

**Title I, Part C
Education of Migratory Children**

The seal of the Georgia Department of Education is a large, circular emblem in the background. It features the text "DEPARTMENT OF GEORGIA EDUCATION" around the perimeter. Inside, there is a smaller circle with "STATE OF GEORGIA" and "CONSTITUTION" above a central figure. The figure is a woman holding a scale and a sword, with the words "WISDOM", "JUSTICE", and "MODERATION" around her. Below the figure is the year "1776".

**2016 STATEWIDE
Comprehensive Needs Assessment
&
Service Delivery Plan
REPORT**

Prepared by:
Title I, Part C – Migrant Education Program
Georgia Department of Education
Atlanta, Georgia
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COMPREHENSIVE NEEDS ASSESSMENT

Section 1: Introduction & Overview

1.1 Purpose of the Migrant Education Program Comprehensive Needs Assessment

The primary purpose of the Georgia Migrant Education Program (Georgia MEP) is to help migrant children and youth overcome challenges due to mobility, cultural and language barriers, social isolation, and other difficulties associated with the migratory lifestyle, in order to help them succeed through the academic and/or supplemental services provided to them. Under Title I, Part C - Education of Migratory Children of the Elementary and Secondary Education Act, state educational agencies must conduct a Comprehensive Needs Assessment (CNA). According to the Office of Migrant Education (OME), the CNA's main purpose is to identify the current needs and priorities of migrant students and families, select appropriate strategies to meet those needs, implement services that reflect such strategies, and assess the degree to which planned services have been successful at meeting identified needs. In addition, it proposes successful strategies that can be incorporated to move the MEP closer to achieving Federal program and state performance goals.

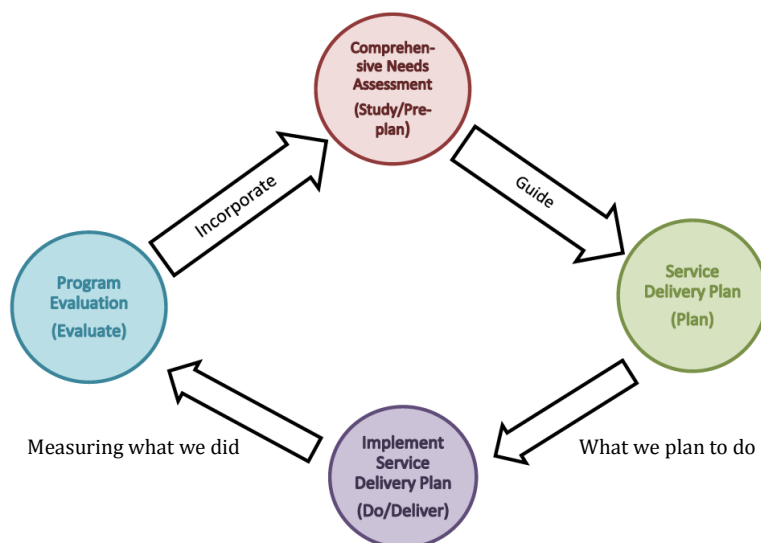


Figure 1. State Migrant Education Program Continuous Improvement Cycle (Source: OME Regulatory Guidance - 2013)

OME describes the CNA as part of a Continuous Improvement Cycle (**Figure 1**) in which each component works in complete synergy with one another in that the identification of needs, service delivery, program implementation, and program evaluation build on the previous activity and informs the subsequent activity of the progress made.

This CNA report is loosely based on OME's *Comprehensive Needs Assessment Toolkit* five-step planning process¹ which is an expansion on the work of Witkin and Altschuld², and is compiled in a comprehensive manner optimized for the unique organizational

¹ OME's *Comprehensive Needs Assessment Toolkit* five-step planning process include: Preliminary work; Exploring What Is; Developing a Data Collection Plan & Analyzing Data; Making Decisions and; Transitioning to the Service Delivery Plan.

² Witkin, B.R., and Altschuld, J.W. (1995). *Planning and conducting needs assessments: A practical guide*. Thousand Oaks, CA: SAGE Publications.

structure and services provided by the Georgia MEP.

1.2 Legal Requirements

The Elementary and Secondary Education Act (ESEA) requires that migrant education programs complete a comprehensive needs assessment (CNA) which identifies the “special educational needs of migratory children” and provides “measurable program goals and outcomes”³. In order to comply with this program requirement, the Georgia MEP has spent the past couple of months developing and updating the systematic process of data collection and analysis to effectively identify the needs of the migrant population in Georgia and thus serve and meet their needs in a more efficient and timely manner.

1.3 Background

In April of 2013, the Georgia MEP published its last statewide Comprehensive Needs Assessment Report⁴. This report was Georgia MEP’s first successful attempt at a complete streamlined comprehensive needs assessment process that truly identified the needs of migrant participants in the state. The major findings of the 2013 report include:

- MEP students lack prerequisite skills to be successful at the writing Common Core Georgia Performance Standards.
- Migrant students need additional reinforcement for Math skills taught in school.
- Migrant children do not have the academic and social readiness skills to be adequately prepared to start school.
- Migrant out-of-school youth (OSY) participants need continued access to English language acquisition opportunities, support services, and health services.
- Migrant students require additional academic assistance in school to maintain and reinforce their skills based on current Reading levels
- MEP staff has limited access to job-embedded professional development opportunities designed for working with migrant participants for short periods of time.

The Georgia MEP continues to work tirelessly to maintain the level of accountability and program improvement it has set for itself. The Georgia MEP has committed itself to improving not only the way needs are identified but also how services are delivered and evaluated. The Georgia MEP Project Planning Cycle shown in **Figure 2** below serves as a more accurate and innovative framework by which districts can assess, implement, and evaluate their project plans throughout the academic year.



Figure 2. Georgia MEP Project Planning Cycle (Georgia Migrant Education Program)

³ Title I, Part C Section 1304 - state Applications; Services & Section 1306 - Comprehensive Needs Assessment and Service-Delivery; Authorized Activities.]

⁴ Final Report: Georgia Comprehensive Needs Assessment prepared by Title I, Part C – Migrant Education Program, Georgia Department of Education, April 2013.]

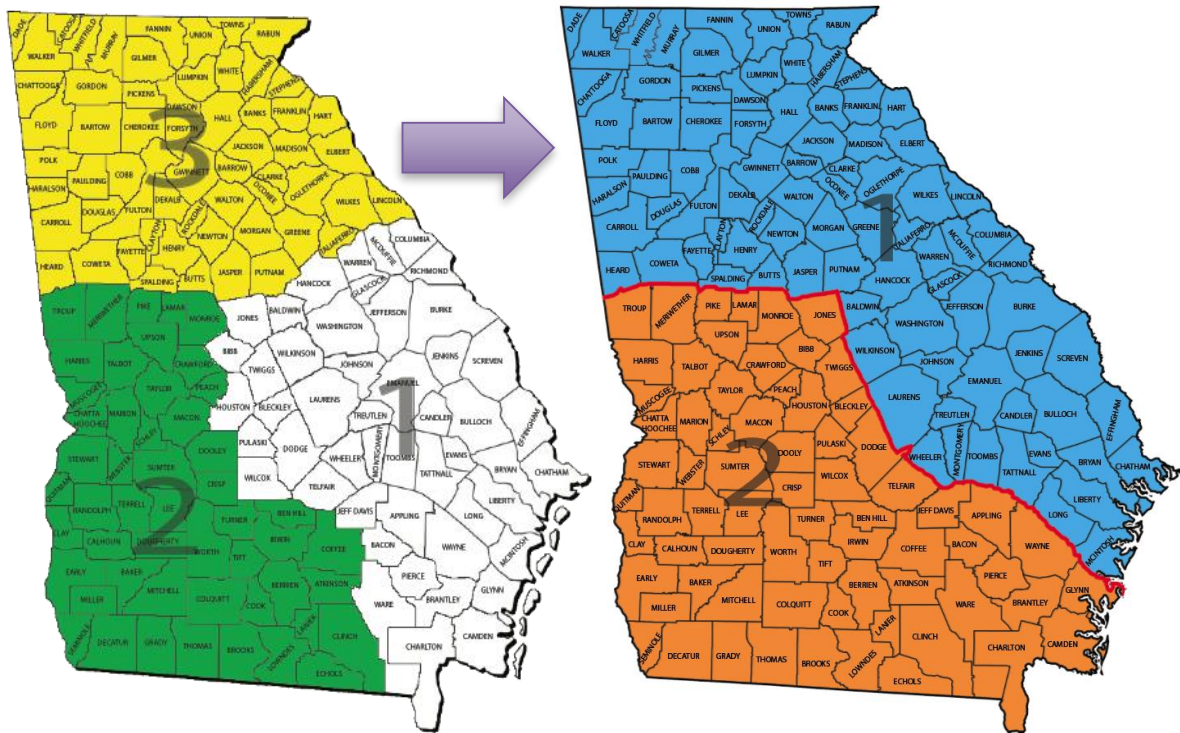
This cycle is designed to provide districts with an online reporting system that ensures a level of accountability and utmost commitment to serving the needs of migrant participants in Georgia.

As a result, the Georgia MEP focused its efforts in streamlining the statewide CNA process during the 2015-2016 fiscal year by relying on effective online data collection methods and data analysis. This allowed the state to bring the last CNA report conducted in 2013 up to date in order to continue serving our migrant population as effectively and efficiently as possible.

The next section provides a description of the current organizational hierarchy of the Georgia MEP.

1.4 Georgia MEP Organizational Hierarchy

One of the changes that took place after the CNA of 2013 was the redistribution of GaDOE service delivery areas. In 2014, the Georgia MEP identified the need to consolidate from three (3) regions down to two (2) regions. This was based on participant enrollment numbers, program funding availability, and the goal of ensuring all available resources were directed toward service delivery. In order to provide the most effective support structure for districts, on July 1, 2014, region 3 and region 1 were consolidated into a single region, and redistributing region 1 and 2 districts in a more

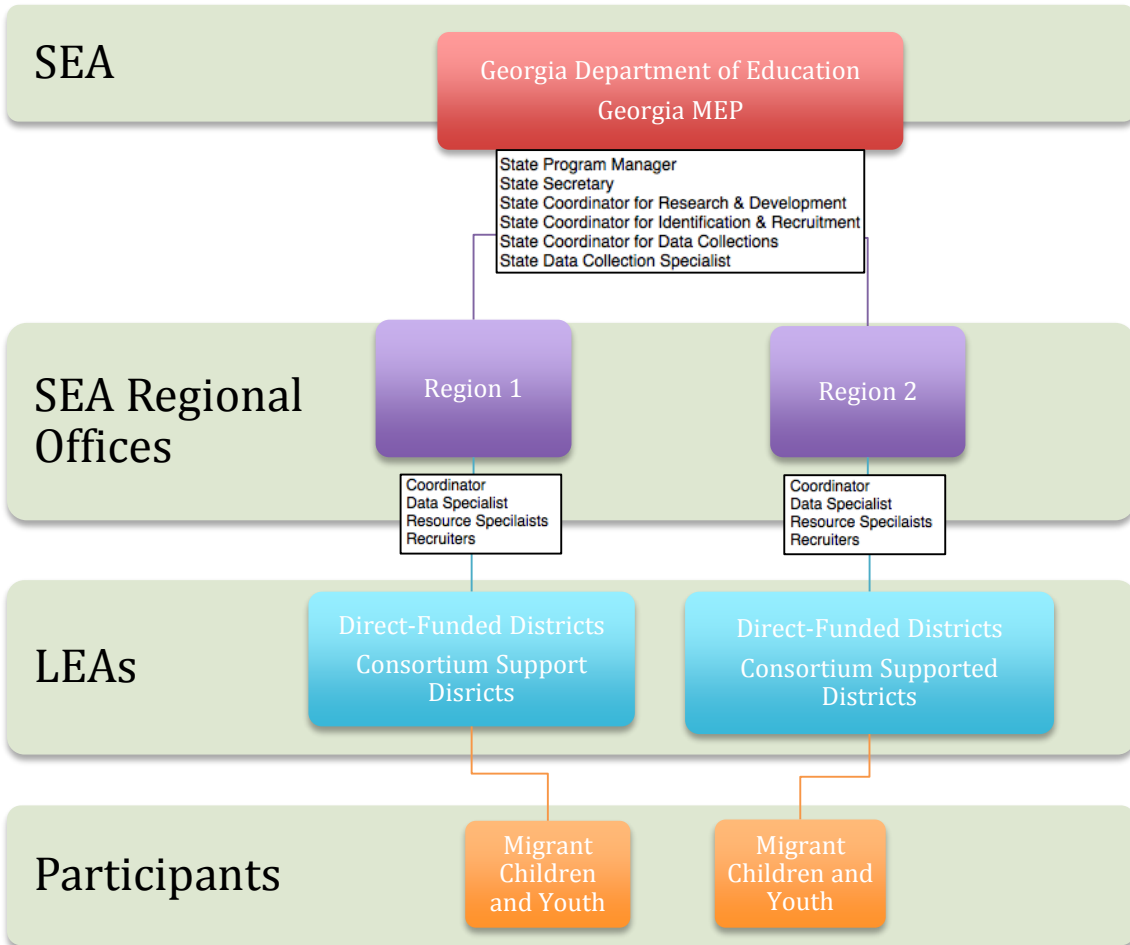


evenly manner, resulting in the state’s service delivery areas being divided into two (2) geographic locations.

