

# PARTNERSHIP CONVERSATION SCRIPTS



## Title I, Part C

Building Partnerships with Community Agencies: Housing, Health,  
Language Learning & More

### The Power of the Partnership

Farmworker families navigate housing, health, language, employment, immigration, and education simultaneously — usually without a guide. Every agency that partners become part of the system that makes that navigation a little less impossible. That is worth every conversation it takes to build the relationship.

### About These Scripts

These conversation scripts are for outreach workers approaching community agencies — housing programs, health clinics, ESL providers, food pantries, legal aid organizations, libraries, and others — to build formal or informal partnerships that better serve mobile farmworker families.

Unlike the scripts for approaching farmers and employers, these conversations are peer-to-peer — agency to agency. The goal is mutual benefit: MEP gains trusted access to families; the community partner gains a connection to educational services that help their clients succeed.

Use these as starting points. Adapt freely to your personality, your region, and the specific agency you are approaching.

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## What Is Title I, Part C- MEP?

Title I, Part C of the Elementary and Secondary Education Act (ESEA) funds the program. MEP provides supplemental educational services to children of migrant agricultural workers and fishers — families who have moved across school district or state lines within the past three years so that a parent or guardian could seek qualifying agricultural work.

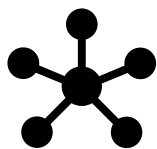
## What MEP Provides

- Free tutoring and academic support
- School enrollment and records transfer
- Early childhood and preschool services
- Health and dental referrals
- English language learning support
- Summer and intersession programs
- Parent engagement and leadership
- Graduation and credit accrual support
- Counseling and transition services

## Key Message for Community Partners

MEP is a free federal education program. We are not immigration enforcement, not a union, and not an advocacy organization. We serve children and families regardless of immigration status. Our goal is to keep kids in school and help families access services they are entitled to. We are natural partners for any organization already serving this population.

## SCRIPT 1



### The Shared Mission Angle

Both agencies serve the same families — stop making them navigate two separate systems alone

#### ANGLE: Shared Mission

Lead with the observation that you are serving the same people. The goal is to name the redundancy — families having to explain their story twice, navigate multiple agencies alone — and propose a solution together. Best for agencies that already have strong mission alignment with educational equity.

#### Opening

#### MEP OUTREACH WORKER:

Hi, I'm [Name] with the [State] MEP Program. I've been connecting with community organizations in the area because we're realizing that the families we serve — migrant farmworker families — are also the families knocking on your door. I'd love fifteen minutes to talk about what each of us is doing and whether there's a natural way to work together. Does that sound like something you'd be interested in?

#### When the Partner Asks What MEP Does

#### PROGRAM DIRECTOR

Tell me more about your program. What exactly do you provide?

#### MEP OUTREACH WORKER:

We're a federally funded education program specifically for children of agricultural workers who have moved for work. When a family travels from state to state following the harvest — or moves within a region for seasonal work — their kids often fall behind in school, lose credits, and in some cases drop out. We exist to fill that gap. We provide free tutoring, help with school enrollment and records, early childhood services, and parent engagement support. We find families, tell them what's available, and help them access it.

#### MEP OUTREACH WORKER:

What I've noticed is that families who come to programs like yours — for housing, or health care, or language classes — are often the same families we're trying to reach for their kids' education. And right now, those families have to navigate both of our systems separately. They tell their story to your staff, and then they have to tell it again to us. That's exhausting for families who are already stretched thin.

## **Proposing the Partnership**

### **PROGRAM DIRECTOR**

So, what are you proposing exactly?

### **MEP OUTREACH WORKER:**

Something simple to start. When a family comes to you for services and they have children, your staff could let them know about our program and offer to connect them with us — or give them our information. On our end, when we meet with a family, we'd be happy to share information about your services. We're not asking you to do our job for us. We're asking if we can learn from each other about the families we share, so those families don't have to do everything twice.

### **MEP OUTREACH WORKER:**

In some communities, this has grown into something more structured — we co-host intake events, share resource lists, or even cross-train staff. But it can also stay light. Whatever works for your organization.

## **Closing**

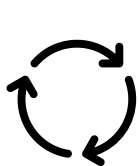
### **MEP OUTREACH WORKER:**

The families we're both trying to serve are working really hard and have very limited time and bandwidth. The more we can make our services feel like one coordinated system rather than two separate ones, the more likely they are to actually access both. Would you be open to starting a conversation about what that could look like?

