

# Using Key Data to Improve IDR and your MEP Program



# Importance of Data

All that we do should be grounded in good data. We need to identify the key sources and use the information to ensure our programs are designed in the best way possible.



# Starting From Scratch

- Many of you have new programs or new regions or are new to the position and maybe wondering what kinds of data you even need to gather or use.
- If you are a veteran, you maybe wondering if there is any data source you are not aware of or have forgotten about that might be helpful.



# Identification and Recruitment (IDR)

- **You need a lot of data for IDR. Here are some examples of types of data needed:**
- Listings of locations
- Map of the locations for recruiters to view where to go
- Associations and Information of contacts you should reach out to in your state.
- Data gathered from where your recruiters are going, and the contacts they make and the follow up needed.
- Planning Data- When and where do you need to visit and why...

# Process of How to Use the Data: IDR

- The data should help you know how to prioritize recruiter efforts.
- How to find farms, fisheries, and agribusinesses in your state.
- What areas of your state appear to have the most chance of finding eligible students.
- When those efforts should be happening.
- How the data should be gathered from recruiters canvassing areas.
- How to update and change plans based on what you see from staff in the field.

# Recent Suggestions from OME- From Last week at NASDME

## **ACTION PLANNING AT THE LOCAL LEVEL I**

The local action plan should build on the State's action plan for balanced recruitment and should provide direction for local recruiters. The local action plan could also include useful resources like:

- a. procedures that focus on recruiter safety and related contacts;
- b. a consolidated calendar that tells when to recruit in specific areas (including information like seasons for major crop activities, housing availability, school calendar);
- c. maps or directions to major employers, agencies, and schools;

## **AN ACTION PLAN—IMPORTANT NOW MORE THE EVER**

The State action plan could also include useful resources including:

- A statewide map of where migratory families live and work;
- A calendar with seasonal crop activities;
- Profiles of major crops and employers;
- Recruiter resources for recruiting in schools, community, agribusinesses/farms and homes.

Recent  
Suggestions  
from OME-  
From Last  
week at  
NASDME

## ACTION PLANNING AT THE LOCAL LEVEL II

- d. who to contact at specific farms, agencies, or schools;
- e. enrollment procedures for specific schools;
- f. hiring procedures used by individual employers; and
- g. any memoranda of understanding (MOUs) between service providers.

# Sources of Data Examples

Remember there are a ton of sources so make sure to not assume these are all the sources available.





# Sources of Data: IDR- Listings of Locations or Contacts

## **National List of Farm Labor Contractors-**

<https://www.dol.gov/agencies/whd/agriculture/m spa/farm-labor-contractors>

## **National List of Egg, Poultry, Meat Processors**

<https://www.fsis.usda.gov/inspection/establishments/meat-poultry-and-egg-product-inspection-directory>



# Sources of Data: IDR- Listings of Locations or Contacts

**H2a and H2b listings-**<https://www.idr-consortium.net/H2aH2bMaps.html>

**National On Farm Market Directory-**  
<https://www.ams.usda.gov/local-food-directories/onfarm>

**Local Food Directory-**  
<https://www.usdalocalfoodportal.com/>



# Sources of Data: IDR- Listings of Locations or Contacts

**USDA Dairy Processing Facilities-** if you wanted to reach out and see who they buy milk from in your state.

<https://apps.ams.usda.gov/dairy/ApprovedPlantList/>

**National Farmers Market Directory-** reach out and find out about large farms or general farm information for the area

<https://www.ams.usda.gov/local-food-directories/farmersmarkets>

<https://nfmd.org/>



# Sources of Data: IDR- Listings of Locations or Contacts

**Farm information- Searchable Databases**

**Manta.com**

<https://apps.ams.usda.gov/dairy/ApprovedPlantList/>

**NASDA Directory-**

Association of Dept of Ag Reps from each state-

<https://www.nasda.org/states/state-directory>

Search

# Sources of Data: IDR: Listings of Locations or Contacts

## **National Nursery and Seed Directory**

<https://rngn.net/resources/directory>

**Native Plant Directory- sells plants native to that state**

<https://rngn.net/resources/directory>



# Sources of Data: IDR: Listings of Locations or Contacts- Fisheries

- [East Coast Shellfish Association](#)
- [The National Aquaculture Association](#)
- [Pacific Coast Shellfish Growers Association](#)
- [Oyster South](#)
- [US Aquaculture Society](#)
- [Seafood Inspection Firms Facilities and Products List](#)



# Understanding your area: Ranking by Priority

**State and County Summaries are a great place to start!**

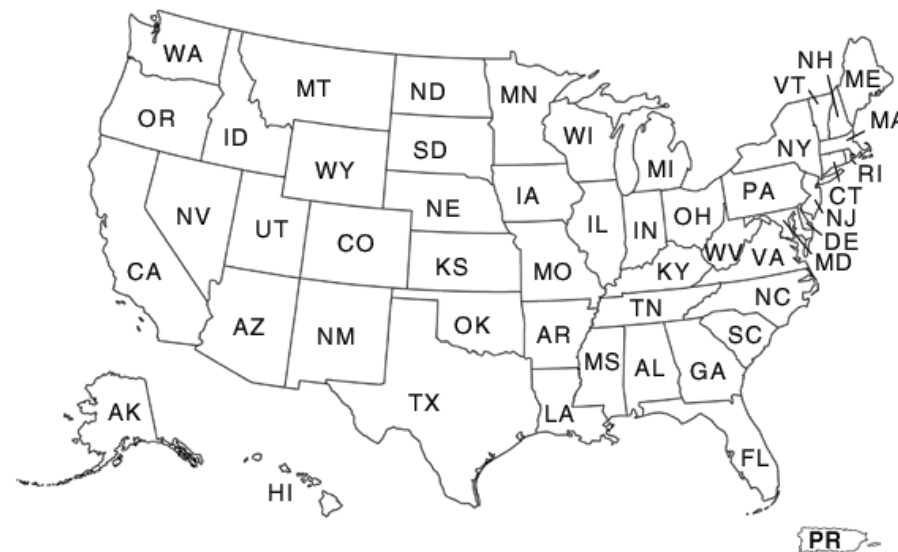
[https://www.nass.usda.gov/Publications/AgCensus/2017/Full\\_Report/Census\\_by\\_State/index.php](https://www.nass.usda.gov/Publications/AgCensus/2017/Full_Report/Census_by_State/index.php)

You just need to know how to read and apply the information.

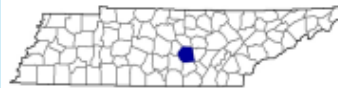
## Census of Agriculture

### 2017 Census by State

Select the State from the map or from the text below the map.



- |                             |                               |                                |                                |
|-----------------------------|-------------------------------|--------------------------------|--------------------------------|
| <a href="#">Alabama</a>     | <a href="#">Indiana</a>       | <a href="#">Nebraska</a>       | <a href="#">Rhode Island</a>   |
| <a href="#">Alaska</a>      | <a href="#">Iowa</a>          | <a href="#">Nevada</a>         | <a href="#">South Carolina</a> |
| <a href="#">Arizona</a>     | <a href="#">Kansas</a>        | <a href="#">New Hampshire</a>  | <a href="#">South Dakota</a>   |
| <a href="#">Arkansas</a>    | <a href="#">Kentucky</a>      | <a href="#">New Jersey</a>     | <a href="#">Tennessee</a>      |
| <a href="#">California</a>  | <a href="#">Louisiana</a>     | <a href="#">New Mexico</a>     | <a href="#">Texas</a>          |
| <a href="#">Colorado</a>    | <a href="#">Maine</a>         | <a href="#">New York</a>       | <a href="#">Utah</a>           |
| <a href="#">Connecticut</a> | <a href="#">Maryland</a>      | <a href="#">North Carolina</a> | <a href="#">Vermont</a>        |
| <a href="#">Delaware</a>    | <a href="#">Massachusetts</a> | <a href="#">North Dakota</a>   | <a href="#">Virginia</a>       |
| <a href="#">Florida</a>     | <a href="#">Michigan</a>      | <a href="#">Ohio</a>           | <a href="#">Washington</a>     |
| <a href="#">Georgia</a>     | <a href="#">Minnesota</a>     | <a href="#">Oklahoma</a>       | <a href="#">West Virginia</a>  |