Although there was a transition of regional MEP staff during this consolidation, all of the districts in the newly formed regions did not experience any interruption of services of any kind and continued to be served normally. We anticipated that this regional merger would not create any concerns from our districts and, in the end, it proved to be a successful transition for the program.

The following diagram provides a description of the current organizational hierarchy of the Georgia MEP. This information was essential to determine the best methodology for the current CNA.

Current Organizational Hierarchy of the Georgia MEP



The following Georgia MEP staff positions serve the entire state: program manager, state secretary, state coordinator for research & development, state coordinator for data collections, state coordinator for identification & recruitment, and state data collections specialist. Each state-administered regional office contains the following positions: regional coordinator, resource specialists, data specialist, and recruiters. The Georgia MEP Consortium housed at Abraham Baldwin Agricultural College (ABAC) contains the following positions: consortium coordinator and consortium outreach specialists.

In terms of the organizational hierarchy within districts and their local MEPs, the dynamics vary from district to district, especially when it comes to the number of eligible migrant participants and the allocations generated by them. Thus, LEAs receiving direct funding are responsible for determining the most appropriate use of MEP funds (including administrators) and may or may not have MEP-funded staff within their district. Not all LEAs receive direct MEP funding. Funding is based on a funding

formula that follows the federal guidelines and includes the number and needs of the identified migrant eligible students in the school system, as well as the availability of other funding. Systems not receiving direct funding have their allocations administered by the Georgia MEP Consortium at ABAC, the fiscal agent. The Georgia MEP and the MEP consortium work together to determine the most appropriate use of MEP funds in those districts where the number of migrant participants is below the funding threshold.

The following section describes the migratory work activities in terms of the three regions and the average demographics of the migrant population in Georgia. These profile data were used to help identify statewide needs.

1.5 State Demographics

The migratory work profile provides a general understanding of Georgia’s regional differences and is fundamental in understanding the data reviewed during the CNA process. Georgia’s leading agricultural crops (with no noticeable changes since the 2013 CNA) include fruits (e.g., peaches, watermelons, apples, blueberries) and vegetables (e.g., onions, tomatoes, corn, cucumbers, cabbage, peppers), peanuts, pecans, soybeans, sorghum, pine straw, and cotton. The migratory work activity in Georgia varies distinctly from region to region. Region 2 (located in the southwestern part of the state) consistently has the largest number of migrant families in the state, with seasonal agriculture accounting for the majority of migratory work. Furthermore, the migrant families tend to live in migrant camps and predictably return year after year. Seasonal agricultural work is similar in Region 1, particularly in the southeastern part of the state. Other activities in Region 1 include poultry processing, vineyard activities, dairy farming, and forestry which account for the majority of migratory work in the northeastern part of the state. The migrant families in this part of Region 1 tend to live in apartments, trailer parks, or other rented housing and do not display the predictability of migrants located in the southeastern part of this region.

Henceforth, migrant figures presented throughout this report are either considered duplicated or unduplicated for data purposes. For duplicated figures, participants were counted in each school district where they reside during the period. For unduplicated figures, however, participants were counted one time if they resided in a school district in the state during the period.

Table 1 and **2** below show both the total count and the ethnicity of eligible migrant participants from 2012 to 2015.

Table 1. Total Number of Migrant Participants Statewide from 2012-2015

Year	Total State Count
2012-2013	9,021
2013-2014	9,105
2014-2015	9,118

Source: GaDOE MEP COEstar Database

Table 2. Eligible Migrant Participants by Ethnicity from 2012-2015

Participant Race/Ethnicity	American Indian or Alaska Native	Asian	Black	Hispanic	White	Native Hawaiian or Pacific Islander
2012-2013	23	82	156	9075	213	12
2013-2014	23	78	126	9308	203	7
2014-2015	17	71	140	8780	181	5

Source: GaDOE MEP COEstar Database

1.6 Migratory Patterns in Georgia

As noted in the last CNA report from 2013, for a large number of migrant families, the migratory journey starts in Florida with the citrus and vegetable seasons and then moves up north to Georgia for the various agricultural activities throughout the year. Other migrants traveling to Georgia to seek temporary employment in poultry processing plants are primarily found in the northern part of the state. North and South Carolina are the next, and usually last stops, in the migratory journey before migrant workers head back to

Florida where a new cycle begins again. It should be noted that a small number of migrant families do seek work in other states as far away as Texas, Michigan, New York, and Maine. A small number of migrant families travel directly from Mexico and Central America (primarily from Guatemala and Honduras) to Georgia in order to begin the migratory journey described above. The map below, adapted from the National Migrant & Seasonal Head Start Collaboration Office, illustrates the migratory travel patterns in and out of Georgia.



1.7 Georgia MEP Student Profile

The purpose of the migrant student profile is to provide a snapshot of the average migrant student in Georgia at the moment when this CNA began. This information was provided to state CNA stakeholders at the initial state level meeting in December of 2015 and served as background information to delve deeper into all aspects of the statewide CNA process. During this initial CNA meeting, stakeholders reviewed background information regarding migrant children and youth in the state and used it to develop initial concern statements about migrant children in Georgia while providing an overall review and feedback of the data at hand. The same information was also presented to regional and state Parent Advisory Council (PAC) members during official meetings and their input, observations and feedback were taken into consideration throughout the development of this new CNA report.

As reported in the 2013 CNA, because of the migratory patterns in Georgia, school-age children often continue to enroll in more than one school district, crossing both state and county school district lines during the course of the year. Additionally, migrant students lose some school days due to a lack of school records, report cards, immunization records and district residency verification requirements. This historical information along with current migrant data was important in creating the new Georgia migrant student profile. The migrant student profile data serve as a picture of the average migrant student in the state.

Tables 3 and **4** provide an unduplicated count of migrant eligible participants in the state as well as an unduplicated count of migrant students identified as PFS, both disaggregated by count statewide. The number of participants has remained somewhat stagnant on average since the last CNA conducted in 2013 year due to numerous factors including but not limited to the state economy, climate changes in Georgia (droughts), and the program’s quality control eligibility re-interviews conducted during the re-sign process. Additionally, current state immigration law (House Bill 87 also known as H.B. 87) as well as other policies affecting undocumented immigrant families may have been contributing factors in driving away a small percentages of migrant families since 2011. According to the 2012 Report on Agriculture as Required by House Bill 87 by the Georgia Department of Agriculture, major themes for the listing of fewer employees (including qualifying migrant workers) include: poor economy, loss of revenue, and lack of available workers (due to immigration law, fewer workers willing to do work, etc.).⁵

Table 3. Count of Migrant Eligible Participants by Age/Grade Statewide from 2012-2015

Participant Counts by Age/Grade	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
2012-2013 Regular School Year	9,016	1032	982	553	543	464	412	410	387	361	303	304	227	191	215	43	2,589
2012-2013 Summer School Year	1,813	277	352	222	196	159	145	142	94	57	36	51	34	26	3	8	11
2013-2014 Regular School Year	9,105	1188	597	651	525	559	507	396	369	381	348	376	267	222	246	14	2,459
2013-2014 Summer School Year	1,740	197	151	225	158	183	146	121	84	47	47	35	20	15	17	2	292
2014-2015 Regular School Year	9,112	1176	576	613	611	528	516	486	404	360	355	404	292	215	258	13	2,291
2014-2015 Summer School Year	1,700	194	152	180	194	147	159	134	117	57	41	68	26	6	8	0	217

Source: GaDOE MEP COEstar Database

Table 4. Priority for Service Count Statewide from 2012-2015

Priority for Services by Grade	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
2012-2013 Regular School Year	1,951	0	225	250	204	193	170	133	155	130	126	150	95	75	45	0	0
2013-2014 Regular School Year	1,550	0	53	135	168	171	165	111	96	117	84	128	98	53	76	4	91
2014-2015 Regular School Year	2246	0	235	282	235	223	215	160	139	163	167	186	109	69	53	0	10

Source: GaDOE MEP COEstar Database

For the great majority of migrant participants in the state (see **Table 5** below), 2012 to 2015 data indicate that their last qualifying move had taken place in the preceding 0-12 months on average. It’s important to note that for the 2013-2014 year, the total number of qualifying moves dwindled down on average due to new reporting requirements in the CSPR. For the 2014-2015 year, however, the overall last qualifying move count saw an increase greater than what was reported in the two fiscal years prior.

Table 5. Last Qualifying Move Data by Migrant Participants from 2012-2015

Mobility	Last Qualifying Move During the School Year (Performance Period)																
	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
2012 - 2013	4568	602	325	262	242	257	189	170	143	182	116	139	95	68	65	0	1292
2013 - 2014	2586	302	125	114	97	100	97	76	50	68	62	57	43	18	25	3	1111
2014 - 2015	5090	602	249	245	227	202	214	198	166	141	141	171	105	72	58	2	1790

Source: GaDOE MEP COEstar Database

⁵ Report on Agriculture Labor as Required by House Bill 87 - Georgia Department of Agriculture, January 2012

As with most of the data analyzed, migrant students in **Table 6** below were compared to the “All Students” category statewide. For each of the academic years reported, migrant students were absent almost on par with the all students group statewide except a few instances where migrant students were absent less frequently than all other students by a small percentage point.

Table 6. Attendance for Migrant Participants from 2012-2015

Attendance	0-5 days absent		6-15 days absent		15 + days absent	
	Migrant	All Students	Migrant	All Students	Migrant	All Students
2012-2013	59.8%	58.7%	32.1%	34.6%	8.1%	6.7%
2013-2014	61.3%	60.7%	30.9%	31.1%	7.8%	8.2%
2014-2015	56.3%	60.2%	34.8%	33.4%	8.9%	6.4%

Source: Governor's Office of Student Achievement

Graduation rates for migrant students have been trailing behind in comparison to all students statewide. According to the Governor's Office of Student Achievement (GOSA), migrant students graduated at a 51% rate on average during the 2012-2013 school year in contrast to the statewide graduation rate average of 71.8%. The 2013-2014 school year saw a 6.7% increase in migrant student graduation, on average (56.7% statewide), in comparison to a 72.6% graduation rate for all students. Finally, the rate of migrants graduating from high school rose to 67% versus an average of 78.8% for the All Students category. According to the data reported by GOSA for the most recent academic year, the graduation rate gap between migrant students and all students is 11.8% which is a decrease from that last CNA Report in 2013. Several reasons account for the current graduation rate gap including dropping out of high school, not having enough credits to graduate on time, failing one or more of the End of Course Tests (EOCT), moving out of state during the academic year, language barriers, social isolation, etc.

Table 7. Graduation Rate of Migrant Participants 2012-2015

Graduation Rate	Migrant	All Students
2012-2013	51%	71.8%
2013-2014	56.7%	72.6%
2014-2015	67%	78.8%

Source: Governor's Office of Student Achievement

In terms of language proficiency, about 51% of migrant participants enrolled in school are classified as English Learners (EL) in Georgia. When comparing the data in **Table 3** against the number of migrant students identified as EL in grades K-12 in **Table 8**, the combined average from 2012 to 2015 reveal that the highest percentage of migrant ELs is in grades K-5 (68.64%) followed by ELs in grades 6-8 (17.76%) and finally ELs in grades 9-12 (13.6%). While the migrant participant averages for ELs have dropped in the middle school and high school subset groups, the longitudinal data average of ELs in elementary school increased by 29.64% in comparison to the data reported in the prior CNA report from 2013.

Table 8. Migrant Participants as English Learners by Grade from 2012-2015

English Learner	Grade K-5	Grade 6-8	Grade 9-12
2012-2013	1,683	486	356
2013-2014	1,767	469	436
2014-2015	2158	496	319

Source: GaDOE MEP COEstar Database

2015 Migrant Student Profile

Using all the available data on migrant participants at our disposal, the average migrant student in Georgia presents the following average characteristics*:

Characteristic	Year: 2015
Priority for Services	Yes
Age/grade distribution	3rd grade (9 years of age on average)
Gender	Male
Ethnicity	Hispanic
School Enrollment	Enrolled at beginning of school year
English Proficiency Status	EL
Special Education Enrollment	No
Economic Disadvantaged	Yes
Geographic Location	South GA - Tattnall County
Reading and Math Achievement	Scored below proficiency on both
Participation on state assessments	Yes
Graduation Rate	Not Applicable
Participation in Summer Programs	No
Student Employment Patterns for HS	Not Applicable
Course Completion – Algebra I	Not Applicable
Number of Qualifying Moves in Last 1-3 years	2 moves per year on average

*Data for the migrant student profile were obtained from the student information found in COEstar (database which stores eligibility and other pertinent data on migrant students statewide) as well as the Georgia Department of Education’s statewide student performance report. It should be noted that the Georgia Department of Education’s statewide student performance report does not include any data on schools with fewer than ten (10) migrant students enrolled. This was taken in consideration when interpreting the data for this report and also had a significant impact on the methodology chosen to conduct the overall CNA process, as discussed in the next section.

