

Title I Part C: Identification, Recruitment, and Quality Control

Language and Culture Division (LCD)
New Mexico Public Education Department
Technical Assistance Manual



**The State of New Mexico
Public Education Department
Language and Culture Division (LCD)
Identification, Recruitment, and Quality Control**

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Purpose

The purpose of this manual is to assist state recruiters and MEP personnel in completing the full range of tasks which they may be required to perform. The Migrant Education Program (MEP), Title 1 Part C of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), is a federally funded program designed to provide supplementary education and support services to highly mobile migratory children and youths.

In addition to the children’s or youth’s age and high school graduation status, eligibility is determined by a migratory lifestyle of the families or youths and the parent’s/guardian’s or self-qualifier youth’s engagement in qualifying agriculture or fishing work (i.e., moving across school district, boundaries for economic necessity and engaging in temporary or seasonal work in agriculture or commercial fishing activities soon after the move). Children must move with a migratory agricultural worker or fisher within 12 months of the worker’s qualifying move. Children and youths who are determined to be eligible for the MEP by highly trained and authorized identification and recruitment (ID&R) MEP staff, are eligible for a period of 36 months from their Qualifying Arrival Date (QAD) without needing 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 Technical Assistance Manuals (TAMs) —Serving English Learners, the Bilingual Multicultural Education Programs (BMEPs), and State Seal of Bilingualism and Biliteracy Technical Assistance Manuals— are available on the [LCD website](#).

Who should read the TAMs provided by the LCD. The NMPED encourages the following school personnel to explore the table below and following links according to the program carefully to ensure compliance with state and/or federal and meet the needs of the students they serve.

Bilingual Multicultural Education Program (BMEP):			
• BMEP State Law	• BMEP Regulation	• BMEP PD Guidance	• BMEP Reports
• BMEP Resources (forms)	• BMEP TAM		• SLD Standards
Who should utilize these resources: BMEP Coordinators, Curriculum, Instructional Leaders, and Education Assistants; Directors, and Educators; District Test Coordinators (DTC); Literacy Coach; Native American Language & Culture (NALC) Educators; NOVA Coordinators (Data/Program Reporting); PED Staff as Appropriate; Principals/Charter School Directors; Special Education Directors; Superintendents; Tribal Education Leaders/Directors;			
Culturally and Linguistically Responsive (CLR) Instruction:			
• CLR Handbook	• CLR Framework Resources	• CLR PD Pathways	
• Equity Council	• Equity Council Resources	• M/Y Resources	
Who should utilize these resources: Administrators/Front office staff; ALL Educators; Counselors/Social-emotional Liaisons; Curriculum, Instructional Leaders, and Education Assistants; Equity Council members; Native American Language & Culture (NALC) Educators; Nurse; Other Members of the Education Community that assists Parents/Families; Parent Liaison/Volunteer; PED Staff as Appropriate; Principals/Charter School Directors; School Boards/Governing Boards; School Psychologist, Diagnostician; Student Assistance Team (SAT) Leaders/Coordinators; Special Education Directors; Superintendents; Tribal Education Leaders/Directors;			

English Learner (EL) Programs:				
• EL Resources	• EL Identification	• ELDIF	• ELD Standards	• LUS Handbook
• Serving ELs TAM	• Identifying and Serving ELs with Disabilities Guidance Handbook			
Who should utilize these resources: Administrators/Front office staff; Curriculum, Instructional Leaders, and Education Assistants; English Language Development (ELD) Coordinators, and Educators; District Test Coordinators (DTC); Individualized Education Program (IEP) Team; Literacy Coach; NOVA Coordinators (Data/Program Reporting); Nurse; Other Members of the Education Community that assists Parents/Families; Parent Liaison/Volunteers; PED Staff as Appropriate; Principals/ Charter School Directors; School Psychologist, Diagnostician; Student Assistance Team (SAT) Leaders/Coordinators; Special Education Directors; Superintendents; Title III Directors; Tribal Education Leaders/Directors;				
State Seal of Bilingualism-Biliteracy (SSBB) Resources:				
• SSBB State Law	• SSBB Regulation	• SSBB Educator Info	• SSBB Resources	
• SSBB One-Pager	• SSBB Handout	• SSBB TAM	• SSBB Power-point	
Who should utilize these resources: Administrators/Front office staff; Counselors/Social-emotional Liaisons; Curriculum, Instructional Leaders, and Education Assistants; High School Administrators; NOVA Coordinators (Data/Program Reporting); Parent Liaison/Volunteer; PED Staff as Appropriate; Registrars, and Counselors; Student Assistance Team (SAT) Leaders/Coordinators; Superintendents; Tribal Education Leaders/Directors;				
Title I Part C: Migrant Education Program (MEP - Federal Subgrants):				
• MEP Federal Law	• Comprehensive Needs Assessment		• ID&R Manual	
• National COE		• Service Delivery Plan		
Who should utilize these resources: Administrators/Front office staff; Counselors/Social-emotional Liaisons; NOVA Coordinators (Data/Program Reporting); Other Members of the Education Community that assists Parents/Families; Parent Liaison/Volunteer; PED Staff as Appropriate; MEP Subgrantees and Directors; MEP Recruiters, and Liaisons;				
Title III: ELA and Immigrant Programs (Federal Subgrants):				
• Title III Federal Law		• Title III PD Guidance		
• Title III TAM: Supplemental Support for EL Programs and Services				
Who should utilize these resources: NOVA Coordinators (Data/Program Reporting); Other Members of the Education Community that assists Parents/Families; Parent Liaison/Volunteer; PED Staff as Appropriate; Title III Subgrantees; EL Coordinators, Directors, and Educators;				
World Language Program Resources:				
• World Languages Regulation		• World Language TAM		
• World Readiness Standards		• World Readiness Standards Crosswalk		
Who should utilize these resources: Curriculum, Instructional Leaders, and Education Assistants; District Test Coordinators (DTC); Literacy Coach; PED Staff as Appropriate; Principals/Charter School Directors; Special Education Directors Superintendents; World Language Coordinators, Directors, and Educators; Tribal Education Leaders/Directors;				

OME has identified the need for special initiatives with the goal of assisting migratory children and youths to meet challenging academic standards and graduate from high school and be college or career ready. A key and unique function of the MEP is active outreach for the proper and timely identification and recruitment of eligible children and youths, especially those who are the most mobile.

This ID&R manual has been prepared to assist state recruiters in their efforts to identify and enroll eligible migratory children and youths into the New Mexico (NM) MEP. Identifying and recruiting eligible migrant children is a cornerstone of the MEP. Identification means determining the presence and location of migratory children and youths within the state. Recruitment means obtaining and recording the necessary information to document the child's or youth's eligibility and enroll the child or youth in the program. Identification and recruitment of migrant children is critical because:

- The children and youths who are most in need of program services are often those who are the most difficult to find.
- Many migrant children and youth 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 and youths cannot receive MEP services without documentation of eligibility by a designated, trained, and authorized recruiter.
- State MEP funding is based on the annual count of eligible migratory children and youths during the regular year (with additional fund allocations for the annual count of migratory children and youths who attend summer or intersession MEP programs).

Identification and Recruitment

Background and Overview of the Migrant Education Program

It is important to understand the historical context of the MEP, which was established in 1966 as part of the nation's war on poverty initiative, recognizing the educational disparities faced by children of migratory farmworkers. Title I, Part C of the ESEA, ESSA as amended, outlines the statutory authority for the MEP, emphasizing the importance of providing supplementary—rather than supplanting—educational and support services to migratory children. The U.S. Department of Education, Office of Migrant Education (OME) administers the federal public funds authorized by Congress and distributes such funding to State Educational Agencies (SEAs). SEAs often allocate funds to Local Educational Agencies (LEAs) or other eligible local operational agencies (LOAs) for the day-to-day operation of the program. In New Mexico's SEA, the Public Education Department's Language and Culture Division (LCD) oversees Title I, Part C. The Regional MEP is housed at Las Cruces Public School, and it is responsible for the identification and recruitment of all eligible migratory children and youths in the state.

Children and youth aged 0 to 21 who have moved across school district lines in the past three years with, to join, to precede, or as, a migratory worker who engaged in new temporary or seasonal agricultural or fishing employment, can be eligible for the MEP. However, federal MEP funding is based on student counts of 3 to 21-year-olds, and services primarily target this age group.

The ESEA, as amended by the ESSA (Statute: SEC. 1301), states that the purpose of the MEP is:

- 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.
- 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, challenging state academic standards.
- to ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.

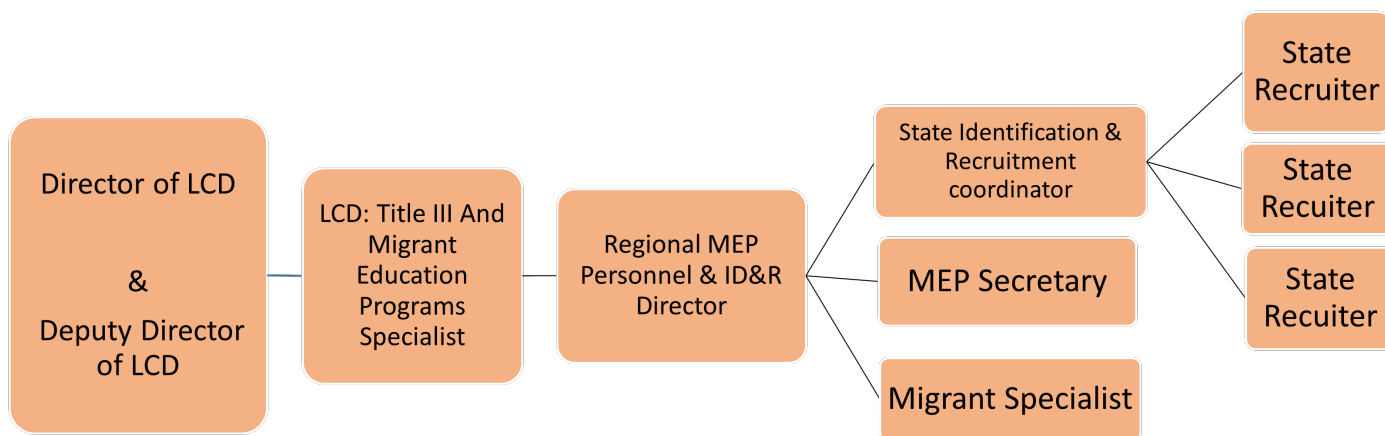
- to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
- to help migratory children benefit from state and local systemic reforms.

The principal operational goal of the MEP is to ensure that all migratory students meet challenging academic standards so that they graduate with a high school diploma or receive a High School Equivalency Diploma (HSED) that prepares them for responsible citizenship, further learning, and productive employment. While the MEP's academic and support services can vary by locality depending on the specific needs of the MEP children and youths in the area, and the resources available to the community and the general student population, the MEP offers a range of supplemental services to address the unique academic, health, social, and emotional needs of migratory children and youths. MEP services include [or may include]:

- Academic support such as tutoring, credit accrual assistance, and English language development programs.
- Access to health services, including immunizations, dental care, and vision screenings.
- Support for parental involvement and family engagement in education.
- Assistance with transportation to ensure access to educational opportunities.

Responsibilities of New Mexico MEP Personnel

New Mexico uses a statewide recruitment model, which consists of State Recruiters who are under the direct supervision of the State ID&R Coordinator. All state recruiters follow the LCD's MEP Identification and Recruitment guidelines and expectations.



The following lists include the responsibilities of MEP staff in the state.

Language and Culture Division - Director and Deputy Director

- Responsible for all MEP programming, documentation, and services.
- Designates new areas of priority.
- Assigns new MEP program models.
- Provides general oversight of local operating agencies, including LEAs.
- Communicates with the Office of Migrant Education.
- Funds state data system (MIS2000), META and consortium fees
- Contracts vendor to conduct re-interviews.
- Distributes LEAs subgrantee funding.