# Warren County Tennessee

## Total and Per Farm Overview, 2017 and change since 2012

	2017	% change since 2012
Number of farms	1,133	+1
Land in farms (acres)	153,758	-6
Average size of farm (acres)	136	-7
<b>Total</b>	<b>(\$)</b>	
Market value of products sold	126,030,000	+43
Government payments	1,238,000	+133
Farm-related income	2,656,000	-27
Total farm production expenses	90,787,000	+25
Net cash farm income	39,137,000	+102
<b>Per farm average</b>	<b>(\$)</b>	
Market value of products sold	111,236	+42
Government payments (average per farm receiving)	3,630	+7
Farm-related income	6,384	-23
Total farm production expenses	80,130	+23
Net cash farm income	34,543	+100

**3** Percent of state agriculture sales

### Share of Sales by Type (%)

Crops  
Livestock, poultry, and products

### Land in Farms by Use (%) <sup>a</sup>

Cropland  
Pastureland  
Woodland  
Other

Acres irrigated: 2,628

2% of land in far

### Land Use Practices (% of farms)

No till  
Reduced till  
Intensive till  
Cover crop

### Farms by Value of Sales

	Number	Percent of Total <sup>a</sup>
Less than \$2,500	352	31
\$2,500 to \$4,999	132	12
\$5,000 to \$9,999	149	13
\$10,000 to \$24,999	197	17
\$25,000 to \$49,999	78	7
\$50,000 to \$99,999	63	6
\$100,000 or more	162	14

### Farms by Size

	Number	Percent of Total <sup>a</sup>
1 to 9 acres	108	10
10 to 49 acres	405	36
50 to 179 acres	406	36
180 to 499 acres	153	14
500 to 999 acres	39	3
1,000 + acres	22	2

## Market Value of Agricultural Products Sold

	Sales (\$1,000)	Rank in State <sup>b</sup>	Counties Producing Item	Rank in U.S. <sup>b</sup>	Counties Producing Item
<b>Total</b>	<b>126,030</b>	<b>7</b>	<b>95</b>	<b>929</b>	<b>3,077</b>
<b>Crops</b>	<b>92,548</b>	<b>6</b>	<b>95</b>	<b>612</b>	<b>3,073</b>
Grains, oilseeds, dry beans, dry peas	14,348	25	95	1,261	2,916
Tobacco	-	-	42	-	323
Cotton and cottonseed	-	-	26	-	647
Vegetables, melons, potatoes, sweet potatoes	(D)	57	95	1,468	2,821
Fruits, tree nuts, berries	904	4	94	495	2,748
Nursery, greenhouse, floriculture, sod	74,666	1	92	37	2,601
Cultivated Christmas trees, short rotation woody crops	(D)	32	36	633	1,384
Other crops and hay	2,507	19	95	1,015	3,040
<b>Livestock, poultry, and products</b>	<b>33,482</b>	<b>12</b>	<b>95</b>	<b>1,239</b>	<b>3,073</b>
Poultry and eggs	18,220	12	94	440	3,007
Cattle and calves	11,735	21	95	1,137	3,055
Milk from cows	2,866	15	68	745	1,892
Hogs and pigs	(D)	22	93	1,022	2,856
Sheep, goats, wool, mohair, milk	306	7	94	543	2,984
Horses, ponies, mules, burros, donkeys	185	34	93	1,026	2,970
Aquaculture	-	-	30	-	1,251
Other animals and animal products	(D)	13	95	(D)	2,878

### Total Producers <sup>c</sup>

<b>Sex</b>	<b>1,858</b>
Male	1,277
Female	581
<b>Age</b>	
<35	216
35 - 64	1,058
65 and older	584

### Race

American Indian/Alaska Native	9
Asian	3
Black or African American	22
Native Hawaiian/Pacific Islander	1
White	1,813
More than one race	10

### Other characteristics

Hispanic, Latino, Spanish origin	25
With military service	200
New and beginning farmers	544

### Percent of farms that:

Have internet access	<b>80</b>
Farm organically	<b>-</b>
Sell directly to consumers	<b>5</b>
Hire farm labor	<b>24</b>
Are family farms	<b>98</b>

### Top Crops in Acres <sup>d</sup>

Forage (hay/haylage), all	24,763
Soybeans for beans	20,205
Nursery stock crops	12,325
Corn for grain	6,664
Wheat for grain, all	2,335

### Livestock Inventory (Dec 31, 2017)

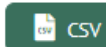
Broilers and other meat-type chickens	1,249,850
Cattle and calves	31,344
Goats	1,926
Hogs and pigs	388
Horses and ponies	867
Layers	3,237
Pullets	447
Sheep and lambs	2,330
Turkeys	(D)





Chapter 2, Table 7 - Hired Farm Labor - Workers and Payroll

Export Data



View PDF

Update Grid

Census Chapter

2 - State/County Level Data

Census Table

7 - Hired Farm Labor - Workers and Payroll

State

ALABAMA

County

AUTAUGA

Filter by Commodity

2017

<b>LABOR, HIRED - OPERATIONS WITH WORKERS</b>	133
LABOR: (1 HIRED WORKERS)	48
LABOR: (2 HIRED WORKERS)	28
LABOR: (3 TO 4 HIRED WORKERS)	34
LABOR: (5 TO 9 HIRED WORKERS)	14
LABOR: (10 OR MORE HIRED WORKERS)	9
LABOR: (HIRED WORKERS GE 150 DAYS & LT 150 DAYS)	21
<b>LABOR, HIRED - NUMBER OF WORKERS</b>	451
LABOR: (1 HIRED WORKERS)	48
LABOR: (2 HIRED WORKERS)	56
LABOR: (3 TO 4 HIRED WORKERS)	122
LABOR: (5 TO 9 HIRED WORKERS)	83
LABOR: (10 OR MORE HIRED WORKERS)	142
<b>LABOR, HIRED - EXPENSE, MEASURED IN \$</b>	1,985,000
LABOR: (HIRED WORKERS GE 150 DAYS & LT 150 DAYS)	1,213,000
<b>LABOR, HIRED, GE 150 DAYS - OPERATIONS WITH WORKERS</b>	42
LABOR: (1 HIRED WORKERS)	25
LABOR: (2 HIRED WORKERS)	8
LABOR: (3 TO 4 HIRED WORKERS)	6
LABOR: (5 TO 9 HIRED WORKERS)	2
LABOR: (10 OR MORE HIRED WORKERS)	1
LABOR: (HIRED WORKERS GE 150 DAYS)	21
<b>LABOR, HIRED, GE 150 DAYS - NUMBER OF WORKERS</b>	89
LABOR: (1 HIRED WORKERS)	25
LABOR: (2 HIRED WORKERS)	16

[https://www.nass.usda.gov/Quick\\_Stats/CDQT/chapter/2/table/7/state/AL/county/001/year/2017](https://www.nass.usda.gov/Quick_Stats/CDQT/chapter/2/table/7/state/AL/county/001/year/2017)

# Power of Google

- There are a myriad of other ag listings in each state. Make sure to google to find them.
- Suggested Keywords to search: (your state) agriculture, full listings, contact information for farms, etc.



# Sources of Data: Housing Locations

**Searchable Database of affordable housing-** Good place to start looking for possible housing locations.

- <https://www.affordablehousing.com/>
- **National Trailer Park Listings**
- Downloadable list- <https://hifld-geoplatform.opendata.arcgis.com/datasets/geoplatform::mobile-home-parks/about>
- Searchable database- <https://www.mhvillage.com/parks>



# Student Data

- **MSIX required Data Elements- MDEs**
- Student Course Data
- Student Testing Data
- Attendance Rates
- Report Card Data



Don't just use this for MSIX for records transfer. Make sure to do a deep dive into what the data is showing to help guide your servicing efforts.

