

Identification & Recruitment Training for Migrant Administrators 2019-2020



DIVISION OF SCHOOL IMPROVEMENT, INSTRUCTIONAL AND COLLEGE READINESS SUPPORT
OFFICE OF SCHOOL IMPROVEMENT, ACCOUNTABILITY, AND COMPLIANCE
MIGRANT EDUCATION PROGRAM



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Agenda

- Administrators' Roles and Responsibilities
- ID&R Plan and Timeline
- School-Based and Community-Based Recruitment
- ID&R Evaluation and Resources
- PFS Process



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Purpose

- To review and discuss administrator responsibilities regarding Identification and Recruitment;
- To provide guidance on the development of an Identification and Recruitment Plan;
- To provide resources on ID&R processes and quality control measures;



Administrators' Responsibilities & Resources Section

1. An Identification and Recruitment (ID&R) Plan is in place at the Local Education Agency (LEA);
2. Quality Control measures are in place;
3. Proper eligibility decisions are being made; and
4. All necessary documentation is accurate and complete.

Note: Critical resources are available for the development of documentation and forms. (5.3)



Root Cause Analysis for Declining Migrant Counts

Problem Statement: From 2011-2012 to 2016-2017, the number of eligible migratory children in the State of Texas has declined by 36.3%.

- Undocumented families fear keeps them from signing forms, lack of trust
- Incorrect information gathered on family survey due to lack of survey accuracy
- Communication barriers
- Lack of district internal processes or need for improvement on processes
- Lack of community-based recruitment
- Lack of understanding of the MEP from district staff and community members



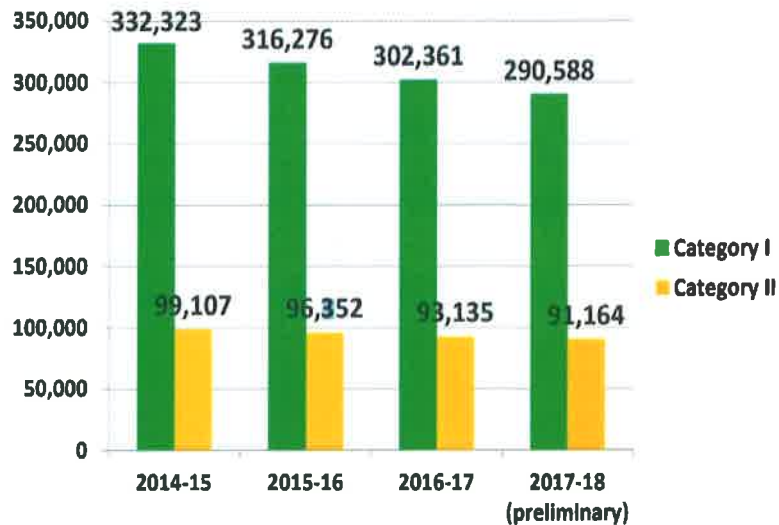
2017-2018 Region One Migrant Needs Assessment Overview Results

4. Identification & Recruitment: My district needs are in the areas of...

	Yes
Identification and Recruitment Strategies for all children, including OSY	76.19% (16)
Identification and Recruitment guidelines & regulations	76.19% (16)
The Identification and Recruitment Action Plan	76.19% (16)
Networking with other agencies	85.71% (18)



CHILD COUNT TRENDS



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Office of Migrant Education Updates

ID&R Plan

- Helps administrator and recruiter think about what should be accomplished;
- Organizes and prioritizes recruitment activities
- Establishes timelines for their completion



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Public Law 114-95 Section 1304 (c)(8)

Texas is responsible for identifying and recruiting all eligible migrant children in the state. The State must create a record of eligibility for each migrant child and youth before he or she can receive any of the MEP's educational or supportive services. (5.11)

Identification means **actively looking** for and finding migrant children.

Recruitment means **making contact** with the family or youth and obtaining the necessary information to document the child's eligibility and enroll the child in the MEP.



Identification Activity #1A

We will participate in Round Robin Brainstorming.

1. At your table, there is a piece of paper with 2 columns. Fold your paper in half. We will be working with the 1st column only.
2. We will have 15 seconds to write down 1 activity.
3. Pass your paper to the right.
4. We will have 20 seconds to read what was documented and write 1 different activity.
5. We will continue this process with 10 second increments for a total of 6 times.
6. Each person will retrieve their copy.



