The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.
OBJECTIVES

Discuss pandemic-related circumstances that have caused a change in your Statewide ID&R processes and procedures so that States can continue to effectively identify and recruit families into the Migrant Education Program (MEP).

Review practices, strategies, and/or circumstances incorporated into your ID&R action plan that have contributed to increases in migratory children in the State and can be adopted in other States.

Training during the pandemic – discussion of lessons learned
REFERENCES

• Statute
  Sections 1115(b) and (c), 1304(c)(2), and 1309 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended

• Code of Federal Regulations
  34 C.F.R. 200.81, 200.103(a), and 200.89
  National Certificate of Eligibility (COE) Instructions (OMB Control Number 1810-0662)

• Guidance
  Chapters II and III of the Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children
WHAT IS ID&R?

• *Identification* means actively looking for and finding migratory children.

• *Recruitment* means making contact with a family or youth and obtaining the necessary information to document the child(ren)’s eligibility for, and enroll them into, the MEP.

• SEAs are responsible for the proper and timely ID&R of all eligible migratory children in the State, including preschool migratory children and out-of-school youth (OSY).
ID&R – FOUNDATION OF THE MEP

• Reaching migratory children and youth is at the heart of the MEP, and the importance of effective recruitment cannot be overemphasized.
• Without good Statewide ID&R processes and procedures, migratory children may not be served.
• An effective Statewide ID&R action plan can become the center of a network that connects migratory families and youth to schools and communities.
• When schools, growers and other agencies know the MEP and trust MEP staff, they are more likely to allow recruitment on-site and virtually.
• Recognizing the value of effective Statewide ID&R is the first step in the right direction.
NOW MORE THE EVER – THE IMPORTANCE OF AN ACTION PLAN

The State action plan provides overall direction for recruiters from across the State. It includes the State’s ID&R objectives for its balanced recruitment efforts, as well as strategies, staff assignments, and timelines to meet those objectives. The State action plan, which may be part of the comprehensive state plan for service delivery or the State’s ID&R manual, could also include useful resources like:

- a. a statewide map of where migratory families live and work;
- b. a calendar with seasonal crop activities;
- c. profiles of major crops and employers;
- d. recruiter resources for recruiting in schools, community, agribusinesses/farms and homes;
- e. State laws and state and local recruitment policies (e.g., child abuse reporting requirements);
- f. the State’s MEP ethics and safety policies; and
- g. the State’s quality control procedures, such as the prospective re-interviewing plan.
IDENTIFICATION AND RECRUITMENT (ID&R) DURING THE PANDEMIC

• Given the disproportionate impact of the pandemic on vulnerable populations—including migratory children and families—ID&R is more critical than ever.

• Flexibilities in the May 2020 Fact Sheet: Addressing the Risk of COVID-19 While Serving Migratory Children:
  o Remote interviews
  o Interviewee signature not required to approve a Certificates of Eligibility (COEs)—for interviews conducted remotely
  o Remote re-interviews
RECRUITMENT DURING THE PANDEMIC AND BEYOND

Phase 1 – Virtual Recruitment
  - Over the phone interviews of families, employers, crew chiefs, etc.
  - Contactless COE completion (no signatures)

Phase 2 – Some Form of In-Person Recruitment with Social Distancing
  - Mixture of contactless COE completion (no signatures) and COEs with signatures
  - Wear mask, Watch your distance

Phase 3 – In-Person Recruitment/Return to Normal
  - COEs with signatures
THE NEW RECRUITER FOR A NEW WORLD

WILL MESSIER
EMILY CALLAGHAN

NY MEP
NEW YORK’S RECRUITMENT/SERVICE STRUCTURE

• **ID&R**: Statewide recruitment based at a State University of New York (SUNY)
  - 21 statewide recruiters

• Recruiters in NY recruit by going out into the field and making connections with families, school districts, community agencies, and farmers.