# Process of How to Use the Data: Student and Family

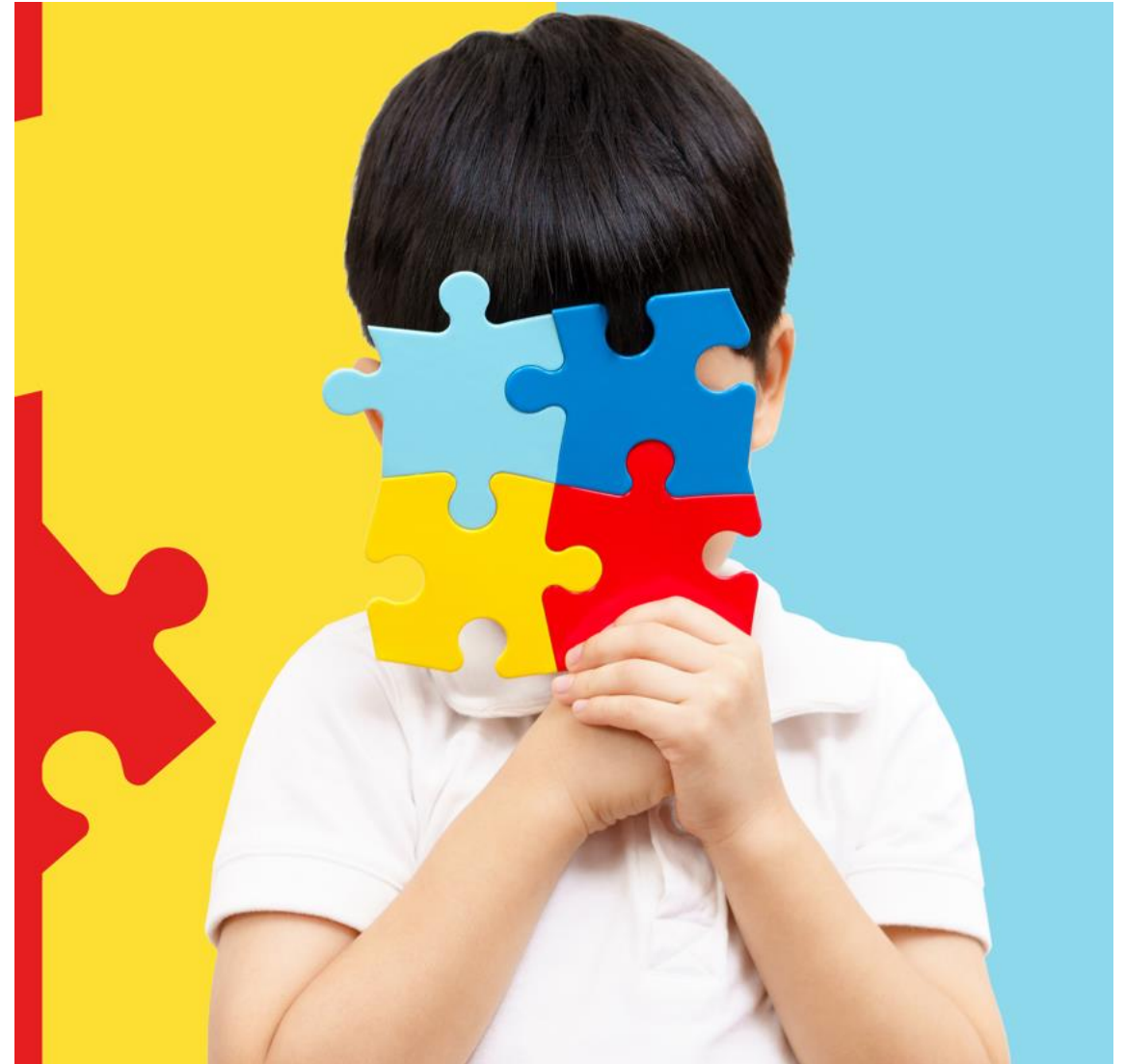
- Work to understand the needs of each individual student and family.
- Work to ensure the supplemental services you provide meet those targeted needs.
- Continue to find data that helps you understand the needs of your specific population in general as well as individually.
- Gather, update, and review that data frequently.



# Needs or Mobility Data

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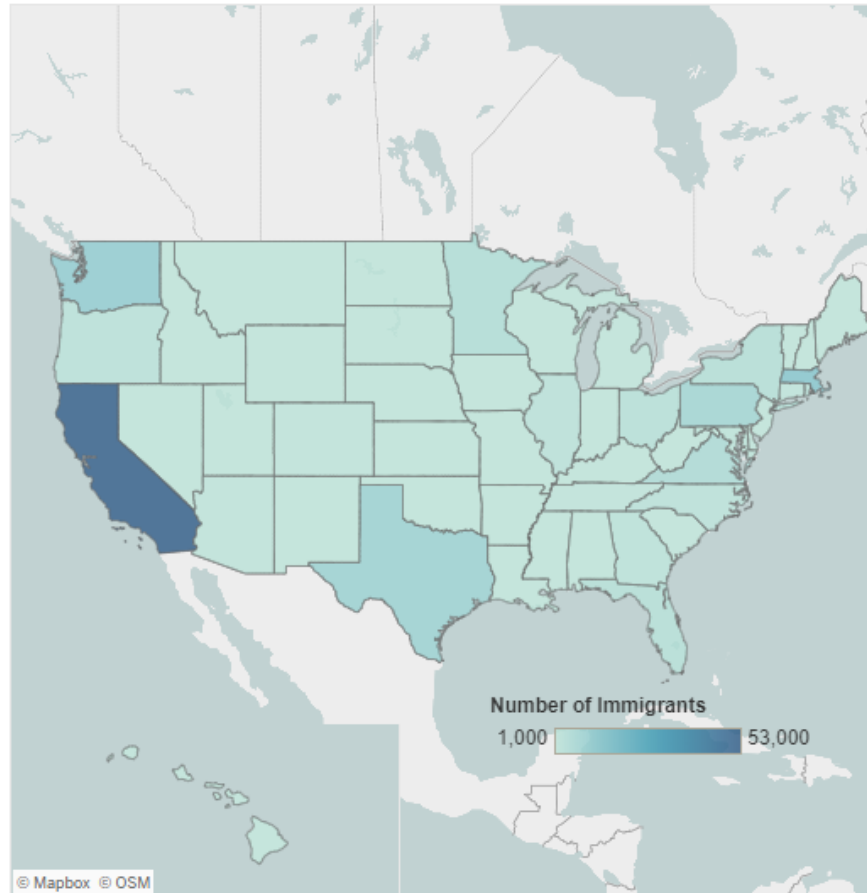
- This can help in your understanding of your area and where people are coming from and what their needs are.
- Some of these things you gather directly from the families you meet.
- There are also ways to do a bit of research to check what you know or are seeing.



## U.S. Immigrant Population by State and County

This map displays the geographic distribution of immigrants in the United States by country of origin. Hover over a state to get the total foreign-born population and double click on a state to get top county estimates. Use the dropdown menu under the map to select a particular country or region of origin. To deselect, click outside the U.S. map. When a state is selected, counties within the state are ranked. (By default, the initial view shows a list of top counties for the entire United States). To return to original view, click the home icon on the left. And for Alaska, first zoom out the map view (click the minus sign).

### U.S. Immigrant Population by State and County, 2015-2019



Select Country/Region of Origin  
 Cambodia

Total immigrant population  
 from Cambodia  
 in the United States:  
 151,100

#### Top Counties

Los Angeles County, California	22,000
Middlesex County, Massachu..	9,000
Orange County, California	5,300
Philadelphia County, Pennsylv..	4,600
King County, Washington	4,600
San Joaquin County, California	4,000
Harris County, Texas	2,900
San Diego County, California	2,700
Santa Clara County, California	2,600
Providence County, Rhode Isl..	2,600
Snohomish County, Washingt..	2,500
Pierce County, Washington	2,500
Essex County, Massachusetts	2,200
Riverside County, California	2,100
Alameda County, California	2,100

<https://www.migrationpolicy.org/programs/data-hub/charts/us-immigrant-population-state-and-county>

# Maps of Immigrants in the United States

Use our interactive maps to learn where immigrant populations are concentrated in the United States by country or region of birth, or explore settlement patterns and concentration of various immigrant populations in the United States. To look at a map, click on its title or thumbnail.



## U.S. Immigrant Population by State and County

Interested in how many immigrants live in your state, their countries and regions of origin, and their top settlement destinations by county? This map displays the state-level distribution of immigrants in the United States by country and region of origin, and also provides a county-level view of the immigrant population.



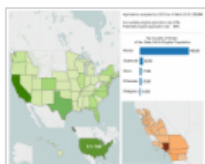
## U.S. Immigrant Population by Metropolitan Area

Use this dynamic map to display the largest concentrations by metropolitan areas for immigrants overall, as well as by region or country of origin. The colors represent the density of immigrants in the total population, and the larger the bubble, the larger the concentration of immigrants.



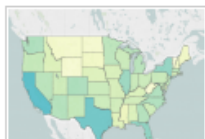
## Unauthorized Immigrant Populations by Country and Region, Top State and County Destinations

Learn about top state and county destinations for unauthorized immigrants in the United States based on their country or region of origin, as well as those who are potentially eligible for the Deferred Action for Childhood Arrivals (DACA) or Deferred Action for Parents of Americans and Lawful Permanent Residents (DAPA) programs, in this interactive map.