How did you look for migrant children?

What identification activities did your district have in place for 2018-19?	What identification activities would you like to see implemented in 2019-20?

Identification Activity #1B

GROUP SHARE

1. Each table group will review and discuss the identification activities in detail. Ask your table partners for clarification on activities if needed.
2. In column 2, list activities that you would like to implement for the following school year.

How did you look for migrant children?

What identification activities did your district have in place for 2018-19?	What identification activities would you like to see implemented in 2019-20?
Employment Survey	

Tap Into Services!
¡Aproveche Los Servicios!

Have you or someone in your household moved to seek or work in agriculture or fishing? If so, your children may qualify to receive free educational services.

¿Usted o alguien de su familia se mudó de casa en busca de trabajo en la agricultura o pesca? Puede ser que sus hijos califiquen para recibir servicios gratuitos.

CALL US! LLAMENOS!
(956) 984-6218
1900 W. Sehunkor | Edinburg, TX 78541

ATTENTION CASHIERS: START THIS TAP 7/26/19 WITH LP. 02019

Look for the Netspend Reload Network logo on your prepaid card

FREE RELOADS AT HEB

There is no fee for each reload at HEB locations. Reload fees may be assessed by other reload locations and may vary from location to location. See the Cardholder Agreement for details and limitations.

Identification Activity #2A

TIMELINE

1. Each group will collaborate and coordinate the activities by month ensuring no duplicates.
2. Write activities on post-its.
3. We will have 20 minutes.
4. Group representatives will post their work on the chart paper with the respective month.



Identification Activity #2B

GALLERY WALK

1. Participants will number off into groups of 12.
2. Participants will go to their assigned month.
3. Participants will be allowed 2 minute rotations to review, discuss and take pictures of each month.



RECRUITMENT TIMELINE | 2019

MONTH	STRATEGY/ACTIVITY	COMPLETION DATE
July		
July		
August		
August		
September	Request late entry report from Skyward (SIS).	09/05/19
September		
October		
October		



ID&R Plan Elements

1. Training and certification of all recruiters and eligibility reviewers;
2. A safe and effective process for deploying recruiters within the district;
3. A variety of strategies and activities to actively identify and recruit all eligible migrant children, both in school and out of school, within the district boundaries;
4. Profiles/calendars/maps of major crops and employers within the area;
5. The use of a map of the district and current migrant housing lists to target all areas in which migrant families or emancipated youth are likely to reside;
6. Strategies for coordination/networking with local/regional organizations and agencies that provide services to migrant workers and their families;
7. Protocols for eligibility review;
8. A plan for monitoring recruiters and eligibility reviewers;
9. Written quality control procedures for ID&R;
10. Evaluation plan of ID&R efforts to promote continuous improvement. (5.12)



ID&R Plan Template

LEA should incorporate

1. specific detail related to each required activity;
2. list appropriate staff related to each activity

Note: The LEA may use another format for the ID&R Plan as long as all the strategies/activities in the template are conducted within the timeline presented.



ID&R PLAN TEMPLATE

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers. COEs for new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1, 2017 and March 30, 2018 for ID&R training or as determined by TEA. NGS training to be determined.
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. Conduct ID&R. Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Spare copies of COEs with appropriate entries are listed on COE.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children. Make initial outreach efforts by September 30.
E. Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 6 working days of parent signature.
F. REVIEW OF COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. • NGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS.	Staff: Designated SEA Reviewers NGS staff	Within 7 working days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	between Sept. 1 and Nov. 1 For 2 yrs. old turning 3 – on or after 3rd birthday.



School-Based Recruitment VS Community-Based Recruitment



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School-Based Recruitment

WHAT IT IS...



Recruitment efforts relying on multiple strategies within the **school setting** such as surveys, staff referrals, and SIS reports.

WHAT IT IS NOT...



Recruitment efforts relying solely on one strategy for identification and recruitment of migrant students.



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Most Popular Recruitment Tool

- ✓ Retrieve 90%
- ✓ Screen for all **yes** responses
- ✓ Follow up for all **yes** responses
- ✓ By August 31

2019-2020 FAMILY SURVEY

Date: _____ School District: _____
 Parent/Guardian: _____ Telephone #: _____
 Address: _____ City/Zip: _____
 Email Address: _____









Dear Parents,

To better serve your children, our school district is helping the State of Texas identify students who may qualify to receive additional educational services. Please answer the following questions and return this form to your child's school. The information provided below will be kept confidential.