Section 2: Methodology

2.1 Overview

This Georgia MEP CNA process began at the SEA level in August of 2015 and followed a synthesized version of the CNA model based on the work of Witkin and Altschuld⁶ as well as the five-step process for conducting a CNA recommended by OME. This CNA report was designed to develop an understanding of the unique educational needs of Georgia migrant participants and their families. Not only does this analysis of needs provide a solid foundation for the direction of the new Georgia MEP’s service delivery plan (SDP), but it also supports the overall Georgia Continuous Improvement Cycle (GCIC) established in the 2013 CNA. It is important to highlight that the needs analysis was adapted to the streamlined framework for the completion of the CNA process (6 months) and based on the resources and structures available in the state of Georgia.

2.2 Preliminary Work

The CNA Management Team (Program Manager John Wight and Coordinator for Research & Development Omar Lopez) defined the structure for the CNA stakeholder group, delineated the various roles and responsibilities, and scheduled a calendar of meeting dates and timelines for completion of various objectives and goals. Both the CNA Management Team and CNA stakeholders were tasked with:

- Guiding the statewide needs assessment process;
- Setting priorities; and
- Making policy recommendations and internal process decisions that affect planning and implementation at the local, regional and state level for the Georgia MEP and all its migrant participants.

CNA stakeholders were selected based on one or more of the following criteria:

- Experience working with migrant children and youth in and outside the classroom;
- Expertise in providing relevant services and resources (academic and non-academic) to migrant participants; and/or
- Knowledge of migrant lifestyle and migratory patterns.

The size of the CNA stakeholders group reflected a broad range of participants which included local MEP personnel and administrators, Georgia MEP staff, Title I and Title III specialists, Assessment specialists, Special Education specialists, Georgia MEP Consortium staff, High School Equivalency Program (HEP) representatives, higher education representatives, preschool specialists, community partners, and migrant parents.

⁶ Witkin, B.R., and Altschuld, J.W. (1995). *Planning and conducting needs assessments: A practical guide*. Thousand Oaks, CA: SAGE Publications.

As stated, the primary purpose of the CNA is to guide the overall organizational design of the Georgia MEP statewide as well as to assure that the findings during the CNA process are instrumental in the design, development and implementation of a new Service Delivery Plan (SDP) which will:

- Help the Georgia MEP focus on the needs of migrant participants statewide;
- Set measurable program outcomes (MPO) and how they meet the overall state’s performance targets;
- Establish the scope of supplemental services to be provided (academic and non-academic) by the Georgia MEP;
- Devise comprehensive and seamless means for the reporting of project plans (MPOs) as well as project plan evaluations by LEAs;
- Maintain an effective Georgia Continuous Improvement Cycle (GCIC), as established in the previous CNA report that is conducive to overall program improvement of the Georgia MEP.

2.3 Phase I and II

In order to maximize the resources available to complete the CNA within the timeframe established, Phase I (Explore the “What Is”) and Phase II (Gather and Analyze Data) were unified as one seamless process for the first and second statewide CNA meetings. The purpose of the “What Is” and “Gather and Analyze” Phases was to: 1. Review what already was known about the special educational needs of the target group as reported in the 2013 CNA as well as analyze the current data at hand; 2. Determine the focus and scope of the new CNA in Georgia; and 3. Provide thorough analysis and assessment of data instrumental to the decision-making process.

Statewide CNA Meetings

First Statewide CNA Meeting (Webinar) – October 28, 2015

The purpose of this webinar with selected CNA stakeholders was:

- To explain the main purpose of the Migrant Education Program
- To explain the comprehensive needs assessment (CNA) process
- To share the role of the stakeholder committee
- To gather initial questions and feedback from the stakeholder committee

An overview of the CNA process was provided to stakeholders and their respective roles explained: - to review, collaborate, suggest, critique, brainstorm, guide, and advise in the decision making process to identify current needs and determine the best supplemental services to be provided to migrant children and youth statewide. Additionally, the types of supplemental services to migrant participants was explained in detail along with a comprehensive review of the 2013 CNA, its results and current goals and progress. This webinar was successful in gathering initial feedback/suggestions from the selected statewide CNA stakeholders in addition to preparing for what to expect during the face-to-face meetings taking place in December and February.

Second Statewide CNA Meeting – December 11, 2015

During the second statewide CNA meeting, the following topics were addressed:

- Review of current CNA Process
- Review 2013 CNA report
- Review and comparison of 2013 migrant student profile and current profile
- Summary of student characteristics
- Summary of student academic achievement performance data
- Summary of progress on state goals
- Review of migrant student performance (MPO), PFS compared to non-PFS
- Review of current MEP initiatives and projects statewide
- Review of online survey results
- Development of concern statements

For this statewide CNA meeting, the majority of the time was focused on the analysis of the Georgia student achievement results, including: Criterion Referenced Competency Tests, Middle Grade Writing Assessment, End of Course Tests, Georgia High School Writing Tests, and the High School Writing Assessment. The data analysis also included important pieces of data on migrant participants, statewide, in terms of attendance, graduation rates, health, dental and nutrition services, preschool services and OSY services. These data were also disaggregated by Priority for Service (PFS) compared to non-PFS migratory children (see SDP/MPO section). In addition, the stakeholder group participated in various group activities geared toward providing input/feedback for the development of statewide surveys targeting faculty & staff, migrant students, migrant OSY and migrant parents.

Below is the Master Assessment Summary Data table utilized during the review process:

Table 9. CNA Master Assessment Data Summary Table									
3rd Grade	2013			2014			2015		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	*Migrant Proficient and Distinguished Learner	*NonMigrant Proficient and Distinguished Learner	GAP
CRCT Reading	89.46%	94.97%	5.51%	89.10%	92.35%	3.25%	NA	NA	NA
CRCT ELA	80.70%	88.08%	7.38%	85.64%	88.49%	2.85%	16.70%	36.90%	20.20%
CRCT Math	74.67%	78.48%	3.81%	77.07%	80.72%	3.65%	26.70%	38.20%	11.50%
4th Grade	2013			2014			2015		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	*Migrant Proficient and Distinguished Learner	*NonMigrant Proficient and Distinguished Learner	GAP
CRCT Reading	84.42%	92.54%	8.12%	90.68%	93.64%	2.96%	NA	NA	NA
CRCT ELA	84.74%	90.26%	5.52%	85.53%	88.78%	3.25%	15.50%	28.10%	12.60%
CRCT Math	78.53%	84.28%	5.75%	78.37%	81.70%	3.33%	22.30%	40.40%	18.10%
5th Grade	2013			2014			2015		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	*Migrant Proficient and Distinguished Learner	*NonMigrant Proficient and Distinguished Learner	GAP
CRCT Reading	92.48%	96.64%	4.16%	85.02%	94.86%	9.84%	NA	NA	NA
CRCT ELA	87.87%	94.23%	6.36%	86.52%	94.79%	8.27%	16.10%	39.00%	22.90%
CRCT Math	89.32%	93.13%	3.81%	82.22%	87.71%	5.49%	25.30%	38.10%	12.80%
Writing	69.83%	79.10%	9.27%	71.15%	79.27%	8.12%	NA	NA	NA
6th Grade	2013			2014			2015		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	*Migrant Proficient and Distinguished Learner	*NonMigrant Proficient and Distinguished Learner	GAP
CRCT Reading	89.94%	96.04%	6.10%	92.13%	97.24%	5.11%	NA	NA	NA
CRCT ELA	83.06%	92.06%	9.00%	85.56%	91.86%	6.30%	17.10%	39.00%	21.90%
CRCT Math	75.48%	82.78%	7.30%	75.18%	84.13%	8.95%	19.10%	35.70%	16.60%
Table 9. CNA Master Assessment Data Summary Table (continued)									
7th Grade	2013			2014			2015		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	*Migrant Proficient and Distinguished Learner	*NonMigrant Proficient and Distinguished Learner	GAP
CRCT Reading	90.84%	94.74%	3.90%	85.91%	94.73%	8.82%	NA	NA	NA
CRCT ELA	88.17%	93.08%	4.91%	85.17%	93.94%	8.77%	12.90%	36.70%	23.80%
CRCT Math	86.04%	89.94%	3.90%	80.26%	87.64%	7.38%	16.20%	37.20%	21.00%
8th Grade	2013			2014			2015		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	*Migrant Proficient and Distinguished Learner	*NonMigrant Proficient and Distinguished Learner	GAP
CRCT Reading	94.02%	97.99%	3.97%	92.45%	97.00%	4.55%	NA	NA	NA
CRCT ELA	88.26%	94.43%	6.17%	88.10%	94.56%	6.46%	19.60%	39.10%	19.50%
CRCT Math	82.56%	88.20%	5.64%	73.64%	81.62%	7.98%	20.90%	37.00%	16.10%
Writing	68.91%	82.24%	13.33%	63.52%	79.69%	16.17%	NA	NA	NA
High School	2013			2014			2015		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	*Migrant Proficient and Distinguished Learner	*NonMigrant Proficient and Distinguished Learner	GAP
EOCT 9 th Lit & Composition	68.78%	85.87%	17.09%	67.32%	87.38%	20.06%	18.30%	37.90%	19.60%
EOCT American Lit & Composition	79.33%	90.87%	11.54%	72.12%	92.08%	19.96%	17.90%	35.80%	17.90%
EOCT Coordinate Algebra	24.40%	35.64%	11.24%	17.23%	40.34%	23.11%	19.10%	30.00%	10.90%
EOCT Analytic Geometry	NA	NA	NA	21.43%	40.56%	19.13%	17.40%	32.80%	15.40%
EOCT GPS Algebra	20.00%	61.20%	41.20%	NA	NA	NA	0.00%	NA	NA
EOCT GPS Geometry	61.90%	75.73%	13.83%	33.33%	42.38%	9.05%	NA	NA	NA
EOCT Math I	35.71%	54.34%	18.63%	NA	NA	NA	NA	NA	NA
EOCT Math II	44.75%	63.24%	18.49%	30.00%	28.14%	-1.86%	NA	NA	NA
HS Writing	78.26%	94.73%	16.47%	85.31%	94.25%	8.94%	NA	NA	NA

Under this new CNA process, it was also important to consider data sources other than student achievement data to determine the need areas of the migrant students. For example, academic achievement gap data do not include the out-of-school youth (OSY) migrant population which is a significant and difficult population to serve statewide. Supplemental services have to be provided rapidly, but due to the high mobility of this particular population, it continues to be, to this day, a difficult population to serve for the Georgia MEP. The table below summarizes any type of services provided to OSY including English language acquisition projects, referrals (GED, HEP), health and dental services.

Table 10. Services provided to OSY

	OSY/DO Receiving Any Type of Service
2012-2013 School Year	669
2012-2013 Summer School Year	15
2013-2014 School Year	743
2013-2014 Summer School Year	18
2014-2015 School Year	701
2014-2015 Summer School Year	28

Source: GaDOE MEP COEstar Database

Preschool data were also provided and comprised mostly of the number of children receiving preschool services statewide, and while it may be somewhat limited, it was a good starting point for the discussion of services being provided and possible future services to be delivered to these migrant children.

