recruiter should avoid asking questions that “lead” families to give vague or untruthful answers. Leading questions can often be answered by “yes” or “no” responses and prompt the interviewee to give a particular answer. On the other hand, open-ended questions prompt the interviewee to provide more information than simply “yes” or “no.” In the example below, “you moved here to work in agriculture, right?” makes it appear that “yes” is the “correct” response. Rephrasing the question to “Why did you move here?” allows the interviewee to provide various reasons without having a predetermined answer in mind (*National ID&R Manual*, Chapter 6-14).

Lessons Learned

In recognition of the experience of the ID&R community, OME has interspersed “lessons learned” from veteran ID&R staff throughout the *National ID&R Manual*. Lessons learned reflect advice from veteran ID&R staff regarding both strategies to adopt and pitfalls to avoid. These lessons learned help new and veteran recruiters alike benefit from the experience of others (*National ID&R Manual*, Preface).

Livestock

The term “livestock” refers to any animal produced or kept primarily for breeding or slaughter purposes, including, but not limited to, beef cattle, hogs, sheep, goats, and horses. For purposes of the MEP, livestock does not include animals that are raised for sport, recreation, research, or pets. ED does not consider the term “livestock” to include animals hunted or captured in the wild (NRG, Ch. II, F6).

Migrant Education Program (MEP)

The Migrant Education Program (MEP) is authorized by Part C of Title I of the ESEA, as amended. The MEP provides formula grants to SEAs to establish or improve education programs for migratory children. The purpose of the grants is

1. to assist states in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children;
2. to ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging State academic standards;
3. ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet;
4. to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school; and
5. to help migratory children benefit from state and local systemic reforms. (Section 1301 of the ESEA, as amended)

Migratory Agricultural Worker

The term “migratory agricultural worker” means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in agriculture, which may be dairy work or the initial processing of raw agricultural products. If an individual did not engage in such new employment soon after a qualifying move, such individual may be considered a migratory agricultural worker if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal agricultural employment (Section 1309(2) of the ESEA, as amended).

Migratory Child

According to sections 1115(c)(1)(A) (incorporated into the MEP by sections 1304(c)(2), 1115(b), and 1309(3) of the ESEA, and 34 C.F.R. § 200.103(a) of ED's Title I regulations) a child is a "migratory child" and is eligible for MEP services if all of the following conditions are met:

1. The child is not older than 21 years of age; *and*
 - a. The child is entitled to a free public education (through grade 12) under state law, *or*
 - b. The child is not yet at a grade level at which the LEA provides a free public education, *and*
2. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; *and*
3. With regard to the qualifying move identified in paragraph 3, above, the child moved due to economic necessity from one residence to another residence, and
 - a. From one school district to another; *or*
 - b. In a state that is comprised of a single school district, has moved from one administrative area to another with such district; *or*
 - c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence. (NRG, Ch. II, A1)

Migratory Fisher

The term "migratory fisher" means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment. (Section 1309(4) of the ESEA, as amended).

Move

The terms "move" or "moved" mean a change from one residence to another residence that occurs due to economic necessity [34 CFR § 200.81(j)].

MSIX

The Migrant Student Information Exchange (MSIX)

(<https://www2.ed.gov/admins/lead/account/recordstransfer.html>) 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 student information systems that states currently use to manage their migratory student data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide (*National Certificate of Eligibility (COE) Instructions*).

Network

A “network” is a supportive system of sharing information and services among individuals and groups having a common interest. The five most common information sources when building a recruitment network are: (1) employers; (2) local school staff; (3) community contacts, organizations, and commercial establishments; (4) other government agencies; and (5) migratory families or youth themselves. Although the recruiter wants to encourage the recruiting network to refer children who might be eligible for the MEP, the recruiter should let network members know that while referrals are appreciated, only those who work for the MEP can determine if a child is eligible to receive services (*National ID&R Manual*, Chapter 4-1).

Non-Regulatory Guidance (NRG)

The 2017 NRG is designed to help SEAs and LOAs use MEP funds to develop and implement supplemental educational and support services to help migratory children. The 2017 NRG replaces all prior non-regulatory guidance for the MEP. Compliance with the NRG is deemed by ED officials, including the Inspector General, as compliance with the applicable federal statutes and regulations. This guidance does not impose requirements beyond those in the ESEA and other federal statutes and regulations that apply to the MEP. While states may wish to consider the NRG, they are free to develop their own approaches that are consistent with applicable federal statutes and regulations. The NRG is not intended to be prescriptive or exhaustive. It is one of many resources for SEAs and LOAs to use as they determine how best to meet the needs of migratory students in a manner consistent with the requirements of the ESEA and MEP regulations. It is intended to be read in conjunction with the authorizing statute, applicable regulations, and ED’s guidance on other programs (such as Title I, Part A, and Title III) that are relevant to the MEP (NRG, Purpose of This Guidance).