Language and Culture Division - Title III & Migrant Education Program Specialist

- A. Acts as final approver of COEs at the State Level.
- B. Communicates with LEA's and Regional MEP subgrantees on MEP regulations and required documentation.
- C. Provides training and technical assistance to new MEP program administrators in LEAs.
- D. Oversees data reporting for MEP and ensures quality control and proper data management.
- E. Oversees collection and reporting of MEP data.
- F. Reviews statewide student data system with new enrollment.
- G. Ensures all enrollments and services are recorded into MIS2000.
- H. Runs reports to ensure data entry quality.
- I. Reviews and processes all MSIX notifications for the state.
- J. Notifies ID&R Coordinator about students moving to our state.
- K. Dismisses student's worklist in MSIX database.
- L. Sends move notification to receiving states when migratory children or youths depart.
- M. Runs miss enrollment report on MSIX and provides results to ID&R Coordinator.
- N. Conducts monthly meetings with Regional MEP.
- O. Revises enrollment and quality control forms.
- P. Channels all interstate student data including but not limited to MSIX.
- Q. Provides systems for on-site assistance to Regional MEP.
- R. Assist state recruiters with issues involving MEP program administrators.
- S. Coordinates completion of the annual verification process.

Responsibilities of the Regional MEP Personnel

Las Cruces Public Schools - Regional MEP Personnel & ID&R Director

- A. Responsible for all Regional MEP programming and services.
- B. Responsible for all ID&R activities in New Mexico.
- C. Informs MEP implementation strategy and areas of priority.
- D. Oversees State Parent Advisory Committee.
- E. Oversees and manages the local MEP for the District.
- F. Provides reports as requested to ID&R Coordinator, State Coordinator, and Local MEP Staff.
- G. Review COEs after LOA review, and before LCD.
- H. Provides technical assistance on MEP implementation and data quality.
- I. Assist PED state migrant director in the interpretation and creation of current/new MEP policies.
- J. Interprets regulations and helps with complex cases.
- K. Represents State Director at MEP events as applicable.
- L. Initiates needs assessment for Out-of-School Youths and Pre-K.
- M. Revises Regional MEP enrollment and quality control forms.
- N. Collaborates with state recruiters to ensure proper data management.
- O. Provides technical assistance to state recruiters and MEP program administrators.
- P. Evaluates all Regional MEP staff and provides support.
- Q. Participates in IDRC TST mandatory meetings.
- R. Manages grant application and expenditures.
- S. Responsible for state summer programs.
- T. Collaborates with ID&R Coordinator.
- U. Reviews ID&R Daily Logs for all state recruiters.

Las Cruces Public Schools - State Identification & Recruitment Coordinator

- A. Provides statewide recruitment training 2 times per year.
- B. Provides training to new state recruiters on an individual or group basis.
- C. Disseminates new ID&R and COE guidelines.
- D. Supplies state recruiters with backup material (ex. brochures, flyers, etc.).
- E. Reviews ID&R Daily Logs for all state recruiters.
- F. Meets at least once every month with state recruiters to provide assistance.
- G. Oversee the re-interviews of COEs based on the required state sample as per the OME technical manual.
- H. Assist with statewide external prospective re-interviews with the contracted vendor.
- I. Coordinates networking with other agencies statewide.
- J. Visits new employers along with state recruiters to build relationships, as needed.
- K. Coordinates recruitment sweeps.
- L. Attends IDRC Technical Support Team (TST) mandatory meetings.
- M. Communicates with non-MEP subgrantee districts.
- N. Supports Regional and ID&R Director as needed.
- O. Assigns recruitment areas to state recruiters.
- P. Updates Google Agricultural Maps
- Q. Receives all MEP referrals and assigns recruiter to follow-up with the potential families or youths.

Las Cruces Public Schools - State Recruiter

- A. Identifies possible eligible families and self-qualifier youths and initiates COEs for all eligible migratory children in the 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. Attends scheduled state in-services and training related to ID&R.
- E. In coordination with site personnel, develops and maintains maps or a series of written directions which ensures easy location of the family housing.
- F. Assesses the social needs of the family.
- G. Make appropriate referrals and follow-up.
- H. Completes all required documentation involving recruitment efforts.
- I. Collaborates with community agencies, schools and other places frequented by migrant families.
- J. Completes Recruiter Daily Log in a timely manner.
- K. Submits electronic COEs for review on MIS2000.
- L. Participates in training assigned by the ID&R Coordinator or Regional MEP Director.
- M. Required to travel to recruit.
- N. Communicates clearly and professionally with MEP program administrators.
- O. Visits farms, migrant housing, and agricultural facilities to conduct ID&R.
- P. Performs other duties as prescribed by State Director, Regional MEP Director, and ID&R Coordinator.

Las Cruces Public Schools - Migrant Specialist

- A. Gathers information during interviews with the families, students, and other school staff to determine their needs.
- B. Informs eligible families of the services that may best meet their needs.
- C. Reviews other programs available and their eligibility requirements to ensure that the family or migratory student is being referred to the appropriate program.
- D. May refer a migratory child for services only if parental consent is granted (when applicable).
- E. Translation and interpretation services may be provided if other translation support is not available.

F. Coordinates Parent Advisory Committees.

Las Cruces Public Schools - Migrant Secretary

- A. Updates Regional MEP student data system with new enrollment information.
- B. Attends any training related to Data Management.
- C. Creates new enrollments.
- D. Notifies parents/families of approval or denial into the MEP.
- E. Works with districts to request student records or demographic information.
- F. Maintains budget for MEP.
- G. Manages travel requests for MEP Staff.
- H. Supports with documenting annual verification.

State Recruiter

A State Recruiter conducts eligibility interviews and completes a COE. The Regional MEP must provide information on current State Recruiters they employ to the LCD at the beginning of every school year and when employment changes occur. An effective state recruiter works to understand the process of collecting data on individuals that are potentially eligible. State recruiters gather data by interviewing the person responsible for the child, or the youth, in cases where the youth moves on their own. Please see Appendix I for guidance on conducting interviews. A state recruiter's responsibility is to:

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

Supervision, Review, and Evaluation of Individual Recruiters

State Recruiters are outreach workers who inform school staff, community members, families, and youths about the MEP. They interview families to establish preliminary eligibility and complete an initial COE for further review. State Recruiters are often the first point of contact for families and youths. The timely and accurate identification and recruitment of eligible migratory families is critical to quickly assessing a student's needs and providing them with the appropriate services without delay. Therefore, the Regional MEP is responsible for the initial and ongoing training of their staff on identification and recruitment and the essential skills needed to perform this work effectively. These fundamental skills include (1) understanding eligibility, (2) developing a recruiting network to find migratory workers, (3) accurately completing the initial COE, (4) using effective MEP interviewing techniques, and (5) demonstrating a clear understanding of the purpose and goals of the MEP. To support state recruiters in developing and honing these fundamental skills, the Regional MEP conducts onboarding, training, and evaluations of State Recruiters. The Regional MEP also ensures that State Recruiters are offered professional development opportunities.

Onboarding

The first step after hiring is for the State ID&R Coordinator to provide one-on-one onboarding training to new State Recruiters. The training must take place within ten (10) working days of the start date of any new State Recruiter. Then, following onboarding, before a new state recruiter can begin to recruit independently, they must shadow a knowledgeable and skillful recruiter who is experienced in conducting eligibility interviews with migratory families and youths. The State ID&R Coordinator will determine when the state recruiter is ready to interview and create COEs without direct supervision and will document the specific and observable facts (see appendix recruiter form for shadowing) used to make this decision.

The onboarding training includes a minimum of five (15) hours. The first part of the 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 completing the COE.” The State ID&R coordinator and the State Recruiter will visit potentially qualifying workers/families and the state recruiter will conduct the necessary eligibility interviews. The goal is for the recruiter to complete one good eligibility interview in the field during this first session.

During this training period, as they evaluate the level of competency of the new state recruiter, the ID&R Coordinator is helping the State Recruiter with the following skills:

1. Understanding of eligibility criteria.
2. Ability to pose questions and review a variety of possible eligibility scenarios.
3. Steps used by the State Recruiter as they conduct eligibility interviews.

Upon completing the one-on-one onboarding training, including a satisfactory result on the “Identification & Recruitment Skill Assessment,” the state recruiter will receive a “Certificate of Proficiency” of training in Competency Skills Assessment through IDRC.

Continuous Training and Review

State recruiters are required to attend state and national meetings and conferences, along with any professional development opportunities (when funds permit) that improve their ability to serve migratory families. The primary responsibility of the Regional MEP ID&R team is to develop expertise individually and collectively in identifying potentially eligible students and recruiting all eligible migratory students into the MEP. Each member of the team has roles and responsibilities and must understand and apply federally defined eligibility criteria appropriately within these roles. The two support mechanisms addressed below, ongoing supervision and annual review and evaluation (see appendix for recruiter observation tool), work together to help ID&R team members to grow, to develop and to ensure that ID&R activities are effective and appropriate.

It is crucial for the Regional MEP & ID&R Director to become familiar with the roles and responsibilities of staff they supervise and to develop, implement and maintain support systems that benefit their ID&R staff. Below are examples of effective practices that the Regional MEP & ID&R Director should use to support their staff:

- Maintain fair and reasonable expectations for all staff.
- Maintain regular contact in person, virtually, by phone, and/or by email.
- Schedule frequent ID&R team meetings tailored to MEP topics.
- Be readily available to provide support and guidance.
- Promote team building to encourage a sense of belonging.
- Establish a safe working environment in which staff feel comfortable sharing and learning from each other’s challenges and successes.
- Pay attention, be observant and show interest in the staff members’ work.
- Encourage initiative and welcome creativity and innovation.
- Foster team morale and recognize staff efforts.

As stated in the national Migrant Education Program Identification and Recruitment Manual, “A supervisor who meets regularly with [I&R staff] will be in a good position to review and evaluate [their] performance” (U.S. Department of Education 2018). The criteria that the Regional MEP Director will use for the formal annual review and evaluation process of ID&R staff will follow the Employee Performance Evaluation and Planning Form used by the Regional MEP subgrantee district. The Regional MEP Director will conduct one annual evaluation of the staff member’s overall performance each year.

To be effective, State Recruiters should have an adequate understanding of the following and are continuously reviewed for the following knowledge:

- MEP eligibility requirements,
- The languages spoken by migratory families and youth in the state.
- local growers/employers of migratory farmworkers.
- local agricultural and processing activities.
- cycles of seasonal employment and temporary employment.
- the local school system, the services available for migratory children and their families, and the most effective strategies for recruiting within each school.
- local roads and the locations of migrant housing.
- MEP services offered by a MEP school district or the MEP Region; and
- other agencies that can provide services to migratory workers and their families (e.g., social services agencies and organizations)

To be effective, State Recruiters should hold specific characteristics and are continuously reviewed to ensure they demonstrate the following skills:

- are thorough in their work, paying attention to detail when recruiting families and youth.
- are organized and thorough in all efforts.
- maintain a thorough knowledge of MEP, its definitions, and its eligibility guidelines.
- are honest; families and the MEP expect a State Recruiter's honesty to ensure objective yet sound eligibility determinations.
- relate well to the worker or family in a variety of settings.
- adhere to safety procedures and are safety conscious.
- establish rapport with parents, migratory worker 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.
- create a friendly climate in which the family's culture and values are respected to establish trust and gather the most accurate, helpful information possible.
- are knowledgeable of NM migratory patterns, crop seasons, migratory housing, MEP local services, and other resources available in the community.
- possess people skills to communicate effectively in a variety of settings.
- use effective probing techniques such as open-ended and follow-up questions for additional information or clarification when needed.
- use interpreting and translation services efficiently.
- serve as a good-will ambassador and advocate for all migratory families and youth.