Table 11. Preschool Services (Reading and Math) for Migrant Children

	Preschool Age Students Served
2012-2013 Facility Based Environment	138
2012-2013 Home Based Environment	162
2013-2014 Facility Based Environment	188
2013-2014 Home Based Environment	211
2014-2015 Facility Based Environment	204
2014-2015 Home Based Environment	212

Source: GaDOE MEP COEstar Database

Table 12. Math and Reading Supplemental Services Provided by Group

Students Served in Reading	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
2012-2013 Regular School Year	2437	164	199	316	298	280	201	180	143	141	98	101	72	77	79	1	87
2012-2013 Summer School Year	1600	158	163	184	186	172	143	119	94	79	46	36	34	25	9	0	152
2013-2014 Performance Period	2956	0	151	441	351	359	315	243	196	171	160	128	83	59	75	5	219
2014-2015 Performance Period	3012	0	137	402	410	330	320	288	226	164	140	184	113	81	80	0	136

Source: GaDOE MEP COEstar Database

Students Served in Math	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
2012-2013 Regular School Year	1930	154	151	216	197	201	181	153	134	117	80	92	62	72	64	1	55
2012-2013 Summer School Year	1187	88	110	121	130	113	99	78	72	54	51	37	28	23	9	0	144
2013-2014 Performance Period	2423	0	108	339	273	289	250	203	155	166	129	121	78	57	67	4	184
2014-2015 Performance Period	2516	2	99	312	304	263	268	239	191	165	141	175	107	72	70	0	108

Source: GaDOE MEP COEstar Database

Additionally, **Table 13** below provides a data summary breakdown of health, dental and nutritional services provided to migrant participants by grade/age:

Table 13. Health, Dental and Nutrition Services provided by Grade/Age

Participants by Grade/Age Receiving a Health Service	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
2012-2013 School Year	170	9	5	6	4	4	4	7	2	9	4	3	4	8	4	1	96
2013-2014 School Year	130	3	3	2	3	5	3	2	2	6	1	3	4	2	0	0	91
2014-2015 School Year	93	3	10	10	11	8	8	2	3	7	2	5	2	3	1	0	18
Participants by Grade/Age Receiving a Dental Service	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
2012-2013 School Year	14	1	3	1	1	1	3	0	1	0	1	0	0	1	1	0	0
2013-2014 School Year	3	0	2	0	0	0	0	0	0	0	0	0	0	0	1	0	0
2014-2015 School Year	37	1	8	7	4	6	4	1	2	1	1	1	1	0	0	0	0
Participants by Grade/Age Receiving a Nutrition Service	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
2012-2013 School Year	1199	190	119	98	103	87	77	68	91	71	54	63	62	51	43	0	16
2013-2014 School Year	685	133	84	57	56	50	38	35	28	28	30	43	31	25	19	0	17
2014-2015 School Year	423	32	18	27	20	23	21	24	12	22	30	49	44	41	38	0	17

Source: GaDOE MEP COEstar Database

One of the major highlights of the initial CNA meeting was the dissemination and review of all survey data collected statewide from October 5 to October 30, 2015. The surveys targeted four specific groups:

1. Faculty and Staff
2. Migrant Students
3. Migrant Out-of-School Youth & Dropouts (OSY/DO)
4. Migrant Parents

Like the 2013 CNA survey collection process, all the surveys were designed, developed, deployed and completed online, allowing the data collection and reporting to be a streamlined and seamless process. In instances where technology was limited or not available, the surveys were completed on paper and then manually entered into our online system. From the planning stages of the new CNA, the Georgia MEP intended to take advantage of all the technology available for survey design, deployment and collection and it concluded that a month of intensive survey collection would yield plenty of data to be shared and analyzed during the initial CNA meeting. Surveys were deployed through a direct email campaign to the attention of the Title I contact person for each of our LEAs with migrant students, including consortium districts. The emails contained the link to all online surveys, specific instructions on whom to issue a survey, how to conduct the surveys, and the deadline for all online survey submissions. If surveys were completed on paper, LEAs were asked to forward those to the appropriate regional MEP offices for manual entering into our online database.

The table below contains a summary of the survey collection process compared to the 2008 and 2013 CNA process respectively.

Comprehensive Needs Assessment (CNA) Survey Summary Table

2015 Statewide Comprehensive Needs Assessment (CNA) Surveys

Survey Type	Total Surveys Distributed	Total Survey Respondents	Data Collection Period	Focus of Survey
Migrant Students (Grades 4-12)	No quota. Distributed online (statewide) to all our funded and consortium districts	1074	October 5, 2015 to October 30, 2015	Parental Involvement, School Counselor Awareness, Employment after School
Migrant Parents	No quota. Distributed online (statewide) to all our funded and consortium districts	896	October 5, 2015 to October 30, 2015	Educational Level, Parental Involvement, Educational Goals for Children
School Faculty and Staff	No quota. Distributed online (statewide) to all our funded and consortium districts	1462	October 5, 2015 to October 30, 2015	Program Limitations, Program Services
OSY	No quota. Distributed online (statewide) to all our funded and consortium districts	89	October 5, 2015 to October 30, 2015	Direct questions of need including health, English, high school completion, GED, and access to mobile technology

Note: the current survey timeframe was condensed (in comparison to CNA online surveys distributed in 2012) given that the new software platform used to collect online data is much more efficient at capturing survey responses from a wide array of modern devices (PC, smartphones and tablets), making it much more convenient for participants to easily submit their responses at any given time.

2012 Statewide Comprehensive Needs Assessment (CNA) Surveys

Survey Type	Total Surveys Distributed	Total Survey Respondents	Data Collection Period	Focus of Survey
Migrant Students (Grades 4-12)	No quota. Distributed online (statewide) to all our funded and consortium districts	1033	September 26, 2012 to October 26, 2012	Parental Involvement, School Counselor Awareness, Employment after School
Migrant Parents	No quota. Distributed online (statewide) to all our funded and consortium districts	858	September 26, 2012 to October 26, 2012	Educational Level, Parental Involvement, Educational Goals for Children
School Faculty and Staff	No quota. Distributed online (statewide) to all our funded and consortium districts	2221	September 26, 2012 to October 26, 2012	Program Limitations, Program Services
OSY	No quota. Distributed online (statewide) to all our funded and consortium districts	119	September 26, 2012 to October 26, 2012	Direct questions of need including health, English, high school completion, GED, and access to mobile technology

2008 Statewide Comprehensive Needs Assessment (CNA) Surveys

Survey Type	Total Surveys Distributed	Total Survey Respondents	Data Collection Period	Focus of Surveys
Migrant Students (Grades 4-12)	750	376	August 2006- June 2007	Parental Involvement, School Counselor Awareness, Employment after School
Migrant Parents	1,400	697	August 2006- June 2007	Educational Level, Parental Involvement, Educational Goals for Children
School Faculty and Staff	2,000	842	August 2006- June 2007	Program Limitations, Program Services
OSY	N/A	462	December 2007- February 2008	Direct questions of need including health, English, high school completion, GED, and family literacy

The surveys for migrant faculty & staff, students, OSY and parents included both quantitative and qualitative questions and focused on obtaining non-academic data such as parental involvement, school counselor awareness, and program delivery feedback. The results of the survey data will be discussed in greater detail in the Results section of this report (Refer to the Appendices file for all survey documents). As with the 2013 CNA, caution should be used in the interpretation of the current survey data due to the fact that surveys were not collected from non-migrant students and parents since the Georgia MEP chose to focus on surveying the migrant population only.

One major activity that proved labor intensive was the development of concern statements. Taking every piece of data available into consideration (academic data, non-academic data, survey results, and the 2013 CNA report), CNA stakeholders were able to successfully create concern statements reflective of the current challenges facing migrant children and youth, migrant staff and educators statewide. These concern statements reflect the initial common trends identified and are redacted to include the ideas presented by the state CNA stakeholders.

Initial Common Trends (ranked by priority by CNA stakeholders)

- Preschool
- OSY/DO
- Language barriers
- Mathematics
- Parental support
- Professional development for migrant staff

After common trends were identified, CNA stakeholders discussed and re-analyzed all the data available in order to decide the order of priority for the concern areas identified and thus proceeded to rank them based on their respective analytical approach, overall group feedback and all the data at hand. Their findings are as followed:

# Votes	Concern Areas	Ranking
15	Preschool – Limited Services and Language Abilities	1
14	OSY Limited Services	2
13	Language Barriers (home school)	3
12	Mathematics – Limited Services	4
11	Support for Parents	5
9	PD for Staff	6

Again, CNA stakeholders carefully reviewed and analyzed the data and resources available and presented their concern statements based on the initial common trends identified as well as the concern areas ranking. The following are the current concern statements developed:

Concern Statements

- **Preschool**
We are concerned that MEP children do not have the academic and English language skills to be adequately prepared to start school.
- **Services to OSY**
We are concerned that migrant Out-of-School Youth (OSY) as well as Dropout (DO) participants need prompt and readily available services in order to be provided relevant support services such as access to English language acquisition opportunities, health services, and opportunities to re-enroll and/or complete their high school diploma (for those that qualify).
- **Language Barriers (Reading/Writing)**
 - Reading
We are concerned that migrant students (grades K-12) lack prerequisite skills to be successful at the Georgia Standards of Excellence for Reading.
 - Writing
We are concerned that migrant students (grades K-12) lack prerequisite skills to be successful at the Georgia Standards of Excellence for Writing.
- **Mathematics**
We are concerned that migrant students (grades K-12) lack a strong academic foundation for Math skills to be successful at the Georgia Standards of Excellence.
- **Parental Support**
We are concerned that parents of migrant children and youth (grades K-12) lack the necessary skills and knowledge (English language proficiency, understanding school requirements/procedures, and parental engagement skills) to successfully participate as active members in their children’s education.
- **Professional Development**
We are concerned that migrant staff has limited access to job-embedded professional development opportunities designed for working with migrant children and youth as well as migrant parents throughout the school year (including Summer).

Third Statewide CNA Meeting – February 12, 2016

At the last meeting with the state CNA stakeholders, we focused on the newly drafted goals for the state and shared the goals rubric which details how each of the goals drafted falls under one of OME’s seven areas of concern⁷.

Time was dedicated to discussing the transition from the CNA to the service delivery plan. The group addressed the following:

- Review current Service Delivery Plan (SDP)
- Work on reviewing each new goal drafted and share progress
- State Goals Rubric
- Monitoring and Evaluation
- Next Steps - New SDP

Overall, the statewide CNA meetings proved to be very successful, particularly when the work and expectations for each group were clearly delineated within the framework of the process and the timeframe allotted for it. This CNA process was designed to be fast-paced, effective, interactive, and a true collaborative effort among all groups and experts involved, yielding results that will surely benefit the migrant population in Georgia.

⁷ OME’s list of seven areas of concern unique to migrant students include: educational continuity; instructional time; school engagement; English language development; educational support in the home; health; and access to services.

Section 3: Results

3.1 Phase III

The third phase, also known as the “making decisions” phase, focused on program planning and service delivery efforts impacting the quality and effectiveness of services provided to migrant participants in the state. After CNA stakeholders analyzed the academic, non-academic and survey data gathered during the first and second statewide CNA meetings, they began working on the development of a root-cause analysis approach and presented possible solutions along with research-based strategies to effectively address the needs of migrant children and youth in order to reduce the current migrant student achievement gaps over the course of the next three academic years.

The next section presents student achievement gaps and survey results used in determining the new focus for the Georgia MEP in terms of establishing new Measurable Program Outcomes (MPOs) to be implemented in the 2016-2017 academic year.

3.2 Academic Achievement Gap Data

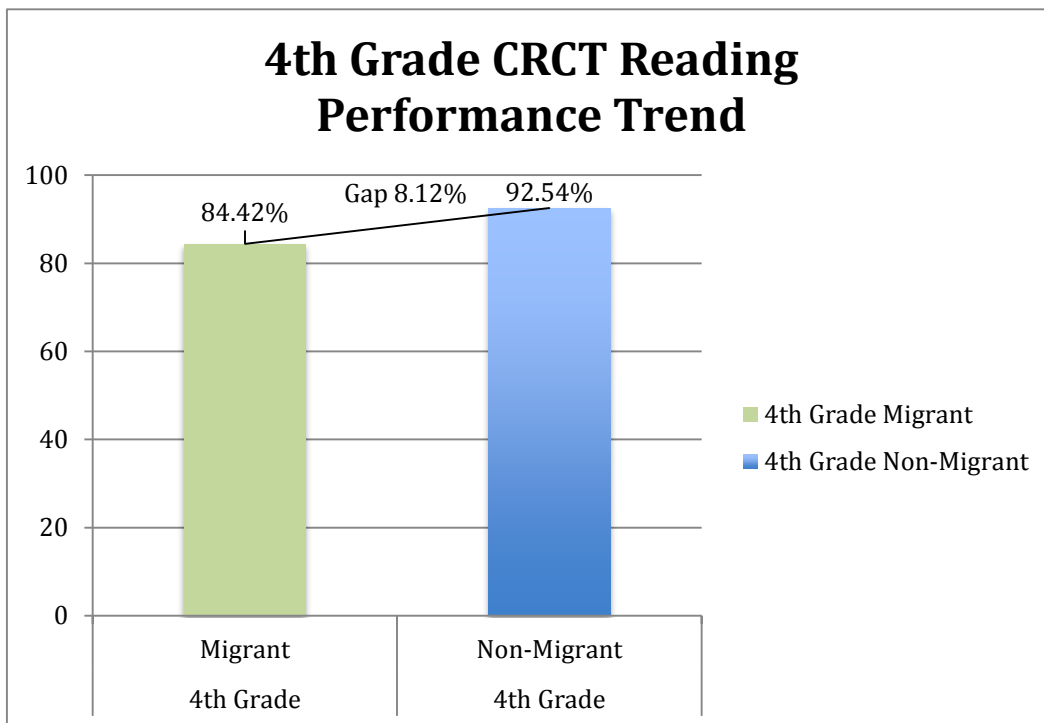
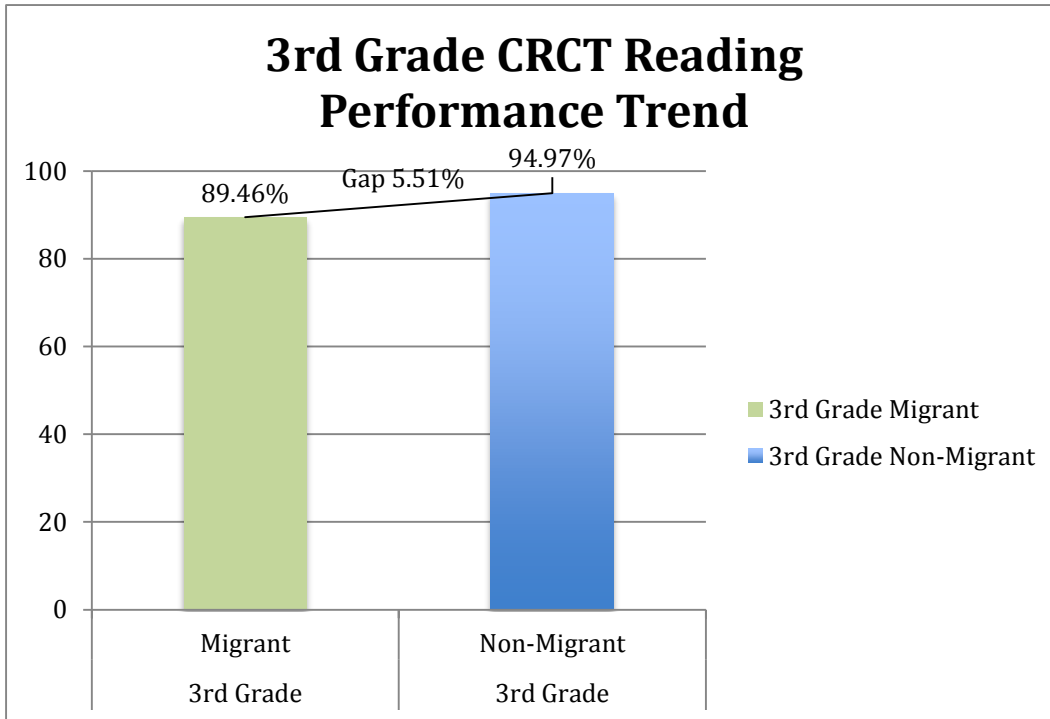
CRCT/Milestones Scores (Grades 3-8) & Writing Assessment (Grades 5, 8 and 11) Data

