

**Pennsylvania
Migrant Education Program
State Identification and Recruitment
Plan**

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**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**
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Introduction

The Migrant Education Program (MEP) is a federal initiative which is administered by the USED Office of Migrant Education (OME). The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.

Pennsylvania's Migrant Education Program (PA-MEP) supplements educational support services for migratory children. The PA-MEP assists school districts and charters in coordinating the continuity of educational services for children who have had their schooling interrupted. The PA-MEP provides formula grants to state educational agencies to establish or improve education programs for migratory children.

Identifying and recruiting eligible migratory children and youth is a cornerstone of the PA-MEP. Identification means determining the presence and location of migratory children and youth within the state. Recruitment means describing the benefits of the MEP to the child and his or her family or to out-of-school youth and obtaining the necessary information to document eligibility and enroll the child or youth in the program. Identification and recruitment of migratory children and youth are critical because:

- The children who are most in need of program services are often those who are the most difficult to find.
- Many migratory children would not fully benefit from school, and in some cases, would not attend school at all, if the state educational agencies failed to identify and recruit them into the MEP.
- Children and out-of-school youth cannot receive MEP services without a record of eligibility.

PA-MEP is responsible for the identification and recruitment of all eligible migratory children in the state, and as such, it is important to develop and implement policies and procedures that efficiently and effectively meet their responsibility to correctly identify and recruit all eligible migrant children residing in Pennsylvania.

PA-MEP Identification and Recruitment Plan

The Office of Migrant Education acknowledges the fundamental role that the identification and recruitment of eligible migratory children and their families have in the program. To ensure that states are utilizing best practices, the Office of Migrant Education has required each state to create an Identification and Recruitment plan that outlines the guidelines, protocols, and processes it utilizes and practices to accomplish this critical component of the program.

In 2015, the PA-MEP created an Identification and Recruitment Plan ([Appendix C](#)). The plan was reviewed and updated for the 2022-2025 program years through a comprehensive process that engaged PA-MEP staff statewide in addition to the Statewide Recruitment Coordinator and PA-MEP leadership.

The components of this updated statewide plan include a description of Pennsylvania's identification and recruitment structure that is outlined in the Pennsylvania 2022-2025 Work Plan and the Pennsylvania Recruitment Manual that detail the processes and procedures that support the effective identification and recruitment of eligible migratory students, as well as the Pennsylvania Quality Control Plan that includes procedures that act as a check and balance for enrollment.

Identification and Recruitment Plan Update Process

The updates to the 2022-2025 Identification and Recruitment Plan were facilitated by the Center for Schools and Communities on behalf of the Pennsylvania Department of Education's MEP State Office.

The following recommendations came as a result of extensive collaboration with multiple stakeholders: Work conducted by an expert ID&R personal included:

1. Analyzed sources PA-MEP utilizes to inform its understanding of the potential location of migratory children, families, and out-of-school youth in PA. Sources included information from the Department of Labor, U.S. Department of Agriculture, County extension agents, etc.,
2. Analyzed data for previous years to determine if there are areas in which the updated plan should target to enhance statewide identification and recruitment.
3. Developed and conducted a survey to collect feedback from regional program staff to help identify and prioritize gaps in current recruitment practices and policies as well as to gain information on best practices and examine how to integrate those into the statewide program
4. Reviewed the current State Identification and Recruitment Plan as well as other existing recruitment policies and procedures such as quality control, state, and local recruitment policies/regulations.
5. Reviewed ID&R plan materials available at the RESULTS.ed.gov website as well as materials developed by the Identification and Recruitment Consortium (IDRC) for current strategies and relevant information to include in the plan.
6. Conducted a presentation to all PA-MEP ID&R personnel and solicited feedback from all in attendance.
7. Established MEP Identification and Recruitment goals for 2022-2025

Methodology/Procedures for Review

ARS reviewed the 2015 Identification and Recruitment Plan ([Appendix C](#)) to identify the current recruitment practices and goals implemented within the state. The plan has five goals addressing different aspects of identification and recruitment. The goals addressed the following areas – revision of current documents and policies; procedures for recruitment sweeps; innovative use of technology; use of social media to promote the MEP; and promote recruitment throughout the state. For each goal, the plan includes five elements; strategy; action steps; the person responsible; timeline; and outcome measure.

Based on their review, the ARS team developed a survey for the state's recruitment staff to determine their familiarity and agreement with the plan. The survey included five questions – one for each goal – as well as two demographic questions (primary responsibility in the MEP and years of experience). The survey was sent to all recruitment staff within the state – recruiters, recruitment coordinators, team leaders, and other staff, as identified by the State Recruitment Coordinator. The survey and responses are included in [Appendix B](#).

The 2022-2025 Work Plan in [Appendix A](#) incorporates revisions and recommendations based on the research and outreach conducted by ARS.

Pennsylvania 2022-2025 Work Plan

The goal of the PA-MEP identification and recruitment effort is to identify and recruit every eligible migratory child in Pennsylvania while keeping the highest level of quality control possible. The PA-MEP has integrated practices and procedures that ensure the highest level of identification and recruitment throughout the state.

The State Identification & Recruitment Work Plan in [Appendix A](#) evolves in response to the needs of the PA-MEP migratory population change. It is intended to be dynamic and reflective of the fluctuating needs of migrant families.

Pennsylvania Recruiters Manual

The purpose of the [Pennsylvania Recruiters Manual](#) is to assist PA-MEP recruiters in completing the entire range of tasks that they may be called upon to perform. It provides detailed processes, procedures, and examples, designed to ensure that the recruiter fully understands and adheres to eligibility criteria for the program. The manual ultimately outlines the way students are found eligible for the PA-MEP by addressing the four key steps in recruitment:

- Make proper eligibility determinations
- Complete necessary documentation
- Collection of supporting documentation
- Outline of quality control procedures

Pennsylvania Quality Control Manual

The purpose of the [Pennsylvania Quality Control Manual](#) is to assist the PA-MEP recruiters and parental involvement staff in carrying out the responsibilities they may be called upon to perform. This document also provides information about how and why MEP is focusing on eligibility and quality control issues. All direction in this manual is based on the current Non-Regulatory Guidance from the Office of Migrant Education.

