



Nebraska Migrant Education Program ID&R Manual



*Title IC, Migrant Education Program Office
of ESEA Programs
500 S. 84th St., 2nd Floor
Lincoln, NE 68510-2611
<https://www.education.ne.gov/migrant/>*

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Abbreviations

AYP	Adequate Yearly Progress
BAM	Born After the Move
BC	Binational Child
COE	Certificate of Eligibility
CNA	Comprehensive Needs Assessment
CSPR	Consolidated State Performance Report
DOB	Date of Birth
ED	U.S. Department of Education
EL	English Learner
ELL	English Language Learner
ELP	English Language Proficient
ESL	English as a Second Language
EOE	End of Eligibility
ESEA	Elementary and Secondary Act of 1965, as amended
ESSA	Every Student Succeeds Act
ESU	Educational Service Unit
FACE	Family and Community Engagement
FERPA	Family Educational Rights and Privacy Act
GED	General Equivalency Diploma
HSED	High School Equivalency Diploma
ICE	Immigration and Customs Enforcement
ID&R	Identification and Recruitment
IDRC	Identification & Recruitment Consortium
INS	Immigration and Naturalization Service
ISOSY	Instructional Services for Out of School Youth (Consortium)
LEA	Local Educational Agency
LOA	Local Operating Agency
MAW	Migratory Agricultural Worker
MF	Migratory Fisher
MEP	Migrant Education Program
MSIX	Migrant Student Information Exchange
MOU	Memorandum of Understanding
NASDME	National Association of State Directors of Migrant Education
NFJP	National Farmworker Jobs Program
NRG	Non-regulatory Guidance (MEP Guidance, “Purple Book”)
NSLP	National School Lunch Program
OCR	Office of Civil Rights
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council

QAD	Qualifying Arrival Date
QM	Qualifying Move
QW	Qualifying Work
SBP	School Breakfast Program
SDP	Service Delivery Plan
SEA	State Educational Agency
SNAP	Supplemental Nutrition Assistance Program
SSI	Supplemental Security Income
SSN	Social Security Number
TANF	Temporary Assistance for Needy Families
USC	United States Code
USCIS	U.S. Citizen & Immigration Services
USDA	U.S. Department of Agriculture
U.S. DHHS	U.S. Department of Health and Human Services
U.S. DHS	U.S. Department of Homeland Security
U.S. DOJ	U.S. Department of Justice
U.S. DOL	U.S. Department of Labor
U.S. DoS	U.S. Department of State
WIC	Women, Infants, and Children Program

Foreword

The purpose of this publication is to provide technical assistance to Local Operating Agencies (LOAs) in the proper and timely identification and recruitment of eligible migratory children and youth in the state.

Much of the National Identification & Recruitment Manual was used to create this publication. It has been revised to reflect changes to the program enacted in the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Migratory families often experience difficulty in receiving continuous, high-quality educational services because of their high rate of mobility, cultural and language barriers, social isolation, health-related problems, disruption of their children's education, and the lack of resources in the areas in which they live and work. This emphasizes the reason to identify and recruit children and youth to the program without delay.

The state would like to express appreciation to the dedication of all Title 1 Part C recruiters and all staff who work each day on behalf of migratory children and their families. It's an honor to continue working with each one of you to help migratory children and youth overcome obstacles and meet high academic challenges.

Preface

Purpose

It is the state's responsibility to implement procedures to ensure that qualifying migratory children and youth in Nebraska are identified and determined eligible for the Title 1 Part C Education Program.

The purpose of this manual is to assist Local Operating Agencies (LOAs) in developing state ID&R (Identification & Recruitment) systems for the Nebraska Title 1 Part C Education Program, thereby correctly implementing the program's statute and regulations. The State Educational Agency (SEA) is responsible for the proper and timely ID&R of all eligible migratory children in the state, including documenting the reason why each child has been determined to be eligible for the program. This manual provides general information and advice regarding the *recruiter's* role in the ID&R process and in ensuring the correctness of eligibility determinations as well as general information about the state and LOAs coordinator/*administrators'* role.

This manual is only one of the resources for LOAs to use to determine how best to identify and recruit eligible migratory children in a manner consistent with the requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA).

Other documents that should be read in conjunction with this manual are:

- the Non-Regulatory Guidance for Title 1, Part C, Education of Migratory Children (NRG)
- the U.S. Department of Education's (ED) guidance on other federal programs that are relevant to the Title 1 Part C Education Program (such as Title I, Part A, and Title III)
- state requirements, policies, and guidance (such as the Quality Control Handbook)

The words "must" and "shall" used in the NRG and this manual are used to indicate statutory and regulatory requirements.

Audience. The primary audience for this manual are LOA directors/coordinators and recruiters. However, it should also be of interest to other ID&R collaborative staff.

Background

***Note – Interchangeable Titles.** “The *Title 1 Part C Education Program* and the *Migrant Education Program* (MEP) are titles that will be used interchangeably throughout this manual.

Every Student Succeeds Act. The Every Student Succeeds Act (ESSA) reauthorized the ESEA. A key purpose of the ESEA, as amended by the ESSA, is to provide all children with the opportunity to obtain a high-quality education that will enable them to meet the same challenging academic standards in their state that all children are expected to meet.

The Title 1 Part C Education Program. The MEP is authorized by Title I, Part C of the ESEA, as amended. Under the MEP, ED provides formula grants to SEAs to establish or improve education programs for migratory children. The general purpose of the MEP is to ensure that migratory children fully benefit from the same free public education provided to non-migratory children. To achieve this purpose, the MEP provides financial support to SEAs and LOAs to address the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school. In order to meet the goal of supporting the academic success of eligible migratory children, the MEP must first identify and recruit these children.

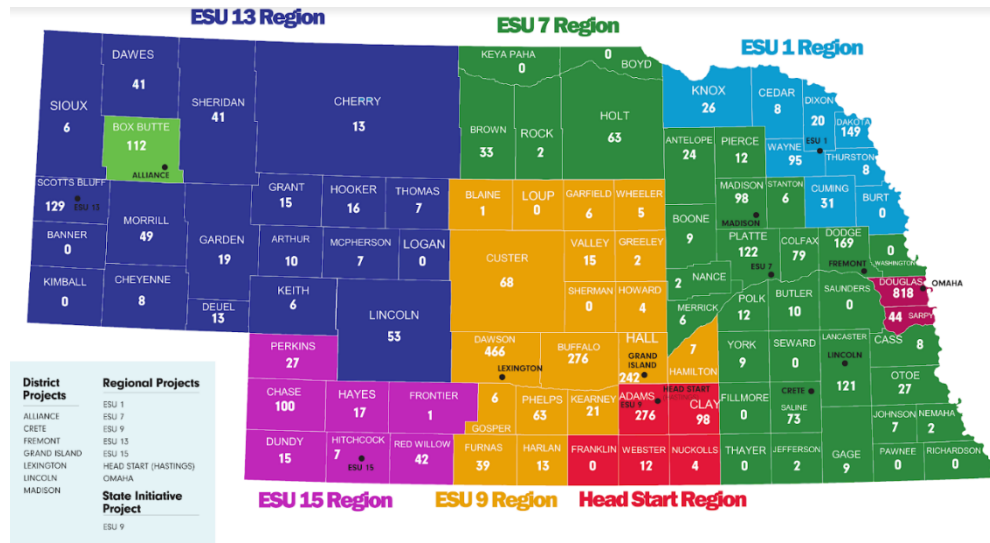
Primary Goal of the Program. The primary goal of the program is to help ensure that all eligible migratory children meet challenging academic standards AND graduate with a high school diploma or complete a High School Equivalency Diploma (HSED) that prepares them for responsible citizenship, further learning, and productive employment.

