# National Identification and Recruitment Curriculum Trainer’s Resource Materials: Module 6 Level 2 Determining Eligibility: Determining Eligibility in Difficult Cases

| How to Use the Trainer’s Resource Materials | | | | |
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| Name of Activity | Slide # | Title of Resource Page(s) | Page # | Prep Directions for  Resource Pages |
| Requesting a  Second Opinion | 16 | Requesting a Second Opinion: Scenarios 1–4 | 3–14 | One set of scenarios for each participant. Trainer may choose to discuss scenario 1 as a group before each group processes its scenario. Trainer should use a scenario to demonstrate completing the Child Eligibility Checklist and developing a timeline. |
| Requesting a Second Opinion: Scenarios 1–4 –Key | 15–26 | Key can be provided to participants as a review at the end of the activity. |
| Level 2: Assessment | 29 | Level 2: Assessment and Key | 27–29 | One copy of the assessment per participant; Key is for trainer only. |

# Requesting a Second Opinion: Scenario 1

On December 1, 2014, Raul, a 14-year-old 8th-grade student, moved from Rochester, New York, to Belleglade, Florida, with his parents. The next day his father began his seasonal job picking oranges. On October 15, 2017, the family moved from Rochester, New York, to Brockport, New York, to live with Raul’s grandparents. The father found part-time work as a groundskeeper at a local hospital. The local recruiter located the family and conducted an interview on July 15, 2018. The recruiter is trying to sort out the various time frames for eligibility as they relate to Raul’s family’s qualifying moves that resulted in qualifying work to determine whether Raul is eligible for MEP services.

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| **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** | **FACTOR 3b: CHILD’S QUALIFYING MOVE RELATIVE TO THE MIGRATORY AGRICULTURAL WORKER OR MIGRATORY FISHER** |
| 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. † | 🞎 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** | **FACTOR 4b: QUALIFYING WORK FOR THE MIGRATORY AGRICULTURAL WORKER OR MIGRATORY FISHER** |
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| \* 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.  † 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. | |

| How did the recruiter present the relevant facts, information on child eligibility factors, his or her recommendation, and reason for this recommendation so that the supervisor could give the recruiter a second opinion? |
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Relevant facts presented:

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What did you learn from the checklist?

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What did you learn from the timeline?

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What eligibility determination would you recommend? Explain your answer.

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Are there any unanswered questions or unresolved issues related to this eligibility determination?   
If so, what are they?

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# Requesting a Second Opinion: Scenario 2

Antonio Santos lives in El Paso, TX. Each day he travels by bus to Hatch, NM to harvest chilies. His children, ages 9 and 12, attend school in El Paso. After the chili harvest ends, the family moves on October 1, 2016, to Fort Stockton, TX so the dad could take a part-time job as a school janitor. The recruiter interviewed the family on December 12, 2017. Are the children eligible for MEP services?

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| 🞎 The child is younger than 22 years old on the date of the interview. | |
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| 🞎 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. | |
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| How did the recruiter present the relevant facts, information on child eligibility factors, his or her recommendation, and reason for this recommendation so that the supervisor could give the recruiter a second opinion? |
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Relevant facts presented:

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What did you learn from the checklist?

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What did you learn from the timeline?

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What eligibility determination would you recommend? Explain your answer.

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If so, what are they?

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# Requesting a Second Opinion: Scenario 3

On October 21, 2018, a recruiter from Texas interviewed a family that moved the previous week from Idaho Falls, Idaho, to San Marcos, Texas. The family told the recruiter that for at least the past five years they moved each summer to Moorehead, Minnesota, from August to October, to thin and harvest sugar beets. Their move to San Marcos will allow them to be close to their extended family for financial support when needed and for help with taking care of their children, ages 7 and 10. The parents plan to settle in San Marcos and find permanent jobs. The parents have not yet found employment. They would like for their children to receive services from the MEP, as the children did in their former location.

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What did you learn from the checklist?

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What did you learn from the timeline?

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# Requesting a Second Opinion: Scenario 4

Joe Corey works in a factory in Cutler, California. In October 2017, Joe was laid off from his job. In need of work, Joe and his son, Ramon, age 17, moved to Orange Cove, California, to pick oranges and lemons. Joe visited the grower’s employment office to submit an application for him and Ramon, but after four weeks and no call to start work, he and Ramon returned to Cutler to pursue other employment options. A recruiter interviewed Joe in June 2018. Joe explained to the recruiter his recent efforts to engage in qualifying work. He explained that several years earlier, when Ramon was a young boy, Joe and his wife moved with Ramon to Orange Cove to pick oranges and for this reason, he thought he would again be able to find a job.

