



Identification and Recruitment Manual



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General

Minimum Tasks for Local Migrant Education Program Recruiters

- Receive state training and resources for determining the location and eligibility of Title I migratory children.
- Read and understand the local Title I regular term and/or summer term application program as approved.
- Know the boundary of the project attendance area.
- Conduct identification and recruitment activities per the state in-service and local project's written plan of child recruitment/current job description.
- Distribute program eligibility and recruitment information to the school and larger community.
- Use state technical assistance (staff resources, interagency resources) if eligibility.
- Cooperate in interstate and intrastate child recruitment requests if in doubt.
- Complete certificates of eligibility (COE's) per training resources and per printed instructions to ensure quality control and audit-safe documentation of eligibility.
- Establish an annual local accounting sheet (LAS) of all migratory children certified as residing in the district.
- Maintain a list of school enrolled children.
- Maintain a child certificate management procedure for the specific project term being funded.
- Correct or amend the original COE upon receiving a DPI eligibility correction memorandum or related enrollment correspondence.



Basic Definitions: Migrant Education Program

MIGRANT CHILD

§ 200.81(e) “a child -- (1) who is a migratory agricultural worker or a migratory fisher; or (2) who, in the preceding 36 months, in order to accompany or join a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher – (i) has moved from one school district to another....”

MIGRATORY AGRICULTURAL WORKER

§200.81(d) “a person who in the preceding 36 months, has moved from one school district to another, ... in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.”

MIGRATORY FISHER

§ 200.81(f) “a person who, in the preceding 36 months, has moved, as defined in paragraph (g), from one school district to another, ... in order to obtain temporary employment or seasonal employment in fishing work....”

IN ORDER TO OBTAIN

§200.81(c) “When used to describe why a worker moved, means that one of the purposes of the move is to seek or obtain qualifying work....”

“(1) If a worker states that a purpose of the move was to seek any type of employment, i.e., the worker moved with no specific intent to find work in a particular job, the worker is deemed to have moved with a purpose of obtaining qualifying work if the worker obtains qualifying work soon after the move....”

“(2) Notwithstanding the introductory text of this paragraph (c), a worker who did not obtain qualifying work soon after a move may be considered to have moved in order to obtain qualifying work only if the worker states that at least one purpose of the move was specifically to seek the qualifying work, and—
The worker is found to have a prior history of moves to obtain qualifying work; or

There is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available.

IN ORDER “TO JOIN”

This means that the child’s move may either precede or follow the worker’s move, generally within no more than 12 months. The fact that the child and his or her parent, spouse, or guardian do not move at the same time does not nullify the child’s eligibility for the Migrant Education Program (MEP). In *to join* moves, the Qualifying Arrival Date (QAD) is the date the child joins the worker who has already moved, or the date when the worker joins the child who has already moved. The QAD is the date that the child’s eligibility for the MEP begins. The QAD is not affected by subsequent non-qualifying moves. See the chart below for determining the QAD:

How to determine the Qualifying Arrival Date (QAD)

If the child...	Then, the QAD is...
... moved with the worker.	... the date the child and worker both arrive in the district where the worker will look for qualifying work.
... moved before the worker moved.	... the date the worker arrives in the district to look for qualifying work.
... moved to join the worker after the worker moves.	... the date the child arrives to join the worker.



SEASONAL EMPLOYMENT

§200.81(j) “employment that occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year.”

TEMPORARY EMPLOYMENT

§ 200.81(k) “Employment that lasts for a limited period of time, usually a few months, but no longer than 12 months. It typically

includes employment where the employer states that the worker was hired for a limited time frame; the worker states that the worker does not intend to remain in that employment indefinitely; or the SEA has determined on some other reasonable basis that the employment is temporary...”

AGRICULTURAL WORK

§ 200.81(a) “the production or initial processing of crops, dairy products, poultry, or livestock, as well as the cultivation or harvesting of trees. It consists of work performed for wages or personal subsistence.”

FISHING WORK

§200.81(b)

“the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. It consists of work performed for wages or personal subsistence.”

QUALIFYING WORK

§200.81(i) “temporary employment or seasonal employment in agricultural work or fishing work.”