The Mission of the Program. The mission of the program is to help migratory children and youth meet high academic challenges by overcoming the obstacles created by frequent moves, educational disruption, cultural and language differences, and health-related problems.

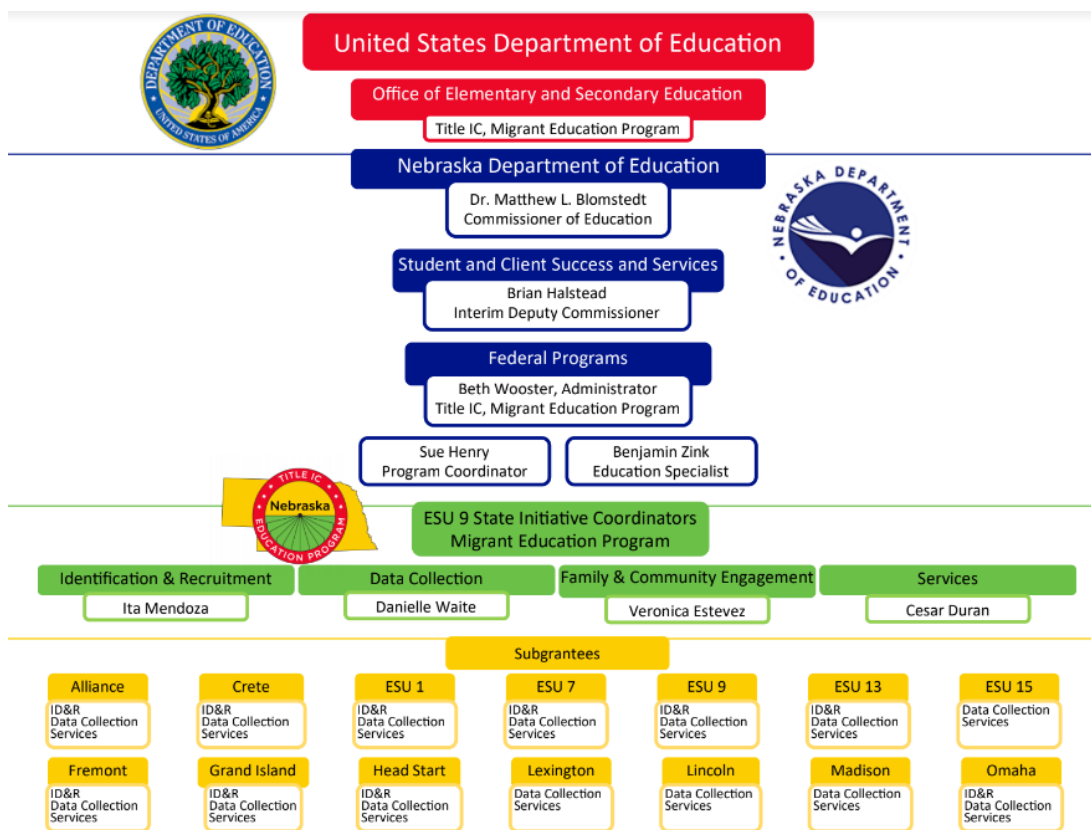
The Statewide Recruiting System. Recruiting is a statewide initiative and it takes into consideration the changing needs of the federal NRG, shifting migrant populations, and changing service needs. This system requires recruiters to have a statewide perspective with an emphasis on migrant children from birth to five years of age and Out of School Youth (OSY). The ID&R plan advocates for continuous collaboration throughout the year among all staff so recruiters can get the referrals of possible migrant children within the state. The state also encourages interstate collaboration to strengthen ID&R throughout the nation.

The Nebraska MEP model consists of 14 strategic LOAs throughout the state, including 7 district projects and 7 regional projects. A total of 20 recruiters do year-round recruitment throughout the state. **See Project Locations Map & Organizational Chart*

Project Locations Map



Organizational Chart



Section1. General Information

Learning Objective:

By the end of Section 1, the reader will:

1. be able to describe the purpose of the program;
2. be able to understand child eligibility criteria for the program; and
3. be able to support the importance of finding migratory children.

Purpose

In 1966, the U.S. Congress amended Title I of the ESEA to include a new section: Part C—Education of Migratory Children. Through this amendment Congress authorized, for the first time, a program that provided states with federal financial assistance to help improve the educational opportunities and academic success for the children of migratory agricultural workers. This program was called the Migrant Education Program, or MEP.

The ESEA, as amended by the ESSA, states that the purpose of the MEP is

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

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.

Who is Eligible ?

The MEP was designed to help migratory children find success through education. Preparing a preschooler for kindergarten, helping a student learn to read or enhancing their English language proficiency, ensuring a child's promotion to the next grade, and helping a high school student earn credits toward graduation are just a few examples of activities that the MEP supports. However, before the MEP can provide any services, MEP staff must determine that a child is eligible for the MEP. To understand migratory child eligibility, it is important to review the law.

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

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

Children who fit the above definition are eligible for MEP services. However, only those children who are between the ages of three and 22 (i.e., have not had a 22nd birthday) are counted for state funding purposes.

The Importance of ID&R in Determining Eligibility

Identification means actively looking for and finding migratory children and youth.

Recruitment means making contact with the family or youth and obtaining the necessary information to document the student's eligibility and enroll them into the MEP.

A Certificate of Eligibility (COE) for qualifying migratory children and youth is required before he or she can receive any of the MEP's educational or supportive services. The longer it takes a state to find a migratory child, the more time passes before the child receives the supplemental services he or she needs to succeed. It is important to note that at times, the children who are most in need of MEP services are often the most difficult to find.

Migratory children who are not identified may experience problems such as delays in placement or incorrect school assignment; failure to count partial credits or inappropriate course sequence for graduation from the student's home-based school; and obstacles to receiving necessary supplemental services. Even if an individual migratory child does not receive direct services, it is important to identify all migratory children so their needs can be assessed and monitored to plan future services if a need does arise.