Professional Development and Technical Assistance for ID&R Staff

The Regional MEP, which leads the identification and recruitment of migratory children, is responsible for ensuring that only those children who meet federal eligibility criteria are recruited in the MEP and that as many eligible children as possible are recruited. The Office of Migrant Education (OME) at the U.S. The Department of Education offers training sessions to clarify federal policy and guidance.

The state office ensures that New Mexico has appropriate representation by the Regional MEP at any professional training opportunities offered by the OME. State Recruiters are encouraged to participate in professional development in learning that incorporates the following strategies that they need to perform their duties:

1. **Advertising.** Since identifying and recruiting eligible children and youth is most effectively done with the most current and relevant information, it is essential that state recruiters reach out to those who employ, house, educate, and provide services for migratory children and youth. A variety of materials can be used to contact, communicate, and partner with these individuals and agencies. Among the available items are templates for letters, surveys, flyers, business cards, and PowerPoint presentations.
2. **Outreach plans.** Time management and outreach plans are essential tools for a recruiter's success. State recruiters should use the time before the arrival of migratory workers in the area to visit MEP families who are more established to determine if they have made an MEP-eligible move during the previous year.
3. **Conducting outreach.** State recruiters should 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 migratory children and youth; send out district-wide information on eligibility and the MEP; and display posters about the MEP in appropriate locations throughout the community, such as laundromats, grocery stores, libraries, restaurants, social service providers, businesses (for example those that offer money wiring services), and other places where people gather.
4. **Knowledge about the MEP.** A state recruiter will frequently be asked questions about MEP services and programs. In addition to eligibility requirements, state recruiters should be knowledgeable about the MEP and other school and community programs.
5. **Developing a comprehensive recruitment plan.** Regional MEP staff should develop a strategic plan for covering ID&R in the entire state. The plan should include anticipated migratory worker arrivals/departures and a recruitment strategy, key contacts, employers, and other factors.
6. **Recruiting at schools.** Work with schools in a recruitment area to support them with questions about migratory work on their registration forms. Schedule times to interview migratory workers.
7. **Working with employers and crew leaders.** State recruiters should be very familiar with the various farms and qualifying activities that take place in the state. Enlist the help of employers or crew leaders to encourage families to fully participate in the MEP and send their children to school.
8. **Visits to migrant housing.** State recruiters should visit migrants in their recruitment region when migrant workers are likely to be there.
9. **Disseminating information.** 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 recruiters should always wear their work badges 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. The Regional MEP developed an **occupational questionnaire** available to all school districts to assist State Recruiters in identifying and recruiting migratory families. The form can be modified to be electronic or hard copy. The questionnaire can be conducted during student registration on an ongoing basis throughout the year.
13. **Communicate with families after recruitment.** Every effort should be made to build ongoing relationships with families to promote their children's academic success, health and wellbeing, and engagement with the broader community. As a good representative of the community, the school district, and the MEP, the state recruiter should be prepared to provide referrals for other services.

14. **Prioritizing safety (see State Recruiter and ID&R Coordinator section more safety information).** 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, state recruiters should always follow standard conventions of safety and those particular to their job; these are periodically discussed during MEP professional development opportunities. No state recruiter should ever expose themselves to potential safety risks when identifying and recruiting potentially eligible children and youth.
15. **Being prepared to provide referrals to other programs and services.** State Recruiters need to ask for referrals. A state recruiter will come across families and youths who will not qualify for the MEP. It is essential to have relevant and useful information ready to share with those who do not qualify for the MEP. whether their relatives or friends might be eligible.

Completing the Initial Certificate of Eligibility

The COE is used to initiate a MEP eligibility determination and should be read like a storybook that tells the story of a migratory family (OME IDR Manual, 2018). Recruiters must document the move details on a NM Migrant Education Program COE. After review and approval, the information is entered into the NM MEP student database system (MIS2000), which generates an electronic COE. An approved and fully processed COE establishes and reflects a child's or youth's eligibility for the program. New Mexico uses the NM 2023 COE, which contains the required elements of the national COE and aligns with federal and state eligibility criteria and guidance.

As the COE forms the basis for a child's eligibility, it is of utmost importance that the information on the COE is comprehensive, accurate, and dependable, and that the COE is meticulously reviewed, approved, processed, filed, and secured to ensure its availability for review at any given time. The COE serves two additional distinct purposes. It serves as a means to obtain parental or guardian consent for children to participate in the MEP and it can be used as proof of residence when enrolling their child(ren) for school.

The State recruiter(s) obtains the information needed to complete the COE by conducting an in-person interview with the migratory worker or another parent or guardian who knows the details of the qualifying move and work, and collects supporting documentation, where needed. The LCD requires state recruiters to gather additional information (e.g., parental permission to share the COE with programs such as CAMP or HEP).

State recruiters should only enter data on a COE if they find that the information they have is complete and accurate since the COE serves as the primary record of eligibility when an auditor or external reviewer checks the child's eligibility. The New Mexico MEP COE collects all the data elements required on the National COE, as well as additional information, including district name, school year, grade, building, New Mexico Student Identification Number (NMSI), Migrant year, and consent to release information to CAMP or HEP programs. The instructions and the template for the National Certificate of Eligibility are available on the RESULTS website. <https://results.ed.gov/idr-manual/article/chapter-8-completing-the-certificate-of-eligibility/instructions-for-the-national-coe>

The process for verifying that all eligibility information is accurate starts with the state recruiter while the COE is still in creation. Toward the end of the interview and before gathering the interviewee's signatures, state recruiters should carefully review the information with the interviewee. During this time, the state recruiter will inform the interviewee that if their COE is approved and the children enrolled into the MEP, they may be randomly selected for a second interview by another MEP staff member.

After the interview and prior to submitting the COE for review, state recruiters should carefully review the information one more time to ensure that all required information was collected and is documented completely, clearly, and correctly.

A child is a “migratory child” and is eligible for MEP services if all of the following conditions are met (Title I Part C of the Elementary and Secondary Education Act, n.d.):

1. The child is not older than 21 years of age; and
2.
 - 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
3. 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
4. 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.

Eligibility Concerns

Each migratory family is different, and State Recruiters will encounter a variety of situations. Some common red flags often require additional probing to determine if the family or youth is eligible or not. State Recruiters should be able to identify cases with potential red flags and contact their supervisor, the State ID&R Coordinator with any questions and to obtain support. The following is a list of cases that require further clarification.

- First agricultural or fishing move in work history – the family/youth has not performed agricultural or fishing work before.
- A move from urban or non-traditional migratory areas.
- A household in which some members have non-agricultural or non-fishing occupations.
- Housing that appears to have a longstanding history of residency.
- A 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).
- A lifestyle where migration does not seem to be an important factor in the family’s life (e.g., housing, no school interruptions).
- The qualifying activity described does not align with the season for the particular crop or activity.
- Short-term or short distance moves.
 - **Short term duration COE’s:** COE’s that contain a short-term duration of 5 days or less, require that the State Recruiters ask additional questions to ensure there was a change of residence for economic necessity. Please note that the Regional MEP & ID&R Director will review COEs with short-term duration periods to ensure that a change of residence is/was evident. The State ID&R Coordinator will conduct re-interviews on all approved COEs that reflect short term duration.

Process for Resolving Eligibility Question

When an eligibility question arises, the State Recruiter will try to resolve it by reviewing documentation from the New Mexico and the National ID&R Manuals and the MEP Non-Regulatory Guidance, as well as discussing the question with other Regional MEP staff. If the question cannot be resolved at the Regional MEP level, the process for resolving eligibility questions includes these two steps:

- The Regional MEP & ID&R Director will bring the eligibility question to the LCD Migrant Education Program Specialist, Deputy Director, and Director.
- If the LCD MEP cannot resolve the eligibility questions, the LCD Director will work with OME to obtain a response.

- All eligibility questions will be tracked by the ID&R Coordinator in a log of frequently asked questions and reviewed for trends of significant errors, or misunderstanding to ensure State Recruiters are provided additional training and support based on any trends identified.

Referring Migrant Students to Other Agencies

State Recruiters have unique advantages in providing families with referrals to needed resources. Their role is not just about making connections, but about building relationships with the families regarding their children's education. These 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. A State Recruiter's role is crucial and valued in this process.

Making referrals promotes the opportunity for state recruiters to develop a network of community members who can provide information regarding the presence of potentially eligible children and youth—because much of the migratory child's educational success is dependent on the family's ability to provide for their physical, emotional, and health needs.

When obtaining information from an agency to determine if it provides services to migratory children, youth, and families, state recruiters should educate the agency employees and volunteers about the MEP's basic 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 state recruiters for the benefit of families, agencies, and the state's MEP.

Working With Farmers and Agri-business

State Recruiters can access the timeline of agricultural activities and crops in New Mexico using the IDRC website. The timeline provides detailed information about which crops are grown in New Mexico and the time of the year they happen. The information is helpful for state recruiters to focus on areas that could identify new migrant children/youth. MEP program administrators also have access to familiarize themselves with the agricultural activities in their areas. The resource is helpful when they are reviewing and approving COEs.

To access the agricultural timeline, please use the following link: <https://idr-consortium.net/Agriculture%20Timelines.html>

In addition to the timeline of agricultural activities in New Mexico, state recruiters need to familiarize themselves with the terminology used to describe the qualifying work activities. The table below contains examples of qualifying work activities.

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	

A significant portion of a state recruiter's time is dedicated to being in the "field." This crucial role involves several key activities that are essential before embarking on a day in the field.

- Prior to any field visit, it's imperative to conduct thorough research. This includes gathering information such as the names of farmers and/or crew bosses, human resources managers, plant owners, etc. This preparation will equip state recruiters with the necessary knowledge and confidence for visits.
- Become knowledgeable about seasonal agricultural cycles using agriculture census information or conversations with local extension agents, crop specialists, 4-H Leaders, or labor specialists.
- Call farms on a rainy day or in the evening before going 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.
- To find the locations of various crops, use web resources such as USDA CropScape, USDA quick stats, and Google Earth.
- Contact the farmer or agribusiness employer to inform them that you will visit the area and will stop by. Remember, even if permission is requested prior to the visit over the phone, State Recruiters may be denied entry, so use precaution when asking any questions that a face-to-face visit could better address.
- 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.
- One key aspect of the role as a State Recruiter is to be a diplomat. This involves providing positive information to people who may be resistant to the idea of migrant education. Diplomatic skills will play a crucial role in these interactions, empowering you to handle such situations effectively.
- Dress appropriately—jeans and plastic boots when appropriate. For example, Meatpacking plants are often very cold.
- Set up or attend meetings with community agencies.
- To network, contact the Department of Health inspectors, housing agencies, water inspectors, human services, Department of Labor's wage and hour division, Head Start, etc. Many of these agencies work directly with farms.

Recruiter Visits on the Farm

Once a state recruiter is at a farm, there are several things to consider to ensure that the visit will be helpful to recruitment efforts. State recruiters must remember that the timing and presentation of the program are essential. First impressions matter, and the ability of a recruiter to build rapport quickly is critical. Things such as where a recruiter parks their car, wearing the proper attire, and bringing along identification should all be carefully planned. Practicing presentations ahead of time supports consistent communication. It is important that State Recruiter itineraries are communicated with others and valuables are secured in vehicles.

Some key introduction points can be helpful. Good eye contact and a firm handshake are a good start. The following are all essential for State Recruiters to explain. Farm staff should know who the state recruiter is and why they are there. Explaining that the program is free and that their information is confidential are both important points to share and 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 materials that will be provided can be presented. The same program explanation is only sometimes appropriate for each farm or agribusiness.

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

State 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 is approval to return 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 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 flier for the program in the workers' next paycheck may be the best outcome.

State 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 flier on a worker's car windshield. This could open an opportunity for a recruiter to be contacted by a family or OSY. In this case, a recruiter should always have a flier 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. State 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 leave some materials for the farmer to review and let them know they will be re-contacted later.

