Appendix XVI: Chapter Checklists

Instructions

The checklist below mirrors the learning objectives in each of the chapters of the National ID&R Manual. The recruiter and the administrator should

* review the items in the checklist to determine what material he or she needs to re-read in the manual in order to be fully prepared to carry out his or her responsibilities and
* utilize the items in the checklist as the basis for an action plan for both immediate and future tasks.

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| Recruiter Checklist  |
| Chapter 1: Background and Overview of the MEP |
| Did you: |
|  | Review the common characteristics of migratory agricultural workers and fishers? |
|  | Familiarize yourself with the purpose of the MEP?  |
|  | Understand who is eligible to be recruited into the MEP? |
|  | Understand why it’s important to find migratory children? |
|  | Understand how the MEP is organized? |
|  | Recognize how important recruiters are to the process? |

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| Chapter 2: The MEP Recruiter |
| Did you: |
|  | Identify the characteristics of a successful recruiter? |
|  | Familiarize yourself with the recruiter’s basic duties and responsibilities?  |
|  | Think about how personal emotions can affect the recruiter’s behavior toward needy families and youth? |
|  | Identify what services your local MEP provides? |
|  | Identify others critical to making recruitment a team effort? |

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| Chapter 3: Learning to Recruit |
| Did you: |
|  | Complete your state’s requirements for basic training? |
|  | Read and study the NRG? |
|  | Identify knowledge and skills you need to identify and recruit migratory children? |
|  | Meet with your supervisor to ask questions, particularly on child eligibility? |
|  | Conduct a “self-check” of whether you understand MEP child eligibility or pass a state survey or test, where required? See Appendix IX. |
|  | Find a knowledgeable mentor? |
|  | Observe one or more experienced recruiters interview a migratory parent or youth? |
|  | Determine where you need more training and request it? |
|  | Identify other recruiters with whom you can share ideas? |
|  | Arrange to be observed by your supervisor? |
|  | Find out where to go to ask questions? |
|  | Provide feedback on ways that the training can be improved? |

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| Chapter 4: Building a Recruitment Network |
| Did you: |
|  | Identify the local organizations and individuals who work most closely with the migratory community? |
|  | Develop profiles of key local employers, school staff, community organizations, and the migratory community? |
|  | Determine the best way to build relationships with each of these key contacts (e.g., find out how they can be assisted, provide awareness training on the MEP)? |
|  | Follow up regularly with key contacts, particularly when they provide leads on local migratory families (e.g., call or visit them, attend important meetings, send thank you notes)? |
|  | Work with schools, community organizations, etc., to see if they will include pre-screening questions for the MEP as part of their enrollment or intake process? |
|  | Create a recruitment map that shows areas were migratory families are likely to live and work, services they use, and where their children go to school? |

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| Chapter 5: Developing Action Plans and & Contacting Families |
| Did you: |
|  | Develop an action plan? |
|  | Identify areas to canvass where concentrations of migratory children and their families are likely to be found (e.g., migratory labor camps, major local employers)? |
|  | Make personal safety provisions (e.g., carry a cell phone with emergency numbers on speed dial, develop a backup plan for areas that do not get cell phone reception, leave a visitation schedule with a responsible coworker, visit potentially dangerous areas during daylight hours and with a partner or team, identify the locations of local police stations and hospitals, have reliable transportation, use well-traveled roads)? |

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| Chapter 6: Interviewing Migrant Families and Youth |
| Did you: |
|  | Learn how to use the Sample Interview Script in Appendix VIII? |
|  | Prepare an introduction to the MEP and a way to “connect” with migratory families or youth? |
|  | Memorize the eligibility factors in the Child Eligibility Checklist in Chapter 7? |
|  | Practice asking the questions in the Sample Interview Script? |
|  | Develop a form or system for taking and saving notes? |
|  | Review the steps to take before, during, and after visiting with a family or youth? |
|  | Think about how to handle people who are uneasy or unwilling to be interviewed? |
|  | Consider how to tell families that they are not eligible? |
|  | Determine how to handle special situations, such as interviewing emancipated youth or someone who speaks another language? |
|  | Prepare for your firstinterview? |

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| Chapter 7: Determining Eligibility |
| Did you: |
|  | Consider how to best use the Child Eligibility Checklist? |
|  | Talk about how to resolve difficult eligibility cases with your supervisor? |
|  | Discuss your role in quality control? |
|  | Consider the consequences of bending the rules in making eligibility determinations? |
|  | Prepare to make your first preliminary eligibility determination? |
|  | Consider what you would do if you suspected fraud or falsification of national COEs? |

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| Chapter 8: Completing the Certificate of Eligibility |
| Did you: |
|  | Determine how to follow the principles of proper records management? |
|  | Review all the information that you are required to collect in order to complete a COE, meeting both the national and state requirements? |
|  | Note situations in which you will need to include a written explanation in the Comments section of the COE? |
|  | Practice explaining the information in the parent/guardian consent block, including the provisions of FERPA? |
|  | Confirm with your supervisor what your state’s process is for reviewing and storing completed COEs? |
|  | Learn about your state’s procedures to safely and securely store your copies of COEs? |

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| Administrator Checklist |
| Chapter 9: Hiring and Training Recruiters |
| Did you: |
|  | Develop guiding questions and a job description to use when hiring recruiters? |
|  | Establish learning objectives for recruiter training (what a recruiter should know and be able to do at the end of the training)? |
|  | Develop a training plan for new recruiters? |
|  | Incorporate classroom, field-based and independent study opportunities into the training? |
|  | Develop advanced eligibility training and ongoing professional development for seasoned recruiters? |

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| Chapter 10: Planning ID&R Deployment and Supporting Recruiters |
| Did you: |
|  | Consider how best to deploy recruiters on a statewide basis? |
|  | Consider how to support recruiters? |
|  | Begin to develop programs for mentoring, peer coaching, team building, and peer networking? |
|  | Determine how to evaluate and improve training strategies? |
|  | Decide how and when to assess recruiter performance? |
|  | Identify circumstances under which employee termination is necessary? |

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| Chapter 11: Quality Control in the ID&R System |
| Did you learn about or improve upon your state’s procedures and processes to: |
|  | Establish a quality control system? |
|  | Re-interview selected migratory children (families) each year? |
|  | Review COEs, ensuring at least one second party reviews the COE prior to certification? |
|  | Resolve eligibility questions? |
|  | To maintain records? |