

Title I, Part C Migrant Education Program Consortium

Georgia Migrant Consortium Districts Responsibilities



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GCEL 2019
Savannah, GA



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Georgia's School Superintendent
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Session Objective

This session will provide a framework about the functions of the MEP Fiscal agent, Abraham Baldwin Agricultural College (ABAC), in addition to providing, school districts in the consortium, guidance to effectively coordinate educational and support services to participants in the Title I, Part C Education of Migratory Children.

Topics



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- What is the Migrant Education Program? (MEP)
- What is the ABAC-GaMEP Consortium?
- MEP Eligibility
- Identification and Recruitment
- Academic and Support Services
- Priority For Services
- LEA Responsibilities
- Cross-Functional Monitoring
- MSIX
- Educational Resources



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What is the GaMEP Consortium?

- GaDOE Sub-grantee
- Abraham Baldwin Agricultural College (ABAC) serves as the GaMEP consortium fiscal agent
- Located in Tifton, Georgia



GaMEP Consortium Districts



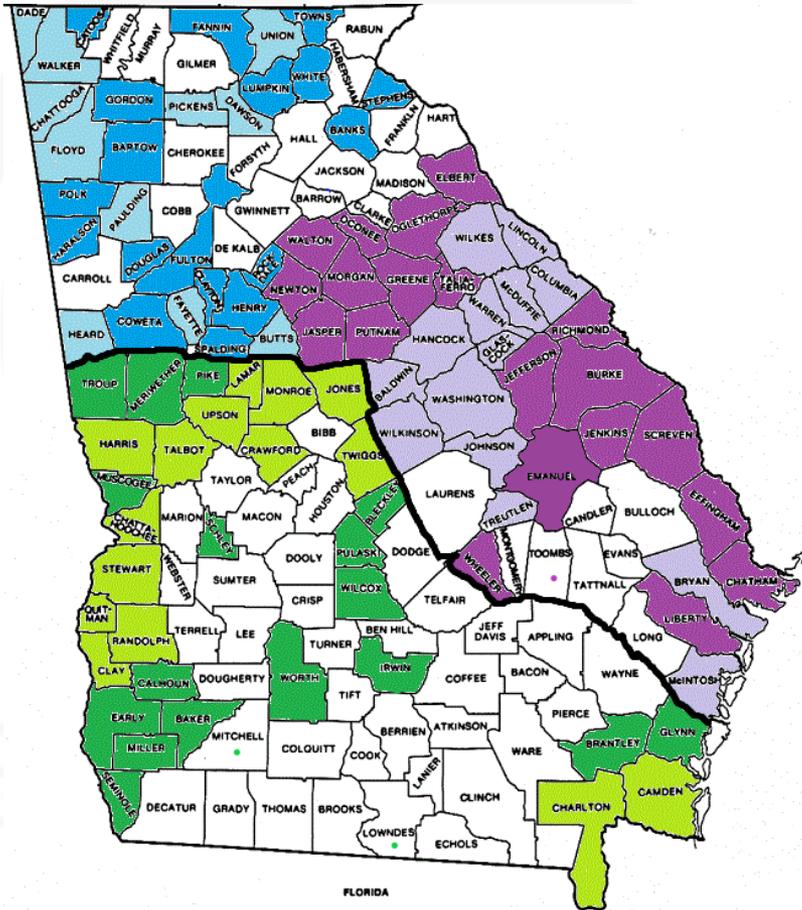
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Consortium Specialists

➤ Ivonne

➤ Marina

➤ Yareni



GaMEP Consortium Responsibilities



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Consortium Program Specialists will:

- Assist in the design of MEP Implementation Plans for all MEP participants statewide
- Work with the student's teacher to facilitate student's educational and support services
- Monitor student's progress- grades, state test scores, benchmark scores, etc.
- Work with MEP contacts and local schools to identify potential tutors
- Arrange tutoring MEP participants.
- Provide direct and indirect academic / support services MEP participants.
- Coordinate students' referrals to the school social worker or outside agencies
- Make home visits to provide services.
- Conduct Migrant Parent Advisory Council (PAC) meetings
- Coordinate students and parents' attendance to College Experience Day Programs
- Assist parents to attend regional and state PAC meetings

All specialists have been trained in FERPA and work with confidential information on a daily basis.