Effective ID&R is a challenge for the MEP. The *proper* and *timely* ID&R of migratory children may be a difficult task for a number of reasons:

- Not all temporary or seasonal workers are eligible for the MEP because the worker may not fully meet eligibility criteria. The eligibility requirements for the MEP require strong analytical skills to properly evaluate eligibility.
- Migratory families are inclined to be self-sufficient and are not accustomed to seeking help outside of their own circle of family and friends.
- Children of migratory workers are often "invisible", quietly coming and going, and not attracting much attention in a new community. If these children are not effectively recruited, they may not enroll in school (some may accompany their parents to work or be left alone at home) or receive services from the MEP.
- Finding and recruiting OSY is especially challenging as there is no contact with the school district. Recruitment of OSY is most successful when it occurs at work sites, in the housing where they live, or out in the community.
- Migratory families often do not speak or read English or are English language learners (ELLs), and some are not literate in their native language.
- Frequently, there are significant cultural barriers and misunderstandings between the migratory family and the community in which they reside.
- The places where migratory families work and reside are often located in remote areas, and employers may be uncomfortable if their employees have outside visitors during the workday. Employers may also discourage outside visitors because of concerns about liability, productivity, or the legality of their workers.
- There is considerable turnover in migratory agricultural and fishing work. The work is often difficult, dangerous, and, under the best circumstances, results in only modest wages. Living conditions in farmworker camps and other temporary, poorly maintained housing can be hard on all of the family members. Yet, while

many migratory workers move into easier and more stable employment, others remain in or re-enter the migratory labor pool because they view the temporary or seasonal work in agriculture or fishing as their only employment option in the workforce.

- The MEP may not be able to serve all migratory children; the children may not currently need supplemental academic help or they may not be deemed a priority for service. Therefore, some families may not see an immediate benefit to their child being identified and may forgo the process.

For these and other reasons, specialized and extensive recruiter training is vital.

Section 2. The Recruiter

Learning Objective:

By the end of Section 2, the reader will:

1. be able to examine the characteristics of an effective recruiter; and
2. be able to consider the duties and responsibilities of recruiter.

Recruiter Duties and Responsibilities

The recruiter is generally the first program staff who sets the tone for the relationship that the family will have with the program. Recruiters are often considered an ambassador in the eyes of migratory parents, the school district, agricultural employers, and the community. It is the responsibility of the recruiter to be helpful without allowing the family or youth to become overly dependent on his/her assistance.

The recruiter's primary job is to find and enroll eligible migratory children into the MEP. Locating migratory children can be hard work, and the recruiter must become skilled at performing a range of duties and adapting to situations to be successful. While recruiting migratory children is the recruiter's primary responsibility, he or she also often plays an important role in helping to ensure that these children receive vital educational and social services.

Some of the primary responsibilities of a recruiter include:

- learn the MEP eligibility requirements
- establish and maintaining a recruitment network
- become familiar with locations where migratory families and youth live and work

- find migratory children and their families and youth
- explain the MEP to migratory families and youth
- interview migratory families and youth
- make preliminary determinations on the eligibility of the child and youth
- complete the Certificate of Eligibility (COE)
- collect child eligibility and other basic program data
- implement state quality control procedures
- follow ethical standards and confidentiality laws
- facilitate communication among migratory families, schools, agricultural employers, and the community

The recruiter often has job responsibilities beyond ID&R. For example, the recruiter may help

migratory families navigate the unfamiliar, and sometimes unfriendly, environment that families

might encounter in a new community. As mentioned previously, the recruiter may also work as an advocate, translator, home-school liaison, or parent involvement coordinator.

Characteristics of an Effective Recruiter

It takes about three years for a recruiter to fully learn the job. The specific skills required to be an effective recruiter are developed over time through experience and learned strategies. If the recruiter does not initially possess these skills, the supervisor or recruiter trainer/mentor can help the newrecruiter cultivate them.

An effective recruiter is able to:

- make correct eligibility decisions,
- document child eligibility accurately and clearly,
- manage time wisely,
- work independently,
- remain flexible and adapt to a constantly changing environment,
- relate well to others and gain their trust,
- create positive relationships with agricultural employers,
- use effective interviewing (i.e., questioning) skills,
- maintain appropriate relationship boundaries,
- follow confidentiality laws,

- demonstrate personal integrity, and
- speak local migratory families' native language and exhibit cultural sensitivity.

Few recruiters come to the job with all of the skills that make a great recruiter. Effort, enthusiasm, and a willingness to learn are necessary. Although it may take a number of years to be considered great, it is within the grasp of every recruiter to achieve excellence.

Tips to recruiters from effective recruiters:

Know About Your Local Project. Know more than just recruitment. Learn about your project because a migratory family or a school could ask you about MEP services. Learn about other school and community programs that migratory children and families are eligible to receive. Be ready to provide information!

Develop A Recruitment Network. A recruitment network is a system of contacts, including families, agribusinesses, community agencies, schools, and other institutions, that could provide you with information on how to identify and locate potentially eligible children. Establishing a recruitment network and developing a strong working relationship with each member of that network is an important way of finding migratory children who may be eligible for MEP services. When done properly, a recruitment network can serve as the eyes and ears of the recruiter. Investing in networks brings you that many more referrals!

Determine Work Priorities. The recruiter often has many roles. If you as a recruiter is expected to recruit and do other work for the MEP, determine the work the supervisor considers the highest priority and allocate time accordingly. For example, with guidance from your supervisor, you may need to decide which activity would be most productive. For example, attending a job fair to recruit, staying in the school's main office to meet new families that may be eligible for the MEP, knocking on doors to canvass for new families, or translating at the MEP after-school program. In order to prioritize, the recruiter will need to assess which of these activities provide the greatest benefit to the MEP. Try to spend the least possible time doing "office work".

Give the MEP Its Due. If a recruiter is paid by more than one funding source, the recruiter should ask an immediate supervisor how much of his or her time is paid from MEP funds and how many hours per week should be spent on ID&R activities. The recruiter should then devote that amount of time to MEP work. If the school asks the recruiter to spend MEP time on work that does not directly benefit the MEP (e.g., playground or lunchroom duty or translating for non-migratory parents), the recruiter should respectfully decline. If the school insists that the recruiter spend MEP-funded time on non-MEP work, the recruiter should contact a supervisor. Similarly, a recruiter who works full-time for the MEP should guard his or her time to make sure all work activities benefit the MEP.

Ask Questions. There are many people who work in the MEP who are willing to help the recruiter do the job correctly. If you have a question or do not understand how something should be done, ask someone who is knowledgeable and write down the answer. In this way, the recruiter will become increasingly knowledgeable over time.

Make Ethical Decisions. The recruiter will meet families and youth who have great needs. You may believe that those children need and deserve help, even if they do not qualify for the MEP. On the other hand, the recruiter may meet families whose children clearly qualify for the MEP, but may not find them as deserving. Because of these feelings, the recruiter may experience internal conflict about making accurate eligibility decisions. Each recruiter brings a set of personal beliefs and biases to the job; you will need to put these personal feelings aside in order to make objective decisions based on the MEP eligibility criteria.