Basic Migrant Child Eligibility Factors

Age

1. Child is younger than age 22.

School Completion

2. The child is not a high school graduate or does not hold a high school equivalent certificate.

Move Across School District Boundaries

3. The child(ren) moved from a residence in a school district to a residence in another school district on the qualifying arrival date (QAD).

Date of Move

4. The child(ren) moved within the past 36 months:
 - on own as a worker; **OR**
 - with the worker who is the child's parent, spouse, guardian; **OR**
 - to join* the worker, who is the child's parent, spouse, guardian.

**In cases where the child moves before the worker moves, the QAD would be the date the worker joins the child.*

Purpose of Move

5. The worker moved due to economic necessity in order to obtain:
 - qualifying work, and obtained qualifying work; **OR**
 - any work*, and obtained qualifying work; **OR**
 - qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:
 - i. the worker has a prior history of moves to obtain qualifying work (requires comment); **OR**
 - ii. there is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available (requires comment).

**Specific intent to obtain non-qualifying work would not qualify. Recruiters should be attentive to situations whereby the worker expresses specific intent to obtain only non-qualifying work.*

Qualifying work

6. The qualifying work was temporary employment (determine temporary employment under #7), or seasonal employment in agricultural work or fishing work (requires description of agricultural or fishing work, such as "picking strawberries") for an employer (provide name and address), as self-employment, or for personal subsistence.
7. The work was determined to be temporary employment based on:
 - the worker's statement (requires comment); OR
 - employer's statement (requires comment); OR
 - state's documentation of the temporary nature of the work (requires comment).

Source: United States Department of Education, Office of Migrant Education

Wisconsin Migrant Education Staff

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DPI Toll Free Number 1-800-441-4563 National Migrant Hotline 1-800-234-8848		

Guidance

[Federal Guidance](#)

Identification and Recruitment Plan **from 2015-2019 Service Delivery Plan**

The No Child Left Behind Act of 2001 (Public Law 107-110, Title 1, Part C) requires that SEAs identify all migrant children within their respective states who are eligible for the MEP. The Wisconsin Department of Public Instruction's (DPI) MEP administers MEP funds to LEAs to implement local programs to serve eligible migrant students.

The Identification and Recruitment Plan is a required component of the Wisconsin MEP Service Delivery Plan 2009-2014 for meeting the state's performance goals as established in the Wisconsin Consolidated State Plan. The state goal of child ID&R is to locate, certify, and enroll all eligible migrant children and youth, ages 0-21, in the state in order to address their needs as identified through the recruitment process and more formally through a comprehensive needs assessment process.

This section provides basic information regarding the MEP and the responsibilities that SEA and LEA MEP staff have relative to the ID&R of migrant children. It is designed to help staff responsible for the ID&R understand the extent to which each of us is responsible in making proper eligibility determinations.

The Wisconsin MEP staff is responsible for establishing guidelines for the ID&R of migrant children and for providing the corresponding adequate training to LEA migrant education staff. MEP regulations, effective as of August 28, 2008, call for particular attention to definitional changes pertaining to migrant child eligibility and require Wisconsin MEP staff to make the necessary accommodations for ensuring that LEA MEP staff understands the new changes required by law. The Wisconsin MEP will provide information to MEP-funded projects regarding current MEP regulations and the state's agricultural sector and migrant population, as available.

The Wisconsin MEP staff is also responsible for maintaining high standards of quality control as well as building relationships between Wisconsin communities, migrant-serving institutions and organizations, and migrant workers and their families. The Wisconsin MEP staff, through the state's child ID&R specialist, will provide coordination of planning and training needs with schools districts and partnering agencies and organizations to ensure that the latest available resources and information are used when determining when and where migrant children will reside in the state and where they may be coming from. The statewide recruiter will be responsible for the ID&R of eligible migrant students in parts of the state where an established formal program does not exist. The statewide recruiter will play an invaluable role in connecting migrant families to needed local services and in offering them information on community events.

MEP-funded project staff is, in turn, responsible for following the requirements established by the state's MEP staff for identifying and recruiting eligible children:

- completing and submitting the appropriate documentation to the SEA,
- maintaining high standards of local quality control, and
- building relationships within and among communities, institutions, and migrant workers and their families within their assigned school district boundaries.