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Identification and Recruitment

Three Basic MEP Eligibility Regulations

A qualifying move is:

1. made due to economic necessity; *and*
2. from one residence to another residence;
and
3. from one school district to another school district.



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ESSA: Migratory Agricultural Worker

Person who:

1. in the preceding 36 months, made a qualifying move and,
2. after doing so, **engaged** in new temporary or seasonal employment or personal subsistence in agriculture (which may be dairy work or the initial processing of raw agricultural products).

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Eligibility Facts- Checking Tool



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Four (4) Essential Eligibility Factors

- Migratory Agricultural Worker: Is the parent/guardian/spouse or the child himself a Migratory Agricultural Worker?
- Qualifying Move: Did the children make a "Qualifying Move" (Due to economic necessity, from one residence to another, and from one school district to another) within the preceding 36 months?
- Child: Are the children under the age of 22 and still entitled to a free public education in the state?
- With/To Join: Did the children make the Qualifying Move on their own or with/to join a parent/guardian/spouse who is a Migratory Agricultural Worker?

Identification and Recruitment



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Consortium Specialist:

- Work in collaboration with GaDOE MEP state recruiters to identify and recruit eligible migrant students in the community
- Complete Certificate of Eligibility (COE) forms
- Follows up and complete Parent Occupational Surveys from participating consortium school districts
- Notify families about their eligibility.



➤ ***It is imperative that Consortium District Migrant Contacts actively assist the Consortium Specialists as they need access to district enrollment, academic, and other student records.***

GAMEP Occupational Survey Form



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School District: _____ Date Completed: _____

Parent Occupational Survey

Please complete this form to determine if your child(ren) qualify to receive additional services under Title I, Part C

Has your family moved in order to work in another city, county, or state, in the last three (3) years? Yes No

If so, what is the date your family arrived in the city/town you reside? _____

Has anyone in your immediate family been involved in one of the following occupations, either full or part-time or temporarily during the last three (3) years? (Check all that apply)

- 1) Agriculture; planting/picking vegetables or fruits such as tomatoes, squash, grapes, onions, strawberries, blueberries, etc.
- 2) Planting, growing, or cutting trees (pulpwood)/taking pine straw
- 3) Processing/packing agricultural products
- 4) Dairy/Poultry/Livestock
- 5) Meatpacking/Meat processing/Seafood
- 6) Fishing or fish farms
- 7) Other (Please specify occupation): _____

| Name of Student(s) | Name of School | Grade |
|--------------------|----------------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Names of Parent(s) or Legal Guardian(s) _____

Current Address: _____

City: _____ State: _____ Zip Code: _____ Phone: _____

Thank You!

Please return this form to the school

The answers to this survey will help determine if your child(ren) are eligible to receive supplemental services from the Title I, Part C Program.