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, agribusiness staff may be interested in learning how recruitment is conducted at a similar plant in the state.

State recruiters should always dress appropriately. While it may be appropriate for a state recruiter to dress up when visiting a Human Resource Manager at a plant, more casual attire would be appropriate if they are visiting a feedlot. In addition, state recruiters should always carry pamphlets, brochures, business cards, and recruitment tools or supplies to each visit.

With agribusinesses such as processing plants or greenhouses, requesting permission to set up a table with large signs and free educational materials for a couple of days is often helpful. MEP staff should work at the table for all available shifts. Persistence pays off. Many workers may not be comfortable approaching MEP staff at the beginning of a change, 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 the materials the MEP is offering, recruitment staff can ask the worker to help them find someone who may be eligible and bring them to the table to speak with MEP staff. If an eligible worker is found through these efforts, materials can be provided to the worker who assisted in locating the eligible worker.

At agribusinesses, state recruiters are often not permitted to try to recruit workers while they are working on the job. Therefore, it is important for state recruiters to be accessible so workers can come to them.

Following Up

Referrals are most effective when they ensure 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 essential to follow up on referrals made to ensure that initial needs have been addressed.

Recruiting Out of School Youth

Out of school youth (OSY) refers to young individuals who are not enrolled in school and could face barriers to education and employment. The LCD and Regional MEP aim to provide support and resources to help these youth re-engage with education and training opportunities.

Recruitment of OSY can require a unique approach to identify and recruit into the MEP. Due to their residence on farms and migrant housing, long work hours, and determination to work, OSY may be reluctant to seek out or avail themselves of MEP services.

When recruiting OSY, it's common to encounter groups of individuals of various ages living together. In such cases, one person may be more open to speaking with a state recruiter than others. This presents an opportunity for the state recruiter to build trust and rapport, explaining the purpose of the visit and enlisting their help in the recruitment process. Providing recruitment materials for this person ensures that eligible youth can be interviewed if present.

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

- With this population, state recruiters must have beneficial resources, such as a dictionary or materials to help OSYs learn English.
- Be knowledgeable of local service providers who can serve OSY. This is especially true if the local MEP does not provide OSY services.

- Be flexible. OSY often works long hours, six to seven days a week. The recruiter may find that recruiting on weekends, early mornings, or evenings is the only way to meet with OSY. Recruit at their convenience, not the State Recruiters schedule.
- Do not make promises that cannot be kept. State recruiters are a crucial link between OSY and the education system, social services, and other public entities. State recruiters must always 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.

Once the state recruiter has successfully identified and completed a COE for an OSY, the OSY Profile should be completed. The OSY Profile is used to gather essential data that can be used at both the local, and state levels. At the local level, the OSY Profile is the starting point for planning the services that best match the needs and availability of each youth identified. At the state level, the OSY Profile helps gather information about the OSY population in the state and assists in planning and implementing programs, allocating funds, and coordinating with other service providers.

IDRC Referral Tool

This electronic survey tool has been created to assist in identifying students ages 3 to 21 who are eligible for the MEP. The IDRC Referral Tool can be shared with anyone who may know a potential migrant family. It is included on the MEP brochure and state recruiter’s business cards so it can be distributed and, therefore, increase the number of referrals. Once an entry is completed, the ID&R coordinator assigns a state recruiter, depending on the area, to contact the family and conduct an interview.



State Recruiter and ID&R Coordinator 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 state 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.

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.

1. Always carry identification – If there is an emergency, State Recruiters are identified as an employee of an LOA and the Migrant Education Program.
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 co-workers or a supervisor of scheduled areas where recruitment will be occurring and approximately how much time will be spent there. If it is a remote area, it will be good to call someone to let them know when heading in and call back when heading out.

Safety During the Visit

The state recruiter should look at the surroundings before leaving the car. If any suspicious situation is perceived, the state 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. 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 mindful of any pets on the premises, such as guard dogs.
2. Gender situations – The recruiter should be able to handle situations where they are in a gender safety situation. If the recruiter identifies as a woman visiting a camp or house alone and several men alone in the house/camp, this could be an unsafe situation. The recruiter should leave and return with another recruiter or a co-worker. If the recruiter is a male recruiter visiting a house or camp with a woman alone, he should be aware of the situation and ask for other people in the house/camp. He should return when other people are in the house for the interview or conduct the interview outside the house/camp.
3. Follow instincts—If a situation does not feel right, it probably is not. Leave the site immediately, stating that something came up and will contact them again to continue the interview.

Safety After the Visit

Recording any unsafe incidents is essential. Personnel performing recruitment have changed over the years, and this will benefit new state recruiters in the area. It will also help develop training tools on safety issues.

1. Inform the supervisor of any issues. Recording an unsafe situation for others is essential. It will also serve as a training tool for state recruiters.
2. Record the incident in a daily log – People must know what is unsafe and follow safety precautions.
3. Listing unsafe areas is not just a task but a vital part of our safety protocol. Add the list of unsafe areas or the site where an incident occurred, to ensure that this information is readily available to all staff who work in the area. This empowers them to be aware and prepared, fostering a culture of safety and vigilance.

New Mexico Quality Control Activities

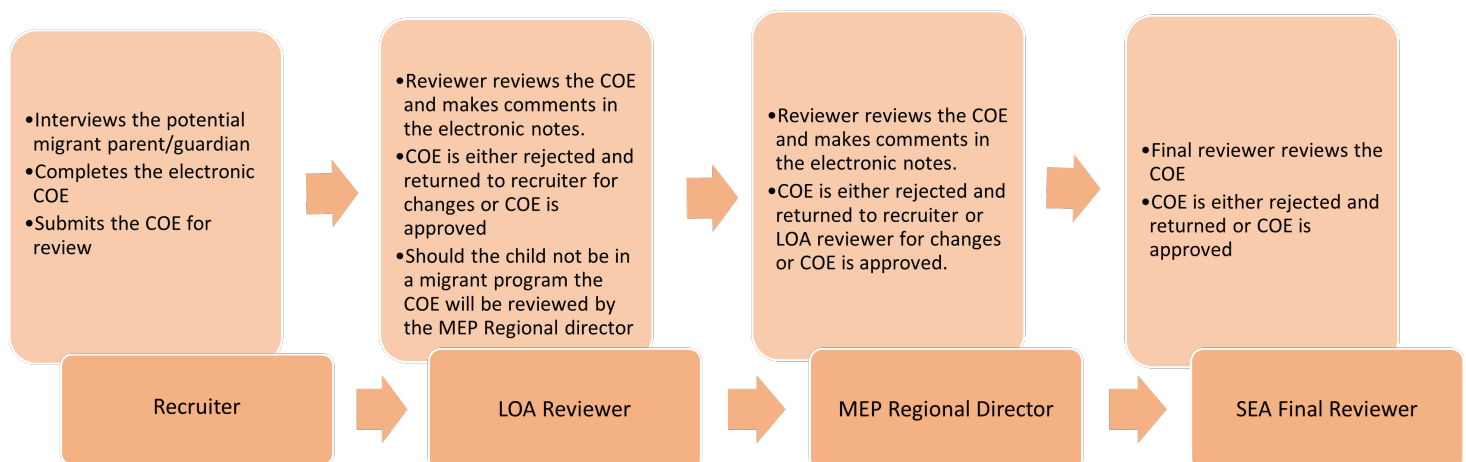
[Quality] control and monitoring are tools that will keep an [identification and recruitment] system in good working order. The administrator responsible for [identification and recruitment], either at the state or local level, will make decisions about how much time and effort to invest in the task. Those who ignore or minimize their efforts do so at their own risk and at the program's peril. [State education agencies] must have a well-defined quality control process that trains recruiters, examines the validity of [Certificates of Eligibility], and re-interviews families to test underlying eligibility determinations. Having rigorous and effective quality control procedures will protect the integrity of the program and ensure that only eligible migratory children benefit from the [Migrant Education Program]. (U.S. Department of Education 2018)

The LCD is responsible for meeting all statutory and regulatory requirements of the MEP and ensuring that subgrantees meet those requirements. The LCD uniformly implements quality control policies and procedures to ensure that all documentation related to child eligibility, beginning with the COE, contains true and accurate information. The end result of the various quality control policies and procedures strives to ensure, to an independent reviewer, that a sufficient amount of accountability and detail is in place and available to demonstrate a sound basis for the migrant eligibility determination being established and maintained.

The State's ID&R quality control policies and procedures contain protocols that target the following four areas:

1. Ensuring the accuracy and rationality of initial child eligibility determinations as documented on the COE.
2. Assessing and resolving complex and questionable initial child eligibility cases.
3. Evaluating, conducting, and documenting eligibility re-interviews.
4. Annual verification of eligibility and services provided.

In NM, the COE approval process is outlined in the diagram below. The state recruiter interviews the potential migrant parent or guardian, completes the COE, and submits it for review. ***The COE must be approved within 7-10 working days*** from the time the state recruiter submits it. The LEA reviewer reviews the COE and determines whether it is either rejected and returned to the state recruiter for changes or approved. If the COE is approved, the LEA will submit it for LCD's final review.



Recruiter

- Interviews the potential migratory parent/guardian/worker
- Completes the electronic COE
- Submits the COE for Review to the LOA or MEP Region

LOA Review

- The LOA reviews the COE and adds enrollments, the NMSID, and any services that will be provided to student
- COEs containing students who reside outside of a MEP district will be reviewed by the MEP Region Director.
- The COE is either rejected with comments and returned to the recruiter for revisions, or the COE advances to the LCD for final review

MEP Regional Director

- The MEP Regional Director reviews all COEs.
- The COE is either rejected with comments and returned to the recruiter or the LOA reviewer for revisions, or the COE advances to the LCD for final review

LCD Final Review

- The LCD reviews the COE ensuring that the student's information is accurate and consistent across student information systems
- If any eligibility questions arise, the reviewer will triage with the ID&R Director, LCD Director, Deputy Director, and/or work with OME to obtain a response
- The COE is either rejected with comments and returned to the recruiter for revisions, or the student is determined to be ineligible for MEP services and both the Recruiter and MEP Regional Director are informed to improve recruitment efforts

Certificate of Eligibility Quality Control Procedures

In New Mexico, COEs are completed electronically. State recruiters create electronic COEs directly in the migrant student information system called MIS2000 (a paper COE may also be used in limited cases, but the COE will also be created in MIS2000) and submit them for further review and approval. Valid MEP eligibility determinations require coordinated Regional MEP, LOA, and LCD efforts to ensure that rigorous and standardized quality control procedures for COEs can be implemented at the following stages of the COE process: creation, review, approval, and post-approval. The LOA must assign a staff member authorized and qualified by the LCD to review and sign each COE.

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 LCD, receiving a final review and approval by the LCD staff. If corrections or revisions need to be made, in that case, the COE is returned to the State Recruiter, who then reviews the errors with the Regional Migrant & ID&R Director. The State ID&R Coordinator will meet with the State Recruiter for coaching and support. 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 LCD maintains a list of current LEA/Regional COE reviewers, whose

names are provided by the LEA every school year and whenever changes occur. COEs must receive final approval within 7-10 workdays after initial completion by a recruiter.

ID&R Training & Certification

Personnel working for the MEP, in any capacity, will attend three formal* and other “as needed” informal training conducted throughout the year. The State ID&R coordinator will prepare uniform training materials and will be based on the most current versions of the following publications: Migrant Education Program (MEP) Regulations, Office of Migrant Education (OME) Nonregulatory Guidance, and the NM ID&R Manual. Training will focus on appropriately applying the State’s ID&R policies and procedures and discussions regarding identified problem areas in the State’s ID&R efforts and work. Such cases will be identified based on an ongoing analysis of the Certificate of Eligibility (COE) Error Files maintained at the regional office and reviewed by the State ID&R coordinator. They may also be identified during regular quality control monitoring procedures conducted by the regional and State offices. All staff members, including LEA-funded staff, must attend mandatory training sessions. A directly funded LEA without a recruiter must have one person trained in ID&R. This is typically the MEP contact. While this person may not do recruiting, the LEA is still responsible for having a staff member trained in ID&R to review and approve COEs.