APPENDIX A: 2022-2025 PA MEP IDENTIFICATION AND RECRUITMENT WORKPLAN

Goal 1 – Review and revise current identification and recruitment reporting procedures and documents

Objective: Ensure that the current State Identification and Recruitment Manual, Quality Control Manual and policy memos are housed in one place, frequently updated and made accessible online.

| Strategy | Action Steps | Person Responsible | Timeline | Outcome Measures |
|---|--|-------------------------------|-----------------|--|
| Develop dedicated PA-MEP ID&R website page | Design and develop website page with state-specific ID&R materials Train and promote the use of a dedicated webpage among all staff, specifically new staff | State Recruitment Coordinator | December 2022 | Dedicated website page for PA-MEP ID&R materials and tools |
| Develop an action planner outline for all recruitment staff | Develop forms Make available electronically Distribute forms to Staff | State Recruitment Coordinator | August 2022 | Publish outline of Action Planner Assist recently hired staff in completing the Action Planner |
| Create an electronic form for MEP documentation | Develop an electronic Recruiters Manual Develop electronic quality control procedures Develop electronic policy memos | State Recruitment Coordinator | Ongoing | Update website to include: <ul style="list-style-type: none"> • ID&R Work Plan • ID&R Recruiters Manual • Quality Control Manual • Up-to-date policy memos and state guidance Conduct training for staff on the location of MEP documentation within the webpage |
| Update Recruitment Manual | Develop specific revisions and ongoing updates | State Recruitment Coordinator | Ongoing | Publish on PA-MEP ID&R webpage: https://mep.center-school.org/ |

| | | | | |
|---|---|--|----------|--|
| Update Quality Control Procedures | Develop specific revisions and on-going updates | State Recruitment Coordinator | Ongoing | Publish on PA-MEP ID&R webpage https://mep.center-school.org/ |
| Create Standardized MEP Forms | Develop electronic interview form Develop online training | State Recruitment Coordinator | On-Going | Publish on PA-MEP ID&R webpage https://mep.center-school.org/ |
| Create procedures and/or checklist for website review | Develop procedures for the review of website content on an annual basis | State Recruitment Coordinator and selected staff | On-going | Annual process for website review https://mep.center-school.org/ |

Goal 2 – Develop SWEEPS Protocol

Objective – Inform local project area staff on the process and procedure to prepare, implement and evaluate SWEEPS process.

| <u>Strategy</u> | <u>Action Steps</u> | <u>Person Responsible</u> | <u>Timeline</u> | <u>Outcome Measures</u> |
|---|---|--|----------------------------|--|
| Create Formal SWEEP Process (when funding for sweep is available) | Meet with PDE Review components of SWEEP processes used in other states (conduct research, identify migration patterns and trends) Develop forms | State Recruitment Coordinator | Fall 2022 | Formal Sweep request form and instruction published |
| Research other states | Contact other states (giving priority to neighboring states) to discuss recruitment trends/practices in their states | State Recruitment Coordinator | Three months before sweeps | Report of findings will be shared with recruitment coordinators |
| Determine feasibility of sweeps by region | Assess available funds for the effort Determine staffing needs (for collecting data as well as conducting ID&R) | State Recruitment Coordinator; Regional Recruitment Coordinator | Three months before sweep | Feasibility report that includes potential cost and identifies staffing needs. |
| Groundwork | Collect data on current migratory families Collect employer information Collect qualifying activity list Plot qualifying arrival date Outline residential area Research City/Country of origin Organize language needs Use data visualization tool to analyze migration trends | Regional Recruitment Coordinator | Two Months Before Sweep | Create a useable demographic chart of current recruitment in area Create document with collected information Provide access to all recruitment staff involved in the sweep |
| | Collect list of crops | Regional Recruitment Coordinator | Two Months Before Sweep | Create layout of crops in the area |

| <u>Strategy</u> | <u>Action Steps</u> | <u>Person Responsible</u> | <u>Timeline</u> | <u>Outcome Measures</u> |
|-----------------|---|----------------------------------|---|--|
| | Compile labor housing | Regional Recruitment Coordinator | Two Months Before Sweep | Create layout of labor housing in area |
| | Compile list of businesses serving our target population | Regional Recruitment Coordinator | Two Months Before Sweep | Create layout of business for contact |
| | Compile list of community organizations serving the target population | Regional Recruitment Coordinator | Two Months Before Sweep | Create a layout for community organization visits. |
| Preparation | Develop Sweep objectives | State Recruitment Coordinator | No later than two weeks before sweep initiation | Publish Sweep objectives to SEA and LEA for review |
| | Develop Sweep maps | State Recruitment Coordinator | No later than two weeks before sweep initiation | Publish Sweep maps to SEA and LEA for review |
| | Develop Sweep agenda | State Recruitment Coordinator | No later than two weeks before sweep initiation | Publish Sweep agenda to SEA and LEA for review |
| | Request additional staff as needed | State Recruitment Coordinator | No later than two weeks before sweep initiation | Receive approval for support staff when needed |
| | Submit for final PDE approval | State Recruitment Coordinator | No later than two weeks before sweep initiation | Receive final approval of State MEP director to complete Sweep |
| | Secure meeting rooms | State Recruitment Coordinator | No later than two weeks before sweep initiation | Receive approval to use meeting room |
| | Secure travel and lodging needs | All staff involved | Individual Agencies' policy | Hotel and travel reservations approved |

| | | | | |
|----------------|--|---|--|---|
| Implementation | On-site training Objectives Agenda Roles and responsibilities | State Recruitment Coordinator/ LEA Recruitment Coordinator | Day one of Sweep | Host training |
| | Provide LEA program paperwork | State Recruitment Coordinator/ LEA Recruitment Coordinator | Day one of Sweep | Distribution of LEA material |
| | Daily note collection | State Recruitment Coordinator | Daily basis during Sweep | |
| Evaluation | Review notes | State Recruitment Coordinator | Daily basis during Sweep | |
| | Develop final results report | State Recruitment Coordinator | No later than two weeks after completion of Sweep | Publish report for LEA and SEA to review |