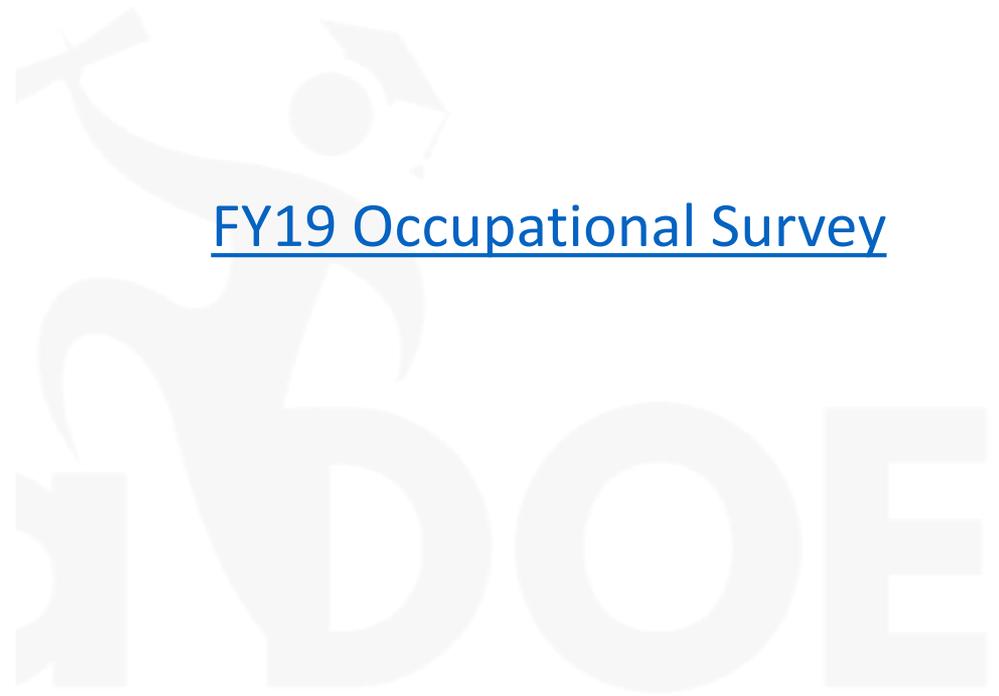
Note for the school/district: When both "yes" and one or more of the boxes from 1 to 7 are checked, please give this form to the migrant liaison or migrant contact for your school/district. Please file original in student's records. Non-funded (consortium) systems should file occupational parent surveys to the regional MEP office serving their district. For additional questions regarding this form, please call the MEP office serving your district.

GaDOE Region 1 MEP, P.O. Box 780, 201 West Ler Street Brooklyn, GA 30415
Toll Free (866) 623-3217 Fax (912) 842-5440
GaDOE Region 2 MEP, 221 N. Robinson Street, Leonas, GA 31637
Toll Free (866) 505-3182 Fax (229) 546-3251

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FY19 Occupational Survey



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Academic and Support Services



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Educational Services: (State, Regional and Local)

- Early childhood development
 - preschool instruction
- K-12 Supplemental instruction
- Services to Out of School Youth and Drop Outs
 - English classes, referrals to HEP/CAMP programs (High School Equivalency Program) (College Assistance Migrant Program), credit recovery, Georgia Virtual School.
- Local migrant after-school or summer school
 - may include preschool, academic and/or enrichment programs
- Educational summer programs targeting middle & high school students
 - Georgia MEP Summer Leadership Programs

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Support Services

- **Emergency Health services assistance** (vaccinations) **or referrals:** (dental, vision).
- **Referral to social services programs:** such as teenage pregnancy prevention, domestic violence counseling, etc.
- **Outreach to parents:** to improve parental awareness of educational information and to teach them how to get involved in their child's education.