## Deferred Action for Childhood Arrivals (DACA) Data Tools

Use these data tools to learn about populations meeting eligibility requirements under the DACA program nationally and by state and by top countries of origin. These tools also provide the numbers with active DACA status.



## English Language Learners (ELLs) and Children of Immigrants by U.S. State

This map and ranked bar chart display the number of English Language Learners (ELLs) enrolled in a kindergarten through a 12th grade class, their share of the student population, and the number and share of children in immigrant families.

<https://www.migrationpolicy.org/programs/data-hub/maps-foreign-born-united-states>

## About Data Hub

The Data Hub showcases the most current national and state-level demographic, social, and economic facts about immigrants to the U.S.; as well as stock, flow, citizenship, net migration, and historical data for countries in Europe, North America, and beyond.

## Links

### Frequently Requested Statistics on Immigrants and Immigration in the United States

This feature presents the latest, most sought-after data on immigrants in the United States—by origin, residence, legal status, deportations, languages spoken, and more—in one easy-to-use resource.

### Immigration: Data Matters

This pocket guide compiles some of the most credible, accessible, and user-friendly government and non-governmental data sources pertaining to U.S. and international migration. The guide also includes additional links to relevant organizations, programs, research, and deliverables, along with a glossary of frequently used immigration terms.

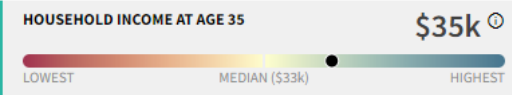


# The Opportunity Atlas

search for address or place... 🔍 ⚙️

## New York, NY

### CHILDREN'S OUTCOMES IN ADULTHOOD



INCARCERATION RATE 1.4%

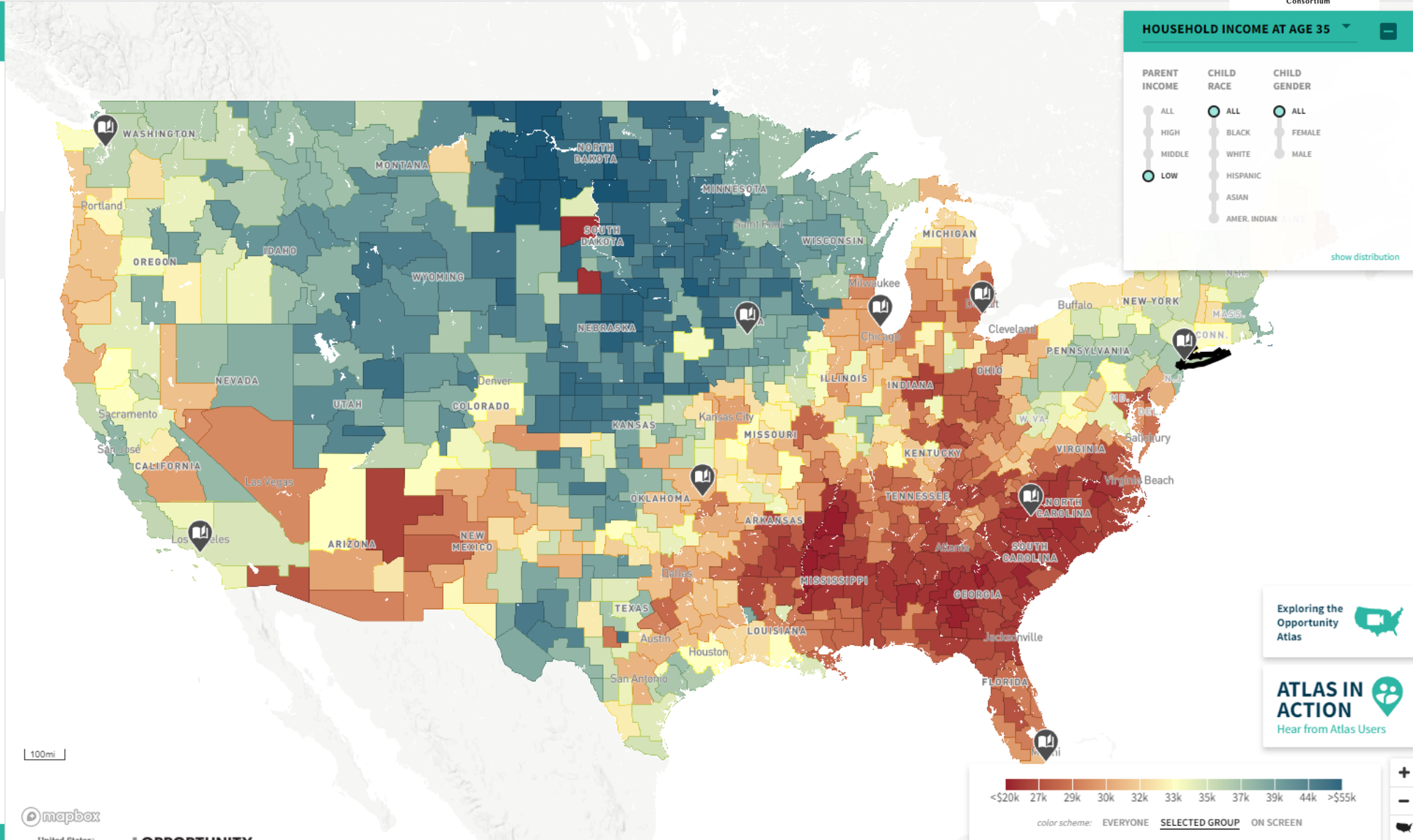
[show more outcomes](#)

### NEIGHBORHOOD CHARACTERISTICS

MEDIAN RENT 2012-16 \$1.5k

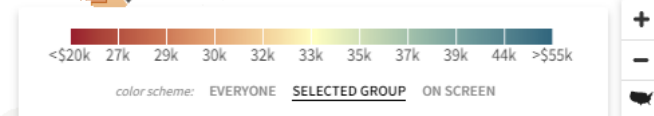
JOB GROWTH RATE FROM 2004 TO 2013 0.5%

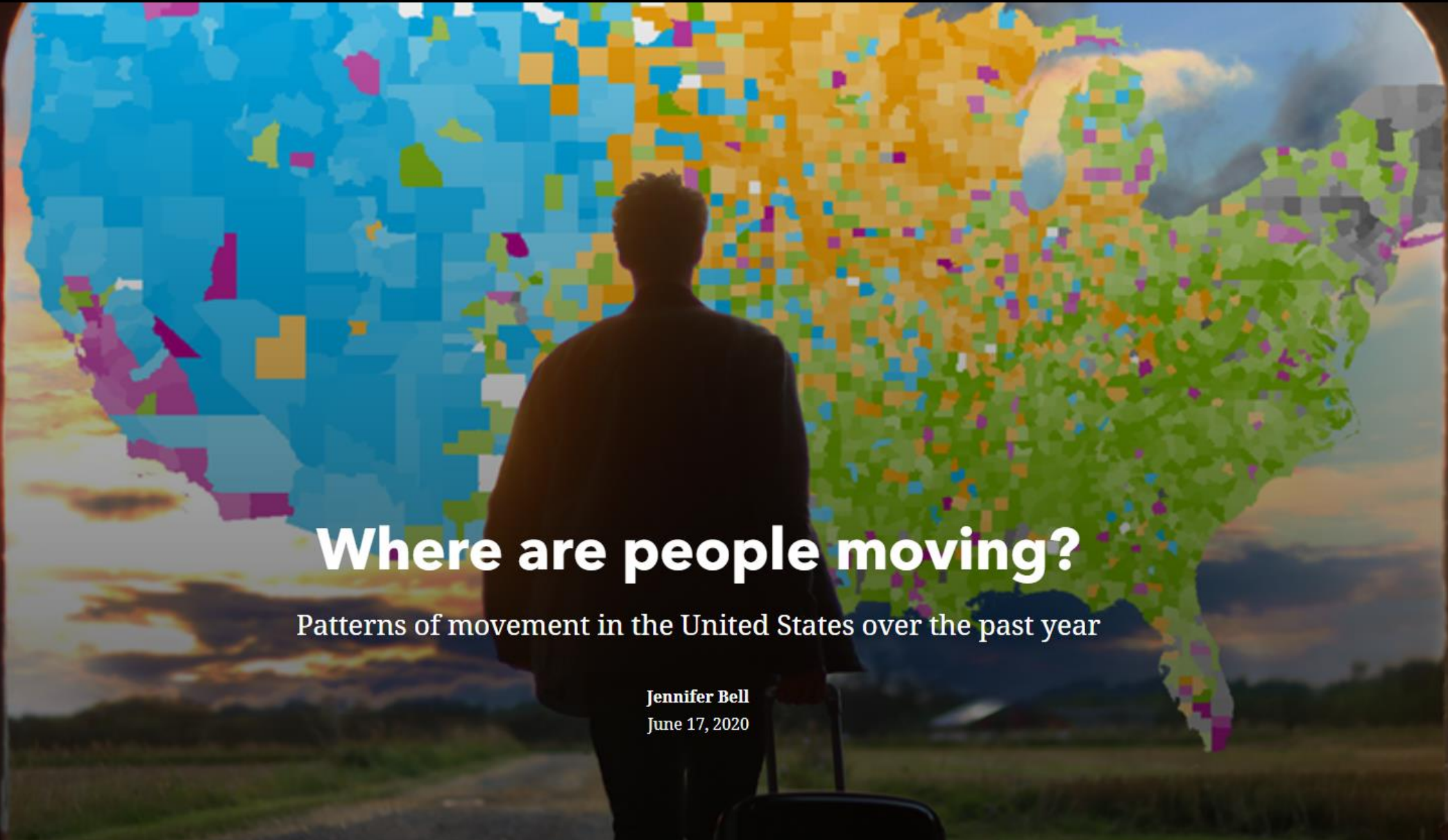
[show more characteristics](#)