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What did you learn from the checklist?

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What did you learn from the timeline?

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What eligibility determination would you recommend? Explain your answer.

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Are there any unanswered questions or unresolved issues related to this eligibility determination?   
If so, what are they?

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# Requesting a Second Opinion: Scenario 1 – Key

On December 1, 2014, Raul, a 14-year-old 8th-grade student, moved from Rochester, New York, to Belleglade, Florida, with his parents. The next day his father began his seasonal job picking oranges. On October 15, 2017, the family moved from Rochester, New York, to Brockport, New York, to live with Raul’s grandparents. The father found part-time work as a groundskeeper at a local hospital. The local recruiter located the family and conducted an interview on July 15, 2018. The recruiter is trying to sort out the various time frames for eligibility as they relate to Raul’s family’s qualifying moves that resulted in qualifying work to determine whether Raul is eligible for MEP services.

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| 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** | **FACTOR 3b: CHILD’S QUALIFYING MOVE RELATIVE TO THE MIGRATORY AGRICULTURAL WORKER OR MIGRATORY FISHER** |
| 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. † | 🞎 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** | **FACTOR 4b: QUALIFYING WORK FOR THE MIGRATORY AGRICULTURAL WORKER OR MIGRATORY FISHER** |
| 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.†  **(Dec. 1, 2014)** | 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.  **AND**  The work is  🞎 agricultural **OR**  🞎 fishing. |
| \* 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.  † 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. | |

| How did the recruiter present the relevant facts, information on child eligibility factors, his or her recommendation, and reason for this recommendation so that the supervisor could give the recruiter a second opinion? |
| --- |

Relevant facts presented:

The worker and family made a qualifying move from New York to Florida where the worker engaged in qualifying work soon after the move on December 1, 2014; the worker and family made a qualifying move from Florida to New York on October 15, 2017, but the worker did not engage in qualifying work; the recruiter interviewed the family on July 15, 2018.

What did you learn from the checklist?

The father’s last engaged in work as a migratory agricultural worker on December 1, 2014. This is determined by considering Factors 4a and 4b. Since the last time the father moved and engaged in migratory agricultural work is more than 36 months preceding the date of the interview on July 15, 2018, the father can no longer be considered a migratory agricultural worker. The child would not be eligible based on this scenario, because the father is no longer considered a migratory agricultural worker at the time the recruiter found the child.

What did you learn from the timeline?

The timeline demonstrates that the father’s status as a migratory agricultural worked expired more than 36 months preceding the interview.

What eligibility determination would you recommend? Explain your answer.

Raul is **not eligible** for MEP services. Although the family made a qualifying move in 2014 in which the father engaged in qualifying work soon after the move, his status as a migratory agricultural worker ended before the time of the interview. The family made another qualifying move in 2017, but the father did not engage in qualifying work soon after the move, therefore, he did not renew his status as a migratory agricultural worker.

Are there any unanswered questions or unresolved issues related to this eligibility determination?   
If so, what are they?

This scenario demonstrates that the timing of the interview can be critical. If the recruiter had located and interviewed the family earlier and the COE was approved before November 30, 2017, the father would have been a “migratory agricultural worker”, and the child would have been eligible for the MEP based on the qualifying move he made with his father on October 15, 2017. The child’s QAD would have been October 15, 2017.

# Requesting a Second Opinion: Scenario 2 – Key

Antonio Santos lives in El Paso, TX. Each day he travels by bus to Hatch, NM to harvest chilies. His children, ages 9 and 12, attend school in El Paso. After the chili harvest ends, the family moves on October 1, 2016, to Fort Stockton, TX so the dad could take a part-time job as a school janitor. The recruiter interviewed the family on December 12, 2017. Are the children eligible for MEP services?

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| 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** | **FACTOR 3b: CHILD’S QUALIFYING MOVE RELATIVE TO THE MIGRATORY AGRICULTURAL WORKER OR MIGRATORY FISHER** |
| 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. † | 🞎 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** | **FACTOR 4b: QUALIFYING WORK FOR THE MIGRATORY AGRICULTURAL WORKER OR MIGRATORY FISHER** |
| 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.† | 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.  **AND**  The work is  🞎 agricultural **OR**  🞎 fishing. |
| \* 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.  † 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. | |

| How did the recruiter present the relevant facts, information on child eligibility factors, his or her recommendation, and reason for this recommendation so that the supervisor could give the recruiter a second opinion? |
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Relevant facts presented:

Antonio Santos moves daily from El Paso, TX to Hatch, NM to harvest chilies. On October 1, 2016, he moves with his family to Fort Stockton, TX to work as a janitor. The interview took place on December 12, 2017.