1. Within the past 3 years, have you, or someone in your household, looked for work or worked in agriculture or fishing?

NO (STOP here and return the survey to your child's school)

IF YES, check all the boxes that apply.

 <input type="checkbox"/> working with fruits, vegetables, sunflowers, cotton, wheat, grain, on farms or ranches, fields or vineyards	 <input type="checkbox"/> working in a plant nursery, orchard, tree growing or beekeeping	 <input type="checkbox"/> working on a dairy farm or ranch	 <input type="checkbox"/> other similar work, please explain:
 <input type="checkbox"/> working on a poultry farm	 <input type="checkbox"/> working in a cannery	 <input type="checkbox"/> working in a slaughter house	 <input type="checkbox"/> working in a fishery

Please complete the following information:

Name of Child		Date of Birth	Grade Level	Campus

Best time to contact you:
 8:00AM - 12:00PM 12:00PM - 1:00PM
 1:00PM - 5:00PM Other AM or PM

FOR SCHOOL USE ONLY: CONTACT REGION ONE EBC ONCE ALL SURVEYS HAVE BEEN COLLECTED
 1900 W. Schuler Edwards TX 78541 | (956) 954-6000 | www.abcl.org 800101 Region One Education Service Center



Sample Phone Script for Family Employment Survey-English

Parent: _____
 Phone#: _____

Good Morning/Afternoon (parent name),
 My name is _____, and I am calling from _____ ISD. The reason I am calling is because you completed a Family Survey during registration. Is this a convenient time for you to answer a few questions regarding the responses on your survey or is there a different time that I can contact you?

- No
- Yes: Date _____ Time _____
 by phone migrant office at agency

- On the survey, you checked that you work/got in _____.
- Where did you look for work? List city and state _____, _____
 - What type of work did you do? _____
 - When did you arrive at _____? List QAD _____
 - When did you return from _____? List residency date _____
 - How long have you been working in _____?
 - Did you travel alone or did your children travel with you? _____
 - What are their ages? _____

If this family may be eligible, schedule a visit:
 "It seems that your child/ren may be eligible for the migrant education program and additional educational services. Is there a date and time that we can meet?"

- No
- Yes: Interview Date _____ Time _____
 Location: home visit migrant office other: _____
 Address: _____

Recruiter: _____ Date: _____ Time: _____
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Potential Family Survey Contact Log

School Year: _____

Recruiter Name: _____

Date of Contact	Family Name	Phone Number	Address	Scheduled Interview Date	Scheduled Interview Time	Type of Visit Home, Office, Other	Notes

Community-Based Recruitment

WHAT IT IS...



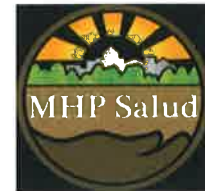
Recruitment efforts that take place within the **community** such as networking with local organizations, agencies, employers, and home visits.

WHAT IT IS NOT...



Recruitment efforts that take place solely within the school setting.

Community Partners



COLONIAS PROGRAM
TEXAS A&M UNIVERSITY



Sample Phone Script for Agencies/ Churches/Organizations- English

Name of Agency: _____
 Contact: _____ Title: _____
 Address: _____ Phone#: _____

Good Morning/Afternoon Sir or Madam,
 My name is _____, and I am calling from _____ ISD Migrant Education Program. The reason I am calling is because we would like to coordinate services in order to assist families. The purpose of our program is to provide the necessary support to meet the needs of migrant children and address all areas of concern. Your organization can help by referring families to our program. Is this a convenient time for you or a supervisor to answer a few questions or would you prefer a different time?

No
 Yes: Date _____ Time _____
 by phone migrant office at agency

8. What type of services does your agency provide? _____
9. Is there criteria for families to meet?? _____
10. Are the services available throughout the year? _____
11. Would you allow us to post information in an area of your building? _____
12. Is there something that we can help you with? _____

Thank you for taking the time to speak with me. We look forward to working with you.

Recruiter: _____ Date: _____ Time: _____



Agricultural Worker Program

Do you currently work in Agriculture or have worked in Agriculture in the past 3 years? If your answer is YES, you could be eligible to qualify for a free program offered by your local school district.

Who may qualify for the program?



Any child under the age of 22, who does NOT have a U.S. issued High School diploma or GED and has MOVED with a parent/guardian or on his/her own in order to obtain qualifying work in agriculture, dairy, or fisher.