• **Services**: 8 regional service sites based at SUNY or Board of Cooperative Educational Services (BOCES)

• ID&R is based on a Memorandum of Understanding (MOU), while service sites go through a bidding process for a Request for Proposal (RFP).
THE SUCCESSFUL PRE-PANDEMIC RECRUITER

<table>
<thead>
<tr>
<th>CHARACTERISTICS OF AN EFFECTIVE MIGRANT EDUCATION PROGRAM RECRUITER</th>
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<tbody>
<tr>
<td>Good Communicator</td>
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<tr>
<td>Team Player</td>
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<td>Flexible</td>
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<tr>
<td>Honest</td>
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<tr>
<td><strong>Quick Thinker</strong></td>
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<tr>
<td><strong>Outgoing</strong></td>
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<tr>
<td>Genuine</td>
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</tbody>
</table>
# A NEW RECRUITER FOR A NEW WORLD

## CHARACTERISTICS OF AN EFFECTIVE MIGRANT EDUCATION PROGRAM RECRUITER

| Characteristic       | Good Communicator | Courageous | Proactive | Creative | Team Player | Sympathetic | Sensible | Friendly | Flexible | Persistent | **Organized** | Diligent | Honest | Independent | Reliable | Patient | Quick Thinker | Cooperative | Problem Solver | Enthusiastic | Thorough | Outgoing | Trustworthy | Convincing | Nosy | Approachable |
|----------------------|-------------------|------------|-----------|----------|------------|-------------|----------|----------|----------|----------|-------------|--------------|----------|--------|-------------|----------|---------|-------------|-----------|-------------|------------|---------|----------|------------|-----------|------|-------------|
MARCH 2020: SHIFT TO 100% VIRTUAL RECRUITMENT

- Used farm and housing data, student lists (currently eligible and expired), past COEs, and recruiter notes to reach out to families, and to locate new referrals.
- Provided several trainings and workshops during this time period to keep recruiters informed of changes, to help them use additional technology to recruit, and to focus on professional development while staff had a little more time in their schedules.
- Modified existing resources and converted them to be used virtually.
- Used WhatsApp, Facetime, Facebook, Zoom, and other virtual platforms to connect with families and students.
- Created virtual business cards for staff to share with families and students.
- Shift in services and advocacy-focused on checking in on families, providing them with information about how to stay safe and healthy, support with virtual schooling, virtual services for OSY, etc.
- Recruiters found that it was important to work a flexible schedule, be prepared to make multiple calls, and have something to offer to the family or student in order to be successful.
Support for Farmers and Farmworkers

The New York State Migrant Education Program is here to support the farm owner and farmworker community during the COVID-19 pandemic. For the health and safety of you and your workers, all services will be provided remotely at this time. Services we may provide include:

- Information about how to stay healthy and safe during the COVID-19 pandemic.
- Referrals to community services such as migrant health, and support in accessing school district services such as food pick-ups.
- Virtual instructional services, including English as a Second Language instruction for older workers, and informational support for school-aged children studying from home.

Resources for Farm Owners:

- OSHA-compliant bilingual farm safety signs
- Spanish worksheets for farmers
- Bilingual COVID-19 resources

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PROGRAMA DE EDUCACIÓN PARA MIGRANTES DE NY

El Programa de Educación para Migrantes (MPM), está Autorizado por el Título I, Parte C del Acta de Educación Elemental y Secundaria (ESEA) y provee una variedad de servicios para las familias que trabajan en la agricultura.

Este programa es gratuito para aquellas familias elegibles y puede incluir servicios de tutoría, programa de aula en casa, actividades extracurriculares, programa de verano, actividades de emovimiento para padres, y referidos a otras organizaciones o agencias.

New York State Migrant Education Program
Programas de Educación para Migrantes en el estado de Nueva York
315-294-0766
www.nysmigrant.org

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COVID-19 Vaccine Questions and Answers

1. Why should I get vaccinated for COVID-19? People who get COVID-19 can have serious illnesses, and people can develop different symptoms that can last for months. By getting vaccinated, you can also help protect your loved ones and your community.