Personnel working in the LCD, Regional MEP and LOAs in any capacity will participate in the State’s ID&R certification process and complete the IDRC Competency Skills Assessment. State recruiters, however, will successfully complete the highest certification level available at the time. All certification-related policies and procedures will be documented and made available through the MEP ID&R Certification process.

The MEP oversees training for MEP staff members who are involved, either directly or indirectly, in identifying and recruiting migrant students. LEA staff participation in training must be considered part of the staff development component of the LEA MEP.

Per the most updated federal guidance, the LCD provides MEP subgrantee staff with mandatory and optional professional development opportunities through statewide virtual and/or in-person training. If a required participant is unable to attend a mandatory training event, a subgrantee should send a designee with a similar role or a designee who can adequately support the intended participant with prior state notification and approval. All state professional development opportunities are anchored by content from the national Migrant Education Program Identification and Recruitment Manual and training offered by the IDRC and MPEC+ consortiums.

MEP Trainings

The LCD requires all MEP subgrantees to ensure adequate professional development for all personnel involved in any aspect of the Migrant Education Program. Types of professional development include but are not limited to the following:

- Child eligibility
- Outreach
- Interviewing
- COE completion
- Data collection
- Summer Programs

During COE Review and Approval

When the State Recruiter submits a COE for review, a designated LOA reviewer must carefully examine the information recorded within MIS2000. A designated LOA must ensure that:

- The COE is complete (all required sections and fields are filled in).
- The information is in all sections and is clear and accurate.
- When viewed together, all sections of the COE clearly justify eligibility.
- The eligibility determination appears valid and reasonable.
- All necessary comments are included and understandable; and
- Corrections to COEs are appropriately tracked, collected, and shared with the regional MEP subgrantee.

If eligibility has been clearly established and thoroughly documented on the COE, the Regional MEP and ID&R Director will approve, sign, and date the COE. The reviewer's signature certifies that, to the best of their knowledge, the information provided is true, reliable, and valid, and they are satisfied that the children listed are migratory children and eligible for MEP services. If clarifications or corrections are needed, the Regional MEP and ID&R Director will draft comments to specify the area of concern and return the COE to the state recruiter so that the State ID&R Coordinator can reference their notes and work with the State Recruiter to contact the interviewee to resolve any doubts or concerns. Collaboration between the State Recruiter and all reviewers is invaluable in avoiding inaccuracies. There are instances in which a COE may contain a peculiarity, such as an unusually spelled name or an unusual qualifying activity. For this reason, all reviewers should verify the accuracy of the information rather than assuming it is a mistake. Ultimately, if eligibility cannot be established, the COE will be denied.

Final Approval of the COE

To ensure the accuracy of COEs, the LCD reviewer will be the final approver of the COE by using the following process.

- A. General Review: Spelling (names and districts/LOAs)
 - a. The LCD reviewer scans the COE for any clerical errors including the names of the districts and locations.
 - b. The LCD Reviewer can make minor edits- please see the section on "Allowability of Revisions" below.
 - c. Significant or numerous errors will prompt a rejection of the COE to be corrected by the recruiter or the assigned LOA's reviewer.
- B. Eligibility based on dates and locations of moves, and eligible work.
 - a. The LCD reviewer constructs a timeline based on the information presented in "Section III: Qualifying Move and Work" of the COE
 - b. The information should produce a clear timeline that is consistent with the interviewed families' moves. Errors may include, but are not limited to:
 - i. Inverted Move to/Move from districts or cities.
 - ii. Incorrect dates of move
 - iii. Incorrectly selected Move Types

- C. Additionally, the LCD Reviewer will ensure that the COE is eligible for services by checking that qualifying work and timelines are accurately indicated on the COE. Items that may trigger a rejection of the COE and further clarification from the recruiter include, but are not limited to:
- a. Non-qualifying work
 - b. Qualifying work that was accepted more than 6 months after a move.
 - c. Inconsistencies between Move Types and dates
- D. Consistency across student records
- a. Given the transitory condition of migratory families, it is imperative that student records are consistent across student information systems. The LCD Reviewer will ensure that student records remain consistent across student information systems by reviewing COEs with New Mexico's student information system(s). Two student information systems are used in New Mexico: Nova and MIS2000. The LCD Reviewer will review student records by using the ID numbers reported on a COE and cross reference on Nova- in the instance of OSY and students enrolled in school prior to 2023, STARS may also be used.
 - b. If student records are not consistent, the LCD Reviewer will contact the recruiter to make appropriate corrections to the COE. If a recruiter is able to confirm that the student information on the COE is correct using an official government document (birth certificate, immigration documentation, passport), the SEA reviewer will contact the appropriate Nova Coordinator at the student's enrollment location to make the appropriate corrections within the student's Nova record.
- E. If an error is found in the COE, the error must be corrected prior to the COEs approval to maintain consistent records. The MIS2000 interface automatically transfers student information to MSIX and creates student profiles based on the information provided on the COE. This information can be relayed to MEPs in other States, and it is therefore imperative that student information in MIS2000 is correct so that other MEPs can have accurate records to serve students. Eligibility/Ineligibility box
- a. During COE Review, the State Reviewer ensures that the box marked "Eligibility" is left unmarked; eligible and ineligible boxes should not be checked on COEs.
 - b. Ineligible students should never be included on a COE. To prevent possible confusion, the New Mexico's procedural directive is to leave the box blank.
- F. Comment Sections:
- a. The LCD Reviewer will ensure that, when selected, the following questions have a corresponding comment included that sufficiently explains the reason for the marked section.
 - i. 2bi (to join or precede move)
 - ii. 4a (If qualifying work was not engaged within 60 days of the move)
 - iii. 4b (if the worker did not engage in work but actively sought work, and has a recent history of qualifying work, explain the timeline)
 - iv. 5a (if the worker engages in temporary work, explain the time frame for the work)
 - v. 5c (if the worker moved due to personal subsistence, explain the move locations)
 - vi. 6a. (if the worker is confirming their work, explain they type of temporary work and dates)
 - vii. 6b if the employer is confirming their work, explain they type of temporary work and dates)

Allowability of Revisions:

- o Minor Errors: Occasionally, smaller errors will appear on COEs, and the LCD reviewer may fix these errors, but may request that the recruiter correct them through a rejection and comment explaining the error that needs to be addressed. These errors may include:
 - Typos in location names
 - Typos in Zip Codes
 - Spelling errors/typos
 - Incorrect Spelling of student/parent/school/city name
 - Transposing the student's Last Name in the Middle Name section
- o Significant Errors: Larger errors may occasionally appear on the COE; however, the LCD reviewer cannot make edits to these discrepancies. In order to ensure the continued quality of COEs, the LCD reviewer will reject the COE with a comment to the recruiter to address the following discrepancies:
 - COE information that may affect COE eligibility.
 - Date of Birth
 - Qualifying Work
 - Type of Work
 - Move Type
 - Incorrectly identifying student grade
 - Qualifying Arrival Date
 - Student ID
 - Incorrect signers
 - Missing Comments

In cases where the COE must be rejected, it's important to note that we **NEVER** remove signatures from the COE. This is to ensure the fairness and transparency of our process. Removing signatures could unnecessarily prolong the time it takes for the family to receive services should they qualify. Instead, include a comment or question for the state recruiter to address.

LCD COE Quality Control

In addition to the Title III & Migrant Education Specialist Review and approval, the Deputy Director for the Language and Culture Division will at minimum review 5 approved COEs every month for quality control. The Deputy Director will follow the same process as the LCD Reviewer and will communicate any inaccuracies or discrepancies. The following processes will be followed if the Deputy Director finds discrepancies that affect the eligibility of the student:

- The Deputy Director will contact the LCD Title III & MEP Specialist and together review the discrepancy on the COE.
- The Deputy Director and MEP Specialist will determine if more information is needed from a recruiter, and/or if the student is ineligible for services. The following process will be followed:
 - The Deputy Director and the MEP Specialist will contact the recruiter to gather more information on the COE.
 - The student is possibly eligible:
 - The recruiter makes the appropriate corrections to the COE and documents them in COE based on information gathered from an interviewee.

- The student is found to be ineligible:
 - The LCD will follow the steps for disenrolling students from the MEP by contacting the student's/family's LOA.
 - The LOA will communicate with the family in writing within that the student is ineligible for MEP.
 - The family will have the opportunity to appeal the decision.

COEs that contain a short-term move of 5 days or less, require that the State Recruiters ask additional questions to ensure there was a change of residence. The LCD will review COEs with short-term duration periods to ensure it meets that a change of residence is/was evident and was the intent.

After COE Approval

A random sample of all new statewide COEs will be drawn from the MIS2000 database. As part of the state quality control process, the State ID&R Coordinator will use a randomizer tool to select COE numbers to conduct monthly re-interviews. The State ID&R Coordinator must follow the Family or Self Qualifier Reinterview Form in Appendix III. ***The major points of that protocol are noted below:***

1. The State ID&R Coordinator must 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:
2. K-12 and Pre-K migrant students: The father, mother, or guardian must be the person to re-interview.
3. Out of school youth: The youth himself or herself must be the person to be re-interviewed.
4. The State ID&R Coordinator 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.
5. The State ID&R Coordinator may be assisted by the State MEP and ID&R Director in finding the randomly selected workers/families to be re-interviewed. The Regional MEP has the option to allow the State Recruiters to accompany the re-interviewer when they conduct the re-interviews. In such a case, his or her role will be as an "observer." The State Recruiter cannot participate in the re-interview or offer information to the re-interviewer.
6. A report of the findings must be submitted to the LCD Director. 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, the appeals process will be initiated by the LCD.
7. The State ID&R coordinator will assist the state 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.
8. The State ID&R Coordinator will conduct re-interviews on all approved COEs that reflect short term duration.

Statewide Re-interviewer Vendor

The MEP uses the IDRC to provide support to the state for biannual prospective re-interviews to determine the annual statewide discrepancy rate. The IDRC conducts the following activities, adhering to the guidance in the federal *Technical Assistance Guide on Re-interviewing*.

- Manages and reports on the re-interviews and reinterview process.
- Develops the sampling plan and manages the data collection process.
- Supports subgrantees in developing expertise in conducting statewide re-interviews.
- Makes eligibility recommendations and submits them to the LCD.

- Assists with appeals and difficult determinations.
- Uses and maintains re-interview logs and other re-interview records.

The LCD provides direction and oversight on the re-interview activities outlined above.

Communicating Ineligibility Decisions

At the culmination of collecting and reviewing re-interview data, the re-interview vendor submits to the LCD the list of students likely to be ineligible to receive services. Upon receiving this list, the LCD reviews each case, including the COE, the re-interview questionnaire, and the re-interview review notes. Based on this review, the LCD decides if the child is eligible to receive services.

If the LCD agrees with the eligibility recommendation supplied by the re-interview vendor, the LCD notifies the respective subgrantee by email and provides the rationale for the determination, along with the steps for appealing an ineligible determination. If, upon review of the ineligibility determination letter from the LCD, the subgrantee finds no reason to appeal the ineligibility determination, the subgrantee informs the family in writing and provides them with instructions for filing and appeal.

Appeals Process for Statewide Prospective Re-Interviews

The statewide appeals process provides a formal protocol to allow subgrantee staff and families to contest ineligibility determinations that result from the re-interview process. If a family or subgrantee staff feel that an ineligibility determination was made in error, the LCD has an established appeals process allowing them to challenge that determination by providing additional or clarifying information. The successful execution of the appeals process depends on the expeditious handling of an appeal by all parties: the LCD, the subgrantee, and the family.