To effectively carry on a plan for the ID&R of migrant children, from 2015 through 2019, the Wisconsin MEP will:

- ensure that the latest available resources and information are being used to determine when and where migrant children will reside in the state and where they may be coming from;
- identify and recruit eligible migrant students in parts of the state where an established formal program does not exist;
- conduct yearly professional development opportunities and ongoing technical assistance, targeting MEP recruiters, directors, and all summer migrant program personnel. The immediate goal is to adopt the changes in the MEP regulations, effective as of August 28, 2008, to our state and ensure local migrant staff understands the new regulations and requirements;
- implement directives coming from the national office to fit ID&R needs in the state;
- conduct follow-up trainings for staff not able to attend scheduled activities or for new staff,
- provide specific training on the basic eligibility factors;
- ensure that recruiters are adequately trained and informed in order to make accurate determinations in certifying migrant children;
- ensure that recruiters understand what constitutes qualifying temporary and seasonal employment in Wisconsin;
- provide specific instructions for completing the certificate of eligibility (COE) and other important MEP data collections forms;
- provide training regarding cultural competency and effective interview techniques with migrant parents;
- conduct site visits at MEP-funded projects;
- participate at regularly scheduled national, state, and local meetings, workshops, conferences and migrant related network opportunities with migrant education partners and encourage local MEP staff to do the same;
- ensure accuracy in the initial interviewing process and in subsequent re-interviewing activities at both the SEA and LEA level;
- design and implement a plan for conducting re-interviewing, including the hiring and training of personnel to do the re-interviewing; and
- ensure that all parties understand the result of its state and local ID&R processes in order to achieve a product with zero percent errors in eligibility determinations

If the results of the re-interviewing yield more than zero percent error, the state will properly address the problem, provide technical assistance, and ensure that all ineligible students are removed from the state count.

By law, the Wisconsin MEP is required to collaborate with other migrant service agencies, governmental and non-governmental. The collaboration between the state and local MEP programs and other migrant service agencies provides important information, particularly for the ID&R of migratory children, and for program planning and implementation. Over the years, the Wisconsin MEP has worked in close collaboration with all Wisconsin migrant service agencies. These include the Wisconsin Migrant Coalition, the Governor's Migrant Labor Council, UMOS Head Start interagency workgroups, Migrant Head Start and day care providers, and the Wisconsin Migrant Education interagency workgroup, which includes high school equivalency and college assistance migrant programs (HEP/CAMP). Together, these groups represent a broad network of more than three dozen agencies from around the state whose resources and referral systems contribute to the ID&R of migratory children. They are an important resource to the MEP.

Continuation of Services from 2015-2019 Service Delivery Plan

There are three continuation of services provisions under which a student can be served under MEP after his or her migrant eligibility has ended. First, if a student is receiving migrant program services and eligibility ends before the school term does, the LEA may continue to provide services until the end of the term. Second, if there are no comparable services available to a student receiving MEP program services from other program, the LEA can provide MEP services to the student for one year after eligibility ends. Finally, if the student is in secondary school when eligibility ends, the LEA may provide service through credit accrual programs until graduation.

Before the LEA provides services under any of the continuation of services provisions, it should assess whether the child's unmet unique educational needs are addressed by the basic education, local and state programs, other federal programs such as Title I Part A, and Title III. The state anticipates that this number will be low and that it will be used in accordance with one of the three allowable provisions.

Priority for Service Criteria

Under PL 107-110, Title I C of ESEA provides supplementary funding for the education of Wisconsin's eligible migrant students. Programs are funded during the summer and regular term.

Wisconsin LEAs having at least 10 migrant students attending their schools are invited by the state to apply for funds. Funded LEAs must determine priority for PFS migrant children using two main criteria: educational disruption and failing or being at risk of failing academically. PFS students are served first with MEP funds and resources. When there are sufficient resources, other eligible migrant students with needs may be served with MEP funds and resources as well.

The following chart outlines PFS criteria established by Wisconsin. In summary, if the student has moved during the last 12 months during the regular term and is found to have one or more of the risk factors identified on the chart, that student may be identified as having a PFS need.

Criteria for Priority for Service



1) IF the student is failing or at risk of failing in any one of the following ways:

Data for failing or at risk of failing factors within the past 12-months.