Maintain Appropriate Relationship Boundaries. The needs of migratory families can be overwhelming to a recruiter. However, it is important for a recruiter not to make promises that cannot be kept. You should exercise caution in assisting needy families and youth with non-educationally related needs. Good judgment and tact must be used in deciding when and for how long to help a family. For example, a migratory family that has recently arrived from another country is often more dependent on the recruiter's guidance, assistance, and support than a family who has spent more time in the U.S. The bilingual recruiter may be the only one who can make a school appointment for a family, help the family resolve an unpaid medical bill, or direct the family to other services in the community. However, there is a fine line between providing support to a family and hindering the family's ability to become self-reliant. The recruiter should learn when it is appropriate to help a family and when to refer the family to other local services. The best service a recruiter can provide migratory families or youth is to help them develop skills that will enable them to become increasingly independent.

Be Aware of Federal, State and Local Requirements. States and LOAs may have their own requirements for the recruiter that go beyond the federal requirements. For example, if the vast majority of migratory families are of Mexican origin, a state may require the recruiter to know Spanish and demonstrate sensitivity to the various cultures of Mexico. Other state-specific requirements may include responsibility for knowing and understanding privacy laws and reporting suspected cases of child abuse or child abduction. Recruiters also need to become familiar with the Family Educational Rights and Privacy Act (FERPA), the federal law that protects the privacy of student education records from unauthorized release. While these areas should be part of every recruiter's training, if the recruiter is not aware of FERPA or the applicable state privacy, child abuse, or other relevant laws, the recruiter should ask a supervisor.

Volunteers Expand Services. A well-established volunteer network can provide recruiters with resources outside of the realm of MEP funding and can be called into action when a recruiter is feeling overwhelmed with service requests. Despite assumptions to the contrary,

many people are interested in assisting the migratory community—churches, students at institutions of higher learning, retirees, community members, and various coalitions frequently seek a fulfilling volunteer experience. A recruiter's impact can increase exponentially when working in collaboration with a strong volunteer network.

Remember That a Recruiter Is Not Alone. Being a recruiter can sometimes seem like a lonely job. However, ID&R is a team effort. It is important for the recruiter to understand that identifying, recruiting, and determining the eligibility of migratory children is the mutual responsibility of the recruiter and the ID&R team. When the recruiter has questions or needs help, there are other people who work in the MEP at the local, state, and federal levels who can assist. For example, local program staff may be able to provide leads on children who may be eligible for the MEP, a recruitment supervisor may help in planning recruitment strategies, and state staff may be able to assist in resolving eligibility questions. Spending a day in the field shadowing a fellow recruiter can also be beneficial to learn new recruiting techniques and get a different perspective from another person who understands the challenges facing recruiters.

The effective recruiter can become the center of a network that connects migratory families and youth to schools and communities. When migratory families trust the recruiter, they are much more likely to tell him or her when new migratory families move into an area. When agribusinesses and other employers trust the recruiter, they are more likely to allow recruitment at the employment site and to support the MEP. Recognizing the value of these networks is the beginning of great recruiting.

Section 3. Locating Migratory Families & Youth

Learning Objective:

By the end of Section 3, the reader will demonstrate knowledge of some of the best practices to locate migratory families and youth.

Locating Migratory Families & Youth

The state of Nebraska ID&R promotes intrastate and interstate coordination and collaboration to help with ID&R purposes. As stated in the previous section, knowing your local project, the areas, and building relationships are some of the best strategies a recruiter can use to plan purposeful ID&R.

Research. Conduct basic research to learn about local agricultural activities, farmworker labor, and organizations that serve the local migratory community. This information will help the recruiter and supervisor determine a plan to identify and recruit eligible migratory children. Inquire with other recruiters or MEP staff, talk with farmers or crew leaders, go to schools, search on various websites, ask people in town, etc.

There are other times when research would be helpful. The Migrant Student Information Exchange (MSIX) is a national tool that recruiters can use to help a recruiter prepare for an upcoming interview. Through MSIX you could

Finally, do not let your research go to waste. Use it and save it so it can be of use for any future recruiter that may continue with your recruiting legacy. Due to the nature of change, research should be an ongoing activity.

Some key questions the recruiter should try to answer through this research include

- What is already known about migratory workers in my local area?
- Who are my local employers and what qualifying activities do they do?
- Which jobs are temporary or seasonal?
- Where are the employers located and who can I contact?
- Do employers provide housing?
- Where do the migratory workers in the area come from and when will they leave?

Possible research sites and app

- Site/App - Google Maps (use key words: name of town, migrant, farm, laundromat, etc.)
- Site - manta.com
- Site - gworks.com (click on County GIS Solutions)
- Site - starvingfarmer.com
- App - 511 road conditions

Network. Connecting with various community members will not only help find migratory families faster but it may also help eliminate current barriers that prevent us from getting to the families. Networking could also lead to future collaboration that may aid in ID&R efforts.

Referrals. The effective recruiter knows that leads should be gathered from various sources. The state encourages recruiters to make referral contact within 3 days after receiving referrals. It is good practice to be persistent and continue contact attempts at different times of the day and through different modes of contact, such as in-person, door hanger notes, phone call, text, WhatsApp, etc. A onetime contact attempt is not considered good ID&R practice.

Possible sources referrals may come from:

- Agribusinesses
- Community agencies and businesses

- The families, friends, neighbors, etc.
- MEP staff, MSIX, one of one communication, etc.
- National IDRC online referral tool
- Schools

Section 4. Determining Eligibility

Learning Objective:

By the end of Section 4, the reader will:

- know how to use the Child Eligibility Checklist
- understand what to do to resolve difficult eligibility cases
- demonstrate knowledge in his or her role in quality control and the consequences of bending the rules in making eligibility determinations or what to do if he or she suspects fraud or falsification of COEs

The Importance of Accurate Determinations

It takes time and effort for the recruiter to complete the initial training, create an individual ID&R action plan, build a recruitment network, and learn the nuances of interviewing. However, all of this is critical preparation for one of the most important parts of the recruiter's job: making accurate preliminary eligibility determinations.

One of the primary responsibilities for a state is to identify migratory children who are eligible for the MEP so that they can receive the services they need. States are also required to provide to ED an annual count of the number of eligible migratory children who reside in the state. The state's ability to report this number accurately depends almost entirely on how adequately and accurately recruiters make eligibility determinations.

If states serve ineligible children with MEP funds, the state may have to repay to ED MEP funds spent on ineligible children. Thus, accurate eligibility determinations are critical to have an effective, compliant MEP state.