2. Can I get COVID-19 from the vaccine? No. None of the COVID-19 vaccines currently authorized for use or in development in the United States use the live virus that causes COVID-19. However, it typically takes a few weeks for the body to build immunity after vaccination. That means it’s possible you could be infected with the virus that causes COVID-19 just before or just after vaccination and get sick. Having the vaccine may keep you from getting very sick.

3. If I already had COVID-19 and recovered, do I still need to get vaccinated? Yes. The Center for Disease Control and Prevention (CDC) recommends that you get vaccinated even if you have already had COVID-19 because you can catch it more than once. Even if you developed some immunity against COVID-19, we don’t know how long this protection will last. Check with your healthcare provider for more information.

4. Is it better to get natural immunity to COVID-19 rather than immunity from a vaccine? No. While you may have some short-term antibody protection after recovering from COVID-19, we don’t know how long this protection lasts. Vaccination is the best protection and it is safe.

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Seguimos Apoyando a Familias y Estudiantes


Los servicios que estamos ofreciendo durante la pandemia incluyen:

- Información sobre cómo mantenerse saludable durante la pandemia del COVID-19.
- Refrendes a otros servicios comunitarios, tales como salud para migrantes y apoyo al acceso a la distribución de comida por parte de los distritos escolares.
- Apoyo educativo para los niños de edad escolar, quienes están estudiando en sus hogares.
- Servicios educativos virtuales, incluso clases de inglés, para estudiantes que tienen menos que 22 años de edad.

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Suny RF
The Research Foundation
For The State University of New York

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NYS Migrant Education
The Migrant Education Program helps the children of farmworkers and young farmworkers under 22 years of age who have never attended school or been in the work force within the past 5 years. A variety of services can be provided to those who qualify, including English as a Second Language instruction, and summer programs. All instruction and services at this time will be completed by phone. If you think one of your employees may qualify, please give us a call.

Recruiter Contact Info:

Migrant Education Program
100 Saginaw Village Blvd., Suite 414
Ballston Spa, NY 12020
Phone: (518) 477-1800

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Recurso del COVID-19: Visite https://www.state.ny.us/ohp/coronavirus/patient-resources.cfm para encontrar la siguiente información de interés:

- Buenas Prácticas para Mantenerse Saludable
- Como Mantenerse Seguro en el Supermercado
- Recomendaciones al Entrar a Casa
- Como Mantener la Salud Mental Durante la Crisis

Recursos para Estudiantes de Inglés: Visite a https://www.eskylight.org/12825/12826/ para encontrar la siguiente información de interés:

- Simplemente Hablantes - un libro de ejercicios gratuito para aprender el idioma inglés
- Lecciones de lenguaje de conversación básicas
- Lista de aplicaciones gratuitas que se puede descargar en el idioma inglés
- Día de otros recursos para estudiantes del idioma inglés
JUNE 2020: RETURN TO THE FIELD

- Recruiters returned to the field while following a safety protocol to protect themselves and our students/families.
- Recruiters were given PPE for themselves and to share with families (masks, gloves, hand sanitizer, etc.).
- Visits were to be conducted outdoors, 6 feet apart, and were to last less than 15 minutes.
- Virtual interviews were still conducted when possible.
- Recruiters continued to collect a verbal rather than a physical signature.
TRAINING AND PROFESSIONAL DEVELOPMENT

- Increased trainings to prepare recruiters and help them adjust to a new world of recruitment.
- Trained on topics including conducting interviews virtually, interviewing for eligibility based on past moves, using online resources to research recruitment areas, building relationships with students and families in a virtual environment, etc.
- Strategic scheduling: what time of the day is least effective for recruiting? What time of year is recruiting slower?
- Return to group recruitment efforts in the field: fill in gaps from virtual recruitment, consider new safety protocols, additional professional development opportunity.
DECEMBER 2020 AND 2021- HYBRID MODEL

• Recruiting outdoors in New York is difficult in the winter! Besides consistent movement on dairy farms, it is also our slow season.