Risk Factor	How Determined
State academic achievement (include assessment data from Texas, Florida, and other home-base states) + other local achievement data, if available.	K-12 student is designated below proficient, absent, exempt, not tested, or not scored on any one of the state assessments, or is out of school or ungraded.
Below grade level in reading or math (other than state assessment)	K-12 student is designated below proficient in reading or math during summer programs or in programs from the last attended school
Non English Proficient (NEP) or Limited English Proficient (LEP)	K-12 student is designated as NEP or LEP
Retained	K-8 student was retained in the same grade level as the previous year
Over-age for current grade level	Student is two years or more beyond the minimum age for the grade level. For example, a Kindergarten student 7 or older, a first grade student is 8 or older, or a 3 rd grade student is 10 or older.
Course history	A high school student has failed one or more core high school courses or is not on track for graduation
Out-of-school Youth	A youth below age 22 has not graduated from high school, has not achieved a GED/HSED, and is not enrolled in school
Homelessness	Coordinate with homeless liaison to check homeless status



2) AND their education was interrupted this project term in any one of the following ways:

Data for education interrupted factors within the past 12 months.

Interrupted Schooling	How Determined
Enrollment date	Enrollment date between 9/1 and 5/15
Withdrawal date	Withdrawal date between 9/1 and 5/15
Qualifying Arrival Date (QAD)	QAD between 9/1 and 5/15
Residency date	Residency date between 9/1 and 5/15
Multi-enrollment	More than one enrollment between 8/1 and 5/30
Significant instructional loss due to missed schooling	10 days or more
Significant number of moves	Multiple disruptions from schooling due to moves - does not have to be a qualifying move



Then the student is recognized as Priority for Services (PFS)

Forms & Timeline

Wisconsin Migrant Education Program Reporting Timeline

MONTH	WISCONSIN MIGRANT EDUCATION PROGRAM FORMS	SUBMIT TO DPI
Ongoing	Certificate of Eligibility (COE) With OSY Student Profile, if applicable <i>PI-1727</i>	Within 7 days after student is certified, parent has signed, and supervisor has reviewed/approved and signed the COE
Ongoing	Student Reporting Form (SRF) <i>PI-1723</i>	Within 10 days of student withdrawal or 10 days after summer or regular term ends
August	Consolidated Application Regular Term Title I-C	Due August 31
August	Project Evaluation End-of-Year Report <i>PI-1739</i>	Due August 31
August-September	Summer Term Migrant Evaluation <i>PI-1739</i>	Within 30 days after summer program ends
August-September	Local Accounting Sheet (LAS) <i>PI-1729 (Summer projects)</i>	Within 30 days of project closure (submission optional, or retain locally)
September	Continuing Enrollment Report (CER) <i>PI-1717</i>	Due September 30th
September-October	Summer Term Program Fiscal Report (Claims) <i>PI-1086</i>	Within 90 days after summer program ends
November	Regular Term Program Fiscal Report (Claims) <i>PI-1086</i>	Within 90 days of the regular term program's final date for claims
May	Summer Migrant Education Program Application <i>PI-9550-1C</i>	Due May 29
June	Final Budget Revision Regular Term	Due June 30
July	Local Accounting Sheet (LAS) <i>PI-1729 (RY projects)</i>	Within 30 days of project closure (submission optional, or retain locally)



Wisconsin Department of Public Instruction
CERTIFICATE OF ELIGIBILITY (COE)
 PI-1727 (Rev. 02-15)
 Requirement of PL 107-110, Title I Migrant Education

Mail to: **DEPARTMENT OF PUBLIC INSTRUCTION**
ATTN: TENA TORGERSON
TITLE I MIGRANT EDUCATION PROGRAM
PO BOX 7841
MADISON, WI 53707-7841

Current School District Name	Homebase District Name
School District SSID WI _____	Withdrawal Date
Date Classes Started ____/____/____	

I. Family Data

Male Parent/Guardian Last & First Name	Current Male Parent/Guardian Last & First Name	Current Address	City	State	Zip	Current Home/Cell Phone	
Female Parent/Guardian Last & First Name	Current Female Parent/Guardian Last & First Name	Homebase Address	City	State	Country	Zip	Homebase Telephone

II. Child Data List all eligible children / youth under age 22.

USID	Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	MB	Birth Date	Code	Age	Birth Location City, State, Country	Not H/L	H/L	AI/ AN	A	B/ AM	NH/ OPI	W	Residency Date	SSID	Gr	OSY	Enrollment Date	
1																								
2																								
3																								
4																								
5																								

III. Qualifying Move and Work

1. The child(ren) listed on this form moved from a residence in _____ School district / _____ City / _____ State / _____ Country to a residence in _____ School district / _____ City / _____ State.