The Recruiter's Role

Although the recruiter's role in making preliminary eligibility determinations is critical, he or she should not feel overwhelmed by this responsibility. If the recruiter works hard to learn the eligibility requirements, applies that knowledge consistently, and seeks help from

supervisors or mentors whenever he or she has an eligibility question, the recruiter will be able to identify and recruit migratory children who are truly eligible for the MEP.

Migratory families may have elaborate histories that pose challenges for a recruiter to make an eligibility determination. To ensure that all eligible children are identified and able to enroll in the MEP program, a recruiter must analyze a family's history even if it does not, at first on the surface, fit eligibility criteria or because all the facts are not immediately apparent. Any time the recruiter has a question regarding whether a child or youth is eligible for the program, he or she should ask the supervisor or a mentor for help.

Primary Resources to Help Determine Eligibility

Non-Regulatory Guidance (NRG). The NRG is intended to be the place where state and local MEP personnel can go to learn about the MEP statute and regulations in a format applicable to everyday situations.

NRG Chapter II. Chapter II: Child Eligibility in the OME's Guidance (NRG), updated in 2017 reflects the changes made by the ESSA, provides what the OME considers to be the best way to interpret and implement the MEP eligibility requirements. In addition to presenting MEP definitions and conditions in an easy-to-read question-and-answer format, the NRG also provides examples of how to comply with the law. It is intended to be the place where state and local MEP personnel can read about the MEP statute and regulations in a format that is applicable to everyday situations. Every recruiter should study Chapter II: Child Eligibility in the NRG. The recruiter should also follow the policies provided in the NRG unless they have clear written approval from State MEP officials stating otherwise.

State Requirements. States may provide their own interpretation of MEP eligibility requirements, provided that the State interpretations are reasonable and comport with the federal statutes and regulations. The recruiter should find out if the state has any specific MEP requirements.

Child Eligibility Checklist. The Child Eligibility Checklist is designed as a tool to guide the recruiter's thinking through the child eligibility determination process. The checklist is organized by four factors, all of which must be satisfied in order to consider a child eligible for the MEP. Recruiters should consider these factors when reviewing a child's and family's situation.

The next several paragraphs describe the factors within the Child Eligibility Checklist (Fig 4). Recruiters are encouraged to review and understand this information before using the tool.

Factor 1: Child's Age determines if the child is within the age range of eligibility (not yet 22 years of age at the time of the interview). Factor 1 is checked if the child is within the age range of eligibility.

Factor 2: Child's School Completion Status determines if the child is entitled to a free public education (through grade 12) according to state law (i.e., has not graduated from high school or obtained a HSED) or the child is not yet at a grade level at which the school district provides a free public education. The recruiter should find out which children are entitled to a free public education in his or her state. If the recruiter's state does not entitle students to a free public education beyond a particular age (e.g., over age 19), the recruiter should modify the checklist to reflect up to the age in which the child is entitled to a free public education. If a question arises (e.g., the child has a secondary school degree issued by another country or has received a certificate of completion in lieu of a diploma), the recruiter should find out from state officials whether the child is entitled to continue to pursue a high school diploma in that state. Factor 2 is checked if, after considering this information, the child is entitled to a free public education (through grade 12) according to state law or the child is not yet at a grade level at which the school district provides a free public education.

Factor 3a: Child's Qualifying Move and Factor 3b: Child's Qualifying Move Relative to the Migratory Agricultural Worker or Migratory Fisher focus on the qualifying move of the child. The child must meet the conditions in both 3a and 3b.

- **Factor 3a** is checked if the child has made a qualifying move in the 36 months preceding the date of the interview. If this is not the case, then the child would not qualify for MEP services even if the parent, guardian, or spouse is a migratory agricultural worker or migratory fisher.
- **Factor 3b** is checked if the child's move was as a migratory agricultural worker or migratory fisher, or with, to join, or to precede a parent, guardian, or spouse who is a migratory agricultural worker or migratory fisher. This information is critical because the date that the child and the worker complete the move and are together establishes the QAD for when MEP eligibility begins.

Factor 4a: Migratory Agricultural Worker's or Migratory Fisher's Qualifying Move and Factor 4b: Qualifying Work for the Migratory Agricultural Worker or Migratory Fisher determine if the parent, guardian, spouse, or child (if the child is the worker) fits the definition of migratory agricultural worker or migratory fisher.

In order to establish an individual as a migratory agricultural worker or migratory fisher, the individual must meet the conditions in both 4a and 4b.

- **Factor 4a** is checked if the individual made a qualifying move within 36 months preceding the date of the interview.
- **Factor 4b** is checked if, within 36 months preceding the date of the interview, the individual engaged in new qualifying work soon after the qualifying move or, if he or she did not engage in new qualifying work soon after the move, he or she actively sought new qualifying work and has a recent history of moves for

qualifying work. Factor 4b is checked if the work is seasonal, temporary, or for personal subsistence and if the work is agricultural or fishing.

If the individual does not meet the conditions in both Factors 4a and 4b, then they do not meet the definition of a migratory agricultural worker or migratory fisher.

However, if the recruiter is unclear about whether the child or worker has met one or more of the criteria, the recruiter must resolve the issue by (1) collecting any additional information that is needed to make a determination, and (2) following the State's procedure for resolving eligibility questions (e.g., consulting with a supervisor or asking the SEA to make a determination) before the child can be considered eligible for the program.

The Sample Interview Script (discussed in Chapter 6 and provided in Appendix VIII) and the Child Eligibility Checklist will assist recruiters in making adequate and accurate eligibility determinations.

When the recruiter has (1) learned the eligibility criteria contained in the MEP statute, regulations, and NRG; (2) learned all applicable state laws, regulations and policies; and (3) practiced making eligibility determinations under supervision and/or with others in a team approach, the recruiter should be ready to make most preliminary eligibility determinations without help. As discussed previously, the recruiter is encouraged to talk with the supervisor any time he or she is uncertain whether a particular child or youth qualifies for the MEP.

Child Eligibility Checklist

CHILD ELIGIBILITY CHECKLIST FOR THE MIGRANT EDUCATION PROGRAM

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

FACTOR 1: CHILD'S AGE

- ☐ The child is younger than 22 years old on the date of the interview.

FACTOR 2: CHILD'S SCHOOL COMPLETION STATUS

- ☐ The child is entitled to a free public education through grade 12 under state law*, **OR**
- ☐ The child is not yet at a grade level at which the school district provides a free public education.

FACTOR 3a: CHILD'S QUALIFYING MOVE

- The child moved within the 36 months preceding the date of the interview
- ☐ due to economic necessity, **AND**
 - ☐ from one residence to another residence, **AND**
 - ☐ from one school district to another. †

FACTOR 3b: CHILD'S QUALIFYING MOVE RELATIVE TO THE MIGRATORY AGRICULTURAL WORKER OR MIGRATORY FISHER

- ☐ The child's QUALIFYING MOVE in FACTOR 3a was as a migratory agricultural worker or migratory fisher, or was made with, to join or to precede a parent, guardian, or spouse who is a migratory agricultural worker or a migratory fisher (as determined in Factors 4a and 4b).