Goal 3 – Research innovative uses of data and technology

Objective – To utilize data informed practices at the LEA and SEA level to drive recruitment efforts

| <u>Strategy</u> | <u>Action Steps</u> | <u>Person Responsible</u> | <u>Timeline</u> | <u>Outcome Measures</u> |
|--|---|--|-----------------------------|---|
| Organize data pile of student information for recruitment purposes | Get data from referral sources School district referrals District list of new student arrivals EOE student lists Referrals from human resource offices Identify additional potential sources of data | LEA Recruitment Coordinator and staff State Recruitment Coordinator | Ongoing and as needed basis | Complete overview of LEA recruitment area Checklist of potential data sources for recently hired staff |
| Develop recruitment plans using data | Prioritize and categorize data from recruitment leads | LEA Recruitment Coordinator and staff | Ongoing and as needed basis | Categorized data is available to recruitment staff |
| Utilize electronic mapping systems | Create software usage guidelines Prepare/provide training on creating maps (Google maps, Batch Geo, etc.) | State Recruitment Coordinator | Ongoing and as needed basis | Publish guidelines |
| Develop recruitment plan using mapping system | Generate maps as needed locally, by region, county Use data from maps to create crop calendar | LEA recruitment staff | Ongoing and as needed basis | Complete understanding of mapping system by local staff Provide training on mapping for recruitment staff, particularly recently hired staff |
| Develop specific maps to guide recruitment efforts | Maps by employers Maps by migratory students Maps by qualifying arrival date Map by crop Map by activity | LEA Recruitment Coordinator and staff | Ongoing and as needed basis | Complete understanding of mapping system by local staff Provide assistance to recruitment staff, particularly recently hired staff, regarding the use and implementation of maps |

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|--|---|-------------------------------|-----------------------------|--|
| Utilize agricultural sites | Create comprehensive procedure for LEA Recruitment Coordinator and staff Visit and analyze sites | All recruitment staff | Ongoing and as needed basis | Ongoing evaluation of website knowledge during recruitment trainings |
| Compile data from other government organizations | Visit PIMS and COMPASS | State Recruitment Coordinator | Ongoing and as needed basis | |

Goal 4 – Utilize social media to promote needs for the PA-MEP

Objective – To create awareness about the PA-MEP and develop new and maintain existing partnerships.

| Strategy | Action Steps | Person Responsible | Timeline | Outcome Measures |
|--|---|---|-------------------------------|--|
| On-site visits | Visit all local farms | LEA | Minimum yearly basis | Develop complete list of farm contacts |
| | Contact local growers | LEA | Minimum yearly basis | Develop complete list of grower contacts |
| | Visit schools | LEA | Minimum yearly basis | Develop complete list of school contacts |
| Provide referral tools | Family Survey | LEA | Most up to date and as needed | Provide update MEP Material |
| | Referral forms | LEA | Most up to date and as needed | Provide update MEP Material |
| Mass contact | Contact community organizations | State Recruitment Coordinator/ LEA Recruitment Coordinator | On continuous basis | Develop complete list of organization contacts |
| | Attend large agricultural events | State Recruitment Coordinator/ LEA Recruitment Coordinator | Yearly basis | Completed registration Attend events |
| | Contact state agricultural agencies | State Recruitment Coordinator | On continuous basis | Completed registration Attend events |
| | Attend national and state events | State Recruitment Coordinator/ LEA Recruitment Coordinator | Yearly basis | |
| Promotional Material | MEP brochure in multiple languages | State Recruitment Coordinator | Updated as needed | Provide update MEP material |
| Provide record keeping tools, procedures | Integrate technology when developing lists (Google maps, Google forms) to facilitate report | State Recruitment Coordinator | Ongoing | Virtual forms (Google docs, Google sheets, etc.) |

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|--|--|-------------------------------|-------------------|---|
| | of outcomes | | | to document outcomes of visits. |
| | Informational key chains | State Recruitment Coordinator | Updated as needed | Provide update MEP Material |
| | Informational magnets | State Recruitment Coordinator | Updated as needed | Provide update MEP material |
| Utilize social media | Identify accessible social media to use Develop statewide standards for the MEP Investigate the use of social media tools (Facebook, WhatsApp, Snapchat) by other states and programs Engage recently hired staff in the identification of accessible media platforms | State Recruitment Coordinator | As need basis | Incorporate the use of existing social media tools. |
| Update website to include lists, social media access points, and recruitment materials | Incorporate all social media used in dedicated ID&R website. | State Recruitment Coordinator | On-going | Up-to-date IDR website for PA MEP recruitment staff |

**Note – The use of social media as a recruitment tool is an area of concern with the PA-MEP and will only be used after extreme precaution has been taken to ensure the security of all vital PA-MEP information.*

Goal 5 – Promote recruitment numbers throughout MEP regions exponentially.

Objective – Promote effective and complete recruitment coverage of all agricultural and fishing industries within each Region with an emphasis on increasing recruitment numbers on a yearly basis.

| <u>Strategy</u> | <u>Action Steps</u> | <u>Person Responsible</u> | <u>Timeline</u> | <u>Outcome Measures</u> |
|--|--|-------------------------------|------------------------------|---|
| Contact all school districts serving migratory students | Visit school administrators to introduce the MEP and help identify migratory children. | LEA | September 30 (every year) | Develop a directory of school contact information |
| Develop most updated analysis of qualifying works in all regions | Conduct analysis of agricultural activity trends and agricultural industry development. | LEA | Quarterly | Provide training to recruitment staff on any change in trends Document analysis in the dedicated webpage |
| Contact all employers of qualifying activities | Contact growers regarding hiring practices and growing seasons to assist with recruitment. | LEA | On-going and as needed basis | Develop a directory of growers by growing and hiring practices Incorporate Google (or other) maps with a list of employers, and farms. |
| Develop complete list of Pennsylvania’s crop cycles | Update Pennsylvania’s crop cycles | State Recruitment Coordinator | On-going and as needed basis | Publish new crop and activity list Update state crop map |
| Develop proactive search for new migratory families | Research for new qualifying industries, migratory lifestyles and employment trends for farms in their assigned region. | LEA | Quarterly | Make updates to directories as needed |

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|--|---|-----|-----------|--|
| Develop contact list of all potential employers of migratory workers | Contact and keep a log of potential employers of migratory laborers (growers –farmers, nurserymen, contractors, personnel managers of food processing plants, etc.) in order to provide leads regarding locations of migratory children. | LEA | Quarterly | Develop directory of potential employers of migratory families |
| Provide training to non-migrant staff to assist with recruitment efforts | Provide assistance and/or training to LEA staff and school district staff providing services to migratory children on topics such as migratory child eligibility and MSIX Establish a Recruitment Network plan with community resources and make appropriate referrals to address family and student needs. Coordinate and network with local and regional organizations that provide services to migratory workers and their families by meeting staff and introduce the MEP | LEA | Quarterly | Develop directory of community resources |

APPENDIX B: Survey Results and Feedback

MEP staff across Pennsylvania provided feedback on the five goals of the Identification and Recruitment Workplan via a statewide survey administered in February 2022. A total of 35 individuals responded. Overall responses and responses by role in the MEP and years of experience are reported for each goal.