EXPLORE STORIES    DOWNLOAD AS IMAGE    DOWNLOAD THE DATA    OVERLAY YOUR DATA

GUIDE    METHODS    FAQ   

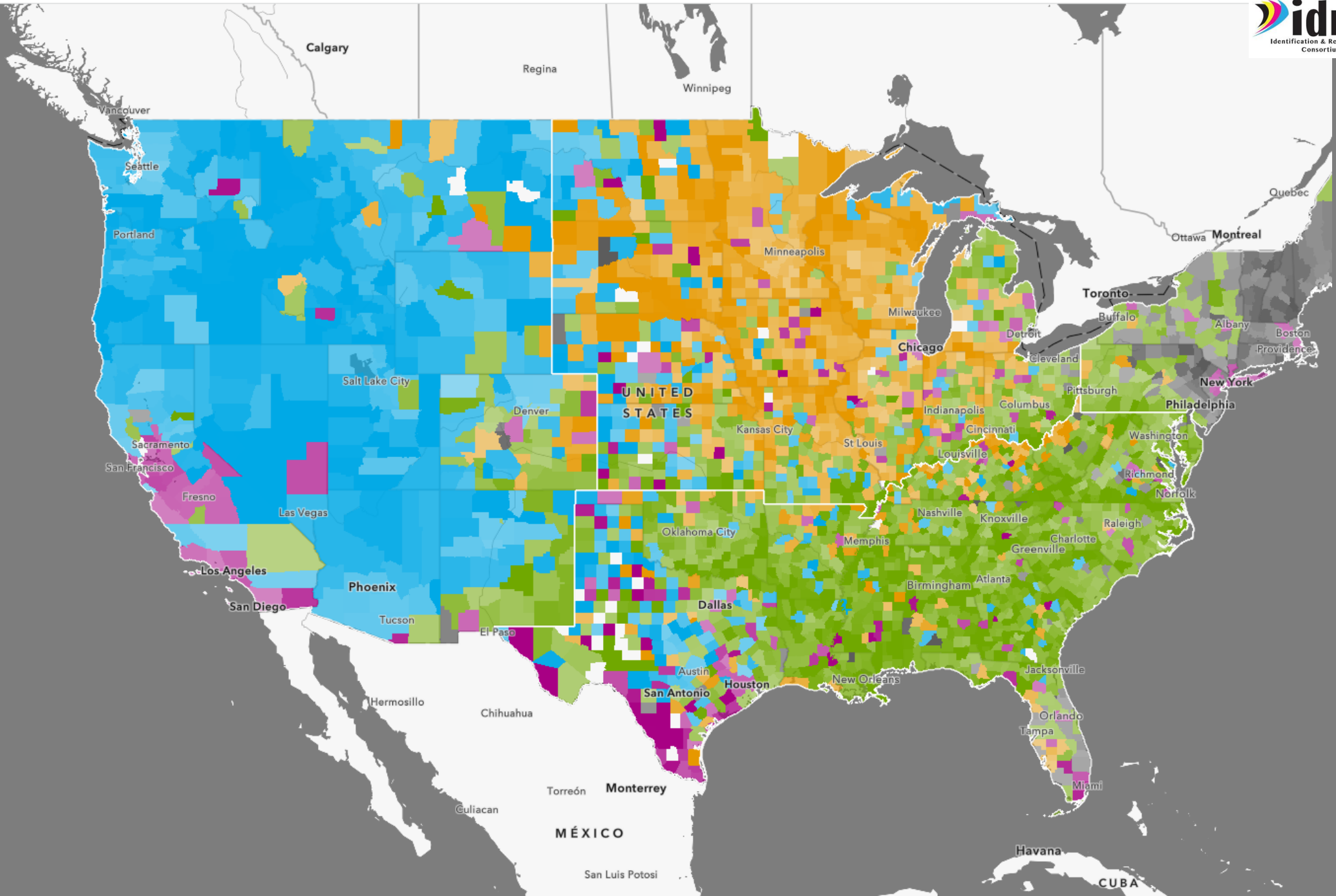


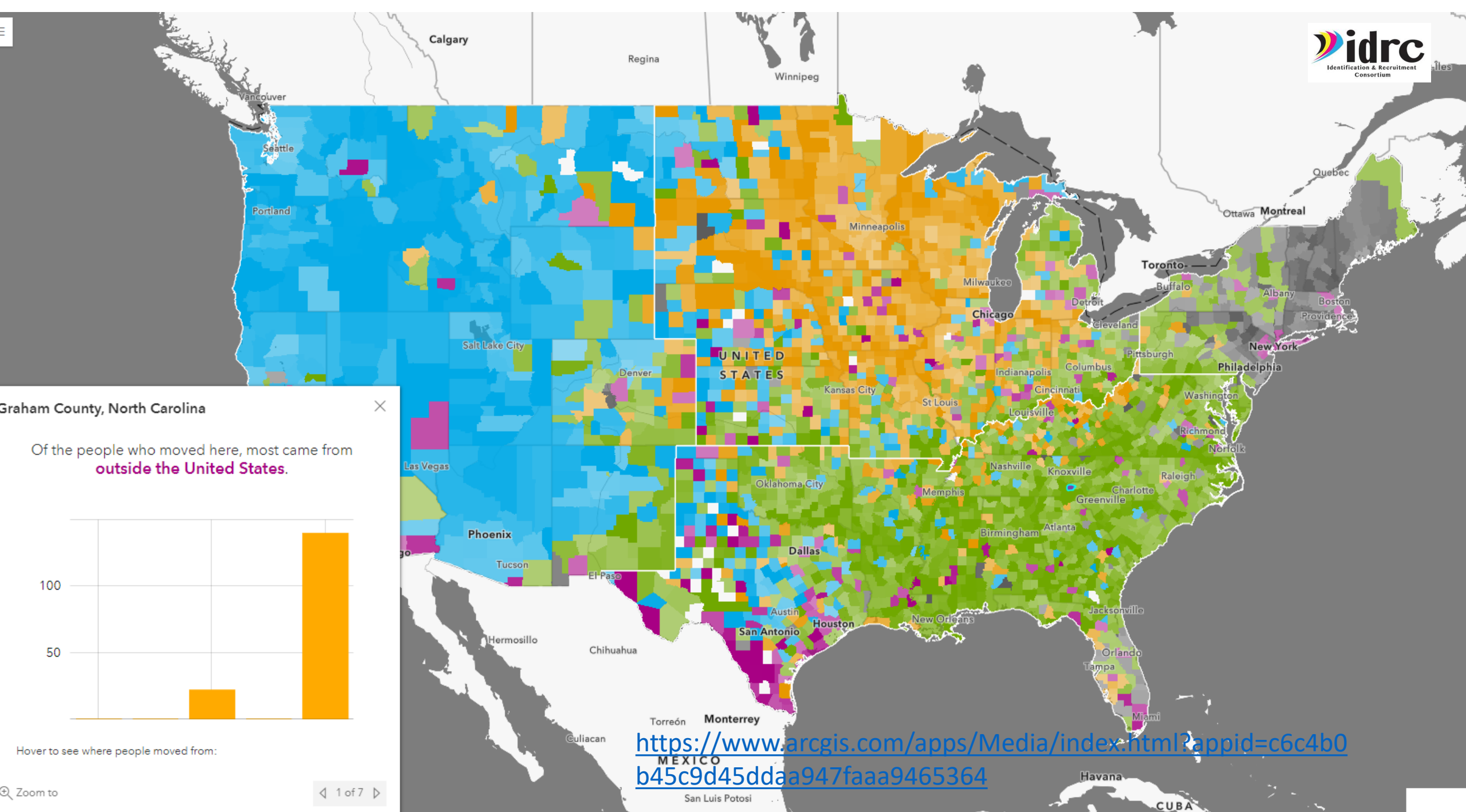


# Where are people moving?

Patterns of movement in the United States over the past year

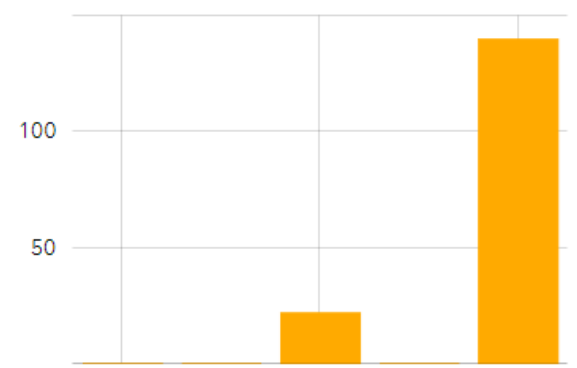
Jennifer Bell  
June 17, 2020





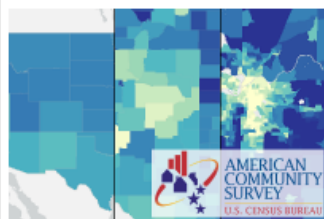
### Graham County, North Carolina

Of the people who moved here, most came from **outside the United States.**



Hover to see where people moved from:

<https://www.arcgis.com/apps/Media/index.html?appid=c6c4b0b45c9d45ddaa947faaa9465364>

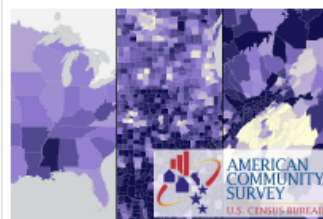


### ACS Living Arrangements Variables - Boundaries

Feature Layer By [esri\\_demographics](#)

This layer contains the most current release of data from the American Community Survey (ACS) about living arrangements of children and adults by age group. These are 5-year estimates shown by tract, county, and state boundaries.

✓ Authoritative

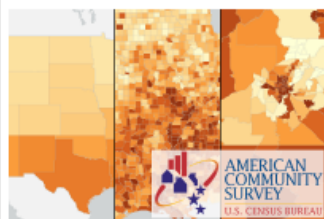


### ACS Internet Connectivity Variables - Boundaries

Feature Layer By [esri\\_demographics](#)

This layer contains the most current release of data from the American Community Survey (ACS) about computer ownership and type of internet subscription. These are 5-year estimates shown by tract, county, and state boundaries.

✓ Authoritative

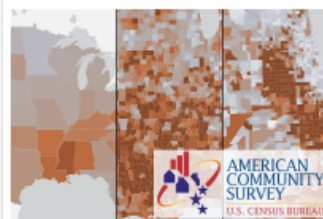


### ACS Educational Attainment Variables - Boundaries

Feature Layer By [esri\\_demographics](#)

This layer contains the most current release of data from the American Community Survey (ACS) about education level for adults 25+. Counts broken down by sex. These are 5-year estimates shown by tract, county, and state boundaries.

✓ Authoritative

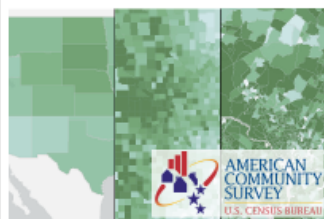