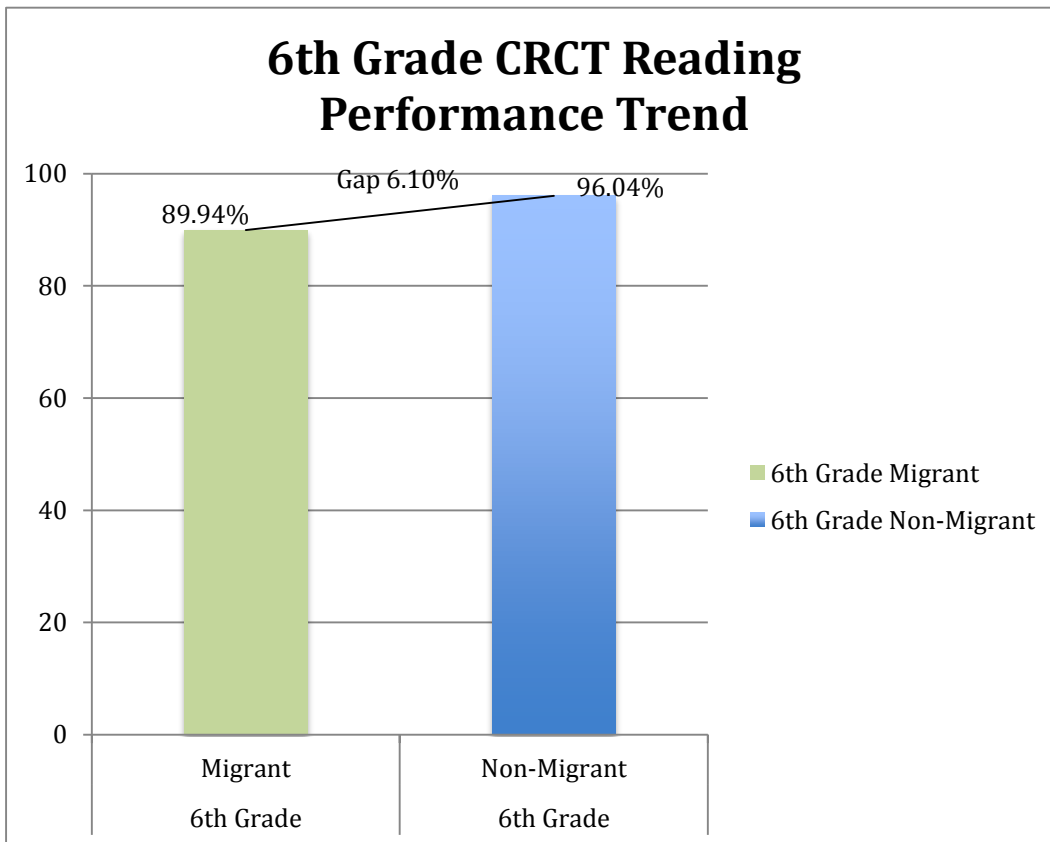
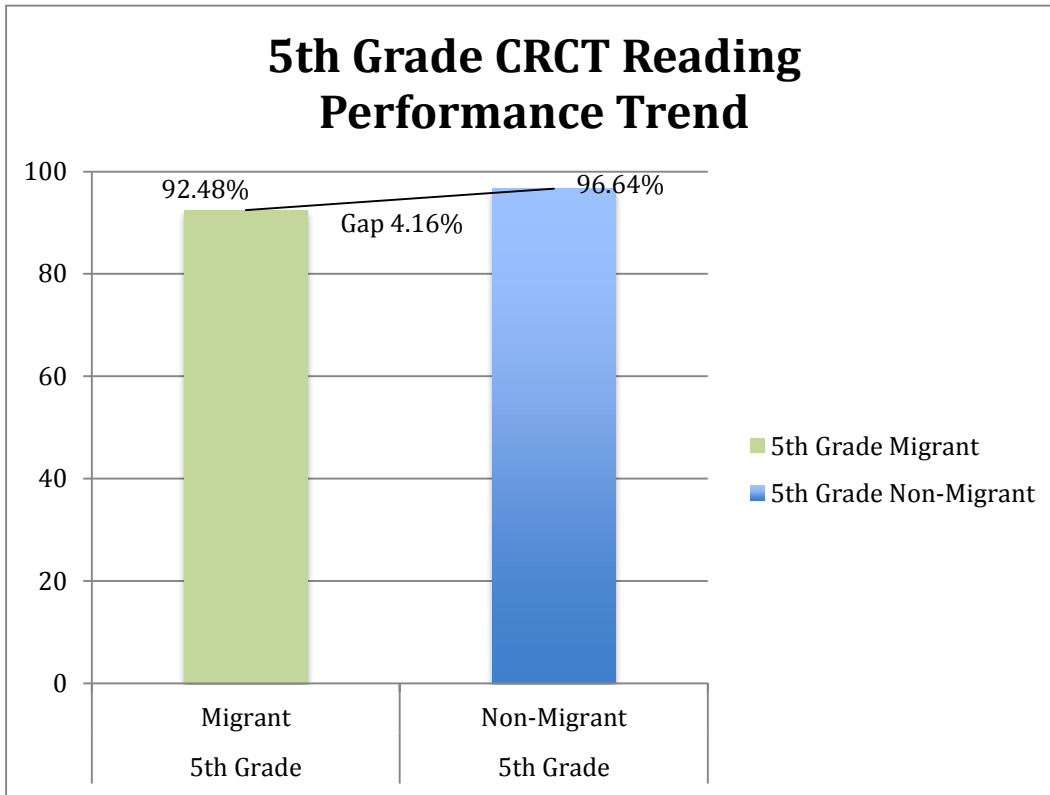
Figures 1 through 4 illustrate the achievement gaps in Reading, English/Language Arts (ELA), Math, and Writing of migrant students versus non-migrant students from 2013 to 2015. CNA stakeholders used a trend analysis approach in order to make generalizations about the migrant student population in Georgia in regard to academic achievement gaps.

Starting with the 2015 school year, academic performance measures for successfully completing a particular subject have changed into four different categories under the newly established Georgia Department of Education's Milestones: Beginner Learner, Developing Learner, Proficient Learner and Distinguished learner. Students' academic performance must fall under either the Proficient Learner and/or Distinguished Learner category in order to be promoted. For the purposes of 2015 academic performance data, percentages for both Proficient Learners and Distinguished Learners have been combined to allow for proper migrant versus non-migrant gap analysis.

Figure 1. 2013 Reading CRCT Achievement Gaps by Grades

(Migrant vs. Non-Migrant Data)