• Shifted back to virtual recruitment, with recruiters able to make home visits when necessary (following all existing COVID-19 protocols).

• Returned to the field in early March, although we are still using a hybrid recruitment model. Being able to conduct the interview by phone and collect a verbal signature has saved countless hours and miles for recruiters in certain situations.
CAPTURING SUBSEQUENT MOVES DURING THE PANDEMIC

JOSE SALINAS – OMEC DIRECTOR
JSALINAS@NWOESC.ORG

MALENA GUTIERREZ – STATE ID&R COORDINATOR
MGUTIERREZ@NWOESC.ORG

OHIO MEP
OHIO ID&R STRUCTURE

Recruiters
- 4 Regional/Local
- 2 Statewide

Support Team
- **Malena Gutierrez** - State ID&R Coordinator
- **Corina** - State Liaison
- **Lisa** - Health Coordinator

Ohio Migrant Education Center
- Resource center for Title I-C
- Coordinate all recruitment
- Depository for all migrant student data
ID&R STRATEGIES TO ADDRESS THE IMPACT OF COVID-19 TRAVEL RESTRICTIONS

• Using the September 1st verification lists in early spring, we learned about how challenging it was for families migrating north amid rigid travel restrictions nationwide.
  o OMEC drafted personalized letters that families could present to law enforcement to prove their “essential worker” status if they were stopped on their way to Ohio.
  o With families reluctant to move for qualifying work, training recruiters on capturing and recording “subsequent moves” was essential.
THE 36 MONTH TIMELINE

MAW / MIGRATORY FISHER: 
ESTABLISHED DATE 
QUALIFYING MOVE(S) AND WORK TIMELINE

MAW(S): 
(OR MIGRATORY FISHER)

Established Date

Worker Move(s)
Date Information:

Type of Work
Description:

Examples:
- Engaged actively sought
- "within a week of arrival"
- "feeding chickens"
- Taylor’s Market

Migratory Child(ren) Move(s)
Qualifying Arrival Date (QAD)

<table>
<thead>
<tr>
<th>STUDENT(S)</th>
<th>Current Residence</th>
<th>Former Residence</th>
<th>Prior Residence</th>
<th>Previous Residence</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS / &quot;WITH&quot; the worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;JOINED / PRECEDED&quot; the worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples</td>
<td>Canton, OH</td>
<td>Clyde, OH</td>
<td>Weslaco, TX</td>
<td>Alliance, OH</td>
</tr>
</tbody>
</table>
THREE SECTIONS OF THE FORM

Worker Qualified Move(s)
- Current School District
- Current Address
- Residency Date
  *(McKinney-Vento applicable)*
- Former School District
- City/State (Country)
  *(Residency Date when applicable)*

Employment Activity
- Engaged/Actively Sought
- “Soon after” Description
- Work Activity
- Employer Information*

Migratory Child(ren) Move
- As the worker
- With the worker
- To Join the Worker
- Preceded the Worker

Q.A.D. Validation
THE CELINA FAMILY

• John and Roma Moved last year to Springfield, MA from the Marshall Islands.

• A couple of months later, the couple moved to join Roma’s son, Lucas, who was living with an uncle in another state.

• Since John and Roma’s arrival to the states they have moved every few months for new employment.

• John’s employment experience in the U.S. has typically been construction work, however, during one of the previous moves, he engaged in temporary work at a meat processing plant.

• As of yet, Roma has not worked in order to care for Lucas and her one-year-old, Mary.
MAW / MIGRATORY FISHER:
ESTABLISHED DATE
QUALIFYING MOVE(S) AND WORK TIMELINE

MAW(S):
(OR MIGRATORY FISHER)

Worker Move(s)
Date Information:

Type of Work
Description:

Examples:
- Engaged/actively sought
- "Soon after" description (when applicable)
- Qualifying activity
- Employer information

QUALIFIED WORK ACTIVITY MUST BE IDENTIFIED WITHIN 36 MONTHS OF THE INTERVIEW DATE, IN ORDER FOR A WORKER TO BE ESTABLISHED AS A MIGRATORY AGRICULTURAL WORKER (MAW) OR MIGRATORY FISHER.