FACTOR 4a: MIGRATORY AGRICULTURAL WORKER'S OR MIGRATORY FISHER'S QUALIFYING MOVE

- The parent/guardian/spouse or child (if the child is the worker) moved within the 36 months preceding the date of the interview
- ☐ due to economic necessity, **AND**
 - ☐ from one residence to another residence, **AND**
 - ☐ from one school district to another. †

FACTOR 4b: QUALIFYING WORK FOR THE MIGRATORY AGRICULTURAL WORKER OR MIGRATORY FISHER

- After the QUALIFYING MOVE in Factor 4a, the parent/guardian/spouse or child (if the child is the worker)
- ☐ engaged in new QUALIFYING WORK (QW) soon after the move, **OR**
 - ☐ did NOT engage in new QW soon after the move, but he or she
 - ☐ actively sought new QW, **AND**
 - ☐ has a recent history of moves for QW.
- AND**
- The work is
- ☐ seasonal employment, **OR**
 - ☐ temporary employment, **OR**
 - ☐ for personal subsistence.

	<p><u>AND</u></p> <p>The work is</p> <p><input type="checkbox"/> agricultural <u>OR</u></p> <p><input type="checkbox"/> fishing.</p>
<p>* The recruiter should find out which older children are entitled to a free public education (through grade 12) in his or her state. If a question arises (e.g., the child has a secondary school degree issued by another country or has received a certificate of completion in lieu of a diploma), the recruiter should find out from state officials whether the child is entitled to continue to pursue a high school diploma in that state. See the Migrant Education Program Non-Regulatory Guidance, Chapter II, Section A for additional information.</p> <p>† In a state that is comprised of a single school district, the child moved from one administrative area to another within such district or resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.</p>	

Comprehensive Eligibility Training

National ID&R Manual. The manual is a resource developed to assist SEAs with ID&R systems implementation, as well as, provide a thorough understanding of MEP statute and regulations. While components of this manual discuss the necessary criteria for determining MEP eligibility, this manual is not intended to train recruiters on the many nuances of eligibility decisions; for that purpose, OME has developed the *National ID&R Curriculum*. SEAs are responsible for providing all recruitment staff with comprehensive training. This can be accomplished by using the *National ID&R Curriculum* or a similar SEA developed curriculum.

Making Eligibility Decisions

In order to make adequate and accurate decisions regarding eligibility, the recruiter must gather as much relevant information as possible. Additional information or documentation the recruiter may wish to collect and/or review to support the determination includes

- notes from the eligibility interview, including the family's work history;
- school data (e.g., names and enrollment records from schools attended in the past);
- employment data (e.g., employment records, pay stubs, job applications, names of past employers);
- crop data (e.g., approximate dates of temporary or seasonal crop activities, qualifying local production, and processing activities);
- migratory child database records, such as the MSIX or an independent state database;
- family documents (e.g., birth certificates, health immunization records);
- names of other families with whom the family has worked or traveled;

- information from the recruitment network that helped the recruiter to identify the worker or family (e.g., written and verbal referrals from community agencies, school personnel, employers);
- recruiter observations, including whether what the recruiter observes is consistent with the information the interviewee provides; and
- other relevant documentation.

The recruiter should remember that records from other states, including copies of COEs, may help inform eligibility determinations. However, each State must make its own eligibility decisions because each State is responsible for ensuring the eligibility of each child included in its annual child count.

The recruiter should use his or her analytical skills and all available resources (both material and people) to make a preliminary determination as to whether each child meets the definition of a migratory child. To make that decision the recruiter should review the information gathered at the interview, along with any other sources of information. The recruiter should also consider contradictory information from other sources or from observations that lead the recruiter to doubt or question the interviewee's responses, such as school records that do not match interview information. For example, there may be a case where school records show the child in attendance every day in September, but the parent says they moved out of state for two weeks in September to pick apples. The school records might indicate that the child did not move with the parents.

Timing of moves for both the child and the worker is a critical consideration. The child and the worker must have made a qualifying move within the preceding 36 months of the interview. However, the child and the worker do not necessarily need to have made qualifying moves at the same time for the child to be eligible for the MEP. While in the majority of cases, the child moves with the worker (if the child is not the worker), in cases where the child and worker move at separate times, developing a timeline will assist in determining that both the child and the worker have made qualifying moves within 36 months of the interview and in identifying the QAD for the child. In addition, the recruiter should record the date on the timeline when the worker was last engaged in qualifying work or when the worker engaged in new qualifying work in order to determine if the worker meets the definition of migratory agricultural worker or migratory fisher.

Following are key dates to consider for eligibility:

- making a qualifying move in the 36 months preceding the date of the interview (NRG, Ch. II, A1.)
- engaging in work "soon after the move" (60 days) (NRG, Ch. II, C10)

- recent history of moves (no longer than 36 months preceding the date of the interview) (NRG, Ch. II, C16)
- the period of time that separates the worker's qualifying move from a child's qualifying move to join a worker or vice versa (12 months) (NRG, Ch. II, E4)
- the time period for when employment is considered "seasonal" or "temporary" (12 months) (NRG, Ch. II, G3 and G5)
- the date the State approves the COE in relation to the date the Migratory Agricultural Worker/ Fisher status expires

Determining Eligibility in Difficult Cases

At times, the recruiter may face situations that are beyond his or her knowledge or level of authority. In this situation, it is imperative for the recruiter to:

1. take detailed notes during the interview because this will allow the recruiter to effectively research any lingering questions at a later time.
2. The recruiter should address the NRG to check eligibility criteria.
3. If the recruiter cannot find the answer in the NRG, the recruiter is encouraged to approach their coordinator or peer recruiters in his or her state to see if any of them have encountered a similar situation, and if so, find out how it was resolved.
4. If the question has not been resolved through consultation with peer recruiters/coordinator and consulting the NRG, the recruiter is encouraged to contact the state coordinator or approval team and fully complete and submit an Eligibility Question Form. Typically, the state staff will provide an answer anywhere from 3-5 business days. If an immediate answer is needed due to the nature of the migratory family moves, the recruiter can rush the process by contacting the ID&R coordinator or any member of the approval team directly about the form submitted. To help understand the scenario, the recruiter should clearly present all of the relevant facts. As a general rule, the individual who asks an eligibility question should provide as much applicable background information as possible, including information on each eligibility factor found in the Child Eligibility Checklist. The recruiter should also tell the ID&R coordinator or approval team member whether he or she thinks the child or youth is eligible and explain the rationale. Once there is a clear understanding of the issue and eligibility has been determined, the ID&R coordinator is in charge of communicating the scenario and the eligibility decision made to all ID&R staff (including coordinators) via email and ensure that it gets posted in the bulletin board and in the state webpage Eligibility Q&A page.