Residency Verification Methods Home visit Office visit School records Other Specify _____

2. The child(ren) moved (complete both a. and b.):
 a. on own as worker, OR with the worker, OR to join or precede the worker.
 b. The worker, _____ First Name and Last Name of Worker, is the child or the child's parent spouse guardian.
 i. (Complete if "to join or precede" is checked in 2a.) The worker moved on _____ MM/DD/YY. The child(ren) moved on _____ MM/DD/YY (provide comment).
 3. The Qualifying Arrival Date (date both child and worker completed move for qualifying work) was _____ MM/DD/YY.

4. The worker moved due to economic necessity in order to obtain:
 a. qualifying work, and obtained qualifying work, OR
 b. any work, and obtained qualifying work soon after the move, OR
 c. qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work:
 i. The worker has a prior history of moves to obtain qualifying work (provide comment), OR
 ii. There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).

5. The qualifying work, _____ describe agricultural or fishing work, was (make a selection in both a. and b.):
 a. seasonal OR temporary employment
 b. agricultural OR fishing work
 "If applicable, check:
 personal subsistence (provide comment)

6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:
 a. worker's statement (provide comment), OR
 b. employer's statement (provide comment), OR
 c. state documentation for _____ Employer.

IV. Comments (Must include 2bl, 4c, 5, 6a, and 6b of the Qualifying Move and Work Section, if applicable.)

V. Parent/Guardian/Spouse/Worker Signature
 I understand the purpose of this form is to help the state determine if the child(ren)/youth listed on this form is/are eligible for the Title I, Part C Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.

Signature	Relationship to the Child(ren)	Date Mo./Day/Yr.
>		

VI. Eligibility Data & FERPA Certification
 I CERTIFY that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these are migratory children as defined in 20 U.S.C. 6399(s) and implementing regulations, and thus eligible for MEP services.
 I CERTIFY that to the best of my knowledge the information is true, reliable and valid, and I understand that any false statement provided that I have made is subject to fine or imprisonment per 18 U.S.C. 1001.
 I CERTIFY that the interviewee was informed by me about the Family Educational Rights and Privacy Act (FERPA) and the release of school records.

Signature of Interviewer / Recruiter	Date Signed Mo./Day/Yr.	Interviewer/Recruiter ID
>		
Signature of Designated SEA [LEA] Reviewer	Date Signed Mo./Day/Yr.	
>		

DISTRIBUTION: White—School Yellow—DPI Pink—Parent



Wisconsin Migrant Education Program
 Strategies, Opportunities, and Services for Out-of-School Youth (SOSOSY)
 Out-of-School Youth (OSY) PROFILE