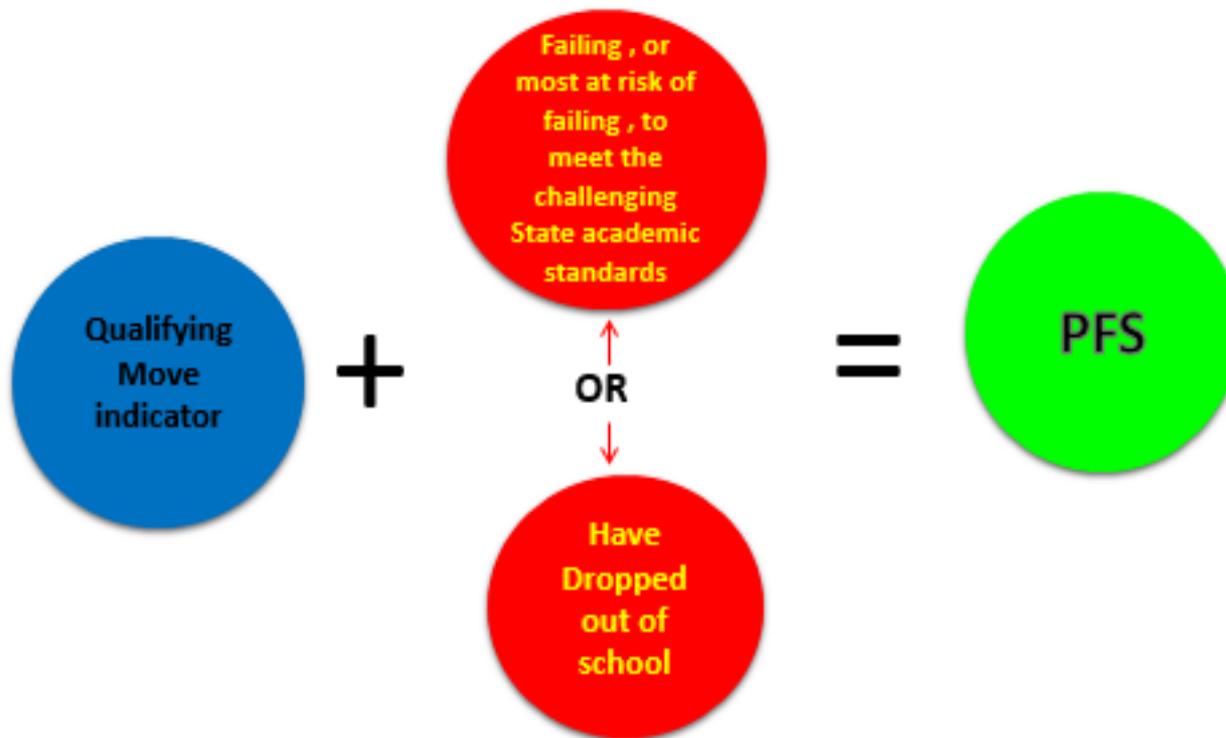
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Who Receives Services First?

- ✓ Providing academic support to PFS students is a MUST
- ✓ Drop out students may be PFS and MUST be served



Priority for Services (PFS)



- MEP-eligible children must exhibit **both** factors in order to be considered PFS.
- In our state, we work to ensure PFS status is determined within the prescribed time period (2 weeks) so that services for these needy children can be put in to place.

PFS Identification Form



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Priority for Services™ Identification Form

Title I, Part C - MIGRANT EDUCATION PROGRAM

School Year: 1718

School System: _____

ATTENTION: The following migrant student does not have a "priority for services" determination for the current school year as required by Title I, Part C - Migrant Education Program (MEP) statute (ESSA, Section 1304(d)). Please complete this form to establish current year "priority for services" identification. MEP funded services cannot be determined or established for this student until the school system has completed this important program requirement.

I. Student Information

| | | | | |
|-------------------------------------|---|---------------|----------------|--------------------------|
| Name: _____ <i>Last First</i> | DOB: _____ <i>Month/day/year</i> | Age: _____ | COE ID#: _____ | GTID#: _____ |
| QAD: _____ <i>Month/day/year</i> | Enrollment Date: _____ <i>Month/day/year</i> | School: _____ | Grade: _____ | COEstar School ID: _____ |



II. Academic Performance Evaluation - It has been determined that this student is currently *eligible* for Migrant Education Program (MEP) services. The MEP offers supplemental instructional and/or support services to *eligible* students, with the program statute requiring that services *first* go to students identified as having "priority for services". "Priority for services" is granted to migrant students who have made a qualifying move within the previous 1 year period, are either *failing* or *at risk of failing* the state's challenging academic content and achievement standards or Drop Out of School (DO).