The move must have been made within the last 36 months, across school district or state lines.

Children do not have to be currently enrolled in school to qualify for the program.

Program Benefits

The program offers a variety of academic and support services through school districts to meet the educational and health needs of each child. Services may vary, but may include:

- Tutoring Classes
- Access to GED and Adult Ed Classes
- Clothing/School Supplies
- Community Resources Referrals
- Summer Programs
- Assistance Earning High School Credits

Disclaimer: Region One Education Service Center is not a reporting agency and will not ask questions regarding legal status.



CONTACT INFORMATION
 Region One Education Service Center
 Migrant Education Program
 (956) 984-5166 or (956) 984-6218



Evaluating ID&R

- What type of recruitment data is collected?
- Are we tracking how we are finding families and picking up COEs?
- Are the results of all ID&R efforts being monitored and tracked?

Identification and Recruitment Evaluation

Recruiter: _____ Total # of COEs: _____
 Date: _____ # of New: _____ # of Cont. Res: _____

RECRUITMENT METHOD	CAMPUS OR COMMUNITY	# OF COES	STRENGTHS	CONCERNS	SUGGESTIONS
Online Pre-Registration	CAMPUS				
August Registration/ Employment Survey	CAMPUS				
Late Enrollments	CAMPUS				
Networking with Growers/ Employers	COMMUNITY				
Networking with Agencies	COMMUNITY				
District Referrals	CAMPUS				
Word of Mouth (Parent, Migrant Parent, Relative, etc)	COMMUNITY				
Poster/ Flyers	COMMUNITY				
Monthly Canvassing	COMMUNITY				
Radio/TV/Newspaper	COMMUNITY				

_____ # OF CAMPUS-BASED RECRUITMENT
 _____ # OF COMMUNITY-BASED RECRUITMENT

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Evaluating ID&R

Collect feedback from stakeholders:

- Employers
- Community Agencies
- Parents (PAC)
- District Personnel

Sample Community Agency Migrant Survey

1. Did the Migrant Program work effectively and efficiently with your company?
 Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly disagree
2. How likely is it that your agency would recommend others to work in collaboration with the Migrant Department?
 Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly disagree
3. Do you feel that the Migrant Family's needs have been met by our agencies working together?
 Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly disagree
4. What feedback can you provide us regarding our involvement with your company?
5. After this year's experiences with our Migrant Program what recommendation or concerns does your agency have?

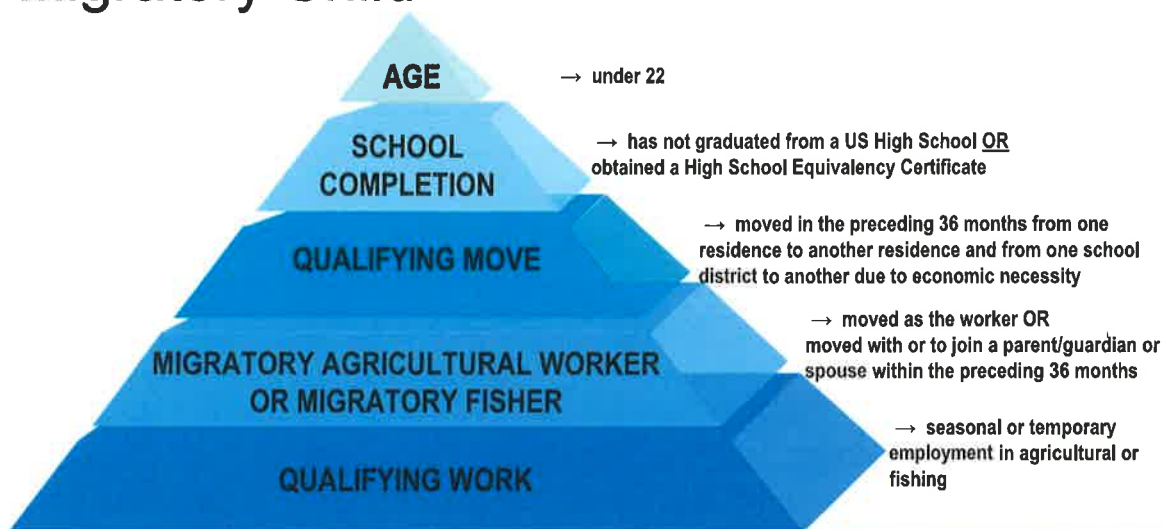
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<https://www.esc1.net/Page/4104>