The subgrantee has 15 days from the date of receipt of the ineligibility determination email notification to appeal the eligibility determination. The appeal must be received by the LCD within those 15 days for the appeal to be considered. Either the subgrantee or the family may initiate the appeal.

If the family wishes to appeal, the family is responsible for providing proof or clarifying information that will clearly show that the determination of ineligibility was in error. LOAs are responsible for facilitating any appeals submitted by a family to the LCD. Any appeal from family must also be received by the LCD within 15 days of the subgrantee's receipt of the notification. Appeals contain the following information:

- Name of the student
- COE number
- The school district that the student was attending at the time of the COE completion.
- School district that the student was attending at the time of the re-interview.
- Reason for ineligibility determination in relation with the re-interview
- Appeal response (additional information/documentation to demonstrate that the student is eligible)

Removal of Ineligible Students

When a migratory child or youth is ineligible contact the LCD and indicate, if possible, the cause of the erroneous eligibility determination and any local corrective actions to address such cause. If a family/youth was incorrectly determined eligible for the MEP the LOA 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.

The LCD, Regional MEP and LOAs are responsible for maintaining an accurate roster of eligible migrant children/youth. There may be several reasons why the LCD may need to remove a migrant family from the MEP.

- If a family/youth was incorrectly determined to be eligible
- If a student on a verified COE is found to be ineligible during the statewide re-interview process and the appeals time frame has passed or an appeal was unsuccessful, the LCD will take the following actions:
- If only a specific child on a COE is ineligible, remove the child from the COE and include an explanation in the MIS2000 system, which will display in the General Comment Section of the NM COE.
- If all the students on a COE are ineligible, mark the COE ineligible and include an explanation in the MIS2000 system, which will display in the General Comment Section of the NM COE.

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

- Ask the Regional MEP to 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.
- Ensure LOAs all services provided by the MEP (some exceptions apply – see provisions for continuation of services).
- Work with the Regional MEP to file the COE as “End of Eligibility” or in a similar manner. The Regional MEP is also responsible for identifying the reason for the child/youth no longer being eligible, for example, “36 months expired.”
- Follow procedures to remove the migrant child/youth from the district and MIS2000 database.

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

- The LCD director shall write a comment on the COE that parent/guardian or OSY no longer wishes to be identified as migrant.
- The Regional MEP and LOA 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.

Provisions for 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.
- 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 LCD for assistance in making eligibility determinations.

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.

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 LCD for assistance in making eligibility determinations.

Statewide Reinterviews

Re-interviewing is an essential component of ID&R quality control measures. Federal regulations require that all state MEPs validate 10% of their current-year eligibility determinations through annual prospective re-interviews, which are part of a helpful early warning system for potential ID&R issues. To ensure high-quality re-interviews, interviewers should be independent of the original eligibility determination and COE approval process. Using independent re-interviewers allows for greater transparency and collection of program eligibility data. The LCD will ensure that the State Recruiters refrain from re-interviewing. Biannually, independent re-interviewers from IDRC who have been carefully trained in the re-interview process will be used.

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

The LCD requires prospective statewide re-interviews to be conducted monthly. The State MEP and ID&R Director ensures the MEP completes the statewide re-interview process. The State MEP and ID&R Director is responsible for coordinating and ensuring the quality of:

1. Training the State ID&R Coordinator to conduct re-interviews.
2. Ensuring the State ID&R Coordinator is properly conducting re-interviews that follow the Family or Self Qualifier Reinterview Form.
3. Creating and providing statewide and local sample re-interview packets to the State ID&R Coordinator.
4. Appropriately reviewing completed statewide and local re-interview packets in partnership with the Title III and Migrant Education Program Specialist.
5. Providing the LCD with information about re-interviews (for example, response and discrepancy rates).
6. Appropriately responding to eligibility questions and concerns.

State ID&R Coordinator

The State ID&R Coordinator conducts both statewide and local re-interviews using the Family or Self Qualifier Reinterview Form. The State ID&R Coordinator is responsible for scheduling appointments with families and conducting re-interviews, including completing the Family or Self Qualifier Reinterview Form thoroughly and accurately and submitting completed re-interview forms to the LCD. It is important to note that the role of the State ID&R Coordinator is to collect data and not to make eligibility determinations.

Regional Quality Control

As an extended part of the LCD, the Regional MEP office, is responsible for employing effective ID&R practices consistent with state and federal statutes, regulations, and guidance. Accordingly, the Regional MEP office must have a local quality control plan that addresses the seven components of an effective system described by CFR 200.89(d):

The responsibilities of the Regional MEP office are to establish and implement a system of quality controls for the proper identification and recruitment of eligible migratory children. The Regional MEP must develop and implement a system of quality controls for the appropriate identification and recruitment of eligible migratory children statewide. At a minimum, this system of quality controls must include the following components:

1. Training to ensure that state 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 state recruiters.
3. A formal process for resolving eligibility questions raised by state recruiters and their supervisors and for ensuring that this information is communicated to all local operating agencies.
4. An examination by qualified individuals at the LCD or local operating agency 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 LCD to validate that eligibility determinations were properly made, including conducting prospective re-interviewing as described in paragraph (b)(2).
6. Documentation that supports the LCD'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 LCD 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.

Regional Re-interviews Summary

Re-interviews are an important component of the MEP system of quality controls. The following bullets provide an overview of the activities that the LCD expects the Regional MEP to report on as part of the monthly re-interviews. The Regional MEP must document the details of the re-interviews process.

- *Sample size:* Each program year, the Regional MEP will conduct re-interviews for a minimum of 10 percent of its recruited students each month.
- *Recommended ineligibility decisions and the right to appeal:* At the culmination of monthly re-interviews, the Regional MEP subgrantee reviews the re-interviews for any ineligibility concerns and notifies the LCD of the findings so they can address the concerns with the other subgrantees.
- *Recommended removal of ineligible students:* If a student on a verified COE is found to be ineligible during the re-interview process and the appeals time frame has passed or the appeal was unsuccessful, the Title & MEP Specialist will do the removal of the child in MIS2000 or will mark the COE as ineligible, following the guidelines below.
 - If only a specific child on the COE is ineligible, remove the child from the COE and include an explanation in the MIS2000 system, which will display the General Comment Section of the NM COE.
 - If all the students on the COE are ineligible, mark the COE as ineligible and include an explanation in the MIS2000 system, which will display in the General Comment Section of the NM COE.

Annual Verification - Contact with MEP Families

Annual verification is crucial for accurate reporting of MEP child counts because it provides proof of residency during the performance period:

States may only include a child in Child Counts I and II (CSPR section 2.3.1), if the child resided in the state for one or more days during the performance period (see section 1303(a) of the Elementary and Secondary Education Act of 1965..., as amended, and Chapter IX, Section B, of the MEP Non-Regulatory Guidance). (OME n.d.)

Annual verification—also referred to as annual contact—is the process of directly contacting all eligible families and youths on or after September 1 each year to verify their presence in the school district in which they are enrolled. Three valuable purposes of completing annual verifications are accurate data reporting, service delivery, and support for ID&R efforts. Annual verification helps subgrantees know who is present and what their needs are in order to be able to plan and provide optimal services. Contacting the families and youths at least once annually also gives all MEP staff an opportunity to update contact information and learn if another qualifying move that merits a new COE has occurred.

The results of annual verification help ensure that the state receives funding for all and only eligible migratory students and that MEP children and youths receive high quality services that are aligned to their needs.

Basic Elements of Annual Verification Contact

To achieve the three main purposes of annual verification—accurate data reporting, service delivery, and support for ID&R efforts—the annual contact should include the following steps.

1. Verify that the child is living in the region or a directly funded district at the time of the annual verification.
2. Confirm contact information for the children or youths listed on the most recent COE.

3. Verify that the school and grade enrollment in the MIS2000 system for the current school year is accurate for each child and youth.
4. Determine if any health or educational needs exist and refer to the corresponding MEP staff or other resource for the services needed.
5. Identify any new children or youths that have joined the household since the move that is recorded on the most recent COE.
6. Determine if any children or youths have made another qualifying move since the move is recorded on the most recent COE.
7. Request referrals of non-MEP families or youths who may be interested in learning more about the MEP and being interviewed for potential MEP eligibility.
8. Document in MIS2000 system that the annual verification has been completed on the assigned tab.

Migrant families can be contacted by phone or in person to gather the required information. Subgrantees also use current enrollment school records to certify that the student is currently residing in their area.

Conducting Annual Verifications

The Title III & Migrant Education Specialist will coordinate the annual verification process. This is an opportunity for them, as non-recruitment staff, to support ID&R efforts by informing state recruiters of any leads or new moves that have been reported.

The LCD strives for an efficient local annual verification process. Strategies that will be employed include the following:

- Generating an enrollment report of identified MEP students to verify they are still in the area.
- Prioritizing the contact for non-attending students—primarily preschoolers and out-of-school youth—in September to verify their presence before their MEP enrollment can be added to the current school year.
- Conducting the contact on the anniversary of a COE signature because it is more likely that they will be in the area during the same time frame as a previous year.
- Streamlining efforts to minimize the number of phone calls made to the same parents (such as families with children in multiple schools or districts).

The information needed to complete the annual verification process can be acquired from MIS2000 and compared to what parents and youths share. LOAs are required to complete and document annual verifications for all eligible children and youth using the Connecteam Application report title “Reverification Report”. The Connecteam Application is a software that the Regional MEP uses to collect data information from state recruiters and subgrantees. This documentation should be available to state and federal monitors upon request.

Appendix I: State Recruiter Guidance on Conducting a Recruitment Interview

Tailoring Your Outreach Message

State recruiters of migratory children and youths must be able to introduce the MEP and its purposes to various audiences effectively. Your outreach message can sometimes be tricky since the same explanation yields different results for different 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 state recruiter to think about how collaboration with the LCD would benefit the specific agency they are working with and the direct benefits to the MEP and highlight those critical details in the conversation.

The state recruiter's ability to adjust a response or explanation effectively comes from a good general understanding of the business or industry they are visiting. State recruiters must conduct thorough research before their field visits. This preparation will equip them with the necessary knowledge to engage in meaningful conversations as they work in the community.

Developing Your Interview

Prior to arriving at your interview, the state recruiter can review the Eligibility Checklist found in Appendix II. 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 _____ (indicate the name of the district name) and we are based in __ (indicate the town/city). Provide your business card and show your 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:
The basic pattern below describes the questions you can ask the interviewee.
Provide a simple explanation of the MEP program and then begin the fact-finding questions.
 - *How old are you?*
 - *Is anybody younger than 22 living with you or your family?*

Qualifying Move:

- *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?*

Qualifying Work:

- *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?*

Child Data:

- Do you have any children?
- How old are the children?
- What is the highest grade they finished?
- 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)
- Are they already going to school in this town?
 - Did you fill out an occupational questionnaire when you registered them in school?
 - Has anyone else come to talk to you about this program?
 - Have you been in the MEP program in your previous state or district?

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 MEP 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 interviewee should cover the following points:
 - How the MEP program is funded.
 - Explain that services vary by region, area, district, county, and state.
 - Explain the local MEP services, such as summer programs, tutoring, etc.
 - Provide brochures with state recruiters' contact information for each LEA.

Once potential eligibility has been verified, explain the program, and enroll the children on the Certificate of Eligibility Form. Your explanation should include the Family Educational Rights and Privacy Act (FERPA) of 1974, the College Assistance Migrant Program (CAMP), and the High School Equivalency Program (HEP). Below are sample explanations for FERPA, CAMP, and HEP, which you can 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.

The College Assistance Migrant Program provides support and retention services to first-year college students from migrant and seasonal farm worker families. CAMP works with faculty, student services, and community-based agencies to improve educational opportunities for CAMP students.