| Please check all "priority for services" indicators that apply | |
|--|---|
| <input checked="" type="checkbox"/> | Interrupted Schooling Indicator |
| | Participant made a qualifying move within the previous 1-year period. |
| <input checked="" type="checkbox"/> | Failing or at Risk of Failing Indicators |
| | Scored below established proficiency level on one or more of the Georgia Testing Program assessments (GKIDS ____, MILESTONES: ELA ____, Math ____, or MILESTONES EOC (list name) _____ or other state's required statewide assessments during the past consecutive 12 months (documentation of score(s) must be in student's school records) |
| | During most recent and/or current semester has failing grades in one or more core academic content areas (K - 8) or course(s) required for graduation (9-12) Check all that apply: __ English/Reading __ Math __ Science __ Social Studies __ other - (identify: _____) |
| | Has insufficient credits for promotion or graduation |
| | Working at grade level below grade placement AND/OR Is over age for grade placement by one or more years (has been retained, started school late, under-schooled, etc.) |
| | Is identified as an English Learner (EL)* Test Date: _____ Score: _____ Test Name: _____ |
| | <small>*State Board of Education Rule 160-4-5-.02 defines <u>English Learner (EL)</u> as a student whose native, home, or first language is not English, scoring below the established proficiency level on the state-adopted proficiency measure and, if indicated, additional assessments as specified in the Rule</small> |
| <input checked="" type="checkbox"/> | Drop-out/Out of School Youth |
| | OSY Profile completed on: _____ |
| Signature: _____ | Title: _____ Date: _____ |



Critical data that determines PFS or not

GADOE Staff Use Only

| | | | | |
|--|--|--|---|---------------------------------------|
| <input type="checkbox"/> Priority for Services | <input type="checkbox"/> Made a qualifying move within the previous 1-year period. (required). AND | <input type="checkbox"/> Failed/currently failing a core subject/state assessment or | <input type="checkbox"/> at risk of failing on over-age for grade placement, credit deficient. or | <input type="checkbox"/> Drop out/OSY |
| <input type="checkbox"/> Not Priority for Services | <input type="checkbox"/> Has not made a qualifying move, OR | <input type="checkbox"/> on grade level and passed/currently passing all core/required subjects and state assessments. | | |
| Name and Title of Designee: _____ | Date: _____ | | | |



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Failing or at Risk of Failing Indicators

Student Academic factors:

- Failing grades
- Over age for grade
- Not having enough credits for graduation
- EL data
- Not working on grade level
- Other academic student data

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Title I Part C -MEP

Part of the Georgia's Systems of Continuous Improvement



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Completing the District CNA and Improvement Plan



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The District CNA and District Improvement Plan must:

- Ensure the needs of migrant children and youth (preschool age, K-12 enrolled, out-of-school youth and drop-outs) are included in all parts of the district level CNA and District Improvement Plan:
 - Data Analysis: PFS vs Non-PFS, Migrant Vs. Non-Migrant, Drop-out rates, etc.
 - Coordination of Services: Inclusion on other local, state and federal
 - Parent and Family Engagement: PAC meetings and other parental engagement activities

Responsibilities- MEP Local Contact



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Facilitating Coordination of services to the MEP participants

- Access required MEP reports through GaDOE portal
- Properly code MEP students on the Local Student Information System
- Maintain the MEP reports in a file
- Notify Consortium program specialist of any changes that need to be submitted to GaDOE
- Facilitate Consortium Program Specialist student information to effectively monitor student's progress and to complete required GaDOE MEP data collection (report cards, state test scores, SpEd/RTI, ESOL, etc.)
- Facilitate coordination of students' supplemental services within the school district and the ABAC staff





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Responsibilities- MEP local contact

Identification and Recruitment

- Include "Parent Occupational Surveys" in the registration packets for **ALL new and returning** students enrolling in the LEA.
- Send all completed occupational surveys to the corresponding regional office.

Others

- Provide a location for MEP PAC meetings, as needed.
- Provide input at the Georgia MEP Consortium CAN.
- Attend MEP training webinars - not required, but it is encouraged.