### ACS Internet Access by Age and Race Variables - Boundaries

Feature Layer By [esri\\_demographics](#)

This layer contains the most current release of data from the American Community Survey (ACS) about computer ownership and internet access by age and race. These are 5-year estimates shown by tract, county, and state boundaries.

✓ Authoritative



### ACS Labor Force Participation by Age Variables - Boundaries

Feature Layer By [esri\\_demographics](#)

This layer contains the most current release of data from the American Community Survey (ACS) about full-time, year-round vs. part-time employment by age. These are 5-year estimates shown by tract, county, and state boundaries.

✓ Authoritative

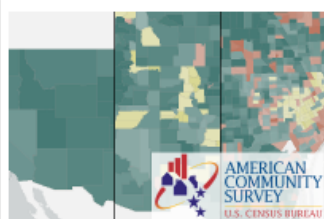


### ACS Language Spoken at Home Variables - Centroids

Feature Layer By [esri\\_demographics](#)

This layer contains the most current release of data from the American Community Survey (ACS) about language group of language spoken at home by age. These are 5-year estimates shown by tract, county, and state centroids.

✓ Authoritative



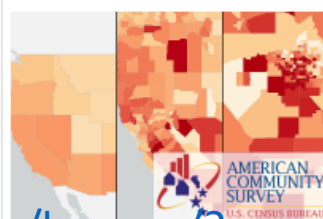
### ACS Population and Housing Basics - Boundaries

Feature Layer By [esri\\_demographics](#)

This layer contains the most current release of data from the American Community Survey (ACS) about basic population and housing context. These are 5-year estimates shown by tract, county, and state boundaries.

✓ Authoritative

<https://livingatlas.arcgis.com/en/browse/?q=current%20acs#d=2&q=current%20year%20acs>



### ACS Employment Status Variables - Boundaries

Feature Layer By [esri\\_demographics](#)

This layer contains the most current release of data from the American Community Survey (ACS) about hours worked, and those unemployed and not in labor force. These are 5-year estimates shown by tract, county, and state boundaries.