If the state ID&R Coordinator cannot answer the question and the outcome will affect the eligibility of a significant number of children within the state, the MEP State Director is the only one with power to send the question to the assigned OME program officer. In cases where the outcome will affect the eligibility of only a few children, the state is encouraged to make a decision on its own that is consistent with the statute and regulations.

Regardless of who provides the answer, the recruiter must know there is support for answering difficult eligibility questions. The recruiter is encouraged to ask questions any time he or she is unsure whether a particular child qualifies for the MEP. As questions are answered, the state's process for resolving eligibility questions must allow for the response

to be disseminated to all LOAs across the state as a good professional development opportunity.

The Recruiter's Instinct

Some experienced recruiters have said, "It only takes me about two minutes into the interview to tell if a child is eligible for the MEP!" Can a recruiter truly develop an instinct or intuition for who is eligible and who is not? Over time, most workers develop a sense about their jobs, and the recruiter is no different. Thus, there are specific situations and places in which the new recruiter may begin to make educated guesses. For example, in many regions of receiving states, migratory families tend to live in particular housing units within the community (e.g., apartments in farming communities that offer short-term leases). Also, certain farms are more likely to employ highly mobile labor. The recruiter can gather clues about eligibility from the way people answer questions or from visual clues.

However, while instinct or educated guesses based on experience can help the recruiter focus on the children who are the most likely to be eligible for the MEP, there is no substitute for asking the necessary questions to determine if a child meets the criteria in the Child Eligibility Checklist. The new recruiter could use intuition as a guide on the most productive places to recruit, as well as when to probe more deeply, look for more evidence, find another source, or ask a question a second time. However, when making a preliminary eligibility determination, **the decision must be based on facts and evidence**, not simply on "gut feelings," because basing a decision on "gut feelings" may not result in making an adequate and accurate determination.

Lessons Learned: Eligibility

When making preliminary eligibility determinations, there are several areas where problems can arise. Recruiters should watch out for these problem areas.

Warning Signs. At the time of an interview, there may be certain warning signs or red flags to alert the recruiter that a child or youth may not be eligible for the MEP. The recruiter should note that the presence of these red flags would not automatically disqualify a child from being eligible for the MEP but instead indicate that the recruiter needs to ask additional questions, gather supporting documentation, and after concluding the interview, perhaps discuss the situation with others before making a preliminary eligibility decision. In these situations, the recruiter should not indicate to the family that they are eligible; rather, the recruiter should indicate that there is some information that needs to be checked before making a preliminary determination.

Listed below are a few examples of warning signs that should prompt the recruiter to dig deeper:

- households where some members are employed in occupations that are not related to agriculture or fishing
- non-entry-level occupations, especially for the non-qualifying work (i.e., the worker or other family members have positions that are not entry-level or positions that require training or higher education)
- new farm or industry with possibly new qualifying activities
- moves of short duration or short distance because these types of moves might not involve an actual change of residence
- travel associated with vacations, family events, holidays or other non-work reasons
- qualifying work occurring late in the season after agricultural or fishing jobs have ended

Quality Control. An SEA is required under MEP regulations to implement a system of quality control in order to promote adequate and accurate migratory child eligibility determinations. The recruiter should know the basics of quality control and the federal and state requirements to ensure the quality of child eligibility determinations. The recruiter should also be aware of his or her role in the state's quality control plan. Understanding the benefit of having an effective quality control system and the consequences of having an ineffective system are essential to the recruiter's understanding of quality control.

An established plan for quality control is designed to help both the SEA and the recruiter learn from mistakes and improve child eligibility determinations. Quality control can also help identify falsification in determining eligibility.

Falsification. If the recruiter conducts thorough interviews and collects supporting documentation where needed, making preliminary eligibility determinations—including the process of resolving difficult cases—should be fairly straightforward. However, serious problems arise when the recruiter intentionally falsifies information on a COE. There are a number of reasons why the recruiter might falsify eligibility documentation, including the following:

- Even though the recruiter knows the child does not qualify for the MEP, the child or family really needs or deserves extra help.
- The recruiter does not believe that the government makes the best use of its funds; the recruiter believes it is better to spend this money helping children in need, regardless of their eligibility for the MEP.
- The recruiter gains status or importance in the migratory community by having the authority to decide which families are eligible and which are not.

- The recruiter feels that identifying more “eligible” migratory children makes his or her job more secure.

Although the recruiter may try to justify falsifying a COE, **knowingly falsifying information on a COE is a crime that is punishable by fines and/or imprisonment.** If a recruiter falsifies a COE to make an ineligible child or youth appear eligible, the consequences can be very serious for the state, local MEP, and recruiter. States are liable for money spent on ineligible children, local programs can lose MEP funding, and MEP staff (including recruiters) can face prosecution. Falsifying information undermines both the fiscal and programmatic integrity of the MEP.

However, **mistakes are not crimes, so the honest recruiter need not worry.** It is the job of everyone in the MEP to find and correct mistakes as soon as possible. For this reason, data entry specialists, supervisors, state ID&R staff, and/or independent auditors may check COEs regularly. States are encouraged to implement a rigorous quality control system. Annually, states must conduct prospective re-interviewing. This process requires individuals to re-interview or re-verify the eligibility of a random sample of child eligibility determinations. Usually, this process is carried out by someone who is employed by the MEP but not associated with the original eligibility determination. Every third year, states must have an independent re-interviewer (someone external to the local and state MEP) carry out this process. This ensures the quality of the recruitment system and of every recruiter’s work. **This system helps the honest recruiter get better by finding, correcting, and learning from mistakes.** Implementing quality control plans helps to ensure that the statewide recruitment system is consistently making valid eligibility determinations.

Report Fraud or Misconduct. It is every MEP staff’s responsibility to report fraud or misconduct if they have witnessed it. If the recruiter feels pressured by a supervisor or colleague to enroll a child who does not appear to be eligible for the MEP or to increase the program’s numbers of identified children, the recruiter should

- make it clear that the recruiter is not comfortable with what is being asked;
- write down what happened with as much detail as possible (if others witnessed what happened, have them write down what they observed as well); and
- report what happened to your local coordinator or state coordinator (if the local coordinator is the person who is applying the pressure, the recruiter should report the problem to someone at a higher level within the MEP).

The recruiter should not do things that he or she believes are wrong and should follow up on any concerns until they have been properly addressed. Furthermore, if the recruiter suspects that another recruiter is enrolling children in the MEP who are *not* eligible, the recruiter is obligated to report that as well. It is everyone’s job to preserve the integrity of the MEP and to maintain public confidence in the program’s efforts to find and serve eligible

migratory children. If the state MEP does not address the recruiter's concern, the recruiter should report the problem to the program officer at OME. Current contact information for the OME is available on ED's website.