Cross Functional Monitoring



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Title I, Part C: (MEP) Requirements

Records Maintenance and Transfer:

20.1 SIS report of current K-12 migrant coded participants (alphabetical order by last name).

20.2 Copies of local communication (letters, memos, faxes, telephone logs, MSIX move notifications) between LEA and sending or receiving schools regarding student educational and health data.

➤ (CONSORTIUM: This applies only if migrant students have enrolled or withdrawn since the first day of school.)

Identification and Recruitment (ID&R)

20.3 Completed occupational surveys (10) from various schools selected by the GADOE MEP showing completion by new students and returning students. (LEAs will be notified 1-week in advance of the selected schools.)

Migrant Student Information Exchange (MSIX)



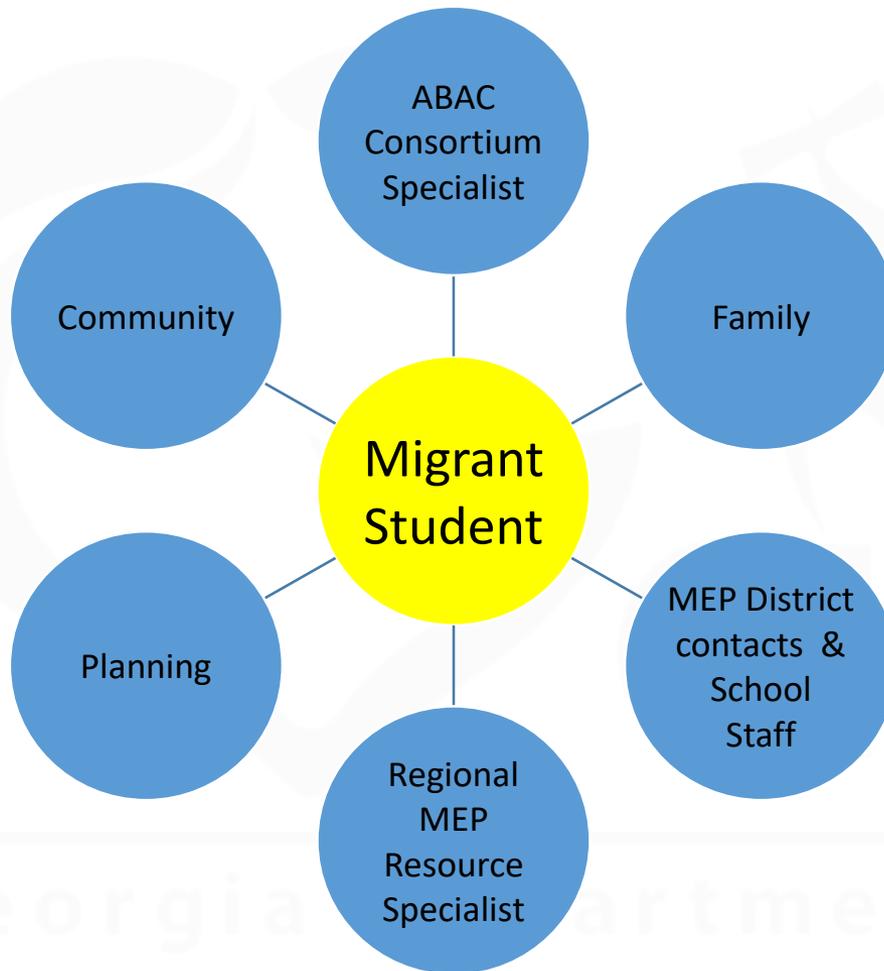
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- The Migrant Student Information Exchange (MSIX) is a web-based portal that links states' migrant student record databases to facilitate the national exchange of migrant students' educational information among the states.
- The primary purpose of MSIX is to make migrant student information available to authorized school personnel to support them in making decisions on student enrollment, grade or course placement, and accrual of credits.
- At least one district person should have an MSIX account.
- GADOE Migrant web site has instructions how to apply for an account.
<https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/GaMEP-MSIX.aspx>