## **✓ Why This Works**

Community agencies respond strongly to the observation that they are serving the same families. Framing fragmented services as a burden on families — rather than a turf issue — opens a collaborative rather than competitive conversation. Starting simple (a referral relationship) with the door open to more builds trust before asking for anything complex.

## SCRIPT 2



### The No-Duplication Angle

We do different things — together we fill each other's gaps

**ANGLE:** Complementary Services

For agencies that may be worried about overlap, redundancy, or competition for clients and funding. Emphasize that MEP's education focus is entirely distinct from what most community agencies provide, and that a partnership creates a complete service picture rather than duplication.

#### Opening

##### **MEP OUTREACH WORKER:**

Hi, I'm [Name] with the MEP Program. I want to be upfront with you from the start — I'm not here to overlap with what you do, and I'm not here to compete for your clients or your funding. I'm here because I think we each have a piece of the puzzle that the other doesn't have, and together we could do more for the families we both care about. Can I have a few minutes to explain?

#### Drawing the Distinction Clearly

##### **CASE MANAGER**

We already have a lot of partnerships. What would make this different?

##### **MEP OUTREACH WORKER:**

That's a fair question. Here's the distinction: almost everything your organization provides — whether it's housing, health care, food assistance, or language classes — serves the whole family as a household unit. What we provide is specifically for the children's education. And those are two genuinely different things that families need at the same time.

##### **MEP OUTREACH WORKER:**

When a family is housed and healthy, the kids can go to school. But if the kids are falling behind in school, struggling with credits, or don't have anyone helping them navigate a

new district, they start to disengage — and that eventually affects the whole family's stability. We're not duplicating what you do. We're adding a layer that most community agencies aren't equipped to provide: sustained educational support for kids who move.

## **Naming the Gap**

### **CASE MANAGER**

Honestly, we do try to help families navigate school enrollment when we can. But we don't have the capacity to really dig into that.

### **MEP OUTREACH WORKER:**

That's exactly what I expected to hear — and that's the gap we fill. School enrollment, records transfer, making sure a child doesn't lose an entire semester because the district didn't receive their transcripts in time, connecting a family to an ESL teacher who understands their situation — that's what we do all day. We take that piece completely off your plate. And in return, when we're working with families and they need housing help, or a health referral, or food assistance, we can send them directly to you rather than leaving them to figure it out alone.

## **The Practical Ask**

### **MEP OUTREACH WORKER:**

What I'd love is to schedule thirty minutes to walk through what a referral relationship looks like in practice — what we each would share, what stays confidential, and how we'd handle a warm handoff. No commitment on your end today. Just a working conversation to see if this makes sense for both of us.

## **✓ Why This Works**

Agencies with full caseloads are often protective of their bandwidth. Framing MEP as a specialized piece that takes something off their plate — rather than adding to it — is genuinely attractive. School navigation and educational persistence are real gaps that most social service agencies cannot adequately address.

## SCRIPT 3



### The Trust Bridge Angle

Your clients already trust you — let us reach them through that trust

#### **ANGLE: Trust Transfer**

For agencies that have deep, established trust with farmworker families — particularly those that have been in the community for years. MEP's biggest challenge is being received by families who are fearful or skeptical. A trusted partner's introduction is worth more than any amount of direct outreach.

#### **Opening — Be Direct About the Challenge**

##### **MEP OUTREACH WORKER:**

Hi, I'm [Name] with the MEP Program. I want to be honest with you about something — we have a trust problem in this community, and I think you might be able to help us solve it.

##### **COMMUNITY HEALTH WORKER**

##### **What do you mean?**

##### **MEP OUTREACH WORKER:**

The families we serve are often afraid. They're afraid of anyone who shows up at their home or their workplace unannounced asking about their children. Given everything that's happening with immigration enforcement, that fear is completely understandable — and it's making it very hard for us to reach families who genuinely need what we offer. We're educators. We're funded by the federal Department of Education. We have nothing to do with enforcement. But families don't always know that, and fear travels faster than facts.

##### **MEP OUTREACH WORKER:**

Your organization has been here for [X] years. Families know you. They trust you. When you introduce someone to a client, that introduction carries weight that we can't generate cold.

## **Then Ask**

### **COMMUNITY HEALTH WORKER**

So, what are you asking us to do?