Date:		MIEP Project /District:		COE# or MIEP ID:																																	
Last Name:		First Name:		<input type="checkbox"/> Male <input type="checkbox"/> Female Age:																																	
Address/Camp:		Phone (home/cell):		Optional: How long is youth planning on being in the area?																																	
Has access to transportation: <input type="checkbox"/> yes <input type="checkbox"/> no		Last grade attended? (Check)		When? Where?																																	
English oral language proficiency: <input type="checkbox"/> yes <input type="checkbox"/> no		<input type="checkbox"/> 1 st grade <input type="checkbox"/> 2 nd grade <input type="checkbox"/> 3 rd grade <input type="checkbox"/> 4 th grade <input type="checkbox"/> 5 th grade <input type="checkbox"/> 6 th grade		<input type="checkbox"/> 7 th grade <input type="checkbox"/> 8 th grade <input type="checkbox"/> 9 th grade <input type="checkbox"/> 10 th grade <input type="checkbox"/> 11 th grade <input type="checkbox"/> 12 th grade																																	
Home language: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> other:		<input type="checkbox"/> 1 st grade <input type="checkbox"/> 2 nd grade <input type="checkbox"/> 3 rd grade <input type="checkbox"/> 4 th grade <input type="checkbox"/> 5 th grade <input type="checkbox"/> 6 th grade		<input type="checkbox"/> 7 th grade <input type="checkbox"/> 8 th grade <input type="checkbox"/> 9 th grade <input type="checkbox"/> 10 th grade <input type="checkbox"/> 11 th grade <input type="checkbox"/> 12 th grade																																	
Health needs: <input type="checkbox"/> medical <input type="checkbox"/> vision <input type="checkbox"/> dental <input type="checkbox"/> urgent <input type="checkbox"/> other:		Advocacy Needs: <input type="checkbox"/> legal <input type="checkbox"/> childcare <input type="checkbox"/> translation/interpretation <input type="checkbox"/> other:																																			
Youth lives: <input type="checkbox"/> with a crew <input type="checkbox"/> with his/her parents/family <input type="checkbox"/> with kids		<input type="checkbox"/> with friends outside of work <input type="checkbox"/> with spouse & kids <input type="checkbox"/> alone		Reason for leaving school: <input type="checkbox"/> lacking credits <input type="checkbox"/> needed to work <input type="checkbox"/> missed state test <input type="checkbox"/> other:																																	
Expressed interests in: <input type="checkbox"/> learning English <input type="checkbox"/> GED <input type="checkbox"/> not sure <input type="checkbox"/> other:		<input type="checkbox"/> job training <input type="checkbox"/> earning a diploma <input type="checkbox"/> no interests		Availability: (Check) <table border="1"> <thead> <tr> <th></th> <th>Su</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>Sa</th> </tr> </thead> <tbody> <tr> <td>Morning</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Afternoon</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Evening</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Su	M	T	W	Th	F	Sa	Morning								Afternoon								Evening							
	Su	M	T	W	Th	F	Sa																														
Morning																																					
Afternoon																																					
Evening																																					
At interview, youth received: <input type="checkbox"/> educational materials <input type="checkbox"/> OSY welcome bag <input type="checkbox"/> other:		<input type="checkbox"/> support services <input type="checkbox"/> referral(s) (list in comments)		Youth is a candidate for: <input type="checkbox"/> HS diploma <input type="checkbox"/> pre GED/GED <input type="checkbox"/> HEP <input type="checkbox"/> Adult Basic Education <input type="checkbox"/> other:																																	
Comments:		<input type="checkbox"/> health education <input type="checkbox"/> job training <input type="checkbox"/> career exploration <input type="checkbox"/> ESL		<input type="checkbox"/> life skills <input type="checkbox"/> PASS <input type="checkbox"/> MP3 player <input type="checkbox"/> CAMP																																	

Name and Signature of Interviewer/Recruiter: _____

Date: _____

Revised 09/15



Programa de Educación Migrante de Wisconsin
Las Estrategias, Oportunidades y Servicios para los Jóvenes Fuera de la Escuela (SOSOSY)
Perfil del Estudiante Jóvenes Fuera de la Escuela (OSY)