Collaboration = Success



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Important Points to Keep in Mind



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- The Migrant Education Program's main goal is to help *migratory* children succeed in school and graduate from high school
- Migrant students may be of any racial or ethnic background
- Recruiting is a required and critical part of the program- send the Parent Occupational Surveys to your Regional Office
- Flag your eligible students as migrant in your student information system
- Check the GaDOE Portal for your monthly reports- file those reports, notify your Program Specialist of any changes
- Notify your Nutrition Director- all migrant students are eligible for free lunch
- Georgia MEP Consortium staff and LEA work as a team to ensure the success of our migrant children

Coding Migratory Children in the Local Student Information System (SIS)



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- **Migrant Flag:** accurately code Migratory Children enrolled in the district:
 - Y = Migrant yes
 - N = Migrant no
 - C = Continuation of Services
- The Current Enrollment Report (CER) and New participant Report must be used to ensure the local Student Information System (SIS) is updated to correctly code children as **migrant**.
 - Download the monthly CER and NPR report from the Migrant Data Transfer Site (MDTS) located on the GADOE portal
 - The CER and NPR will list who to code "**migrant**".
 - The NPR lists the new Migrant participants in your district that should be coded as migrant.

Coding Migratory Children in the Local Student Information System (SIS)



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- **PFS Flag:** accurately code PFS students enrolled in the district:
 - Y = PFS yes
 - N= PFS no
- The **Priority for Services Report (PFS) and Priority for Services Identification Form** must be used to ensure that the local Student Information System (SIS) is updated to correctly code children as **PFS students**.
 - Download the PFS report from the Migrant Data Transfer Site (MDTS) located on the GADOE portal
 - The Yellow PFS report will list who to code "PFS"
 - Green PFS ID Form provides information for Migratory Children deemed PFS.

Note: The Migrant and PFS flag status should remain in the SIS during the current school year.

Resources



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- GA DOE MEP website with links to other resources:
<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Migrant-Education-Program.aspx>
- ABAC Office of Multicultural Programs (includes Migrant Education Consortium): <http://www.abac.edu/academics/office-of-multicultural-education/migrant-education>
- U.S. Dept. of Education, Office of Migrant Education:
<http://www2.ed.gov/about/offices/list/oese/ome/index.html>
- Migrant Student Information Exchange (MSIX)
<http://www.doe.k12.ga.us/School-Improvement/Federal-Programs/Pages/GAMEP-MSIX.aspx>

Resources

Documentaries about Migrant History and Lifestyle

- Harvest of Shame 1960s CBS documentary (Edward R. Murrow):

<http://www.cbsnews.com/video/watch/?id=7087479n>

- Harvest of Shame Revisited (CBS 2010):

<http://www.cbsnews.com/video/watch/?id=7087861n>

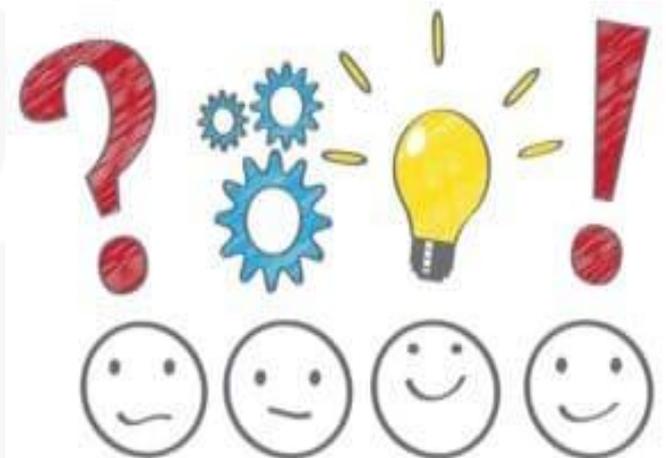
- American Harvest Documentary (2011):

<http://www.youtube.com/watch?v=8nyOH2P6xJY>

Questions/Comments



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