Established Date

QUALIFIED WORKER NAME(S)

MIGRATORY CHILD MOVE DESCRIPTION

- AS THE WORKER
- WITH THE WORKER
- JOINED THE WORKER
- PRECEDED THE WORKER

Q.A.D. VALIDATION SECTION

- SCHOOL DISTRICT
- CITY, STATE
- DATE

Educational Information:

<table>
<thead>
<tr>
<th>STUDENT(S)</th>
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<td></td>
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</tr>
</tbody>
</table>

Examples

Roma Celina

Worthington CSD
1234 Hafford Lane
Dublin, OH 43016

11/29/21

McKinney-Vento

Chicopee Schools
Chicopee, MA, USA

11/29/21

Engaged in construction work (NQW)

Moved with the worker:
Lucas John
Mariana Celina

3/22/22

Interview Date
MAW / MIGRATORY FISHER:
ESTABLISHED DATE
QUALIFYING MOVE(S) AND WORK TIMELINE

MAW(S): John Celina

Established Date: 4/1/21

Worker Move(s) and Date Information:
- Springfield Public Schools
  - Springfield, MA, USA
  - 4/1/21
- Charlotte-Mecklenburg Schools
  - Charlotte, NC, USA
  - 7/15/21
- Springfield Public Schools
  - Springfield, MA, USA
  - 9/15/21
- Chicopee Schools
  - Chicopee, MA, USA
  - 9/15/21
- Worthington CSD
  - 1234 Hafford Lane
  - Dublin, OH 43016
  - 11/29/21

Employment Activity Section:
- Engaged
- Within two weeks of the move
- Deboning Chicken
- Tyson Inc.
  - Wilksboro, NC
- Engaged in construction work (NQW)
- Engaged in construction work (NQW)
- Engaged in construction work (NQW)

Moved with the worker:
- Lucas John
- Mariana Celina

QUALIFIED WORK ACTIVITY MUST BE IDENTIFIED WITHIN 36 MONTHS OF THE INTERVIEW DATE, IN ORDER FOR A WORKER TO BE ESTABLISHED AS A MIGRATORY AGRICULTURAL WORKER (MAW) OR MIGRATORY FISHER.
Roma Celina

MAW / MIGRATORY FISHER:
ESTABLISHED DATE
QUALIFYING MOVE(S) AND WORK TIMELINE

MAW(S): John Celina
(OR MIGRATORY FISHER)

4/1/21
Established Date

Worker Move(s)

Date Information:

Springfield Public
Springfield, MA, USA

Charlotte-Mecklenburg
Schools
Charlotte, NC, USA

4/1/21

Springfield Public
Springfield, MA, USA

Chicopee Schools
Chicopee, MA, USA

7/15/21

9/15/21

Type of Work Description:

- Engaged
- Within two weeks of the move
- Deboning Chicken
- Tyson Inc.
  Wilksboro, NC

- Engaged in construction work (NQW)

- Engaged in construction work (NQW)

- Engaged in construction work (NQW)

QUALIFIED WORK ACTIVITY MUST BE IDENTIFIED WITHIN
36 MONTHS OF THE INTERVIEW DATE, IN ORDER FOR A
Worker to be established as a MIGRATORY
AGRICULTURAL WORKER (MAW) OR MIGRATORY FISHER.

ESTABLISHED DATE (CIRCLE DATE & ENTER IN BOX)
QUALIFIED WORKER NAME(S)

MIGRATORY CHILD MOVE DESCRIPTION

- AS THE WORKER
- WITH THE WORKER
- JOINED THE WORKER
- PRECEDED THE WORKER

Q.A.D. VALIDATION SECTION

- SCHOOL DISTRICT
- CITY, STATE
- DATE

Worthington CSD
1234 Hafford Lane
Dublin, OH 43016

11/29/21
McKinney-Vento

Moved with the worker:
Lucas John
Mariana Celina
MAKING NECESSARY CHANGES

ZACK TAYLOR
EMILY WILLIAMS

SOUTH CAROLINA MEP
The above is the ideal we are working towards.