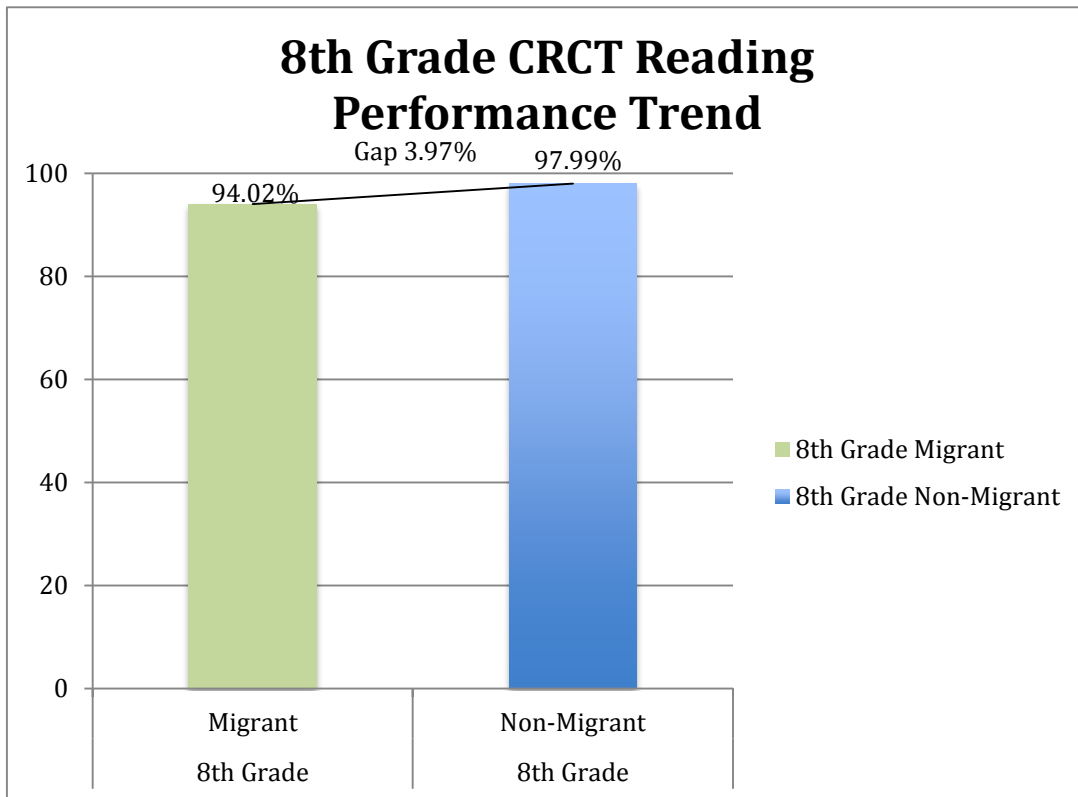
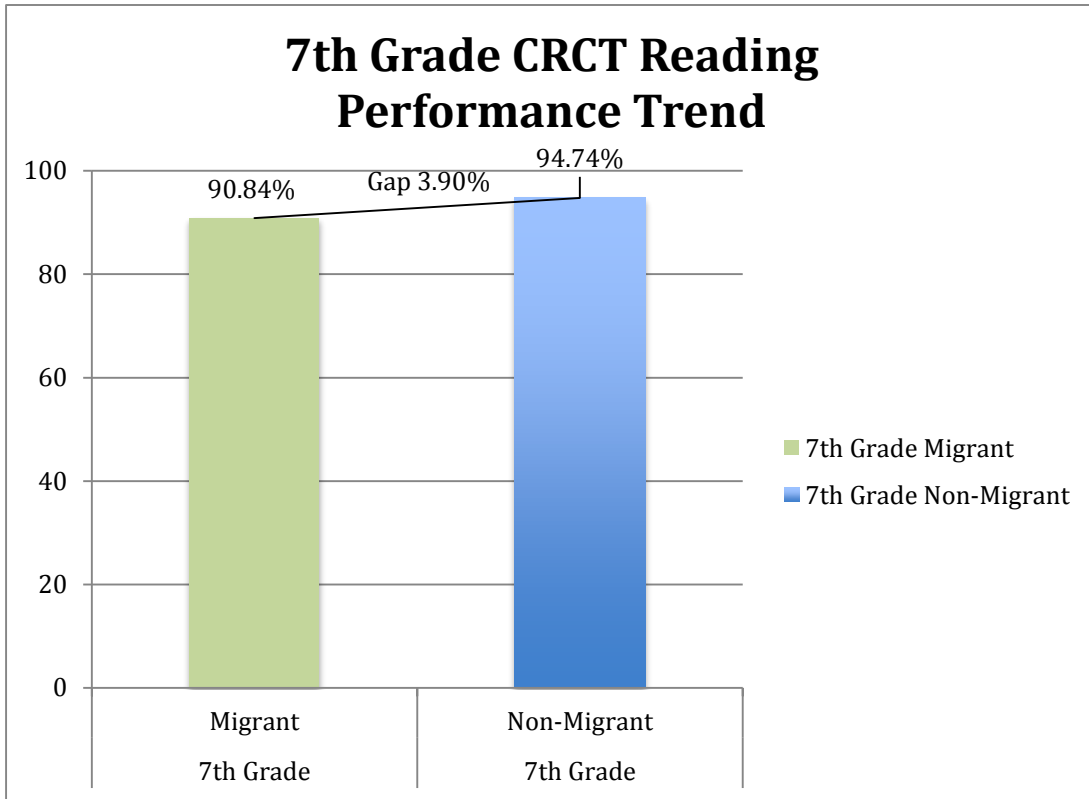
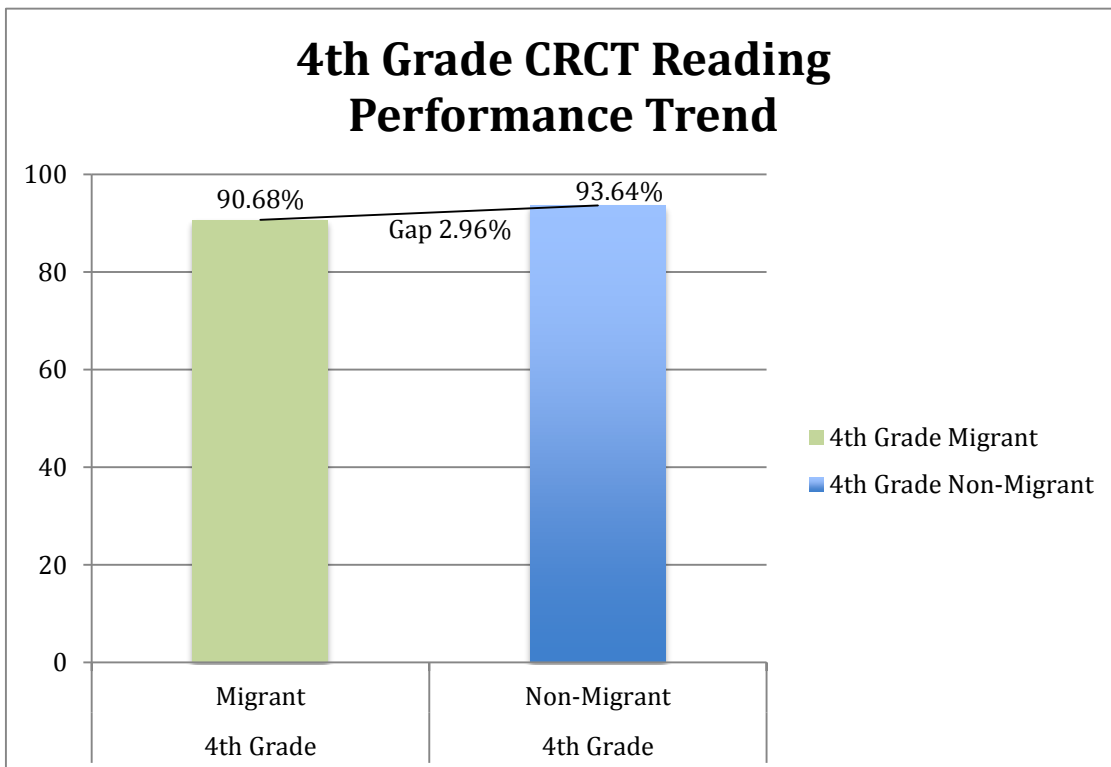
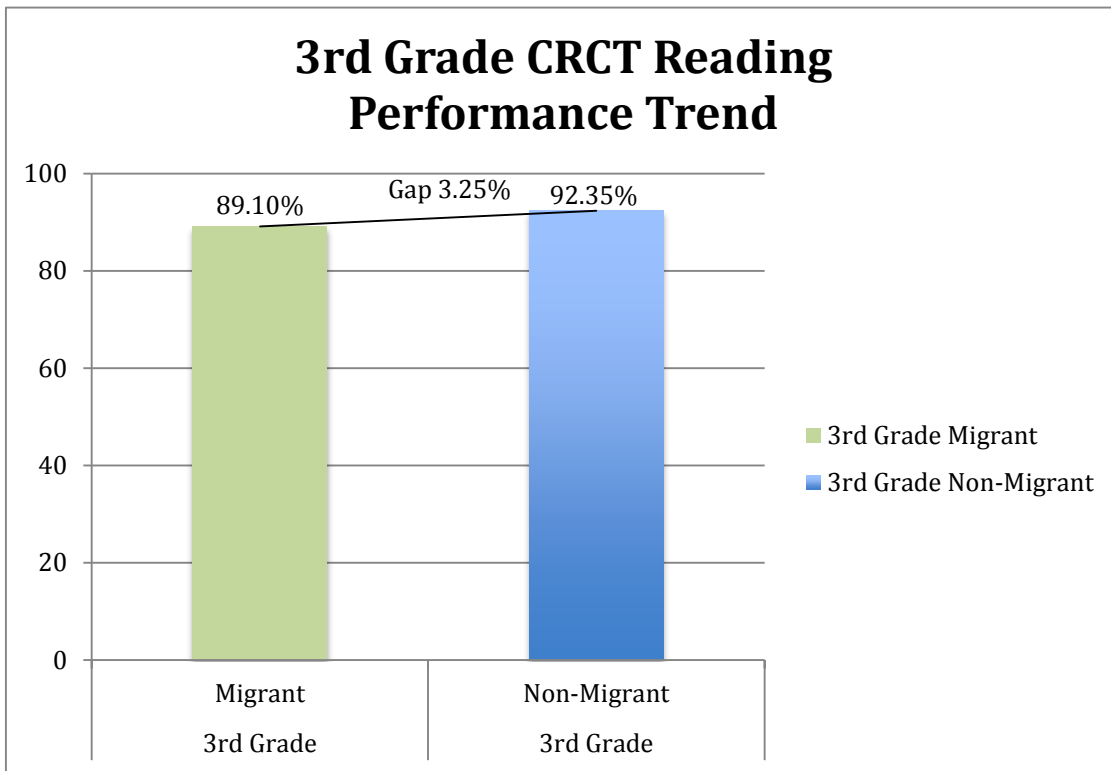
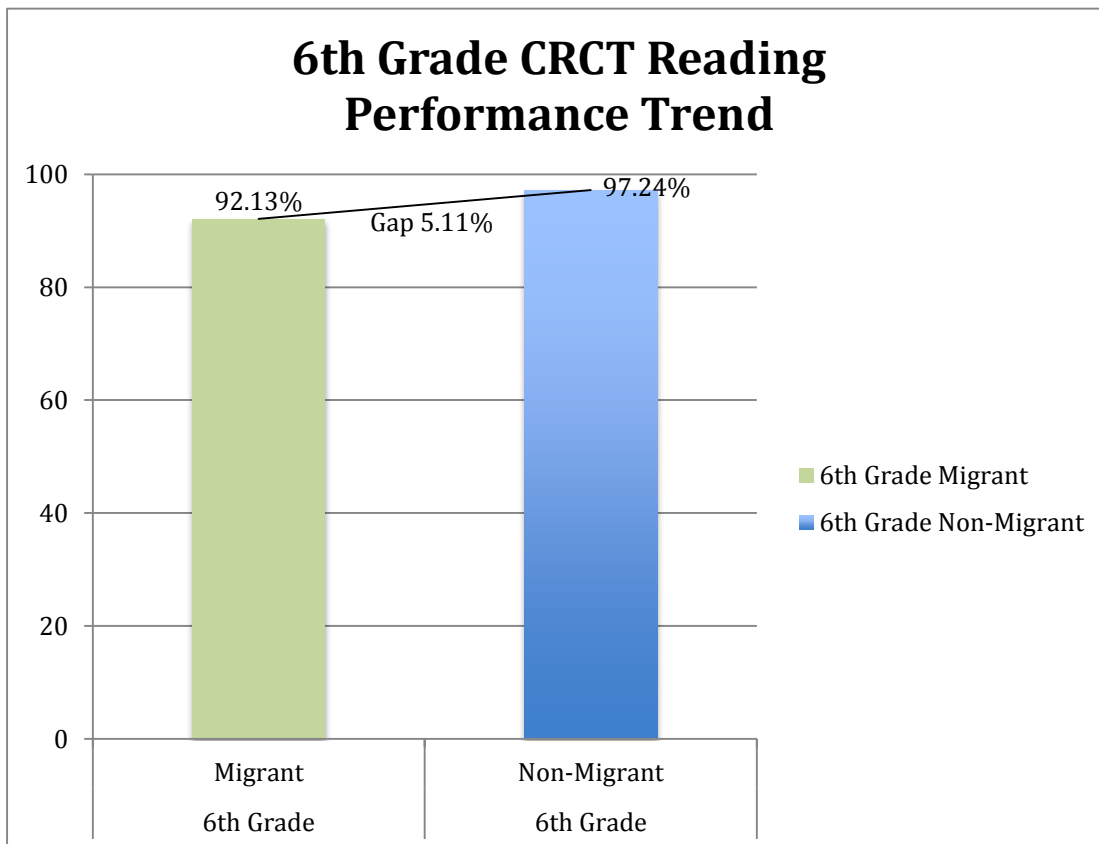
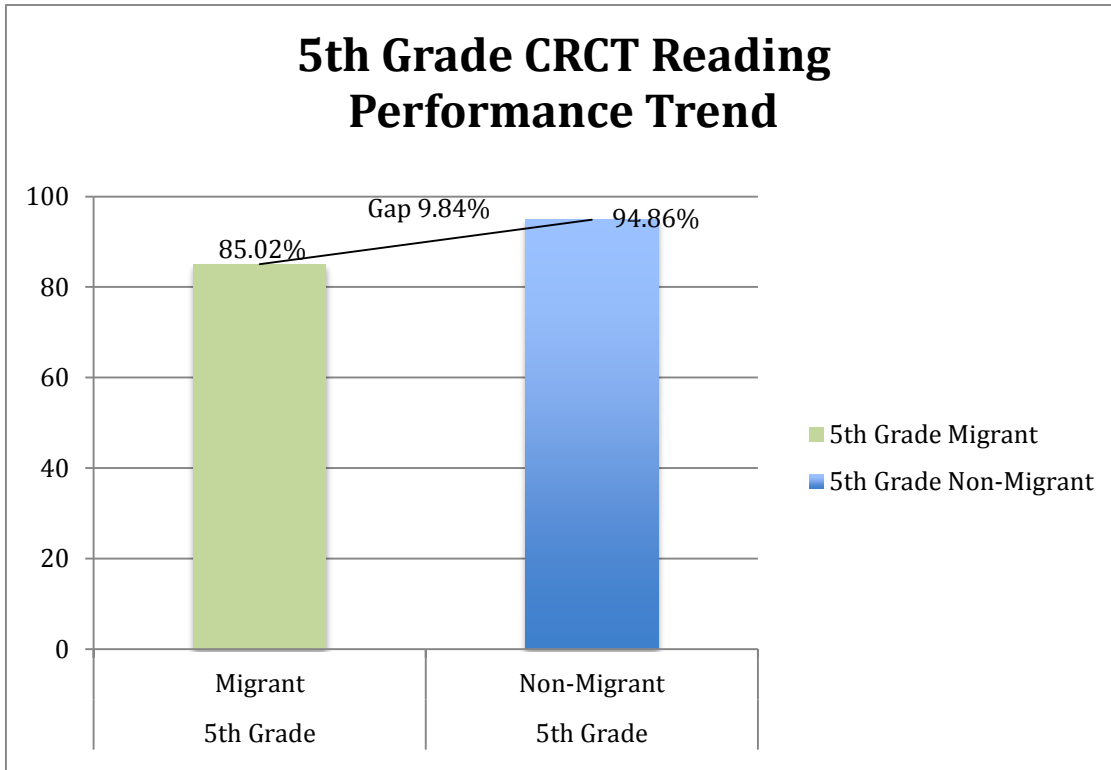
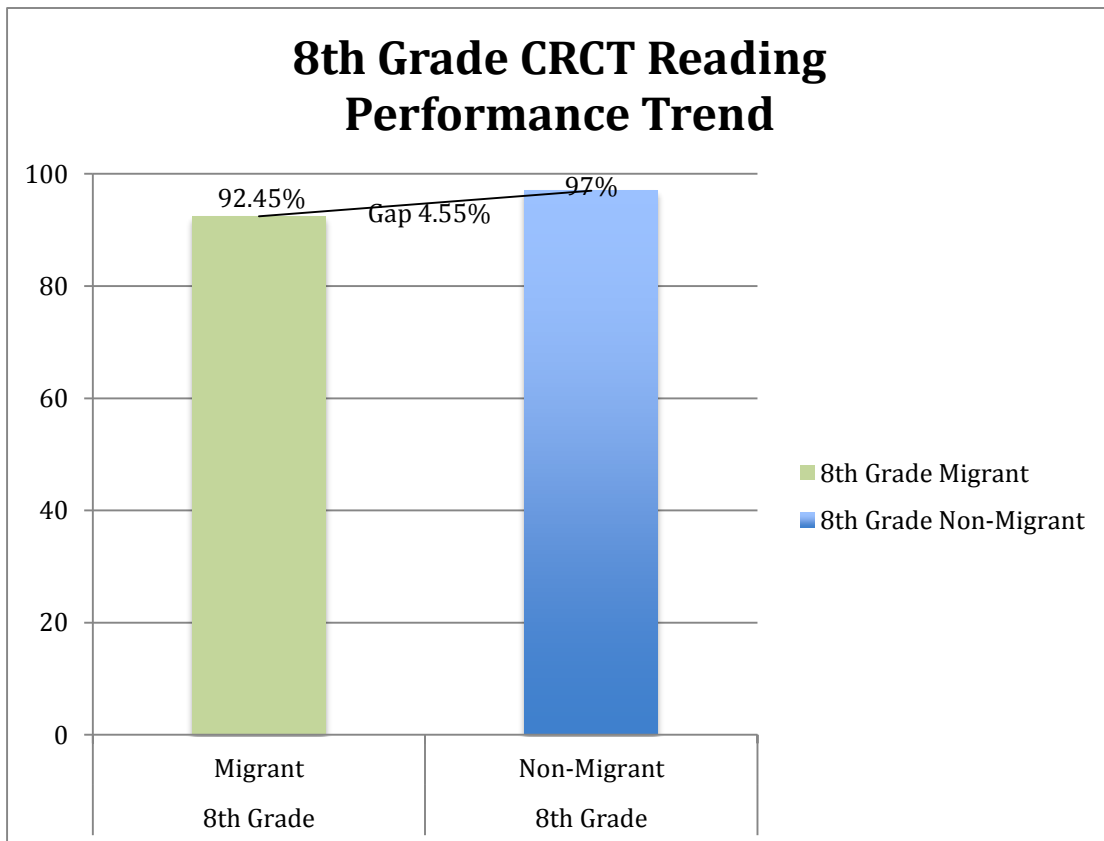
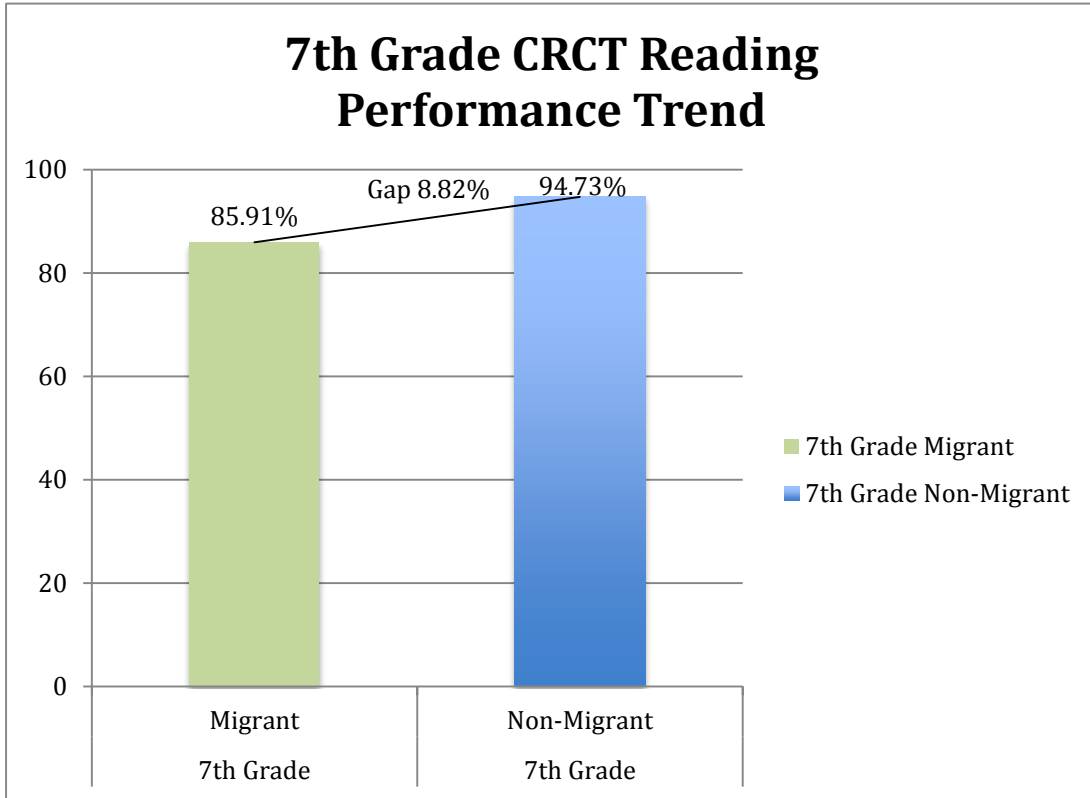