Fecha:		Región/Distrito del Proyecto MEP:		COE# o MEP ID:	
Nombre:	Apellido:	<input type="checkbox"/> Masculino	<input type="checkbox"/> Femenino	Edad:	
Dirección:	Teléfono (casal/celular):	Opcional: ¿Cuánto tiempo está el joven planeando en permanecer en el área?			
¿Tiene acceso a transportación?: <input type="checkbox"/> Si <input type="checkbox"/> No	¿El último grado que asistió? (Indique)	¿Cuándo?	¿Dónde?		
Dominio del lenguaje oral en inglés <input type="checkbox"/> Si <input type="checkbox"/> No	<input type="checkbox"/> 1 st grado/primero de primaria <input type="checkbox"/> 2 nd grado/segundo de primaria <input type="checkbox"/> 3 rd grado/tercero de primaria <input type="checkbox"/> 4 th grado/cuarto de primaria <input type="checkbox"/> 5 th grado/quinto de primaria <input type="checkbox"/> 6 th grado/sexta de primaria	<input type="checkbox"/> 7 th grado/primero de secundaria <input type="checkbox"/> 8 th grado/segundo de secundaria <input type="checkbox"/> 9 th grado/tercero de secundaria <input type="checkbox"/> 10 th grado/primero y segundo semestres de preparatoria (Bachillerato) <input type="checkbox"/> 11 th grado/tercer y cuarto semestres de preparatoria (Bachillerato) <input type="checkbox"/> 12 th grado/quinto y sexto semestres de preparatoria (Bachillerato)			
El idioma que habla en casa: <input type="checkbox"/> Inglés <input type="checkbox"/> Español <input type="checkbox"/> otro:					
Necesidades de salud: <input type="checkbox"/> otro:	<input type="checkbox"/> medico <input type="checkbox"/> visión <input type="checkbox"/> dental <input type="checkbox"/> urgente	Necesidades de apoyo: <input type="checkbox"/> legal <input type="checkbox"/> cuidado de los niños <input type="checkbox"/> traducción/interpretación <input type="checkbox"/> otro:			
Vivienda – el joven vive con: <input type="checkbox"/> con un "crew" <input type="checkbox"/> con sus padres/familia <input type="checkbox"/> con niños	<input type="checkbox"/> con amigos <input type="checkbox"/> con cónyuge y los niños <input type="checkbox"/> solo	Razón por la cual dejó la escuela: <input type="checkbox"/> falta de créditos <input type="checkbox"/> necesidad de trabajar <input type="checkbox"/> falta de prueba estatal <input type="checkbox"/> otro:			
Interés expresado en: <input type="checkbox"/> aprender Inglés <input type="checkbox"/> GED <input type="checkbox"/> no está seguro <input type="checkbox"/> otro:	<input type="checkbox"/> entrenamiento del trabajo <input type="checkbox"/> obtener su diploma <input type="checkbox"/> no tiene intereses	Disponibilidad: (Marque)			
		Mañana	Do	Lu	Mar
		Tarde			
		Noche			
		El joven es un candidato para: <input type="checkbox"/> diploma de HS <input type="checkbox"/> destrezas para la Vida <input type="checkbox"/> entrenamiento del trabajo <input type="checkbox"/> HEP <input type="checkbox"/> MP3 <input type="checkbox"/> clases de inglés			
		<input type="checkbox"/> educación de Salud <input type="checkbox"/> pre GED/GED <input type="checkbox"/> PASS <input type="checkbox"/> exploración de carreras <input type="checkbox"/> Educación Básico de Adulto <input type="checkbox"/> otro:			
Durante la entrevista el joven recibió: <input type="checkbox"/> materiales educativos <input type="checkbox"/> servicios de apoyo <input type="checkbox"/> bolsa de bienvenida OSY <input type="checkbox"/> referencia(s) (Incluir en comentarios) <input type="checkbox"/> otro:					
Comentarios:					

Name and Signature of Interviewer/Recruiter: _____

Date: _____

Revised 09/15



INSTRUCTIONS: Submit **within seven (7) days of withdrawal or term ending** for each school-enrolled migratory child this term. A valid COE must exist and the child's name must be listed on this term's CER. Send to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
TITLE I MIGRANT EDUCATION PROGRAM
 PO BOX 7841
 MADISON, WI 53707-7841

If this student received Section 1304 *Continuation of Services*, check the appropriate number below to identify service authorization.

- 1 = Eligibility ended this term
 2 = 1 additional year
 3 = Eligibility ended in secondary school

School Term
<input type="checkbox"/> Regular
<input type="checkbox"/> Summer

SCHOOL DISTRICT DATA

School District Name		School Building SSID Code <i>Enter only one.</i>			
		Regular Term = WI		Summer = WI	
Name of Records Contact Person Completing This Form		Email Address of Records Contact Person		School Phone Area/No. Ext.	

STUDENT DATA

Unique Student ID (USID) <i>Only as listed under NGS</i>		Date of Birth <i>Mo./Day/Yr.</i>		Sex <i>Check One</i> <input type="checkbox"/> Male <input type="checkbox"/> Female	
Student's Last Name		Student's First Name <i>Formal spelling</i>		Middle Name	
Birth City		State	Country <i>Only if not USA</i>		
Homebase District		City		State	ZIP Code
Mother's Last Name		Mother's First Name	Father's Last Name		Father's First Name

EDUCATION DATA
Add to or close a child's COE/CER reported enrollment for this term/history ID line.