**Currently:**
- Region 2 is being serviced by a combo of the ID&R & Services Coordinator, Program Specialist, and the recruiters in regions 1 & 3.
- Region 1 only has part time Liaison

Some money is reserved for summer interns, hourly tutors as needed, and offering sub grantee opportunities.
THINKING ABOUT WHO YOUR FAMILIES AND STUDENTS ARE

• Talking to community partners and stakeholders
  o CNA actually informing your SDP
  o Realizing “doing it how we have always done it” may not work anymore
  o Rise in use of H2a

• Really listening to your PAC
  o Noticed that more and more students were OSY and families moving to non-project areas during regular school year
CONCEPTUALIZING STUDENTS

Take this all as a broad overview—not hard and fast rules. You might have a “settled out” family with a Northern Triangle arrival, H2A with kids and traditional moves, traditional move families where parents are QSY, etc etc.

- **Recent arrivals**
  - more immediate and pressing needs
  - Don’t qualify for most social services
  - lack of transportation
  - new cultural understanding of public school

- **“Traditional” moves**
  - tend to know more about the USA
  - more likely to have a car
  - more likely to have mixed status
  - parents more likely to have lived here a long time
  - more predictable moves and housing
  - tend to have home base

- **“Grapes of wrath” moves**
  - unpredictable
  - can be hard to qualify for other farmworker programs
  - no home base
  - more likely to have a car
  - some of the worst housing
  - lots of educational interruption

- **Settling out**
  - tend to know more about the USA
  - more likely to have a car
  - more likely to have mixed statuses
  - parents more likely to have lived here a long time
  - more predictable moves and housing
  - tend to have home base
  - more likely to have higher income
  - more stability and knowledge of community
CONCEPTUALIZING OUR STUDENTS CONTINUED

Take this all as a broad overview—not hard and fast rules. You might have a “settled out” family with a Northern Triangle arrival, H2A with kids and traditional moves, traditional move families where parents are OSY, etc etc.

**OSY**

**Visa workers**
- mostly older
- interested in culture and language
- mostly Mexican and higher home language education
- most isolated
- less economically and legally disadvantaged

**Northern Triangle arrivals**
- at risk of dropping out
- being excluded from public school
- academic and linguistic needs
- cultural understandings of public school
- SLIFE
- Usually arriving to join family
- Can be part of community

**Non-visa workers**
- mostly older
- interested in culture and language classes
- mixed country of origins
- fairly isolated
- tend to have multiple social disadvantages
- more likely to have a car
- more inter-USA moves as opposed to international
THE CHANGES WE HAVE MADE

• Each region has a recruiter and a liaison
  
  • Recruiter mainly finds and enrolls families and students, and teaches on the spot class for OSY
  
  • Liaison follows up services and helps with securing academic services and wrap around services
  
  • “One and done” policy
THE CHANGES WE HAVE MADE CONTINUED

• Interns in the summer for peer mentoring
• Some money reserved for grant opportunities in the summer and/or regular school year
• Some school districts, YMCAs, and non-profits will apply to serve students in high density areas
OUR FACEBOOK PAGE

• Follow us! (1) SC Migrant Ed. Program/ Programa de Educación para Trabajadores Migrantes | Facebook
• Weekly "live" English classes
• Recruiting tool
• Sending out community information
• Each staff member has a separate professional page

SC Migrant Ed. Program/ Programa de Educación para Trabajadores Migrantes added a new photo.
Posted by Víctor Pacheco Scmep
Oct 10, 2021 · 🕒
Otro grupo de trabajadores agrícolas vacunados! 🚩
Gracias St. James Family Heath Center! 🍀

SC Migrant Ed. Program/ Programa de Educación para Trabajadores Migrantes was live.
Posted by Cristi Privado Scmep
Feb 23 · 🕒
Lección corta acerca de cómo pedir dinero en efectivo de un cajero electrónico utilizando su tarjeta de banco. ¡Déjenos saber si tiene alguna pregunta en los comentarios!