Figure 1.2. 2014 Reading CRCT Achievement Gaps by Grades

(Migrant vs. Non-Migrant Data)

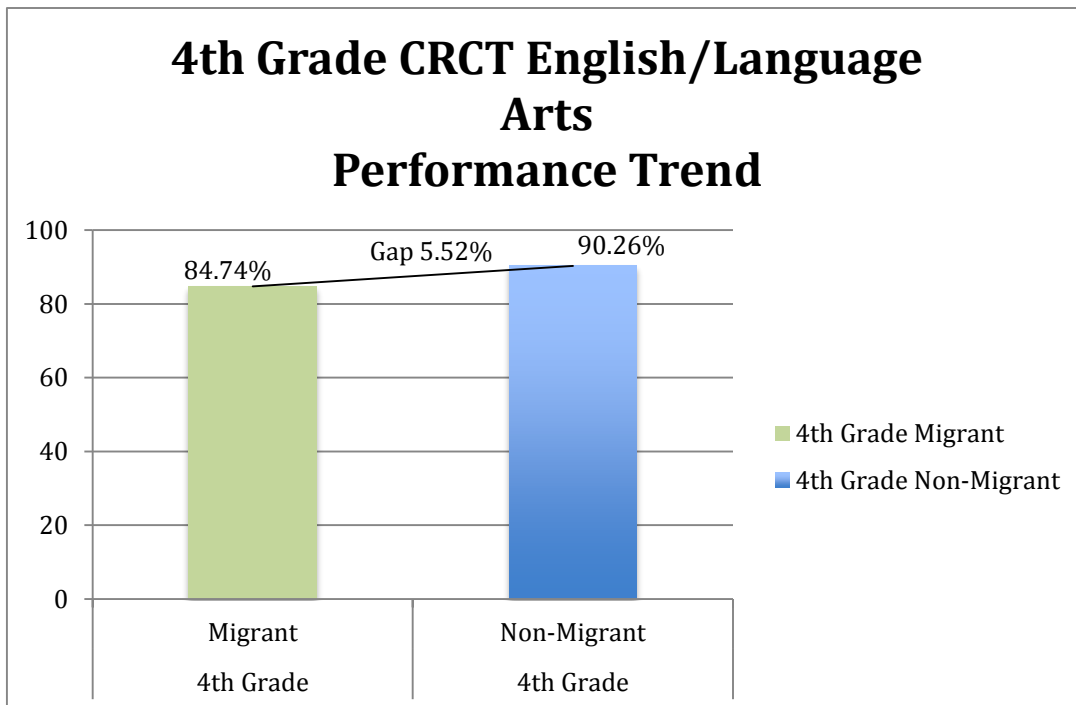
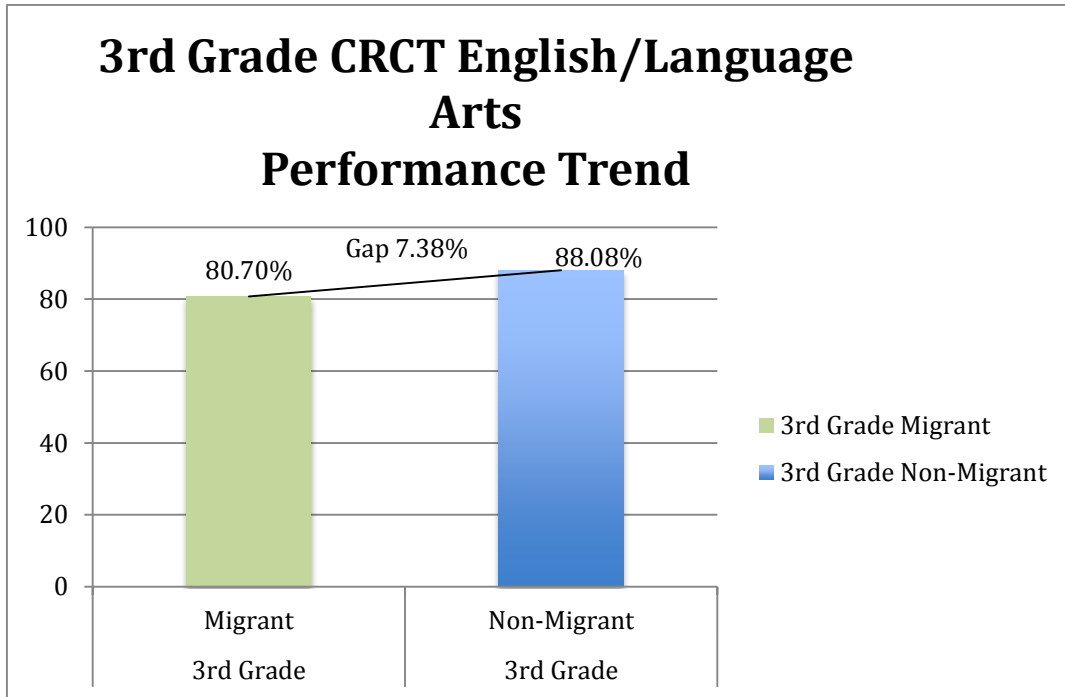


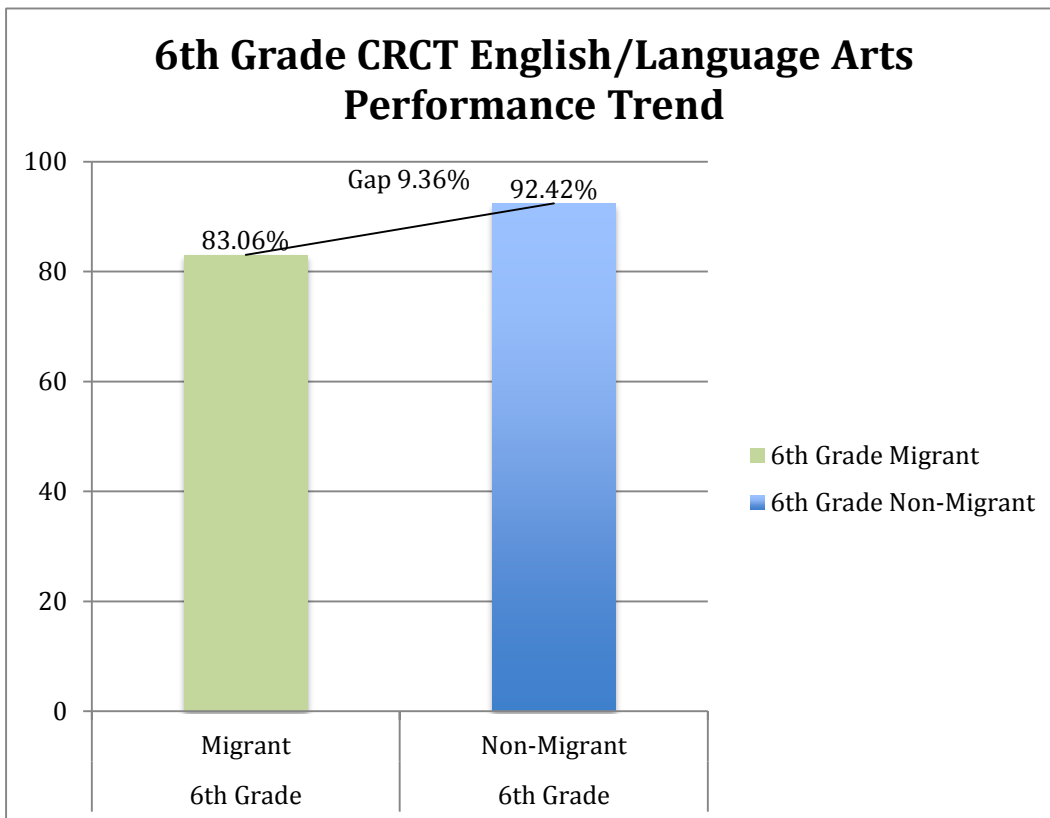
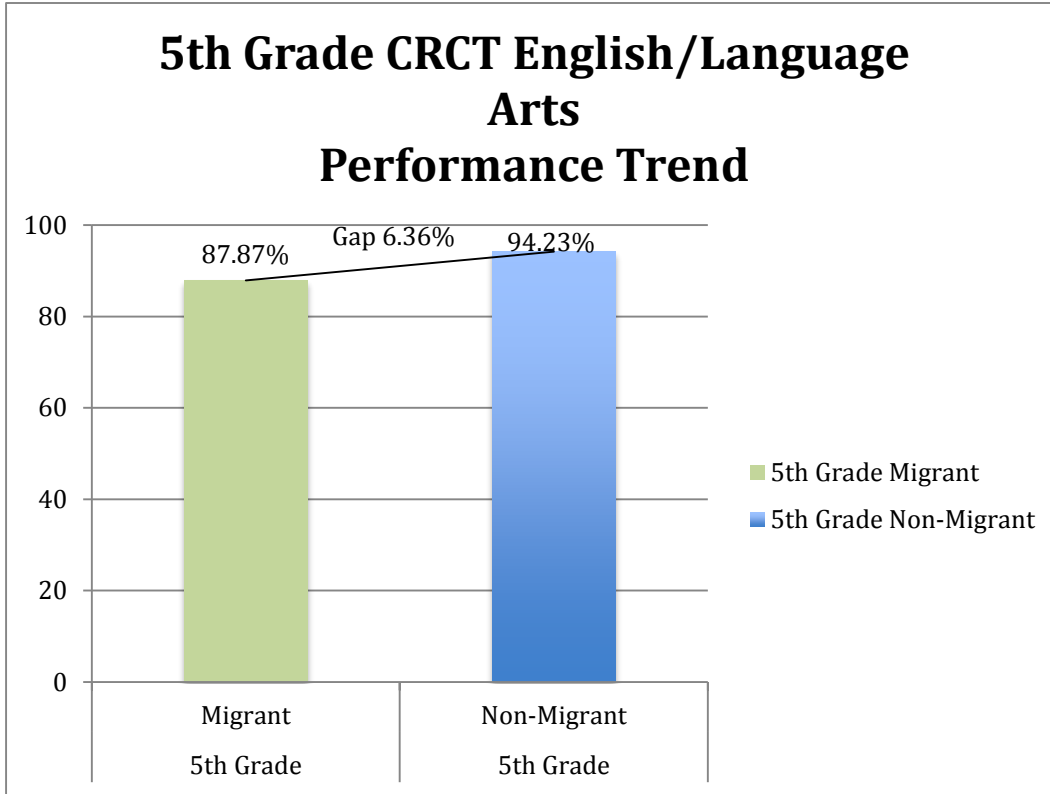