### **MEP OUTREACH WORKER:**

Something simple and entirely on your terms. When you're with a family that has children — especially children of school age — and the conversation naturally allows it, we'd love for you to mention us. Something like: 'There's a free education program for your kids. I've met the person who runs it in this area and they're trustworthy. Would you like their information?' That's it. We're not asking you to vouch for our entire program or explain everything we do. Just a warm introduction.

### **MEP OUTREACH WORKER:**

We'd be happy to come in and meet your whole team — spend thirty minutes explaining exactly who we are, what we do, and why it's safe for families to talk to us. That way your staff can speak to it confidently and honestly. And we'd reciprocate by knowing your services well enough to send families your way when they need what you offer.

## **Addressing Concerns About Confidentiality**

### **COMMUNITY HEALTH WORKER**

We take client confidentiality very seriously. We can't share information about our clients.

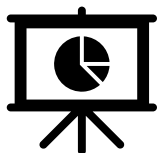
### **MEP OUTREACH WORKER:**

Completely understood, and we wouldn't ask you to. We're not asking for names, case numbers, or any client information. We're asking for something you can do in the room with the client present — with their knowledge and consent. If a family says yes to an introduction, they can contact us directly. We never need anything from your files. The family is always the one who decides whether to engage with us.

## **✓ Why This Works**

In immigrant communities experiencing enforcement fear, a trusted intermediary's introduction is the single most effective way to reach families. Being honest about the challenge — rather than pretending access is easy — builds credibility with agencies that work closely enough with families to know that trust is fragile right now.

## SCRIPT 4



### The Data & Documentation Angle

For agencies focused on outcomes, metrics, and measurable community impact

#### ANGLE: Outcomes & Shared Data

Some agencies — particularly those with grant-funded programs, formal accountability structures, or evaluation requirements — respond most strongly to data, documented outcomes, and the prospect of shared impact metrics. This script speaks that language.

#### Opening — Lead with Impact

##### MEP OUTREACH WORKER:

Hi, I'm [Name] with the [State] MEP Program. I'm reaching out to organizations in the area that serve migrant farmworker families because I think there's a compelling case for a partnership — and I want to share some data with you that might make that case better than I could on my own.

#### Presenting the Case

##### PROGRAM DIRECTOR

We're always interested in partnerships but we have limited capacity. What are we talking about?

##### MEP OUTREACH WORKER:

I'll be brief. Research consistently shows that when migrant children have access to stable educational support — even supplemental services like what we provide — their families demonstrate greater housing stability, higher rates of health care utilization, and stronger ties to the communities where they're living. Education and stability go hand in hand. The outcomes your program tracks — stable housing, consistent health visits, sustained program engagement — are all improved when the children in those families are in school and on track.

### **MEP OUTREACH WORKER:**

Our program is federally required to track educational outcomes for every child we serve. That data lives in a state database and is shared with school districts. If we're partnering formally, we can discuss what shared aggregate data might look like — what we can each count toward our respective grant reports.

## **The Mutual Documentation Opportunity**

### **PROGRAM DIRECTOR**

Our funders want to see that we're connecting clients to other services. Would this partnership help with that?

### **MEP OUTREACH WORKER:**

Absolutely. A formal referral relationship with MEP would give you a documented community partnership to report to funders — one that is federally funded and has clear educational accountability. When you refer a family to us and they enroll, we can provide aggregate confirmation of outcomes without sharing individual client data. Similarly, we document community partnerships as part of our program's required accountability measures. A partnership with you strengthens both of our program reports.

## **Proposing a Memorandum of Understanding**

### **MEP OUTREACH WORKER:**

Many of our partner agencies find it helpful to formalize a relationship through a simple Memorandum of Understanding — a one-to-two-page document that describes what each organization agrees to do and how we'll communicate. It's not a legal contract; it's a shared commitment. It also gives both of our program's documentation that satisfies most funders' partnership requirements. Would that be of interest? I can share a template we've used with other agencies and we can adapt it to fit your situation.

### **✓ Why This Works**

Grant-funded agencies live and die by their documentation. Offering a formal partnership that strengthens their program reports, provides a documented community referral network, and connects to a federally funded program with accountability systems speaks directly to what program directors care most about.

## SCRIPT 5



### The Housing Program Angle

Customized for housing programs, shelters, and transitional living organizations

#### **ANGLE: Housing Context**

Housing programs see families at their most vulnerable and unstable moments. A family that has just found housing is also a family with children who have been out of school, living in uncertainty, and falling behind. This is one of MEP's highest-opportunity entry points.