Short lesson on getting cash back from a self checkout. Let us know if you have any questions in the comments below!

Cristi Privado Scmep
CHANGES WE ARE WORKING TOWARDS

• Continuing to mobilize services and target emerging pockets of students and families across the state
• More uniform tutoring program
• Possibly re-arranging OSY services
  o Borrowing from NC and VT's models of getting community volunteers, part time/seasonal staff, and virtual services
SOUTH CAROLINA ENROLLMENT SURVEY

• MEP screener questions included alongside Title III HLS
• Changes to SC state student database to query MEP indicators from the state level

**Title I, Part C: Education of Migratory Children & Youth**
The Education of Migratory Children/Youth (MEP) is authorized by Title I, Part C of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA) of 2015. The MEP provides various educational services to families who work in agriculture and their children between the ages (0-21). This program is **free** to all eligible families and may include tutoring, free lunch eligibility, summer programs, parental involvement activities, and referrals to other services as needed.

In the last **three (3) years**, has anyone in your family moved from another school district, state, city, or country? Yes [ ] No [ ]

In the past **six (6) years**, has anyone in your family worked in any of the following occupations? This includes work related to logging, timber planting/growing, harvesting, food processing plant (such as poultry, pork, beef, or vegetable), packing houses (fruits and vegetables), dairy farms, or other general farm work not listed. Yes [ ] No [ ]
DISCUSSION
DISCUSSION QUESTIONS – YOUR THOUGHTS ON ANY OR ALL

• How are your State’s recruitment practices evolving with the changing environment?

• If applicable, explain what processes your State has put in place when returning to in-person recruitment, including appropriate health precautions as needed.

• How is your State encouraging recruiters to begin transitioning back to in-person recruitment activities when and where it is safe to do, or at the very least, develop plans for doing so?

• Considering the critical importance of effective ID&R in the current environment, what do you perceive as your State’s greatest ID&R challenge?
RESOURCES

Please visit our coordination website, https://results.ed.gov/, for additional information, including:

• ID&R Manual and Curriculum
• Technical Assistance Guide on Re-interviewing
• National COE Instructions
• MEP Non-Regulatory Guidance
• Policy Questions and Answers
• Presentations on MEP Eligibility, ID&R and the National COE
• 2021 Communities of Practice (COP) – ID&R and Recruitment

Resources are also available from the Identification and Recruitment Consortium (IDRC) at: https://www.idr-consortium.net/
NASDME PRESENTATIONS

ID&R and Eligibility During the Pandemic and Beyond
Patricia Meyertholen and Benjamin Starr, OME

MSIX and a National Records Transfer Needs Assessment
Benjamin Starr and Patricia Meyertholen, OME

Let's Talk about Reconciliation: Preparing for 21/22 Consolidated State Performance Report (CSPR) Submission Should Start Today!
Will Messier, NY MEP
Date: Friday, April 8, from 3:30pm-5:00pm and Saturday, April 9, from 10:30-12

Work Smarter not Harder: Using Social Media to Maximize Your State’s MEP
Emily Williams and Victor Pacheco, SC MEP
Date:
THANK YOU FOR YOUR PARTICIPATION

Office of Migrant Education
Patricia Meyertholen Patricia.Meyertholen@ed.gov
Michael Meltzer Michael.Meltzer@ed.gov

New York Migrant Education Program
Will Messier Wmessier1@gmail.com
Emily Callaghan Emilyhanehan@gmail.com

Ohio Migrant Education Program
Jose Salinas Jsalinas@nwoesc.org
Malena Gutierrez Mgutierrez@nwoesc.org

South Carolina Migrant Education Program
Zachary Taylor Ztaylor@ed.sc.gov
Emily Williams Ewilliams@ed.sc.gov