Goal 1: Review and revise current ID&R reporting procedures and documents. Ensure that the current ID&R Manual, Quality Control Manual, and policy memos are housed in one place, frequently updated and made accessible online.

Table 1.1. Goal 1 - Overall Results

| | Strongly Disagree | Somewhat Agree | Strongly Agree | NA |
|---|-------------------|----------------|----------------|----|
| MEP documents (i.e., ID&R manual, quality control manual) are easily available online. | 6% | 31% | 56% | 6% |
| MEP documents are updated with consideration for recruitment staff questions and needs. | 25% | 25% | 50% | 0% |
| Updates made to MEP documents have been helpful. | 6% | 19% | 75% | 0% |
| MEP staff receive on-going training with regards to MEP document revisions. | 6% | 19% | 75% | 0% |

Table 1.2. Goal 1-Results by Years of Experience

| | Strongly Disagree | Somewhat Agree | Strongly Agree | NA |
|--|-------------------|----------------|----------------|----|
| MEP documents (i.e., ID&R Manual, Quality Control Manual) are easily available online | | | | |
| Less than 2 years | 0% | 67% | 33% | 0% |
| More than 2 years | 8% | 23% | 62% | 8% |
| MEP documents are updated with consideration for recruitment staff questions and needs | | | | |
| Less than 2 years | 67% | 33% | 0% | 0% |
| More than 2 years | 15% | 23% | 62% | 0% |
| Updates made to MEP documents have been helpful | | | | |
| Less than 2 years | 0% | 67% | 33% | 0% |
| More than 2 years | 8% | 8% | 85% | 0% |
| MEP staff receive on-going training with regards to MEP document revisions. | | | | |
| Less than 2 years | 0% | 67% | 33% | 0% |
| More than 2 years | 8% | 8% | 85% | 0% |

Table 1.3. Goal 1 – Results by Position

| | Strongly Disagree | Somewhat Agree | Strongly Agree | NA |
|--|-------------------|----------------|----------------|-----|
| MEP documents (i.e., ID&R Manual, Quality Control Manual) are easily available online | | | | |
| Recruiter | 17% | 17% | 67% | 0% |
| Non-Recruiter | 0% | 40% | 50% | 10% |
| MEP documents are updated with consideration for recruitment staff questions and needs | | | | |
| Recruiter | 33% | 33% | 33% | 0% |
| Non-Recruiter | 20% | 20% | 60% | 0% |
| Updates made to MEP documents have been helpful | | | | |
| Recruiter | 17% | 33% | 50% | 0% |
| Non-Recruiter | 0% | 10% | 90% | 0% |
| MEP staff receive on-going training with regards to MEP document revisions. | | | | |
| Recruiter | 17% | 17% | 67% | 0% |
| Non-Recruiter | 0% | 20% | 80% | 0% |

Goal 1 dealt with the review and revision of identification and recruitment reporting procedures and documents, such as the Identification and Recruitment manual, Quality Control manual, and state policy. As reported on Table 1.1, more than half of all respondents “Strongly Agree” regarding questions addressing Goal 1. More than half of the respondents consider the documents to be easily available online, and 75 percent “Strongly Agree” that updates and on-going training are working (Table 1.1). The same level of agreement is evidenced when reviewing responses by position in the MEP (Table 1.3).

When reviewing the responses by years of experience (Table 1.2), however, respondents with less than two years of experience do not agree as strongly as respondents with more than two years of experience.

Goal 2: Develop SWEEPS Protocol. Inform local project area staff on the process and procedures to prepare, implement and evaluates SWEEPS process.

Table 2.1. Goal 2 – Overall Results

| | Strongly Disagree | Somewhat Agree | Strongly Agree | NA |
|---|-------------------|----------------|----------------|-----|
| SWEEPS process meetings with PDE include relevant staff (recruiters, community members, etc.) | 13% | 25% | 50% | 13% |
| Discussion with other states provides pertinent information which enhances SWEEPS. | 13% | 44% | 38% | 6% |
| SWEEPS objectives are targeted to maximize recruitment efforts. | 13% | 38% | 44% | 6% |
| SWEEPS staff are given proper resources/materials while in the field. | 7% | 20% | 67% | 7% |
| MEP promotional materials include information that target a variety of audiences. | 0% | 44% | 56% | 0% |

Table 2.2. Goal 2 – Results by Years of Experience

| | Strongly Disagree | Somewhat Agree | Strongly Agree | NA |
|--|-------------------|----------------|----------------|-----|
| SWEEPS process meetings with PDE include relevant staff (recruiters, community members, etc.) | | | | |
| Less than 2 years | 33% | 33% | 0% | 33% |
| More than 2 years | 8% | 23% | 62% | 8% |
| Discussion with other states provides pertinent information which enhances SWEEPS. | | | | |
| Less than 2 years | 67% | 0% | 0% | 33% |
| More than 2 years | 0% | 54% | 46% | 0% |
| SWEEPS objectives are targeted to maximize recruitment efforts. | | | | |
| Less than 2 years | 33% | 33% | 0% | 33% |
| More than 2 years | 8% | 39% | 54% | 0% |
| SWEEPS staff are given proper resources/materials while in the field. | | | | |
| Less than 2 years | 0% | 0% | 50% | 50% |
| More than 2 years | 8% | 23% | 69% | 0% |
| MEP promotional materials include information that target a variety of audiences . | | | | |
| Less than 2 years | 0% | 100% | 0% | 0% |
| More than 2 years | 0% | 31% | 69% | 0% |