The High School Equivalency Program (HEP) is a beacon of flexibility and convenience. It offers equitable high school equivalency instruction that can easily fit into the participants' everyday schedules. Designed as an educational equity program, it aims to assist migrant and seasonal farm workers in obtaining a High School Equivalency Diploma. It also provides transitional services for college, trade school, employment, and the military, lightening the load on your child's educational journey.

In addition to completing the necessary enrollment forms and explaining the program, recruiters should initially assess the family's needs. The needs 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, conversations, and deductions drawn from the information given. This information must be recorded on the Parent Contact Log Form (also known as the Needs Assessment Form). From this initial assessment you can make the necessary referrals and 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 clarify why they do not qualify.
 - Inform them that MEP staff will contact them to ensure that all the information you reported was collected correctly by you (the state recruiter) and accurate.
 - Inform the family that after this process, a final determination of their eligibility will be made.
6. State recruiters must submit the COE's in a timely manner, within 24 hours, to avoid delays in the verification process.

Notifying Families About Re-interviews During Recruitment

At the time of recruitment, families should be notified about the possibility of a re-interview. To accomplish this notification consistently, subgrantees should incorporate an explanation of the re-interview process, including the appeals process, in the welcoming letter that is mailed out after the COE has been approved. Consistent notification at the time of recruitment is essential because the success of a re-interview effort depends on gaining the cooperation of migrant families to participate. The re-interview process should not be intimidating for families or make families feel their truthfulness is in question.

The LCD recommends that during the initial eligibility interview, the recruiter informs the parents in their primary language that they may be chosen for a second interview and their MEP program will send them a letter of the information provided.

The letter should contain the following Information:

- Purpose of the re-interview (to improve the eligibility interview process)
- The appeals process (see "Appeals Process for Statewide Re-interviews" above)

Appendix II: New State Recruiter Shadowing

NEW STATE RECRUITERS

New state recruiters will be required to shadow an experienced recruiter or ID&R Coordinator a minimum of three times before recruiting independently.

An experienced state recruiter is one who has been recruiting for the Migrant Education Program for over 2 years.

Shadowing 1: New state recruiter will schedule a time and date with the experienced state recruiter. Shadowing will be a minimum of an hour. The new state recruiter will observe an interview and try to conduct an interview with the assistance of the expert state recruiter or ID&R Coordinator. *(New State Recruiter will fill out form as the observer)*

Shadowing 2: New recruiter will schedule a time and date with the experienced recruiter. Shadowing will be a minimum of 2 hours. The new state recruiter will initiate an interview and try to conduct it with minimal assistance from the expert state recruiter or ID&R Coordinator. *(Expert State Recruiter will fill out form as the observer)*

Shadowing 3: New recruiter will schedule a time and date with the experienced recruiter. Shadowing will be a minimum of 3 hours. The new state recruiter will independently conduct an interview with no assistance from the expert state recruiter or ID&R Coordinator and complete the COE. *(Expert State Recruiter will fill out form as the observer)*

The following form must be filled out each time shadowing occurs and turned into Regional MEP Director. Once submitted, the ID&R Coordinator and Regional MEP Director will provide feedback to both expert State Recruiter and new State Recruiter.

New State Recruiter Shadow Day Rubric

Recruiter Name: _____

Date: _____

Job shadowing allows you to observe an expert recruiter as he or she goes about their job. It's a great opportunity to learn more about recruiting and a chance to practice interacting with possible migratory families. Place an X in the box that most appropriately describes the recruiter's performance.

Required Components	Advanced/Exemplary	Proficient/Accomplished	Basic/Developing	Novice
Acted Professionally	Displayed enthusiasm for recruiting; consistently looked and acted like a recruiter.	Displayed interest in recruiting, was respectful to interviewee; looked and acted like a recruiter most of the time.	Displayed very little enthusiasm for recruiting; seldom looked or acted like a recruiter.	Distracted with no enthusiasm for recruiting and showed no interest in what the interviewee was saying.
Asked Questions	Asked questions that sought to understand the movement of the family.	Asked random questions that made the story of the COE incomprehensible.	Asked very little questions with no follow up.	Asked leading questions to interviewee.
Was on task	Arrived 10-15 minutes early	Arrived on time	Arrived 5 minutes late	Arrived 10 minutes late
Interacted positively with interviewee	Communicated with interviewee appropriately and positively in their home language.	Communicated with the interviewee slightly appropriately and was somewhat distracted with the interviewee.	Did not communicate effectively.	Made inappropriate or negative comments.
New State recruiter must set up his/her job shadow with the experienced recruiter and set up a date and time	New State recruiter works proactively and independently to contact the experienced recruiter; and new state recruiter sets up their date and time for shadowing.	New State recruiter needs some assistance from the Regional MEP Director to contact the experienced state recruiter; new state recruiter sets up the date and time for shadowing but requires some assistance.	New State recruiter needs a great deal of assistance from the Regional MEP Director to set up the date and time of his/her job shadowing.	Job shadowing was scheduled by Regional MEP Director.

Internal Use Only

Name	Place	Date	Hours

Appendix III: ID&R Documentation

The Regional MEP subgrantee must maintain documentation that supports the implementation of the system of quality controls described in their quality control plan. Documentation must be retained in accordance with the OME Nonregulatory Guidance, Chapter XI, Section C.

The Regional MEP subgrantee records will demonstrate the actions that have been taken to (1) train and supervise staff who perform ID&R activities, (2) evaluate staff performance, and (3) improve the system whenever periodic reviews and evaluations indicate a need to do so.

The following documents must be maintained by each subgrantee:

- A copy of all COEs for all eligible students and out-of-school youth in their program.
- The Regional MEP subgrantee will keep the original printed COEs previously in use for the MEP subgrantees.
- Training records, including training agendas, sign-in sheets or attendance logs, associated training materials (such as PowerPoint slides, agendas, and handouts), and pre- and post-training assessments and training evaluations, as appropriate.
- Records related to supervision, including observations of the ID&R coordinator related to state recruiter interviews and shadowing of state new recruiters.
- COE verification records, including designated LCD reviewer logs and the LCD reviewers' feedback to the supervisor or coordinator.
- Annual re-interview records, including the subgrantee's re-interview plan, re-interview results, reflections based on re-interview results, and plans to make improvements based on reflections.
- Annual verification logs or forms documenting completed annual contacts (in person or by telephone) with families confirming that they are present for the current enrollment period and that the student or out-of-school youth can be reported as currently eligible.
- Corrective action records, including documents that pertain to corrective actions taken as a result of re-interviews, random sample quality checks, and errors recorded on the reviewer logs (such as removal of individual students from COEs that were determined to be ineligible, deletion of COEs of families that were ineligible, additional training that was initiated to correct deficiencies, and other actions deemed appropriate based on the situation).

Appendix IV: Family or Self Qualifier Reinterview Form

New Mexico Migrant Education Program- Family Re-interview Form

Thank you for your participation in this interview. As you might recall, _____ (Recruiter's name) who conducted the initial interview for _____ (sampled child's name) to be enrolled in the Migrant Education Program, mentioned that there may be a follow-up interview. That follow-up interview is the one we are about to begin now. This interview serves to confirm the information originally collected to establish the eligibility of your child(ren) in the program.

Gracias por su participación en esta entrevista. Como tal vez recuerde, _____ (nombre del reclutador) que hizo la entrevista inicial para _____ [nombre de el/la niño(a)] que está en el Programa de Educación Migrante, le mencionó que podría haber una segunda entrevista. Esa segunda entrevista es la que vamos a comenzar en seguida. Esta entrevista es para confirmar la información obtenida inicialmente para establecer la elegibilidad de su niño(a) en el programa.

Instructions for the Interviewer:

- Anything in [] can be filled out before the Interview starts.
- The column on the right includes questions and skip logic for the interviewer. Please answer each question and/or follow the skip logic in the right column after the interviewee responds.

Please confirm _____ [sampled child first name] full name. <i>Por favor confirme el nombre completo de _____ [nombre del niño(a) seleccionado(a)]</i>	
1. What is _____ [sampled child name] date of birth? <i>¿Cuál es la fecha de nacimiento de _____ [niño(a) seleccionado(a)]?</i>	Was the child under 22 years old at the time of recruitment? <ul style="list-style-type: none"> • Yes, continue. • No, end the interview and notate in the Interview Comments section.
2. Had _____ [sampled child name] already graduated from high school or obtained a high school equivalency diploma (e.g., GED) on or before _____ [recruitment date]? <i>¿_____ [nombre del niño(a) seleccionado(a)] ya se había graduado de la preparatoria u obtenido un diploma de equivalencia (por ejemplo, GED) el o antes del _____ [fecha del reclutamiento]?</i>	<ul style="list-style-type: none"> • Yes, end the interview and notate in the Interview Comments section. • No, continue.
3. Have you or a parent/guardian of _____ [sampled child name] ever moved and engaged in agricultural or fishing work? <i>¿Alguna vez se ha mudado y trabajado en agricultura o pesca usted o alguno de los padres o tutores legales de _____ [nombre del niño(a) seleccionado(a)]?</i>	<ul style="list-style-type: none"> • Yes, ask 3b and 3c, and then continue. • No, review the target QAD on the label and ask if the worker moved on or around that date.
3b. What is the name of the parent/guardian of _____ [sampled child name] who moved and engaged in agricultural or fishing work? <i>¿Cuál es el nombre del padre/tutor legal de _____ [nombre del niño(a) seleccionado(a)] que se mudó y trabajo en agricultura o pesca?</i>	<ul style="list-style-type: none"> • If yes, continue. • If not, end the interview and notate in the Interview Comments section.
3c. What is the relationship of _____ [worker name from 3b] to _____ [sampled child name]?	

<p>¿Cuál es la relación o parentesco de _____ [nombre del trabajador del 3b] con _____ [nombre del niño(a) seleccionado(a)]?</p>	
<p>4. When was the last time _____ [worker name from 3b] moved and engaged in agricultural or fishing work? Worker's move date: _____ ¿Cuándo fue la última vez que _____ [nombre del trabajador en la pregunta 3b] se mudó y trabajó en la agricultura o pesca? Fecha de mudanza del trabajador: _____</p>	
<p>5. In this move, where did the worker move from and move to? En esta mudanza, ¿de dónde a dónde se mudó el trabajador? From/de _____ to/a _____</p>	
<p>6. What type of agricultural or fishing work did the worker do? ¿Cuál fue el trabajo agrícola o de pesca que hizo el trabajador</p>	
<p>7. Was this work seasonal or temporary? ¿Este trabajo fue de temporada o a corto plazo?</p>	<ul style="list-style-type: none"> • Yes, continue. • No, confirm the work was permanent and end the interview.
<p>8. Did the worker start this work within 60 days of arriving? ¿El trabajador comenzó a trabajar dentro de los 60 días de su llegada?</p>	<ul style="list-style-type: none"> • Yes, continue. • No, confirm they did not start the work within 60 days of arrival and continue.
<p>9. Now I am going to ask some questions about _____ [sampled child name] move. Ahora le voy a hacer unas preguntas de la mudanza de _____ [nombre del niño(a) seleccionado(a)].</p> <p>9b. When the worker moved on _____ (Worker's Move Date from question #4), did _____ [sampled child name] move with the worker on the same date? Cuando el trabajador se mudó en _____ (Fecha de mudanza del trabajador en #4), ¿_____ [nombre del niño(a) seleccionado(a)] se mudó con el trabajador en la misma fecha?</p>	<ul style="list-style-type: none"> • Yes, skip to 12. • No, continue.
<p>10. Did _____ [sampled child name] move before or after the worker to _____ [move to city from 5]? ¿Se mudó _____ [nombre del niño(a) seleccionado(a)] antes o después que el trabajador a _____ [ciudad a en la pregunta 5]?</p>	<ul style="list-style-type: none"> • Yes, continue. • No, skip to 13.
<p>11. What date did _____ [sampled child name] move? Child's move date: _____ ¿Cuál es la fecha en la que se mudó _____ [nombre del niño(a) seleccionado(a)]? Fecha de mudanza del niño/a: _____</p>	
<p>12. In this move, where did _____ [sampled child name] move from? En esta mudanza, ¿de dónde se mudó _____ [nombre del niño(a) seleccionado(a)]? From/de _____</p>	