What did you learn from the checklist?

The worker is not a migratory agricultural worker because he did not make a qualifying move for qualifying work.

What did you learn from the timeline?

The child and family made a qualifying move on October 1, 2016, but the worker is no migratory agricultural worker because the father’s moves were not a change from one residence to another.

What eligibility determination would you recommend? Explain your answer.

The children are **not** **eligible**.

Are there any unanswered questions or unresolved issues related to this eligibility determination?   
If so, what are they?

None.

# Requesting a Second Opinion: Scenario 3 – Key

On October 21, 2018, a recruiter from Texas interviewed a family that moved the previous week from Idaho Falls, Idaho, to San Marcos, Texas. The family told the recruiter that for at least the past five years they moved each summer to Moorehead, Minnesota, from August to October, to thin and harvest sugar beets. Their move to San Marcos will allow them to be close to their extended family for financial support when needed and for help with taking care of their children, ages 7 and 10. The parents plan to settle in San Marcos and find permanent jobs. The parents have not yet found employment. They would like for their children to receive services from the MEP, as the children did in their former location.

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| 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** | **FACTOR 3b: CHILD’S QUALIFYING MOVE RELATIVE TO THE MIGRATORY AGRICULTURAL WORKER OR MIGRATORY FISHER** |
| 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. † | ✓ 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** | **FACTOR 4b: QUALIFYING WORK FOR THE MIGRATORY AGRICULTURAL WORKER OR MIGRATORY FISHER** |
| 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. †  **(August 2018 from ID 🡪 MN)** | 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.  **AND**  The work is  ✓ agricultural **OR**  🞎 fishing. |
| \* 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.  † 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. | |

| How did the recruiter present the relevant facts, information on child eligibility factors, his or her recommendation, and reason for this recommendation so that the supervisor could give the recruiter a second opinion? |
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Relevant facts presented:

The family moved from Idaho Falls, Idaho, to San Marcos, Texas. In the past (as recently as the summer of 2018 before they moved to San Marcos), they moved to Minnesota to thin and harvest sugar beets. The parents plan to settle in San Marcos and seek permanent employment. They want their kids (ages 7 and 10) to continue in the MEP.

What did you learn from the checklist?

The checklist indicates that the parents made a qualifying move in August of 2018 in which the parent engaged in qualifying work soon after the move. This move establishes both of them as migratory agricultural farmworkers. The family made a subsequent qualifying move to San Marcos, Texas, in October 2018.

What did you learn from the timeline?

The timeline indicates that the family made a qualifying move for qualifying work (August 2018) establishing them as migratory agricultural workers until August 2021. The timeline also shows that the family made a subsequent qualifying move in October 2018. The interview was conducted on October 21, 2018. The most recent time the child made a qualifying move with a migratory agricultural worker was October 2018. The October 2018 move date would be the qualifying arrival date. The recruiter might want to check back with the workers to see if they engaged in qualifying work soon after moving to San Marcos, which might renew the workers’ status as migratory agricultural workers. If the workers did engage in work, the recruiter should be cautious to ensure the work is temporary or seasonal employment, not permanent employment as the family originally intended.

What eligibility determination would you recommend? Explain your answer.

The children are **eligible** based on their most recent qualifying move with their parents who are migratory agricultural workers.

Are there any unanswered questions or unresolved issues related to this eligibility determination?   
If so, what are they?

None

# Requesting a Second Opinion: Scenario 4 – Key

Joe Corey works in a factory in Cutler, California. In October 2017, Joe was laid off from his job. In need of work, Joe and his son, Ramon, age 17, moved to Orange Cove, California, to pick oranges and lemons. Joe visited the grower’s employment office to submit an application for him and Ramon, but after four weeks and no call to start work, he and Ramon returned to Cutler to pursue other employment options. A recruiter interviewed Joe in June 2018. Joe explained to the recruiter his recent efforts to engage in qualifying work. He explained that several years earlier, when Ramon was a young boy, Joe and his wife moved with Ramon to Orange Cove to pick oranges and for this reason, he thought he would again be able to find a job.