Table 2.3. Goal 2 – Results by Position

| | Strongly Disagree | Somewhat Agree | Strongly Agree | NA |
|--|-------------------|----------------|----------------|-----|
| SWEEPS process meetings with PDE include relevant staff (recruiters, community members, etc.) | | | | |
| Recruiter | 33% | 17% | 33% | 17% |
| Non-Recruiter | 0% | 30% | 60% | 10% |
| Discussion with other states provides pertinent information which enhances SWEEPS. | | | | |
| Recruiter | 17% | 33% | 33% | 17% |
| Non-Recruiter | 10% | 50% | 40% | 0% |
| SWEEPS objectives are targeted to maximize recruitment efforts. | | | | |
| Recruiter | 33% | 0% | 50% | 17% |
| Non-Recruiter | 0% | 60% | 40% | 0% |
| SWEEPS staff are given proper resources/materials while in the field. | | | | |
| Recruiter | 20% | 0% | 60% | 20% |
| Non-Recruiter | 0% | 30% | 70% | 0% |
| MEP promotional materials include information that target a variety of audiences . | | | | |
| Recruiter | 0% | 67% | 33% | 0% |
| Non-Recruiter | 0% | 30% | 70% | 0% |

When viewing the responses related to Goal 2 (Develop recruitment sweeps protocols), the level of agreement varies for all respondents. While more than half “Strongly Agree” that sweep planning meetings and resources and materials are effective, more than half don’t “Strongly Agree” that discussions with other states are taking place to improve the process, nor that sweep objectives are targeted to maximize recruitment efforts (Table 2.1).

Once again, when reviewing the responses by years of experience, staff with less than two years of experience do not agree as strongly compared to their peers with more experience regarding the planning and implementation of sweeps (Table 2.2). When reviewing responses by position (Table 2.3), non-recruitment staff were more likely to “Strongly Agree” with the implementation of sweep protocols than recruitment staff (Table 2.3).

Goal 3: Research innovative uses of data and technology to utilize data informed practices at the LEA and SEA level to drive recruitment efforts.

Table 3.1. Goal 3-Overall Results

| | Strongly Disagree | Somewhat Agree | Strongly Agree | NA |
|---|-------------------|----------------|----------------|-----|
| Recruitment plans prioritize and categorize data to inform recruitment. | 6% | 25% | 63% | 6% |
| Data is compiled for non-attenders and out-of-school youth. | 6% | 31% | 50% | 13% |
| Data is available to recruitment staff in an accessible manner. | 6% | 13% | 75% | 6% |
| Recruitment staff is adequately trained on the use of data and technology. | 6% | 31% | 63% | 0% |
| Staff understands and can develop tailored agricultural maps for their respective region. | 6% | 44% | 50% | 0% |

Table 3.2. Goal 3 – Results by Years of Experience

| | Strongly Disagree | Somewhat Agree | Strongly Agree | NA |
|--|-------------------|----------------|----------------|-----|
| Recruitment plans prioritize and categorize data to inform recruitment. | | | | |
| Less than 2 years | 0% | 67% | 0% | 33% |
| More than 2 years | 8% | 15% | 77% | 0% |
| Data is compiled for non-attenders and out of school youth. | | | | |
| Less than 2 years | 0% | 0% | 67% | 33% |
| More than 2 years | 8% | 39% | 46% | 8% |
| Data is available to recruitment staff in an accessible manner. | | | | |
| Less than 2 years | 0% | 0% | 67% | 33% |
| More than 2 years | 8% | 15% | 77% | 0% |
| Recruitment staff is adequately trained on the use of data and technology. | | | | |
| Less than 2 years | 0% | 33% | 67% | 0% |
| More than 2 years | 8% | 31% | 62% | 0% |
| Staff understands and can develop tailored agricultural maps for their respective region. | | | | |
| Less than 2 years | 33% | 67% | 0% | 0% |
| More than 2 years | 0% | 39% | 62% | 0% |

Table 3.3. Goal 3 – Results by Position

| | Strongly Disagree | Somewhat Agree | Strongly Agree | NA |
|--|-------------------|----------------|----------------|-----|
| Recruitment plans prioritize and categorize data to inform recruitment. | | | | |
| Recruiter | 17% | 33% | 50% | 0% |
| Non-Recruiter | 0% | 20% | 70% | 10% |
| Data is compiled for non-attenders and out of school youth. | | | | |
| Recruiter | 17% | 17% | 50% | 17% |
| Non-Recruiter | 0% | 40% | 50% | 10% |
| Data is available to recruitment staff in an accessible manner. | | | | |
| Recruiter | 17% | 0% | 67% | 17% |
| Non-Recruiter | 0% | 20% | 80% | 0% |
| Recruitment staff is adequately trained on the use of data and technology. | | | | |
| Recruiter | 17% | 50% | 33% | 0% |
| Non-Recruiter | 0% | 20% | 80% | 0% |
| Staff understands and can develop tailored agricultural maps for their respective region. | | | | |
| Recruiter | 0% | 67% | 33% | 0% |
| Non-Recruiter | 10% | 30% | 60% | 0% |

When reviewing the data for Goal 3 (Research innovative uses of data for informed ID&R practices), respondents overall were more likely to “Strongly Agree” with the objective of the goal. At least half of all respondents selected “Strongly Agree” when asked about the use of data to improve recruitment efforts.

When reviewing the results by years of experience (Table 3.2), most of the staff appeared to “Strongly Agree” as well, regardless of their experience. However, a higher number of respondents selected “Not Applicable” (33 percent) to this question, particularly in terms of compiling data for OSY and the accessibility of data for recruitment staff.

When reviewing the data by position (Table 3.3), most recruiters selected “Somewhat Agree” on being adequately trained to use data and technology, specifically when developing tailored agricultural maps for their region.

Goal 4: Utilize social media to promote needs for the PA-MEP, to create awareness about the PA-MEP and develop new and maintain existing partnerships.