✓ Authoritative

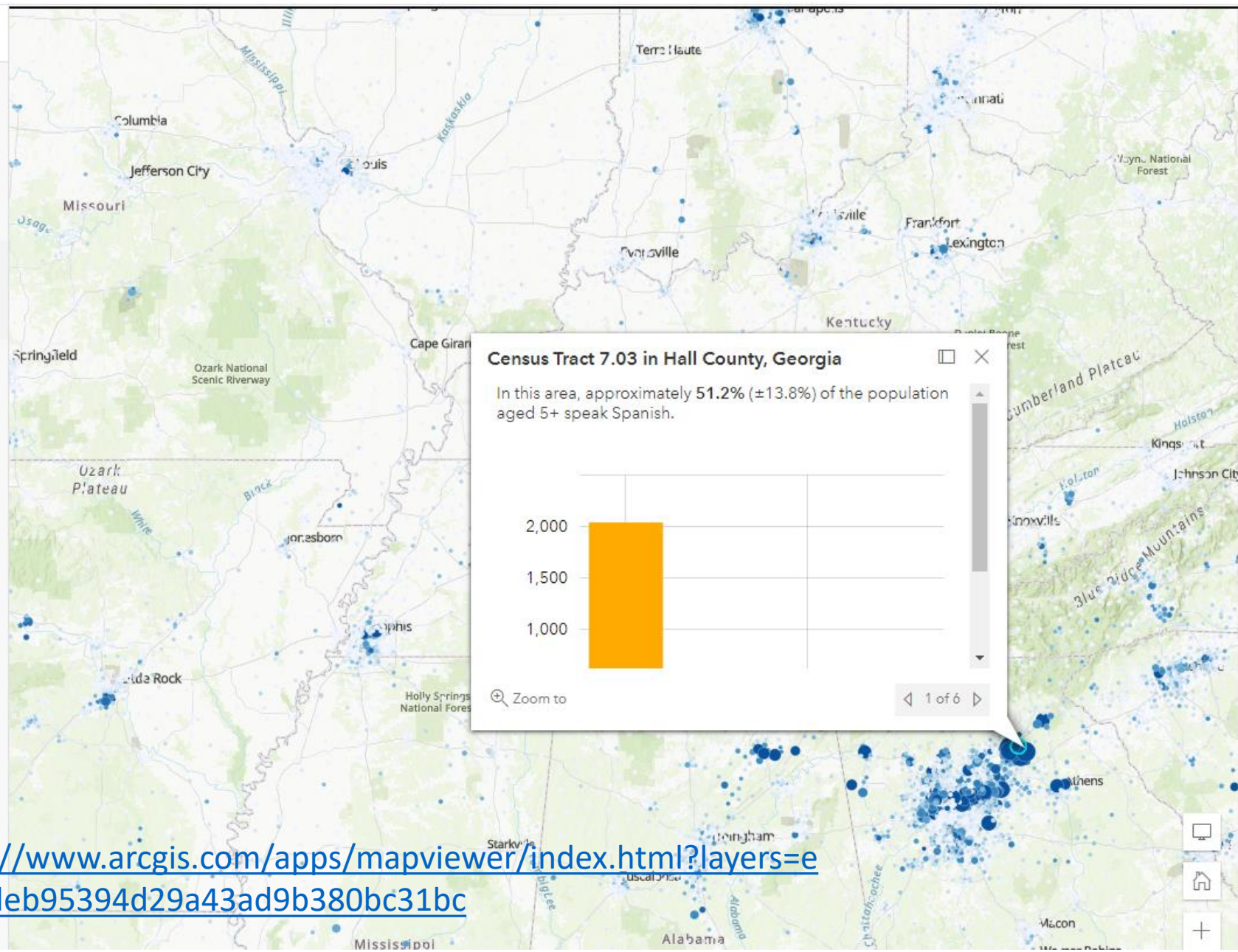


dd layers, and more  
e your work, sign in before

viewer

en at Home Variables

Add layer



Properties

Use the selector above to switch between layers in the map.

Information

Symbology

ACS Language Spoken at Home Variables - Centroids

Tract

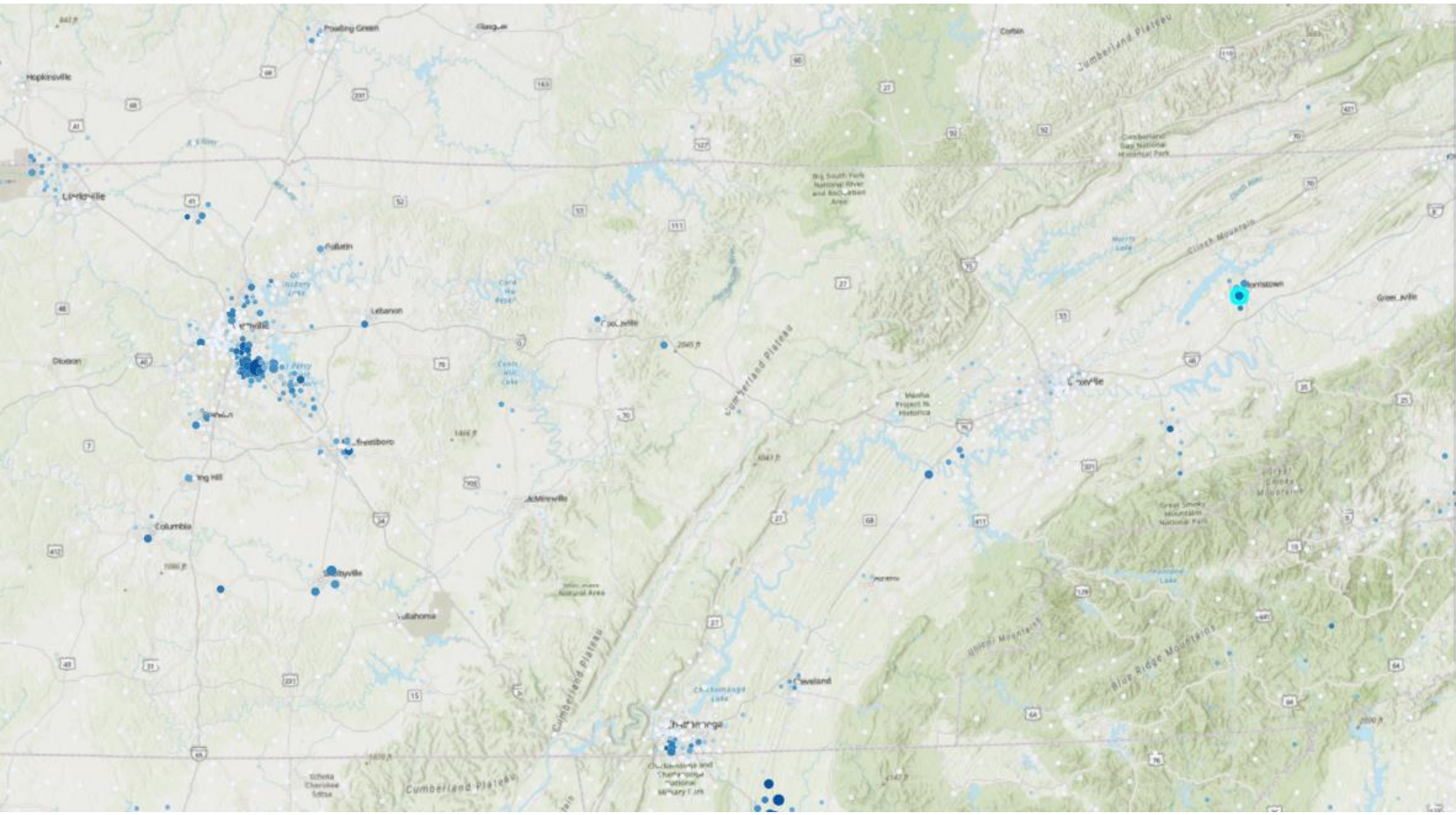
Percent of Population Age 5+ Who Speak Spanish at Home

- > 34%
- 13% - national average
- < 1%

Population Age 5+ Who Speak Spanish at Home

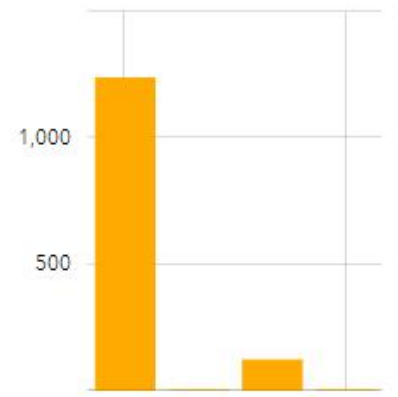
- > 10,000
- 8,000
- 5,000
- 3,000
- < 500
- No Value

<https://www.arcgis.com/apps/mapviewer/index.html?layers=ba9adeb95394d29a43ad9b380bc31bc>



### Census Tract 1003 in Hamblen County, Tennessee

In this area, approximately 40.6% ( $\pm 8.5%$ ) of the population aged 5+ speak Spanish.



Count of population aged 5+ who speak a language other than English at home.