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| 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** | **FACTOR 3b: CHILD’S QUALIFYING MOVE RELATIVE TO THE MIGRATORY AGRICULTURAL WORKER OR MIGRATORY FISHER** |
| 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. † | 🞎 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** | **FACTOR 4b: QUALIFYING WORK FOR THE MIGRATORY AGRICULTURAL WORKER OR MIGRATORY FISHER** |
| 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.†  **(Father and son’s qualifying move in October 2017)** | 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.  **AND**  The work is  ✓ agricultural **OR**  🞎 fishing. |
| \* 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.  † 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. | |

| How did the recruiter present the relevant facts, information on child eligibility factors, his or her recommendation, and reason for this recommendation so that the supervisor could give the recruiter a second opinion? |
| --- |

Relevant facts presented:

In October 2017 Joe was laid off from his job. Joe and son Ramon, age 17, then moved from Cutler, California to Orange Cove to pick oranges and lemons. Joe submitted an application for him and his son and waited in the area for four weeks, but never engaged in qualifying work. Joe and Ramon returned to Cutler. The recruiter interviewed Joe in June 2018. When Ramon was a young boy, Joe and his wife moved to Orange Cove to pick oranges.

What did you learn from the checklist?

The checklist indicates that both Ramon and his father made qualifying moves to Orange Cove, California to pick oranges and lemons, but they never engaged in the work. Joe and his son actively sought qualifying work when they submitted an application to the grower, but they do not have a history of recent moves for qualifying work.

What did you learn from the timeline?

Joe and Ramon made qualifying moves in October 2017.

What eligibility determination would you recommend? Explain your answer.

Ramon is not eligible for the MEP. Although Ramon and his father actively sought qualifying work, neither individual has a history of recent moves after which they engaged in new qualifying work.

Are there any unanswered questions or unresolved issues related to this eligibility determination?   
If so, what are they?

None.

# Level 2: Assessment

| From the list below, select all those items that are possible red flags and would likely require further information gathering. |
| --- |

A. Children do not move with the migrant agricultural worker

B. Moves are for a very short duration

C. Family moves are appropriately aligned with the agricultural seasons

D. Moves are associated with vacations, weddings or other family events

E. Children move with the family

F. Workers live in migrant camps

G. School records do not match answers given by the family member

| A recruiter requesting a second opinion should provide his or her supervisor with specific information. What kind of information should be provided? |
| --- |

| In what situations might a recruiter consider falsifying information? Name two. |
| --- |

| Indicate whether the following statements are true or false: |
| --- |

A. Falsifying information is a crime that is punishable by fines and/or imprisonment.

B. It is important to make reliable and accurate child eligibility decisions so that the rightchildren get the services they need.

# Level 2: Assessment Key

| From the list below, select all those items that are possible red flags and would likely require further information gathering. |
| --- |

✓ A. Children do not move with the migrant agricultural worker

✓ B. Moves are for a very short duration

C. Family moves are appropriately aligned with the agricultural seasons

✓ D. Moves are associated with vacations, weddings or other family events

E. Children move with the family

F. Workers live in migrant camps

✓ G. School records do not match answers given by the family member

| A recruiter requesting a second opinion should provide his or her supervisor with specific information. What kind of information should be provided? |
| --- |

Answer:

1. All the relevant facts
2. All information concerning each eligibility factor
3. A timeline
4. An informed opinion as to whether the child is eligible and why

| In what situations might a recruiter consider falsifying information? Name two. |
| --- |

Answers should include two of the following:

* The recruiter wants to help an especially needy child even though the child does not qualify for the MEP.
* The recruiter wants to gain status in the migrant community by having the personal power to decide who is eligible and who is not.
* The recruiter equates identifying more “eligible” children with job security.
* The recruiter is pressured to increase the number of “eligible” migratory children and/or falsify information to
  + increase funding;
  + keep current staffing;
  + not use district or other federal funds to employ staff;
  + provide services to non-migratory students; and
  + attend conferences and other non-migrant meetings.

| Indicate whether the following statements are true or false: |
| --- |

Answer:  
  
TRUE A. Falsifying information is a crime that is punishable by fines and/or imprisonment.

TRUE B. It is important to make reliable and accurate child eligibility decisions so that the rightchildren get the services they need.

| Scoring: Allow participants to complete the assessment independently. When all participants are done, allow partners to discuss the assessment and revise answers if needed. When done, review answers as a group and have participants self-score. |
| --- |