Table 4.1. Goal 4 – Overall Results

| | Strongly Disagree | Somewhat Agree | Strongly Agree | NA |
|---|-------------------|----------------|----------------|----|
| Data compiled from visits to farms, employers, community organizations and others is categorized and prioritized to develop and maintain existing partnerships. | 6% | 25% | 63% | 6% |
| Recruitment staff have knowledge of MEP stakeholder | 6% | 31% | 56% | 6% |

| | | | | |
|---|----|-----|-----|----|
| Recruitment staff participate in MEP stakeholder events. | 6% | 25% | 63% | 6% |
| Recruitment staff share relevant resources with MEP stakeholders. | 0% | 25% | 69% | 6% |
| MEP stakeholders share relevant resources with recruitment staff. | 6% | 38% | 50% | 6% |

Table 4.2. Goal 4 – Results by Years of Experience

| | Strongly Disagree | Somewhat Agree | Strongly Agree | NA |
|--|-------------------|----------------|----------------|-----|
| Data compiled from visits to farms, employers, community organizations and others is categorized and prioritized to develop and maintain existing partnerships. | | | | |
| Less than 2 years | 0% | 33% | 33% | 33% |
| More than 2 years | 8% | 23% | 69% | 0% |
| Recruitment staff have knowledge of MEP stakeholder events | | | | |
| Less than 2 years | 0% | 33% | 33% | 33% |
| More than 2 years | 8% | 31% | 62% | 0% |
| Recruitment staff participate in MEP stakeholder events. | | | | |
| Less than 2 years | 0% | 33% | 33% | 33% |
| More than 2 years | 8% | 23% | 69% | 0% |
| Recruitment staff share relevant resources with MEP stakeholders. | | | | |
| Less than 2 years | 0% | 33% | 33% | 33% |
| More than 2 years | 0% | 23% | 77% | 0% |
| MEP stakeholders share relevant resources with recruitment staff. | | | | |
| Less than 2 years | 0% | 33% | 33% | 33% |
| More than 2 years | 8% | 39% | 54% | 0% |

Table 4.3. Goal 4-Results by Position

| | Strongly Disagree | Somewhat Agree | Strongly Agree | NA |
|--|-------------------|----------------|----------------|-----|
| Data compiled from visits to farms, employers, community organizations and others is categorized and prioritized to develop and maintain existing partnerships. | | | | |
| Recruiter | 17% | 17% | 67% | 0% |
| Non-Recruiter | 0% | 30% | 60% | 10% |
| Recruitment staff have knowledge of MEP stakeholder events | | | | |
| Recruiter | 17% | 33% | 50% | 0% |
| Non-Recruiter | 0% | 30% | 60% | 10% |
| Recruitment staff participate in MEP stakeholder events. | | | | |
| Recruiter | 17% | 33% | 50% | 0% |
| Non-Recruiter | 0% | 20% | 70% | 10% |
| Recruitment staff share relevant resources with MEP stakeholders. | | | | |
| Recruiter | 0% | 50% | 50% | 0% |
| Non-Recruiter | 0% | 10% | 80% | 10% |
| MEP stakeholders share relevant resources with recruitment staff. | | | | |
| Recruiter | 17% | 50% | 33% | 0% |
| Non-Recruiter | 0% | 30% | 60% | 10% |

Once again, when reviewing the overall responses for Goal 4 (Use of social media to promote the needs of PA-MEP), most of the respondents selected “Strongly Agree” in the survey. When reviewing the results by year of experience (Table 4.2), however, only a third of the staff with less than two years of experience selected “Strongly Agree” as their response for any of the questions under this goal, while another third selected “Not Applicable”. The responses seem at odd with the increased use of social media and technology in the last two years when considering the increase in the reliance of media and virtual means to communicate and work.

When reviewing the feedback by position (Table 4.3), at least half of the respondents selected “Strongly Agree” on this goal.

Goal 5: Promote recruitment numbers throughout MEP regions exponentially. Promote effective and complete recruitment coverage of all agricultural and fishing industries within each Region with an emphasis on increasing recruitment numbers on a yearly basis.

Table 5.1. Goal 5-Overall Results

| | Strongly Disagree | Somewhat Agree | Strongly Agree | NA |
|--|-------------------|----------------|----------------|----|
| Ongoing communication is maintained with school districts both serving and not serving migrant students. | 6% | 25% | 69% | 0% |
| A directory of school contact information is developed and available to recruitment staff. | 13% | 19% | 69% | 0% |
| Training on migration trends is provided to staff on a regular basis. | 13% | 31% | 56% | 0% |

| | | | | |
|---|-----|-----|-----|----|
| Directory of growers and contractors is available to staff. | 6% | 38% | 56% | 0% |
| Directory of community networking agencies is easily available to staff (by region). | 13% | 19% | 69% | 0% |
| Training on MSIX tools that can be used for recruitment (move notices, from/to move reports, missed enrollment reports) is adequately provided to recruiters. | 13% | 19% | 69% | 0% |

Table 5.2. Results by Years of Experience

| | Strongly Disagree | Somewhat Agree | Strongly Agree | NA |
|--|-------------------|----------------|----------------|----|
| Ongoing communication is maintained with school districts both serving and not serving migrant students. | | | | |
| Less than 2 years | 0% | 67% | 33% | 0% |
| More than 2 years | 8% | 15% | 77% | 0% |
| A directory of school contact information is developed and available to recruitment staff. | | | | |
| Less than 2 years | 0% | 67% | 33% | 0% |
| More than 2 years | 15% | 8% | 77% | 0% |
| Training on migration trends is provided to staff on a regular basis. | | | | |
| Less than 2 years | 33% | 33% | 33% | 0% |
| More than 2 years | 8% | 31% | 62% | 0% |
| Directory of growers and contractors is available to staff. | | | | |
| Less than 2 years | 0% | 67% | 33% | 0% |
| More than 2 years | 8% | 31% | 62% | 0% |
| Directory of community networking agencies is easily available to staff (by region). | | | | |
| Less than 2 years | 0% | 67% | 33% | 0% |
| More than 2 years | 15% | 8% | 77% | 0% |
| Training on MSIX tools that can be used for recruitment (move notices, from/to move reports, missed enrollment reports) is adequately provided to recruiters. | | | | |
| Less than 2 years | 33% | 33% | 33% | 0% |
| More than 2 years | 8% | 15% | 77% | 0% |