Enrollment This Term <i>Mo./Day/Yr.</i>	Withdrawal This Term <i>Mo./Day/Yr.</i>	Education Interrupted <input type="checkbox"/>	School Grade	Days Enrolled	Days Present	Graduated <i>Mo./Day/Yr.</i>
Teacher Observed English Language Oral Proficiency <input type="checkbox"/> None <input type="checkbox"/> Limited <input type="checkbox"/> Fluent	Date Observed <i>Mo./Day/Yr.</i>	Medical Alerts <input type="checkbox"/> Chronic <input type="checkbox"/> Acute <input type="checkbox"/> None	Assessment Data Attached <input type="checkbox"/> Yes <input type="checkbox"/> No	Immunization Records Attached <input type="checkbox"/> Yes <input type="checkbox"/> No		

Supplemental Programs Check services provided below that were **in part or fully funded** through the migrant education budget this term.

Instructional Services

- | | | | | |
|---|---|--|--|--|
| <input type="checkbox"/> Bilingual | <input type="checkbox"/> Health Education | <input type="checkbox"/> NovaNet | <input type="checkbox"/> Preschool | <input type="checkbox"/> Tutorial Middle/Secondary |
| <input type="checkbox"/> Career Exploration | <input type="checkbox"/> Life Skills | <input type="checkbox"/> Out of School Youth (OSY) | <input type="checkbox"/> Reading Instruction | <input type="checkbox"/> UT Austin |
| <input type="checkbox"/> Distance Learning | <input type="checkbox"/> Literacy | <input type="checkbox"/> PASS | <input type="checkbox"/> Science | <input type="checkbox"/> Other |
| <input type="checkbox"/> ESL | <input type="checkbox"/> Math Instruction | <input type="checkbox"/> PLATO | <input type="checkbox"/> Social Studies | |
| <input type="checkbox"/> Financial Literacy | <input type="checkbox"/> MathMATTERS | <input type="checkbox"/> Post Secondary Prep | <input type="checkbox"/> Test Prep | |
| <input type="checkbox"/> GED / HEP | <input type="checkbox"/> Mini-PASS | <input type="checkbox"/> Pre-GED | <input type="checkbox"/> Tutorial Elementary | |

Supportive Services

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Clothing | <input type="checkbox"/> Materials | <input type="checkbox"/> Precollege Programs | <input type="checkbox"/> Transfer Packet |
| <input type="checkbox"/> Counseling Service | <input type="checkbox"/> Nutrition | <input type="checkbox"/> Referred Services | <input type="checkbox"/> (Pupil) Transportation |
| <input type="checkbox"/> Health / Dental / Eye Care | <input type="checkbox"/> Out of School Youth (OSY) | <input type="checkbox"/> School Supplies | <input type="checkbox"/> Other |
| <input type="checkbox"/> Homeless Support | <input type="checkbox"/> Parent Education | <input type="checkbox"/> Social Work / Outreach / Advocacy | |

SECONDARY SCHOOL COURSEWORK
 Complete for students in grades 7-12, per semester
 An "R" in a column means a required entry for grades 9-12.

Courses Requiring Immediate Attention (for evaluation by school of graduation)—See/use NGS state course list.

R Grade Level	Course Name <i>(formal name) or add your school's course name to be added under NGS subject area</i> R	R Course Type <i>See list, NGS, UT, PASS, Smart</i>	Course Section A / B if any	R Course Subject	Term Type Sem / Qtr	Term Name -- Fall / Spring / Summer	R This Calendar Year of Term	If Partial		If Final	
								Partial Grade in Percentage Example: 91%	Course Hours Attended	Final Grade as a Percentage Example: 89%	Credit Granted as a decimal Example: .5

Use the second Reporting Form, below, if enrollment continues with uninterrupted attendance and courses in the second semester.

Date NGS Reported *Mo./Day/Yr.*

Comments

For GED Completions, enter date received.

R Grade Level	Course Name <i>(formal name) or add your school's course name to be added under NGS subject area</i> R	R Course Type <i>See list, NGS, UT, PASS, Smart</i>	Course Section A / B if any	R Course Subject	Term Type Sem / Qtr	Term Name -- Fall / Spring / Summer	R This Calendar Year of Term	If Partial		If Final	
								Partial Grade in Percentage Example: 91%	Course Hours Attended	Final Grade as a Percentage Example: 89%	Credit Granted as a decimal Example: .5

Date NGS Reported *Mo./Day/Yr.*

Comments