Office of the Inspector General (OIG)

Congress created the OIG through the Inspector General Act of 1978. Although it reports to the Secretary, it is separate and distinct from the program office units in ED. The authorizing statute establishes OIG as an independent and objective unit that

- conducts and supervises audits and investigations relating to the programs and operations of ED;
- provides leadership, coordination, and recommendations on activities that (1) promote economy, efficiency, and effectiveness and (2) reduce or detect fraud and abuse in the administration of programs; and
- provides a means of keeping the Secretary and Congress informed about problems and deficiencies relating to the administration of the ED's programs and the necessity for corrective action (NRG, Ch. XI, F6).

Parent Advisory Council

In the planning and operation of MEP programs and projects, SEAs and LOAs must consult with parents of migratory children, including a parent advisory council (PAC), for programs not less than one school year in duration (Section 1304(c)(3) of the ESEA, as amended). The SEA must develop its comprehensive State plan in consultation with the State parent advisory council or, for SEAs not operating programs for one school year in duration, in consultation with the parents of migratory children. This consultation must be in a format and language that the parents understand. (34 CFR § 200.83(b); NRG, Ch. VII, B2).

Personal Subsistence

As used in the definitions of migratory agricultural worker and migratory fisher in sections 1309(2) and 1309(4) of the ESEA, as amended, and the definitions of agricultural work and fishing work, and as defined in 34 CFR § 200.81(m), “personal subsistence” means that the worker and the worker’s family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch (NRG, Ch. II, F28).

Priority for Services

“Priority for services” children are migratory children who have made a qualifying move within the previous one-year period and who (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or (2) have dropped out of school (Section 1304(d) of the ESEA, as amended; NRG, Ch. V, B1).

Qualifying Arrival Date (QAD)

A child’s eligibility for the MEP begins when the child completes a qualifying move. This is often referred to as the “qualifying arrival date” (QAD) for purposes of the COE. In situations where the child and parent do not move together, the “to join” date is the day that the child and worker complete the move to be together. If the child’s move precedes the worker’s move, the qualifying arrival date is the date that the worker arrived. If the child’s move followed the worker’s move, the QAD is the date the child arrived. The reason for this is that the child does not establish eligibility as a migratory child until he or she physically arrives in the receiving school district (NRG, Ch. II, E3).

Qualifying Move

The term “qualifying move” means a move due to economic necessity (A) from one residence to another residence; and (B) from one school district to another school district, except (i) in the case of a state that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or (ii) in the case of a school district of more than 15,000 square miles, where a qualifying move is a distance of 20 miles or more (Section 1309(5) of the ESEA, as amended; NRG, Ch. II, D1).

Qualifying Work

“Qualifying work” means temporary or seasonal employment or personal subsistence in agriculture or fishing work (34 CFR § 200.81(n); NRG, Ch. II, C3).

Quality Control

An SEA must establish and implement a system of quality controls for the proper identification and recruitment of eligible migratory children on a statewide basis. At a minimum, this system of quality controls must include the following components:

- (1) training to ensure that recruiters and all other staff involved in determining eligibility and in conducting quality control procedures know the requirements for accurately determining and documenting child eligibility under the MEP
- (2) supervision and annual review and evaluation of the identification and recruitment practices of individual recruiters
- (3) a formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all LOAs
- (4) an examination by qualified individuals at the SEA or LOA level of each COE to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services
- (5) a process for the SEA to validate that eligibility determinations were properly made, including conducting prospective re-interviewing as described in paragraph (b)(2)
- (6) documentation that supports the SEA's implementation of this quality-control system and of a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so
- (7) a process for implementing corrective action if the SEA finds COEs that do not sufficiently document a child's eligibility for the MEP, or in response to internal state audit findings and recommendations, or monitoring or audit findings of the Secretary. (34 CFR § 200.89(d))

Re-interviewing

“Re-interviewing” is the process of checking the eligibility determinations recorded on a State’s COEs. It involves independently interviewing families and checking each criterion that makes children eligible for the MEP. States can use prospective re-interviewing for quality control before submission of annual child counts. Or states can use retrospective re-interviewing, which establishes valid and reliable defect rates that measure the quality of a state’s eligibility determinations for an entire child count year (i.e., eligibility determinations made over the course of a three-year period) (34 CFR § 200.89(a)(2); *Technical Assistance Guide on Re-interviewing*).

Seasonal Employment

“Seasonal employment” means employment that occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year (34 CFR § 200.81(o); NRG, Ch. II, G1).

Soon after the Move

The ESEA, as amended by the ESSA, establishes that whether one may be considered a migratory agricultural worker or fisher depends whether the individual engaged in qualifying work soon after the move. For purposes of the MEP, ED recommends that “soon after the move” be within 60 days of the worker’s move. A 60-day window allows for extenuating circumstances that would delay an individual’s engagement in new qualifying work immediately after the move (e.g., local conditions in agricultural or fishing operations, illness, or other personal circumstances), while still providing a reasonable temporal connection between the move and the worker’s engagement in qualifying work (NRG, Ch. II, C5).

Temporary Employment

“Temporary employment” means employment that lasts for a limited period of time, usually a few months, but no longer than 12 months. It typically includes employment where the employer states that the worker was hired for a limited time frame; the worker states that the worker does not intend to remain in that employment indefinitely; or the SEA has determined on some other reasonable basis that the employment is temporary. (34 CFR § 200.81(p); NRG, Ch. II, G5-G6).