Table 5.3. Goal 5-Results by Position

| | Strongly Disagree | Somewhat Agree | Strongly Agree | NA |
|--|-------------------|----------------|----------------|----|
| Ongoing communication is maintained with school districts both serving and not serving migrant students. | | | | |
| Recruiter | 17% | 33% | 50% | 0% |
| Non-Recruiter | 0% | 20% | 80% | 0% |
| A directory of school contact information is developed and available to recruitment staff. | | | | |
| Recruiter | 17% | 33% | 50% | 0% |
| Non-Recruiter | 10% | 10% | 80% | 0% |
| Training on migration trends is provided to staff on a regular basis. | | | | |
| Recruiter | 17% | 33% | 50% | 0% |
| Non-Recruiter | 10% | 30% | 60% | 0% |
| Directory of growers and contractors is available to staff. | | | | |
| Recruiter | 17% | 33% | 50% | 0% |
| Non-Recruiter | 0% | 40% | 60% | 0% |
| Directory of community networking agencies is easily available to staff (by region). | | | | |
| Recruiter | 17% | 50% | 33% | 0% |
| Non-Recruiter | 10% | 0% | 90% | 0% |
| Training on MSIX tools that can be used for recruitment (move notices, from/to move reports, missed enrollment reports) is adequately provided to recruiters. | | | | |
| Recruiter | 17% | 17% | 67% | 0% |
| Non-Recruiter | 10% | 20% | 70% | 0% |

When reviewing the responses to Goal 5 (Promoting recruitment numbers throughout MEP regions exponentially), the overall responses suggest “strong agreement” with the different activities surveyed for this goal. The activities include ongoing communication with school staff, directory of schools providing services to migratory children, a list of growers and agencies networking with the MEP, and training on using MSIX tools for recruitment.

Once again, only 33 percent of the staff with less than two years of experience (Table 5.2) selected “Strongly Agree” to the questions related to Goal 5. However, when reviewing the responses by position (Table 5.2), at least half of the staff selected “Strongly Agree” regardless of their role in the program.

Based on the review of the responses from staff participating in the survey, the following can be observed:

- Overall, most staff “Strongly Agree” with the goals in the ID&R plan
- Staff with less than two years of experience did not agree as “strongly” with the rest of the staff in many of the goals, and their disagreement is reflected in at least one question for every single goal.
- Staff’s position in the program did not affect their level of agreement.

APPENDIX C: 2014-2015 PA MEP IDENTIFICATION AND RECRUITMENT WORKPLAN

Goal 1 - Review and revise current ID&R reporting procedures and documents

Objective: Ensure that the current ID&R Manual, Quality Control Manual and policy memos are housed in one place, frequently updated and made accessible online.

| Strategy | Action Steps | Person Responsible | Timeline | Outcome Measures |
|--|---|-------------------------------|-----------------|---|
| Develop action planner outline for all recruitment staff | Develop forms Make available electronically | State Recruitment Coordinator | January 2015 | Publish outline of Action Planner |
| Create electronic form for MEP documentation | Develop electronic Recruitment Manual Develop electronic quality control procedures Develop electronic policy memos | State Recruitment Coordinator | January 2015 | Make Recruiters Manual available online |
| Update Recruiters Manual | Develop specific revisions and on-going updates | State Recruitment Coordinator | On-going | Publish on CSC's MEP homepage |
| Update Quality Control Procedures | Develop specific revisions and on-going updates | State Recruitment Coordinator | On-going | Publish on CSC's MEP homepage |
| Create Standardized MEP Forms | Develop electronic Interview form Develop online training | State Recruitment Coordinator | On-Going | Publish on CSC's MEP homepage |

Goal 2 - Develop SWEEPS Protocol

Objective – Inform local project area staff on the process and procedure to prepare, implement and evaluate SWEEPS process.

| <u>Strategy</u> | <u>Action Steps</u> | <u>Person Responsible</u> | <u>Timeline</u> | <u>Outcome Measures</u> |
|-----------------------------|--|----------------------------------|----------------------------|---|
| Create Formal SWEEP Process | Meet with PDE Develop forms | State Recruitment Coordinator | January 2015 | Formal Sweep request form and instruction published |
| Research other states | Contact other states(giving priority to neighboring states) to discuss recruitment trends/practices in their states | State Recruitment Coordinator | Three months before sweeps | Report of findings will be shared with recruitment coordinators |
| Groundwork | Collect data on current migratory families Collect employer information Collect qualifying activity list Plot qualifying arrival date Outline residential area Research City/Country of origin Organize language needs | Regional Recruitment Coordinator | Two Months Before Sweep | Create a useable demographic chart of current recruitment in area |
| | Collect list of crops | Regional Recruitment Coordinator | Two Months Before Sweep | Create layout of crops in the area |
| | Compile labor housing | Regional Recruitment Coordinator | Two Months Before Sweep | Create layout of labor housing in area |
| | Compile list of businesses serving our target population | Regional Recruitment Coordinator | Two Months Before Sweep | Create layout of businesses for contact |
| | Compile list community organizations serving target population | Regional Recruitment Coordinator | Two Months Before Sweep | Create layout for community organization visits. |

| | | | | |
|----------------|--|---|---|--|
| Preparation | Develop Sweep objectives | State Recruitment Coordinator | No later than two weeks before sweep initiation | Publish Sweep objectives to SEA and LEA for review |
| | Develop Sweep maps | State Recruitment Coordinator | No later than two weeks before sweep initiation | Publish Sweep maps to SEA and LEA for review |
| | Develop Sweep agenda | State Recruitment Coordinator | No later than two weeks before sweep initiation | Publish Sweep agenda to SEA and LEA for review |
| | Request additional staff as needed | State Recruitment Coordinator | No later than two weeks before sweep initiation | Receive approval for support staff when needed |
| | Submit for final PDE approval | State Recruitment Coordinator | No later than two weeks before sweep initiation | Receive final approval of State MEP director to complete Sweep |
| | Secure meeting rooms | State Recruitment Coordinator | No later than two weeks before sweep initiation | Receive approval to use meeting room |
| | Secure travel and lodging needs | All staff involved | Individual Agencies' policy | Hotel and travel reservations approved |
| Implementation | On-site training Objectives Agenda Roles and responsibilities | State Recruitment Coordinator/ LEA Recruitment Coordinator | Day one of Sweep | Host training |
| | Provide LEA program paperwork | State Recruitment Coordinator/ LEA Recruitment Coordinator | Day one of Sweep | Distribution of LEA material |

| | | | | |
|------------|-----------------------------|-------------------------------|---|--|
| | | | | |
| | Daily note collection | State Recruitment Coordinator | Daily basis during Sweep | |
| Evaluation | Review notes | State Recruitment Coordinator | Daily basis during Sweep | |
| | Develop final result report | State Recruitment Coordinator | No later than two weeks after completion of Sweep | Publish report for LEA and SEA to review |