Priority for Service (PFS)

Migratory Child



Priority for Service Child

CRITERIA	K-2	3	4-12, OS, UG	OS
Qualifying Move (QAD)	X WITHIN THE PREVIOUS 1 YEAR PERIOD	X WITHIN THE PREVIOUS 1 YEAR PERIOD	X WITHIN THE PREVIOUS 1 YEAR PERIOD	X WITHIN THE PREVIOUS 1 YEAR PERIOD
Designation(s)	X LEP/EL RETAINED OVERAGE	X LEP/EL		X Dropout
State Assessments		FAILED 1 OR MORE OF THE STATE ASSESSMENTS TAKS LEP POSTPONEMENT ABSENT NOT TESTED NOT ENROLLED	X FAILED 1 OR MORE OF THE STATE ASSESSMENTS TAKS LEP POSTPONEMENT ABSENT NOT TESTED NOT ENROLLED	

Note: NGS Programming includes current and previous year data.

PFS or NOT?

Martha Hinojosa, 11th grader, failed her US History End of Course (EOC) exam which she took on 05/07/19. Her last QAD is 07/05/17. For 2019-2020, will she be PFS?



PFS or NOT?

Maria Elena Cortez, will be in 9th grade for 2019-2020. She has passed all of her STAAR exams but just returned from Michigan on 08/08/19.



PFS or NOT?

Denise Anaya, 9 years old is in 2nd grade. She is in her 2nd year of monitoring for EL (M2). Her most current QAD is 10/17/18.



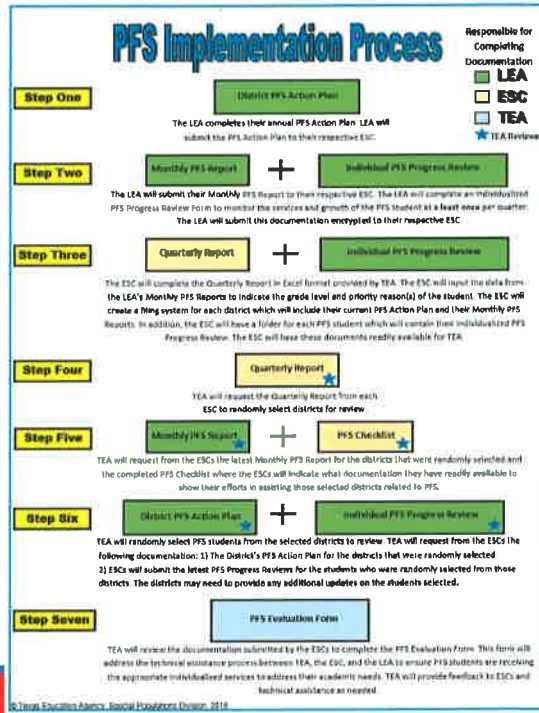
PFS or NOT?

Julissa Sandoval, will be in 4th grade for 2019-2020. She failed her STAAR Reading in 3rd grade. She was unable to attend summer school because her family migrated to Illinois this summer.