#### **Opening – Connect to Their Entry Point**

##### **MEP OUTREACH WORKER:**

Hi, I'm [Name] with the MEP Program. I work specifically with children of agricultural workers — families who have moved for farm work and whose kids are often struggling in school because of all the transitions. I wanted to connect with your program because housing transition is one of the moments when educational disruption for kids is at its highest, and I think we can help each other.

#### **The Housing-Education Connection**

##### **HOUSING CASE MANAGER**

I'm not sure how an education program connects to what we do.

##### **MEP OUTREACH WORKER:**

Let me give you a concrete picture. A family moves from Texas to Missouri to follow a harvest. They're living in temporary housing — maybe a motel, maybe a camp. During that time, the kids aren't consistently in school. Then the family gets placed in stable housing through a program like yours. That's a moment of real hope. But the kids have missed weeks or months of school, their records are somewhere in Texas, and the new school doesn't know how to enroll a child who doesn't have a local address history.

##### **MEP OUTREACH WORKER:**

That's where we come in. We help get those kids enrolled immediately, get their records transferred, and connect them to tutoring and academic support while they catch up. A

child who is in school and on track — whose parents don't have to worry about their education — is a family that stabilizes faster. And a stable family holds onto housing longer.

## **Practical Partnership Options**

### **HOUSING CASE MANAGER**

That makes sense. What would we actually do together?

#### **MEP OUTREACH WORKER:**

A few options — and we'd do whatever fits your workflow best. One: when you intake a family with school-age children, your intake form could include a question like 'Would you like information about a free education program for your children?' If they say yes, we get a referral from you with just first names and a phone number — nothing from their file.

#### **MEP OUTREACH WORKER:**

Two: we could come in for a thirty-minute presentation to your case managers so your team knows exactly what we do. That way when a family asks about school enrollment, your staff can confidently say 'We have a contact for that.'

#### **MEP OUTREACH WORKER:**

Three: if your program does any group orientation for new residents, we'd love fifteen minutes on the agenda once a quarter to introduce ourselves directly. All three of those are low-effort on your end.

## **Closing**

### **MEP OUTREACH WORKER:**

The families coming through your door are exactly the families we're trying to reach — and you already have their trust. I'd love to start simple and build from there. Can we find thirty minutes in the next couple of weeks to talk through what would work for your team?

### **✓ Why This Works**

Housing case managers are often looking for educational resources because families ask about school and they don't have good answers. Positioning MEP as the answer to a question they already hear makes the partnership immediately practical. The housing-stability connection is also genuinely compelling — education and housing stability reinforce each other.

## SCRIPT 6

# The Health Clinic & Community Health Worker Angle

Customized for health centers, clinics, and CHW programs serving farmworker families

### **ANGLE: Health Context**

Health programs often have the deepest, most trusted relationships with farmworker families — particularly those with community health workers (promotoras) who speak the family's language and are embedded in the community. The health-education connection is well-documented in research and resonates strongly with health professionals.

### **Opening — Lead with the Research Connection**

#### **MEP OUTREACH WORKER:**

Hi, I'm [Name] with the MEP Program. I work with children of agricultural workers to help them stay on track in school when their families move for work. I wanted to connect with your clinic because research consistently shows that children's health and education outcomes are deeply linked — and families navigating both systems alone end up underserved in both.

### **Making the Health-Education Case**

#### **CLINIC COORDINATOR**

Our patients are adults mostly. We do see kids, but we're focused on health, not education.

#### **MEP OUTREACH WORKER:**

I understand — and I'm not suggesting you become an education program. What I'm suggesting is that the children of your patients are often the same children we're trying to reach. And here's why that matters to a health program: educational attainment is one of the strongest predictors of health outcomes across a lifetime. Children who stay in school, who have academic support, who feel stable in their community — those children become healthier adults, use preventive care more consistently, and navigate the health system better.

#### **MEP OUTREACH WORKER:**

In the short term, there's also a practical connection: many of the families you serve have children who've missed school because of health issues that weren't caught early,

or who have unmet health needs that are interfering with their ability to focus and learn. We can refer families to you from the education side. You can let families know about us from the health side. Together, we cover the whole child.

## **For Programs with Community Health Workers / Promotoras**

### **CHW SUPERVISOR**

We have promotoras who do home visits with families. Would that be relevant?