Anyone suspecting fraud, waste, or abuse involving ED funds or programs is advised to call or write to the Office of the Inspector General's (OIG) Hotline. The OIG keeps these complaints confidential; it will not release the recruiter's name, address, or any other identifying information. The OIG can be contacted using any of the following methods:

- Call the OIG Hotline's toll free number 1-800-MIS-USED. The Hotline's operating hours are from 9:00 a.m. until 4:00 p.m. Eastern Time, Monday through Friday, except for holidays.
- Send an email message to oig.hotline@ed.gov.
- Complete and submit an electronic complaint form (<https://www2.ed.gov/about/offices/list/oig/hotline.html>).
- To ensure complete anonymity, download a hard copy of the complaint form (<https://www2.ed.gov/about/offices/list/ocr/complaintform.pdf>), complete, and mail to: Inspector General's Hotline; Office of Inspector General; U.S. Department of Education; 400 Maryland Avenue, SW; Washington, D.C. 20202-1510.

Fraud is a crime; intentional falsification should be taken seriously by everyone and should be reported immediately.

Section 5. State Procedures & Guidance

Learning Objective:

By the end of Section 5, the reader will learn about specific State ID&R Procedures and Guidance.

State Procedures

1. **Agribusiness Form.** This form is to be filled out by recruiters for any new agribusiness not already included in the NE Agribusiness List. A recruiter must conduct research to determine if the agribusiness hires employers that perform activities within the MEP qualifying criteria. After determining qualifying criteria, the recruiter must submit an agribusiness form prior or at the time of submitting a COE.

2. **Agribusiness List.** This list is a compiled list of all the agribusinesses used in previous COEs for the state of Nebraska. Recruiters can use this list to ensure a new Agribusiness form is filled out for all those agribusinesses not on this list.
3. **Competency Skills Assessment.** Each year, during the first two months of the grant year, recruiters are required to complete the IDRC Skills Competency Assessment and pass with a proficiency of at least 80%.
4. **Eligibility Question(s) Form.** This form is to be submitted anytime recruiters or supervisors have eligibility question(s). For every submission, the will provide a response via email within three to five days of submission of the completed form.
5. **McKenney Vento Form.** The MEP and the McKenney Vento programs at NDE have developed an eligibility determination form for MEP staff to use for referrals to the McKenney Vento program. MEP recruiters play a crucial role as the primary screeners of potential candidates for the McKenney Vento program. are the first in line to screen potential candidates for the McKenney Vento program. Additionally, other MEP staff, including service providers are encouraged to utilize this form in as needed. All forms should be submitted to their local project coordinator/director, who will send it to the state MEP director. All forms should be submitted to their local project coordinator/director, who will send it to the state MEP director.
6. **Technical Assistance Form.** Projects are encouraged to request Technical Assistance of the State Coordinator Team for the areas of ID&R, Quality Control, Parental Involvement, Services, Data, and other Administrative support. The Technical Assistance form if filled out and depending on the area of request, the corresponding state coordinator responds to the request within 3-5 working days of completed submission. Depending on the need of the Technical Assistance requested, the local coordinator and the state coordinator work timelines in an individual manner.

State Guidance

ELIGIBILITY

1. **COE Interview Discrepancy: Moves**
When a family is found eligible in project 1 and then moves to project 2 within the state, a new interview is required in Project 2; even if the eligibility criteria is thought to remain the same. If recruiter 2 does not find the family eligible for the MEP, the recruiter 2 must contact recruiter 1 to let them know of their findings. Recruiter 1 holds the responsibility of relaying this information to their local coordinator. Consequently, the project should submit a technical assistance form for a special re-interview to assess the eligibility for the Certificate of Eligibility that is under dispute.

ID&R PLANNING

2. **Daily Logs.** Daily ID&R logs are required to keep a record of ID&R activities, interactions, and tasks performed on a daily basis; such as, school visits, meeting with families, outreach events and communication with various stakeholders, etc. The log serves multiples purposes: It promotes accountability for evaluating the effectiveness and resource allocation, supports program improvement through data-driven analysis, enhances communication within the program, provides accurate information for reports, showcases program impact, aids self-improvement through reflection, and can serve legal/administrative needs when necessary.
3. **Planning.** Purposeful ID&R planning is an expectation of all recruiters.
4. **Recruiter Monitoring.** The State ID&R Coordinator continually monitors the identification and recruitment practices of district and recruiters to verify that currently enrolled children are eligible to receive MEP services. Monitoring is continually conducted through quality control as a Certificate of Eligibility [COE] is submitted and throughout the COE review process. The local program coordinators review recruiter activity logs and the individual ID&R action plans to help determine if efforts are being implemented properly at a local level. Technical assistance is available for projects that need any type of ID&R support. Any communication regarding recruiter monitoring is also addressed bi-monthly during directors/coordinators' meetings.

Local Project Coordinator Responsibilities in ID&R

- identify training needs of the recruiters
- coordinate recruiting activities of project recruiters
- oversee the planning of weekly ID&R activities and execution of activities in daily log
- review and approve annual ID&R plan or request technical assistance
- keep record of trainings attended by recruiter
- perform evaluations according to local project standards
- collaborate with ID&R coordinator when needed
- evaluate recruiter performance

State ID&R Coordinator Responsibilities

- implement a formal process to map all of the areas within the State where migrant families are likely to reside
- develop procedures to effectively identify and recruit all eligible migrant children in the state, generally through a statewide recruitment plan
- train and guide recruiters to how to identify and recruit migrant children and how to make appropriate eligibility determinations
- deploy recruiters to carry out statewide identification and recruitment efforts and monitor their efforts
- evaluate periodically the effectiveness of identification and recruitment efforts and revise procedures as needed
- respond to ID&R technical assistance requests
- final reviewer of COEs

State Quality Control Coordinator Responsibilities

- Implement quality control procedures designed to ensure the reasonable accuracy of recruiters' eligibility determinations and written eligibility documentation

State ID&R Plan. A yearly ID&R plan is required for all recruiters to help guide their yearly ID&R activities.

The following letters have been shared with ID&R staff to use as guidance in ID&R.

- [School District Letter](#)
- [Agribusinesses Letter](#)
- [Soon After the Move Guidance](#)
- [Short Duration Guidance](#)
- [OME Remote recruitment Guidance](#)



TITLE I PART C

Education of Migratory Children



2023-24 MEP ID&R Manual Signature Page

I have reviewed the 2023-24 MEP ID&R Handbook/Manual in its entirety, and I agree to adhere to the requirements within. I also understand that changes to guidelines and procedures may change with little notice throughout the year to enhance the health and safety of students, families and staff.

I understand and acknowledge that this Handbook/Manual is not a contract of employment or legal document. I understand and acknowledge that the Handbook does not alter my employment status or guarantee employment for any definite period of time. I have received the Handbook and I understand that it is my responsibility to read and follow the expectations contained in this Handbook and any future changes made to them.

Employee Signature

Employee Name (Printed)

Date