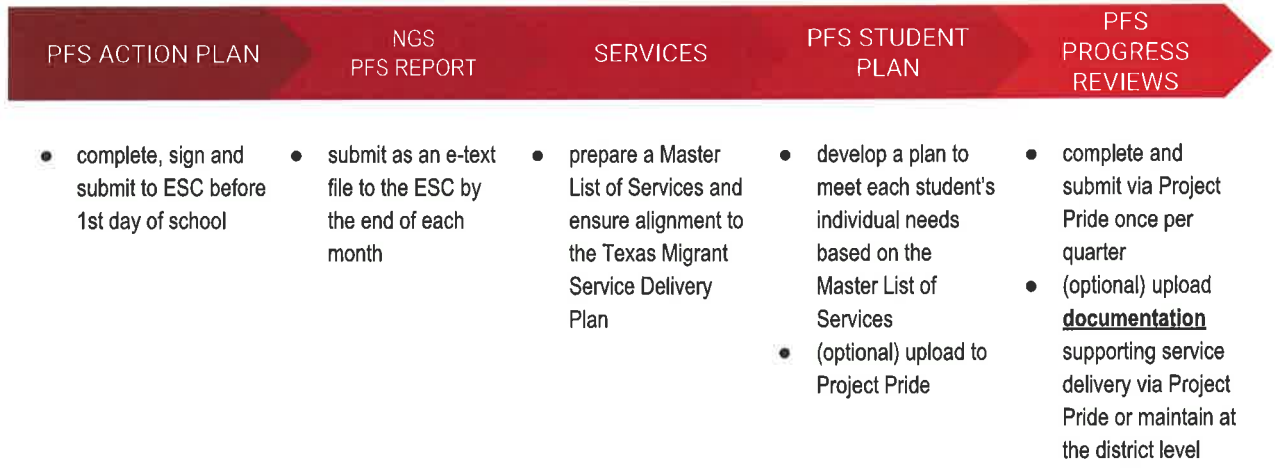


PFS Implementation Process

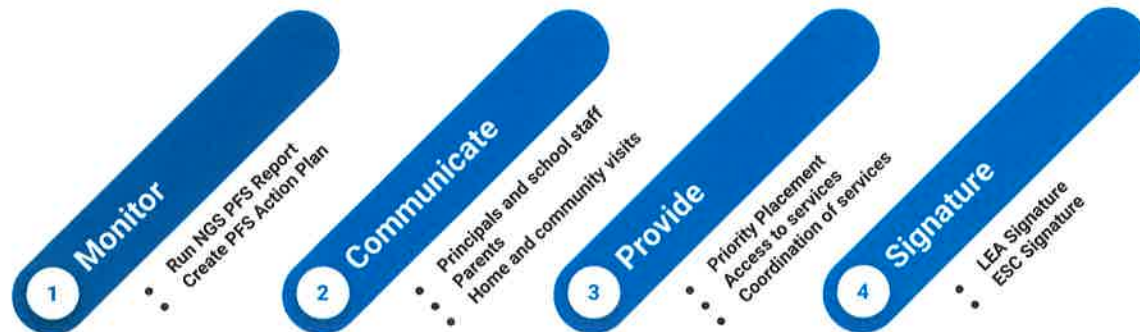




PFS Implementation Process



PFS Action Plan Categories



Note: If plans are updated, they must be re-submitted. All plans must be maintained on file.



THE PFS ACTION PLAN MUST INCLUDE THE FOLLOWING:

- 1) When, in your school year calendar, the Title I Migrant Coordinator will provide campus principals, appropriate campus staff, and parents the Priority for Service criteria and updated Priority for Service reports;
- 2) When, in your school year calendar, the district's Title I Migrant Coordinator, MEP staff, and migrant school staff will make home and/or community visits to update parents on the academic progress of their children;
- 3) How the district's Title I Migrant Coordinator will use NGS Priority for Service Reports to give placements to these students in Migrant Education Program activities;
- 4) How the district's Title I Migrant Coordinator will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies;
- 5) What federal, state, and local programs serve Priority for Service students.



Instructional and Support Services

Migrant

- Migrant Club
- Tools for Homework Assistance
- School Supplies
- Credit Accrual (MEP-Funded)

PFS Migrant

- Migrant Club
- Tools for Homework Assistance
- School Supplies
- Credit Accrual (MEP-Funded)
- **State Assessment Remediation**
- **Science Academy**
- **Math Academy**



Region One ESC Migrant Personnel

Migrant Contact	Area of Focus	Phone	Email
Martha Hinojosa, MBA	Director of Migrant Education	956-984-6240	mhinojosa@esc1.net
Maria Elena Cortez, M. Ed.	Migrant Education Specialist	956-984-6252	mecortez@esc1.net
Manuel Salinas, M. Ed.	Migrant Education Specialist	956-984-6251	mansalinas@esc1.net
Julissa Sandoval, M. Ed.	Migrant Education Specialist	956-984-6255	jsandoval@esc1.net
Denise Anaya, M. A.	Migrant Education Specialist	956-984-6187	danaya@esc1.net
Diana Moros, M. Ed.	Migrant Education Specialist	956-984-6186	dmmoros@esc1.net
Tana Armitage, M. Ed.	Migrant Education Specialist	956-984-6248	tarmitage@esc1.net
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Dalia Barbosa	Program Assistant	956-984-6166	dbarbosa@esc1.net
Raquel Padilla	Program Assistant	956-984-6218	rpadilla@esc1.net
Brenda Mejia	NGS Helpdesk/Clerk	956-984-6107	bmejia@esc1.net