#### **MEP OUTREACH WORKER:**

That's actually one of the most powerful partnerships we can have. If your promotoras are already in families' homes and have established trust, a simple mention of our program from them is worth more than any amount of outreach we can do cold. We'd love to meet with your promotoras — share information about what we do, give them our cards and materials in Spanish, and ask them to let families know about us when it comes up naturally.

#### **MEP OUTREACH WORKER:**

We'd also offer to do the same for them. When we meet with families, we ask about health — are the kids getting checkups, does anyone need dental care, is the family connected to a doctor. If the answer is no, we want to be able to say 'your clinic is the place to go' with confidence. That's a conversation we can only have if we know your program.

### **Confidentiality and Referral Logistics**

#### **CLINIC COORDINATOR**

We have strict HIPAA requirements. We can't share patient information.

#### **MEP OUTREACH WORKER:**

Completely understood. We're not asking for patient data. We're asking for something entirely different: a warm word in the room with the family's consent. Your staff doesn't need to share anyone's health information with us. If a family says 'yes, I'd like to know more about the education program,' they take our card and contact us. We never come into your patient records at all. The family is always in control of whether they engage with us.

### **✓ Why This Works**

Health clinics and CHW programs often receive strong community trust that educational programs cannot easily replicate. Framing the partnership as a way for health providers to offer more complete care — without adding to their workload — resonates with the whole-person health philosophy many clinics already embrace.

## SCRIPT 7



# The ESL & Language Learning Program Angle

Customized for adult ESL, literacy, and language learning programs serving farmworkers

### **ANGLE: Language Learning Context**

ESL and literacy programs serve adult farmworkers in a setting of learning and trust — making them natural partners for reaching children's educational needs. The adult learners in ESL classes are the parents of MEP-eligible children. The connection is immediate and practical.

### **Opening — The Natural Connection**

#### **MEP OUTREACH WORKER:**

Hi, I'm [Name] with the MEP Program. I work with children of agricultural workers — helping them stay in school and succeed academically when their families move for work. I reached out to your program because I think there may be a natural and immediate connection. The adults in your English classes are likely the parents of children who qualify for what we provide.

### **Making the Parent-Child Connection**

#### **ESL PROGRAM COORDINATOR**

We serve adults. We don't really do children's education.

#### **MEP OUTREACH WORKER:**

Right — and we do the children's side. That's exactly why this could work so well. The adults sitting in your English class on Tuesday night are going home to children who are navigating American schools, often in a language the parents can't fully support them in. When a parent is learning English, they want their child to succeed in English too. The two are completely connected in the family's experience — they're just separated in our service systems.

#### **MEP OUTREACH WORKER:**

Imagine a parent who comes to your ESL class every week. She's working on her English. She has a twelve-year-old who is two years behind in reading because they've moved four times in three years. She doesn't know there's a free tutoring program for that child. She doesn't know someone can help get his school records transferred. She

doesn't know any of this because no one in any of the systems she uses has ever mentioned it. We want to be the ones who change that — with your help.

## **Partnership Options for ESL Programs**

### **ESL PROGRAM COORDINATOR**

What would actually look like in practice?

#### **MEP OUTREACH WORKER:**

A few options. First and simplest: we'd love five minutes at the start or end of one of your classes to introduce ourselves to your students. We'd come in, explain what we do for their children, answer questions, and leave a stack of materials. In Spanish, or whatever language your students speak. No pressure on them, no obligation. Just information.

#### **MEP OUTREACH WORKER:**

Second: if you have a parent engagement component — workshops, community events, family nights — we'd love to be a regular presence. Parent engagement is a core part of what we do, and families are much more likely to engage with educational support for their children when they're already in a learning mindset themselves.

#### **MEP OUTREACH WORKER:**

Third: longer term, some ESL programs have co-located children's programming during class time — a childcare or tutoring component while parents attend class. We'd be interested in discussing whether MEP services could connect to that kind of setup, whether we provide the children's programming directly or help connect families to it.

## **The Mutual Benefit**

#### **MEP OUTREACH WORKER:**

On our end: when we meet with families and find that a parent is interested in learning English, we'd love to be able to tell them about your program specifically — not just a generic 'there might be ESL classes somewhere.' We want to be a referral source for you, not just ask you to be one for us.

### **✓ Why This Works**

ESL instructors and program coordinators are deeply aligned with educational equity. The connection between a parent's language learning and a child's academic success is intuitive and resonates personally. Offering a five-minute class presentation is a low-barrier, high-yield ask that often leads to a warm, organic relationship with families.