ZOOM TO

# OSY Profile



<https://www.dpi.nc.gov/media/10494/download?attachment>

<b>Date:</b>		<b>MEP Project Region:</b>				<b>COE# or MEP ID:</b>					
<b>Name:</b>					<input type="checkbox"/> Male <input type="checkbox"/> Female		<b>Age:</b>				
<b>Address/Camp:</b>				<b>Phone:</b>		<b>Optional: How long is youth planning on being in the area?</b>					
<b>Has access to transportation:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		<b>Last grade attended? (Check)</b>		<b>When?</b>		<b>Where?</b>					
<b>English oral language proficiency:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> 1 <sup>st</sup> grade/primero de primaria <input type="checkbox"/> 2 <sup>nd</sup> grade/segundo de primaria <input type="checkbox"/> 3 <sup>rd</sup> grade/tercero de primaria <input type="checkbox"/> 4 <sup>th</sup> grade/cuarto de primaria <input type="checkbox"/> 5 <sup>th</sup> grade/quinto de primaria <input type="checkbox"/> 6 <sup>th</sup> grade/sexta de primaria		<input type="checkbox"/> 7 <sup>th</sup> grade/primero de secundaria <input type="checkbox"/> 8 <sup>th</sup> grade/segundo de secundaria <input type="checkbox"/> 9 <sup>th</sup> grade/tercero de secundaria <input type="checkbox"/> 10 <sup>th</sup> grade/primer y segundo semestres de preparatoria (Bachillerato) <input type="checkbox"/> 11th grade/tercer y cuarto semestres de preparatoria (Bachillerato) <input type="checkbox"/> 12th grade/quinto y sexto semestres de preparatoria (Bachillerato)							
<b>Home language:</b> <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other:											
<b>Health needs:</b> <input type="checkbox"/> Medical <input type="checkbox"/> Vision <input type="checkbox"/> Dental <input type="checkbox"/> Urgent <input type="checkbox"/> Other:				<b>Advocacy Needs:</b> <input type="checkbox"/> Legal <input type="checkbox"/> Childcare <input type="checkbox"/> Translation/Interpretation <input type="checkbox"/> Other:							
<b>Youth lives:</b> <input type="checkbox"/> With a crew <input type="checkbox"/> With friends outside of work <input type="checkbox"/> With his/her parents/family <input type="checkbox"/> With spouse & kids <input type="checkbox"/> With kids <input type="checkbox"/> Alone				<b>Reason for leaving school:</b> <input type="checkbox"/> Lacking credits <input type="checkbox"/> Needed to work <input type="checkbox"/> Missed State test <input type="checkbox"/> Disengaged <input type="checkbox"/> Pregnancy/Childcare <input type="checkbox"/> Other:							
<b>Expressed interests in:</b> <input type="checkbox"/> Learning English <input type="checkbox"/> Job training <input type="checkbox"/> HSED <input type="checkbox"/> Earning a diploma <input type="checkbox"/> Not sure <input type="checkbox"/> No interests <input type="checkbox"/> Other:				<b>Availability: (Check)</b>							
					<b>Su</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>Sa</b>
				<b>Morning</b>							
				<b>Afternoon</b>							
				<b>Evening</b>							
<b>At interview, youth received:</b> <input type="checkbox"/> Educational materials <input type="checkbox"/> Support services <input type="checkbox"/> OSY welcome bag <input type="checkbox"/> Referral(s) (list in comments) <input type="checkbox"/> Other:				<b>Youth is a candidate for:</b> <input type="checkbox"/> HS diploma <input type="checkbox"/> Health education <input type="checkbox"/> Life skills <input type="checkbox"/> Pre HSED/HSED <input type="checkbox"/> Job training <input type="checkbox"/> PASS <input type="checkbox"/> HEP <input type="checkbox"/> Career exploration <input type="checkbox"/> MP3 player <input type="checkbox"/> Adult Basic Education <input type="checkbox"/> ESL <input type="checkbox"/> CAMP <input type="checkbox"/> Other:							
<b>Comments:</b>											



# Family Data

Recruiter/Mentor: \_\_\_\_\_

## Vermont MEP ISY Family Profile

Date: \_\_\_\_\_



Best way to contact: _____ Email: _____ How many members living in the home? _____ Any extended family in the home? <input type="checkbox"/> Yes <input type="checkbox"/> No Relationship: _____	Are any of the children receiving special education services? <input type="checkbox"/> Yes <input type="checkbox"/> No Name: _____ Are any of the children having truancy issues? <input type="checkbox"/> Yes <input type="checkbox"/> No Name: _____	Parents: _____ Children's Names _____ _____ Home Language: <input type="checkbox"/> English <input type="checkbox"/> Spanish    Other: _____												
Housing: <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%;">Rent</td> <td style="width:25%;">Farmworker housing</td> <td style="width:25%;">Own</td> <td style="width:25%;">Homeless</td> </tr> </table>			Rent	Farmworker housing	Own	Homeless								
Rent	Farmworker housing	Own	Homeless											
Any students attending Preschool? <input type="checkbox"/> Yes <input type="checkbox"/> No    Preschool Name: _____ Preschool Schedule: <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:15%;">Days</td> <td style="width:15%;"><input type="checkbox"/> Mon.</td> <td style="width:15%;"><input type="checkbox"/> Tue.</td> <td style="width:15%;"><input type="checkbox"/> Wed.</td> <td style="width:15%;"><input type="checkbox"/> Thurs.</td> <td style="width:15%;"><input type="checkbox"/> Fri.</td> </tr> <tr> <td>Times</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>			Days	<input type="checkbox"/> Mon.	<input type="checkbox"/> Tue.	<input type="checkbox"/> Wed.	<input type="checkbox"/> Thurs.	<input type="checkbox"/> Fri.	Times					
Days	<input type="checkbox"/> Mon.	<input type="checkbox"/> Tue.	<input type="checkbox"/> Wed.	<input type="checkbox"/> Thurs.	<input type="checkbox"/> Fri.									
Times														
Summer Services:														
What do your children usually do during school breaks? <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%;">Winter?</td> <td style="width:33%;">Spring?</td> <td style="width:33%;">Summer?</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </table>			Winter?	Spring?	Summer?	_____	_____	_____						
Winter?	Spring?	Summer?												
_____	_____	_____												
Social Need Inventory														
Food Stamps/SNAP/3Squares/VT <input type="checkbox"/> OK <input type="checkbox"/> Need	WIC <input type="checkbox"/> OK <input type="checkbox"/> Need	Food Shelf <input type="checkbox"/> OK <input type="checkbox"/> Need	TEFAP <input type="checkbox"/> OK <input type="checkbox"/> Need	EFNEP <input type="checkbox"/> OK <input type="checkbox"/> Need										
Health Insurance <input type="checkbox"/> OK <input type="checkbox"/> Need	Health Provider: <input type="checkbox"/> OK <input type="checkbox"/> Need	Dentist <input type="checkbox"/> OK <input type="checkbox"/> Need	Pre/Post Natal Care <input type="checkbox"/> OK <input type="checkbox"/> Need	English Classes <input type="checkbox"/> OK <input type="checkbox"/> Need										
Other Health Needs <input type="checkbox"/> OK <input type="checkbox"/> Need	Translation/ Interpretation <input type="checkbox"/> OK <input type="checkbox"/> Need	Transportation <input type="checkbox"/> OK <input type="checkbox"/> Need	Clothing <input type="checkbox"/> OK <input type="checkbox"/> Need	Adult Education <input type="checkbox"/> OK <input type="checkbox"/> Need										
After School programs <input type="checkbox"/> OK <input type="checkbox"/> Need	Child Care <input type="checkbox"/> OK <input type="checkbox"/> Need	School Supplies <input type="checkbox"/> OK <input type="checkbox"/> Need	Baby Supplies <input type="checkbox"/> OK <input type="checkbox"/> Need	Parenting Education/Resources <input type="checkbox"/> OK <input type="checkbox"/> Need										
Notes: _____ _____														

SNAP: Supplemental Nutrition Assistance Program (SNAP or Food Stamps) - Provides nutrition assistance to millions of eligible, low-income individuals and families and provides economic benefits to communities.

WIC: Special Supplemental Nutrition Program for Women, Infants and Children. WIC safeguards the health of low-income women, infants, and children up to age 5 who are at nutritional risk.

TEFAP: The Emergency Food Assistance Program, a Federal program that helps supplement the diets of low-income Americans, including elderly people, by providing them with emergency food and nutrition assistance at no cost.

EFNEP: The Expanded Food and Nutrition Education Program. EFNEP empowers participants to lead healthier lives through hands-on nutrition education.

# MEP Program data

## Do you?

- Run a review of recruiter's efforts and make sure have recruiters in the right areas.
- Do recruiters keep reports and do supervisors review these reports.
- Do the reports show what recruiters are doing, who they are contacting, what information they are finding out, etc.
- Do you pivot and try new things if recruiters are not finding enough families to justify a position?
- If you are a supervisor can you support your staff in the field? Do you understand their work and how to help them?



# MEP Program data

- **Do you?**
- Let schools know if students qualified or not from family surveys?
- Do you ensure that all family surveys are completed?
- Keep track of follow up that families need and request?
- Work to see if there is correlation between your program efforts and student growth.
- In real time get students report cards and data as soon as it is available?

# Use of Data

- Make sure that data helps inform your decisions and that your sources of data are high quality and directly help you understand your population and their needs, understand how your program is doing, and helps you find and location MEP students as soon as possible.



# Training Review:

Please fill out the IDRC Training review form by using the link below or the scanning the QR code with the phone's camera

**Training title:**

*Using Key Data to Improve IDR and your MEP program*

<https://www.surveymonkey.com/r/IDRCStaffTrainingEval21-22>





**IDRC SUMMER RECRUITMENT INSTITUTE**

**May 23-27<sup>th</sup> Free Virtual Event**

**REGISTER TODAY!**

[https://whova.com/portal/registration/idrc\\_202205/](https://whova.com/portal/registration/idrc_202205/)

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IDRC Director

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*thank you*