Goal 3 - Research innovative uses of data and technology

Objective – To utilize data informed practices at the LEA and SEA level to drive recruitment efforts

| Strategy | Action Steps | Person Responsible | Timeline | Outcome Measures |
|--|---|---------------------------------------|-----------------------------|---|
| Organize data pile of student information for recruitment purposes | Get data from referral sources School district referrals District list of new student arrivals Referrals from human resource offices | LEA Recruitment Coordinator and staff | Ongoing and as needed basis | Complete overview of LEA recruitment area can be produced |
| Develop recruitment plans using data | Prioritize and categorize data from recruitment leads | LEA Recruitment Coordinator and staff | Ongoing and as needed basis | Categorized data is available to recruitment staff |
| Utilize electronic mapping systems | Create software usage guidelines | State Recruitment Coordinator | Ongoing and as needed basis | Publish guidelines |
| Develop recruitment plan using mapping system | Generate maps as needed locally, by region, county | LEA recruitment staff | Ongoing and as needed basis | Complete understanding of mapping system by local staff |
| Develop specific maps to guide recruitment efforts | Maps by employers Maps by migratory students Maps by qualifying arrival date Map by crop Map by activity | LEA Recruitment Coordinator and staff | Ongoing and as needed basis | Complete understanding of mapping system by local staff |
| Utilize agricultural sites | Create comprehensive procedure for LEA Recruitment Coordinator and staff visit and analyze sites | All recruitment staff | Ongoing and as needed basis | On-going evaluation of website knowledge during recruitment trainings |
| Compile data from other government organizations | Visit PIMS COMPASS | State Recruitment Coordinator | Ongoing and as needed basis | |

Goal 4 - Utilize social media to promote needs for the PA-MEP

Objective – To create awareness about the PA-MEP and develop new and maintain existing partnerships.

| Strategy | Action Steps | Person Responsible | Timeline | Outcome Measures |
|------------------------|-------------------------------------|--|-------------------------------|--|
| On-site visits | Visit all local farms | LEA | Minimum yearly basis | Develop complete list of farm contacts |
| | Contact local growers | LEA | Minimum yearly basis | Develop complete list of grower contacts |
| | Visit schools | LEA | Minimum yearly basis | Develop complete list of school contacts |
| Provide referral tools | Family Survey | LEA | Most up to date and as needed | Provide update PA-MEP Material |
| | Referral forms | LEA | Most up to date and as needed | Provide update PA-MEP material |
| Mass contact | Contact community organizations | State Recruitment Coordinator/ LEA Recruitment Coordinator | On continuous basis | Develop complete list of community organization contacts |
| | Attend large agricultural events | State Recruitment Coordinator/ LEA Recruitment Coordinator | Yearly basis | Completed registration Attend events |
| | Contact state agricultural agencies | State Recruitment Coordinator | On continuous basis | Completed registration Attend events |
| | Attend national and state Events | State Recruitment Coordinator/ LEA Recruitment Coordinator | Yearly basis | |
| Promotional Material | MEP brochure in multiple languages | State Recruitment Coordinator | Updated as needed | Provide update PA-MEP material |

| | | | | |
|----------------------|---|-------------------------------|-------------------|--------------------------------|
| | Informational key chains | State Recruitment Coordinator | Updated as needed | Provide update PA-MEP material |
| | Informational magnets | State Recruitment Coordinator | Updated as needed | Provide update PA-MEP material |
| Utilize Social Media | Identify accessible social media to use Develop statewide standards for PA-MEP | State Recruitment Coordinator | As need basis | |

**Note - The use of social media as a recruitment tool is an area of concern with the PA-MEP and will only be used after extreme precaution has been taken to ensure the security of all vital PA-MEP information.*

Goal 5 – Promote recruitment numbers throughout MEP regions exponentially.

Objective – Promote effective and complete recruitment coverage of all agricultural and fishing industries within each Region with an emphasis on increasing recruitment numbers on a yearly basis.

| <u>Strategy</u> | <u>Action Steps</u> | <u>Person Responsible</u> | <u>Timeline</u> | <u>Outcome Measures</u> |
|--|--|----------------------------------|------------------------------|--|
| Contact all School districts serving Migrant Students | Visit school administrators to introduce the MEP and help identify migratory children. | LEA | September 30 | Develop directory of school contact information |
| Develop most updated analysis of qualifying works in all regions | Conduct analysis of agricultural activity trends and agricultural industry development. | LEA | Quarterly | Provide training to recruitment staff on any change in trends |
| Contact all employers of qualifying activities | Contact growers regarding hiring practices and growing seasons to assist with recruitment. | LEA | On-going and as needed basis | Develop directory of growers by growing and hiring practices |
| Develop complete list of Pennsylvania’s Crop Cycles | Update Pennsylvania’s crop cycles | State Recruitment Coordinator | On-going and as needed basis | Publish new Crop and Activity list |
| Develop proactive search for new migratory families | Research for new qualifying industries, Migratory lifestyles and Employment trends for farms in their assigned region. | LEA | Quarterly | Make updates to directories as needed |
| Develop contact list of all potential employers of | Contact and keep a log of potential employers of migratory laborers (growers - farmers, nurserymen, | LEA | Quarterly | Develop directory of potential employers of migratory families |

| | | | | |
|--|---|-----|-----------|--|
| migratory workers | contractors, personnel managers of food processing plants, etc.) in order to provide leads regarding locations of migratory children. | | | |
| Provide training to non-migrant staff to assist with recruitment efforts | <p>Provide assistance and/or training to LEA staff and school district staff providing services to migratory children on topics such as migratory child eligibility and MSIX.</p> <p>Establish a Recruitment Network plan with community resources and make appropriate referrals to address family and student needs.</p> <p>Coordinate and network with local and regional organizations that provide services to migratory workers and their families by meeting staff and introduce the MEP</p> | LEA | Quarterly | Develop directory of community resources |