## Appendix: Partnership Quick Reference

### What a Referral Relationship Looks Like in Practice

A referral partnership between MEP and a community agency does not require a formal legal agreement. Most partnerships begin with one of these simple arrangements:

- Verbal agreement: Agency staff mention MEP to eligible families during routine contact. Families contact MEP directly if interested.
- Card/flyer distribution: MEP provides bilingual materials. Agency staff make them available in waiting rooms, intake packets, or directly to families.
- Warm introduction: Agency staff introduce MEP worker to a willing family in person or by phone. Family controls whether contact continues.
- Co-presentation: MEP attends a group event at the agency (ESL class, parent night, community meeting) for a brief introduction.
- Formal referral form: Agency uses a simple one-page referral form (provided by MEP) to send family contact info with consent. MEP follows up within 48 hours.

### Common Objections and Responses

<b>Objection</b>	<b>Suggested Response</b>
<i>We're too busy to add another partnership.</i>	We're not asking for capacity — we're offering to take something off your plate. School navigation is a gap you're already fielding questions about. We fill it.
<i>We're worried about confidentiality.</i>	We never need client records. Everything happens with the family's knowledge and consent in the room. A warm introduction is all we need.
<i>Our families are afraid of any outside contact.</i>	That's exactly why we want to work through you. Your introduction removes that fear. Families don't have to respond — just knowing we're available and safe makes a difference.
<i>We don't want to seem like we're recruiting for programs.</i>	Think of it the same way you'd mention a food pantry or a health clinic. This is a resource your clients are entitled to. Letting them know it exists is good case management.

<i>We've had bad experiences with other agencies that didn't follow through.</i>	That's fair. Let's start with the smallest possible step — one referral, one visit — and see how it goes. I'd rather earn your trust than ask for it.
<i>Our population moves around. It's hard to do sustained partnerships.</i>	Ours too — that's the whole point of our program. We're designed for mobile families. We can work around mobility in ways that most agencies can't.
<i>We serve people of all backgrounds, not just farmworkers.</i>	We only need access to the subset of your clients who have children and moved for agricultural work. You don't need to sort that — just mention us broadly and families will self-identify.

### Partnership Benefits — What Each Party Gains

<p><b>The Community Agency Gains:</b></p> <ul style="list-style-type: none"> <li>◆ A trusted educational referral to offer families with children</li> <li>◆ Documented community partnership for grant reporting</li> <li>◆ Cross-referral source for families needing MEP services</li> <li>◆ Staff knowledge of free educational resources for clients</li> <li>◆ Access to MEP's bilingual family outreach materials</li> <li>◆ A partner who understands mobile, agricultural families</li> </ul>	<p><b>MEP Gains:</b></p> <ul style="list-style-type: none"> <li>◆ Trusted access to hard-to-reach families</li> <li>◆ Warm introductions that eliminate cold-contact barriers</li> <li>◆ Cross-referral for non-educational family needs</li> <li>◆ Community presence and visibility</li> <li>◆ Documented community partnerships for program reporting</li> <li>◆ Relationships that survive family mobility (agency stays, families return)</li> </ul>
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## MOU Overview

A Memorandum of Understanding is a non-binding written agreement that describes the intentions and general commitments of two organizations working together. It is not a contract. It does not create legal liability. Most MEP partnerships can be described in one to two pages. Below is sample language that can be adapted.

*This Memorandum of Understanding is entered into between [Community Agency Name] and the [State] MEP Program (MEP), administered by [State Agency]. Both parties agree to collaborate in good faith to improve educational access and community connection for migrant farmworker families and their children in [region/county/city].*

The Community Agency agrees to:

- Inform eligible clients about the MEP Program when appropriate and with client consent.
- Make MEP informational materials available to clients in waiting areas or intake processes.
- Designate a point of contact for MEP referrals and communications.
- Refer clients with school-age children to MEP using the agreed referral process (verbal, card, or form) when clients express interest.

The MEP Program agrees to:

- Provide bilingual informational materials about MEP services for distribution.
- Present MEP services to agency staff in a brief orientation within [30] days of MOU signing.
- Refer MEP-served families to [Agency Name] for services within the agency's scope when appropriate.
- Maintain confidentiality of all client information consistent with applicable law.
- Designate a point of contact for the partnership.

*Both parties agree that this MOU does not create financial obligations, guarantee funding, or constitute a legal contract. Either party may withdraw from the partnership with [30] days written notice. This MOU may be renewed annually by mutual agreement.*