<p>13. Has the worker moved for work or because they could not afford to stay any time after the move on _____ [Worker's Move Date on # 4]? <i>¿Se ha mudado el trabajador para trabajar o porque no podía cubrir los costos de quedarse alguna vez después de la mudanza el _____ [Fecha de mudanza del trabajador en #4]?</i></p>	<ul style="list-style-type: none"> • Yes, continue. • No, skip to Interview Comments section.
<p>14. When did the worker move for work or because they could not afford to stay? Subsequent move date: <i>¿Cuándo se mudó el trabajador para trabajar o porque no podía cubrir los costos de quedarse? Fecha de Mudanza Posterior: _____</i></p>	
<p>15. In this move, where did the worker move from and move to? <i>En esta mudanza, ¿de dónde a donde se mudó el trabajador?</i> From/de _____ To/a _____</p>	
<p>16. Did _____ [sampled child name] make this same subsequent move with the worker? <i>¿_____ [nombre del niño(a) seleccionado(a)] hizo esta misma mudanza posterior con el trabajador?</i></p>	<ul style="list-style-type: none"> • Yes, continue. • No, skip to the Interview Comments section.
<p>17. Did _____ [sampled child name] move with, before, or after the worker to _____ [move to city from 15]? <i>¿_____ [nombre del niño(a) seleccionado(a)] se mudó con, antes o después que el trabajador a _____ [ciudad a en la pregunta 15]?</i></p>	<ul style="list-style-type: none"> • Yes, continue. • No, skip to Interview Comments section.
<p>18. What date did _____ [sampled child name] move? Child's move date: _____ <i>¿Cuál es la fecha en que se mudó _____ [nombre del niño(a) seleccionado(a)]?</i> Fecha de mudanza del niño/a: _____</p>	<p>Indicate if this move was within 12 months of the move date on question 14.</p>
<p>19. In this move, where did _____ [sampled child name] move from? <i>En esta mudanza, ¿de dónde se mudó _____ [nombre del niño(a) seleccionado(a)]?</i> From/de _____</p>	

Remove the fluorescent sticker from the label on the front of the manilla envelope. Compare the information on the label to the information collected during the interview. If there are significant differences such as

- Date differences of more than 21 days.
- Different move to and move from cities; or
- Different work

Ask the interview about the difference. Note any comments below to explain the identified differences.

Interview Comments/Comentarios del entrevista

To the best of my knowledge, the information documented on this form is correct.

De acuerdo con mi conocimiento y entendimiento, la información estipulada en este documento es verdadera.

Signature of person interviewed/*Firma de la persona entrevistada*: _____

Date/*Fecha*: _____

Signature of interviewer/*Firma del entrevistador*: _____

Date/*Fecha*: _____

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Review Date:

• Eligible as documented on COE

• Eligible with corrections on COE required

• Not Eligible

• Need more information to make determination

New Mexico Migrant Education Program- Self-qualifier Re-interview Form

Thank you for your participation in this interview. As you might recall, _____ (recruiter's name) who conducted the initial interview for you to be enrolled in the Migrant Education Program, mentioned that there may be a follow-up interview. That follow-up interview is the one we are about to begin now. This Interview serves to confirm the information originally collected to establish your eligibility in the Program.

Gracias por su participación en esta entrevista. Como tal vez recuerdas, _____ (nombre del reclutador) quien te hizo la entrevista inicial para registrarte en el Programa de Educación Migrante, te mencionó que podría haber una segunda entrevista. Esa segunda entrevista es la que vamos a comenzar en seguida. Esta entrevista es para confirmar la información obtenida inicialmente para establecer tu elegibilidad en el programa.

Instructions for the Interviewer:

Anything in [] can be filled out before the interview starts.

The column on the right includes questions and skip logic for the interviewer. Please answer each question and/or follow the skip logic in the right column after the interviewee responds.

Please confirm your full name. <i>Por favor confirma tu nombre completo.</i>	
1. What is your date of birth? <i>¿Cuál es tu fecha de nacimiento?</i>	Was the child under 22 years old at the time of recruitment? • Yes, continue. • No, end the Interview and notate in the Interview Comments section.
2. Had you already graduated from high school or obtained a high school equivalency diploma (e.g., GED) on or before _____ [recruitment date]? <i>¿Ya te habías graduado de la preparatoria u obtenido un diploma de equivalencia (por ejemplo, GED) el o antes del _____ [fecha del reclutamiento]?</i>	• Yes, end the Interview and notate in the Interview Comments section. • No, continue.
3. Have you ever moved and engaged in agricultural or fishing work? <i>¿Te has mudado alguna vez y trabajado en agricultura o pesca?</i>	• Yes, continue. • No, review the target QAD and ask if they moved on that date.
4. When was the last time you moved and engaged in agricultural or fishing work? Worker's move date: _____ <i>¿Cuándo fue la última vez te mudaste y trabajaste en la agricultura o pesca?</i> Fecha de mudanza del trabajador: _____	
5. In this move, where did you move from and move to? <i>En esta mudanza, ¿de dónde a dónde te mudaste?</i> From/de _____ to/a _____	
6. What type of agricultural or fishing work did you do? <i>¿Cuál fue el trabajo agrícola o de pesca que hiciste?</i>	
7. Was this work seasonal or temporary? <i>¿Este trabajo fue de temporada o a corto plazo?</i>	• Yes, continue. • No, confirm the work was permanent and end the interview.

<p>8. Did you start this work within 60 days of arriving? <i>¿Comenzaste a trabajar dentro de los 60 días de tu llegada?</i></p>	<ul style="list-style-type: none"> • Yes, continue. • No, confirm they did not start the work within 60 days of arriving and then continue.
<p>9. Have you moved for work or because you could not afford to stay any time after the move on _____ [Worker's Move Date on # 4]? <i>¿Te has mudado para trabajar o porque no podías cubrir los costos de quedarte alguna vez después de la mudanza el _____ [Fecha de mudanza del trabajador en #4]?</i></p>	<ul style="list-style-type: none"> • Yes, continue. • No, skip to Interview Comments section.
<p>10. When did you move for work or because you could not afford to stay? Subsequent move date: _____ <i>¿Cuándo te mudaste para trabajar o porque no podías cubrir los costos de quedarte? Fecha de mudanza posterior: _____</i></p>	
<p>11. In this move, where did you move from and move to? <i>En esta mudanza, ¿de dónde a donde te mudaste?</i> From/de _____ To/a _____</p>	

Remove the fluorescent sticker from the label on the front of the manilla envelope. Compare the information on the label to the information collected during the interview. If there are significant differences such as

- Date differences of more than 21 days.
- Different move to and move from cities; or
- Different work

Ask the interview about the difference. Note any comments below to explain the identified differences.

Interview Comments/Comentarios de la entrevista

To the best of my knowledge, the information documented on this form is correct.
De acuerdo con mi conocimiento y entendimiento, la información estipulada en este documento es verdadera.

Signature of person interviewed/*Firma de la persona entrevistada*: _____
Date/*Fecha*: _____

Signature of interviewer/*Firma del entrevistador*: _____
Date/*Fecha*: _____

FOR OFFICIAL USE ONLY		Review Date:	
• Eligible as documented on COE	• Eligible with corrections on COE required	• Not Eligible	• Need more information to make determination

Appendix V: Recruiter Observation Skills Rubric

Recruiter Observation Skills Rubric

<u>Communication</u>	<u>Flexibility & Organization</u>				
With Family- Flow of the interview was clear and concise.	<u>Y</u>	<u>N</u>	Quick Thinker	<u>Y</u>	<u>N</u>
Community- Explanation of the program made sense to all involved.	<u>Y</u>	<u>N</u>	Adaptable	<u>Y</u>	<u>N</u>
Co-Workers- Effective Coordination/ Collaboration	<u>Y</u>	<u>N</u>	Hours worked coordinates with the best time to recruit.	<u>Y</u>	<u>N</u>
Supervisor-Keeps all informed	<u>Y</u>	<u>N</u>	Has a well focused and prioritized agenda?	<u>Y</u>	<u>N</u>
Follow through is consistent.	<u>Y</u>	<u>N</u>	Does effective Pre Planning activities?	<u>Y</u>	<u>N</u>
Non-verbal Communication is clear and helpful.	<u>Y</u>	<u>N</u>	Conducts effective post planning?	<u>Y</u>	<u>N</u>
Languages- Recruiter is fluent in needed languages	<u>Y</u>	<u>N</u>	Has a clear system to document leads and follow up needed	<u>Y</u>	<u>N</u>
			Additional Comments:		
			<u>Due Diligence/ Professionalism</u>		
			Asks additional questions as needed.	<u>Y</u>	<u>N</u>
			Patient	<u>Y</u>	<u>N</u>
			Observant	<u>Y</u>	<u>N</u>
			Uses Proper Attire	<u>Y</u>	<u>N</u>
			Differentiates easily how to talk with people and explain the program. Is able to gain the respect of those he/she comes in contact with.	<u>Y</u>	<u>N</u>
			Additional Comments:		
<u>Proactivity</u>	<u>Ability to Convince</u>	<u>Trustworthy</u>	<u>Outgoing</u>		
<p>___ Networks well with all possible resources.</p> <p>___ Follows and communicates leads.</p> <p>___ Uses the time of the year to his/her advantage in the work he/she is planning and conducting.</p> <p>___ Takes action to move things along as necessary.</p>	<p>___ Genuine</p> <p>___ Persistent</p> <p>___ Empathetic</p> <p>___ Understands and shares feelings.</p> <p>___ Makes connections and gains trust.</p>	<p>___ Reliable</p> <p>___ Careful to not promise more than is possible.</p>	<p>___ Extrovert</p> <p>___ Courageous but cautious</p> <p>___ Approachable</p> <p>___ Knows when to use humor.</p>		

Appendix VI: Frequently Asked Questions

Question: Abbreviations for Mexico- Which abbreviation do we use for Mexico, the old ones or the new ones?

Response: The new abbreviations for Mexico were given to the LCD by the Office of Migrant Education (OME) and are to be utilized when completing the national COE.

Question: COE paper or electronic- Now that we have access to complete COEs electronically can we pick which one to use?

Response: As of May 16, 2024, state recruiters are required to use Electronic COEs. Paper COEs will require permission from Regional MEP Director under the guidance of the LCD.

Question: Clarification on COE's- I'd like to know what we need to do if a COE is returned for clarification/missing information. In this case we need to correct or clarify our COE. But do we need to make a new COE each time we make changes?

Response: It depends on the nature of the change. Any change made to Child Data; Comments; Relationship to the child, Child date; Date of the COE and date. Will require a new signature on the COE by parent, guardian or the emancipated youth. **Note: The LCD reserves the right to request additional information for submitted COEs.**

Question: [When additional comments are required] do we use the same [COE] and make handwritten notes?

Response: Additional comments can be added to a word document and submitted to the Regional MEP Director along with the COE.

Question: What are examples of “other credible evidence” that a recruiter might rely on to determine that the worker actively sought qualifying work?

Response: Other credible evidence that a recruiter might consider includes:

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

Question: Students who have moved out of the district- How do we document students that are non-attending and no longer in our district and we verified them being gone?

Response: Notify the MEP administrator to withdraw the student from MIS2000 and inform the MEP administrator they need to email the NM NMEP if an MSIX notification is needed.

Question: Move notifications-What about move notifications?

Response: A notification needs to be e-mailed to LCD. The notification needs to include Student state identification Number, the date they left, current phone number and the location they moved to.

Question: Can all students be rolled over for summer?

Response: No, only students that are attending a district/state held summer school or an MEP Literacy Program.