Note: 2015 Reading academic student performance trends for grades 3-8 are now part of the newly implemented Milestones and are included as a component within English and Language Arts. As a result, the Reading data trends for 2015 will be presented accordingly in section 2.3.

Figure 2. 2013 English/Language Arts (ELA) CRCT Achievement Gaps by Grades
(Migrant vs. Non-Migrant Data)





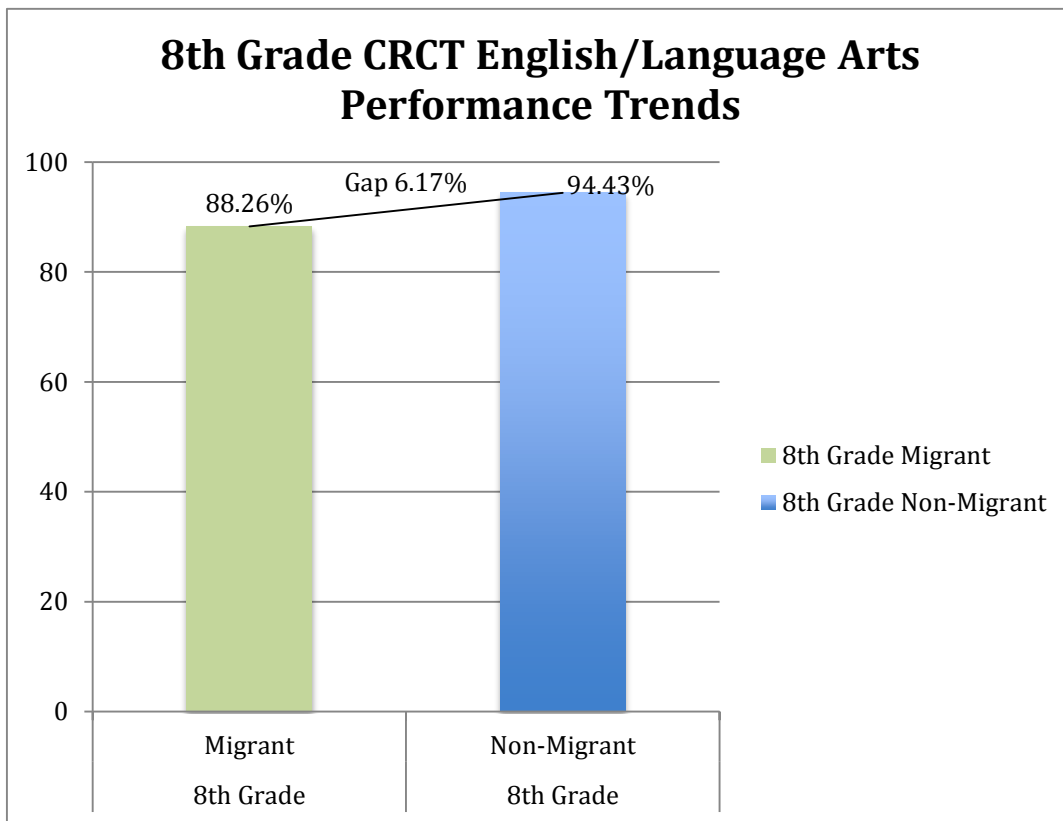
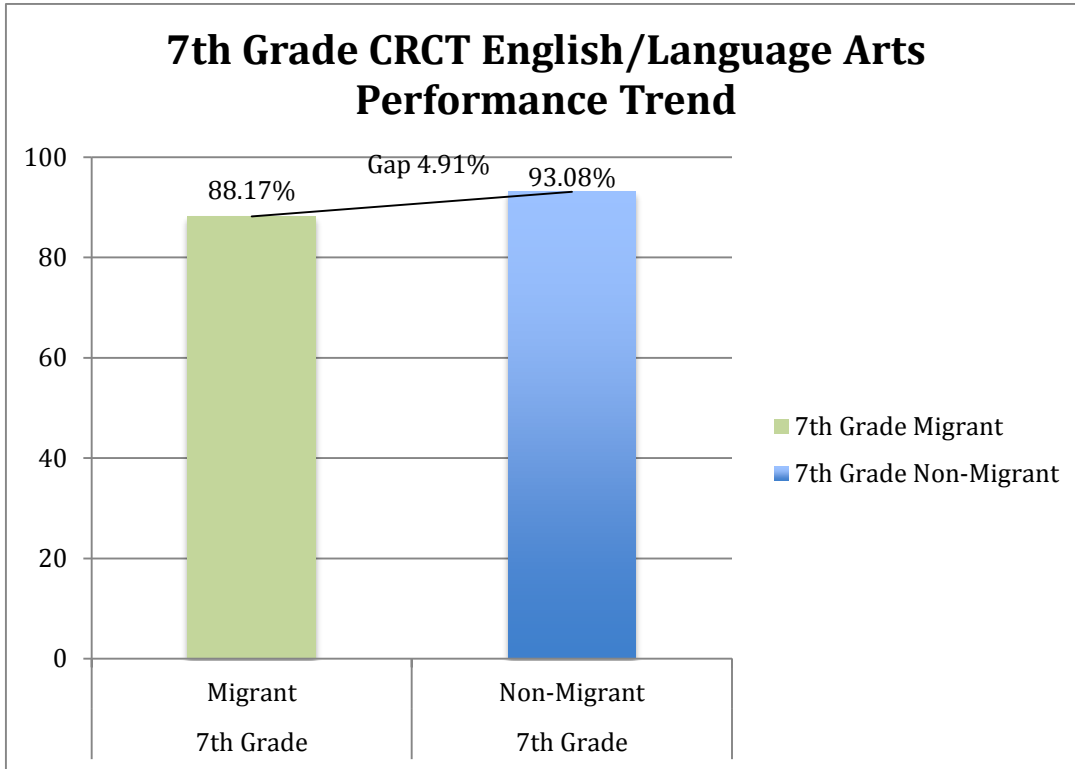
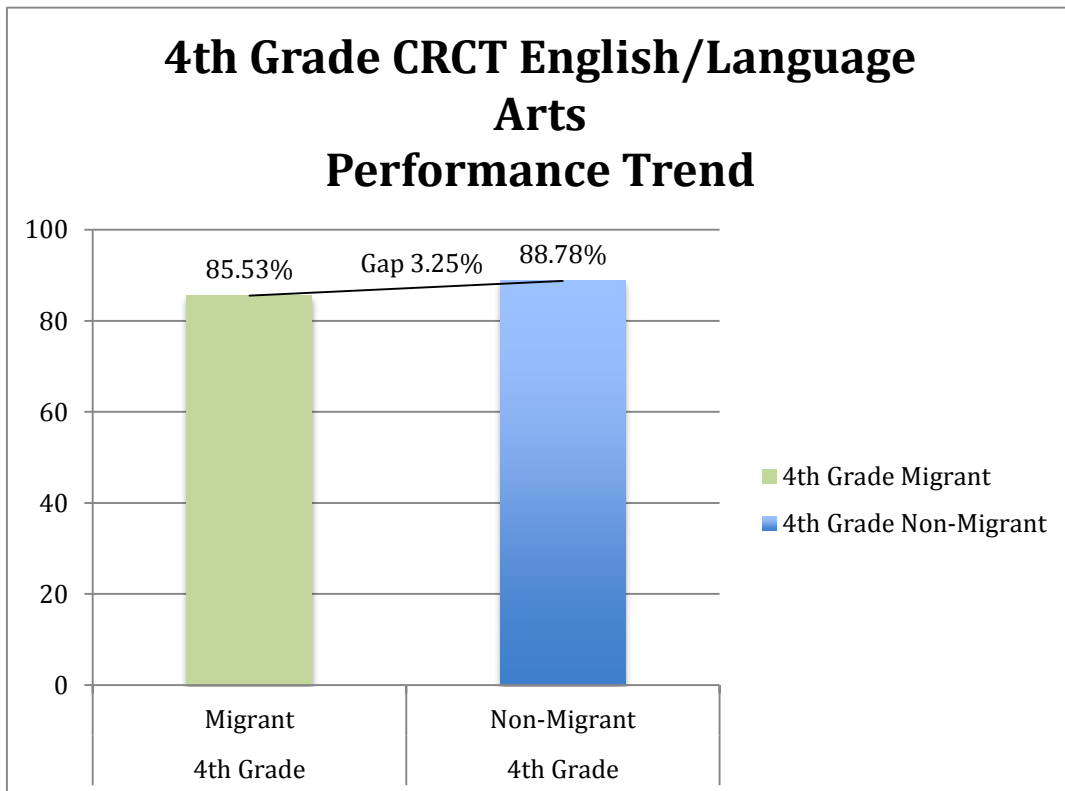
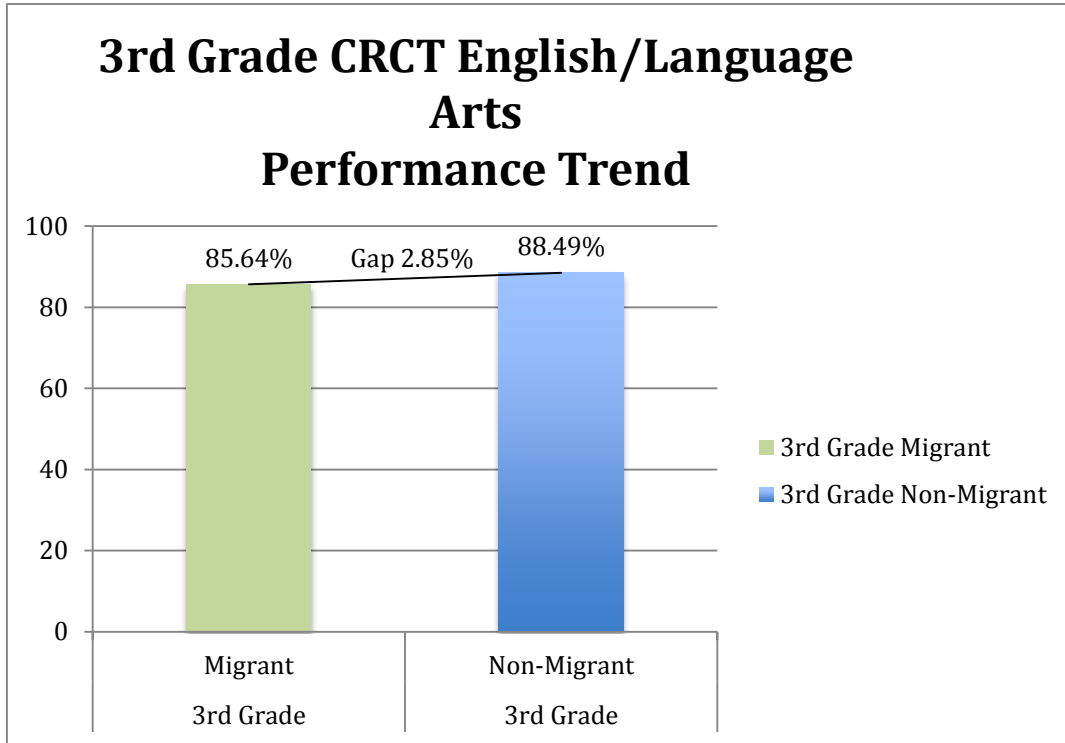
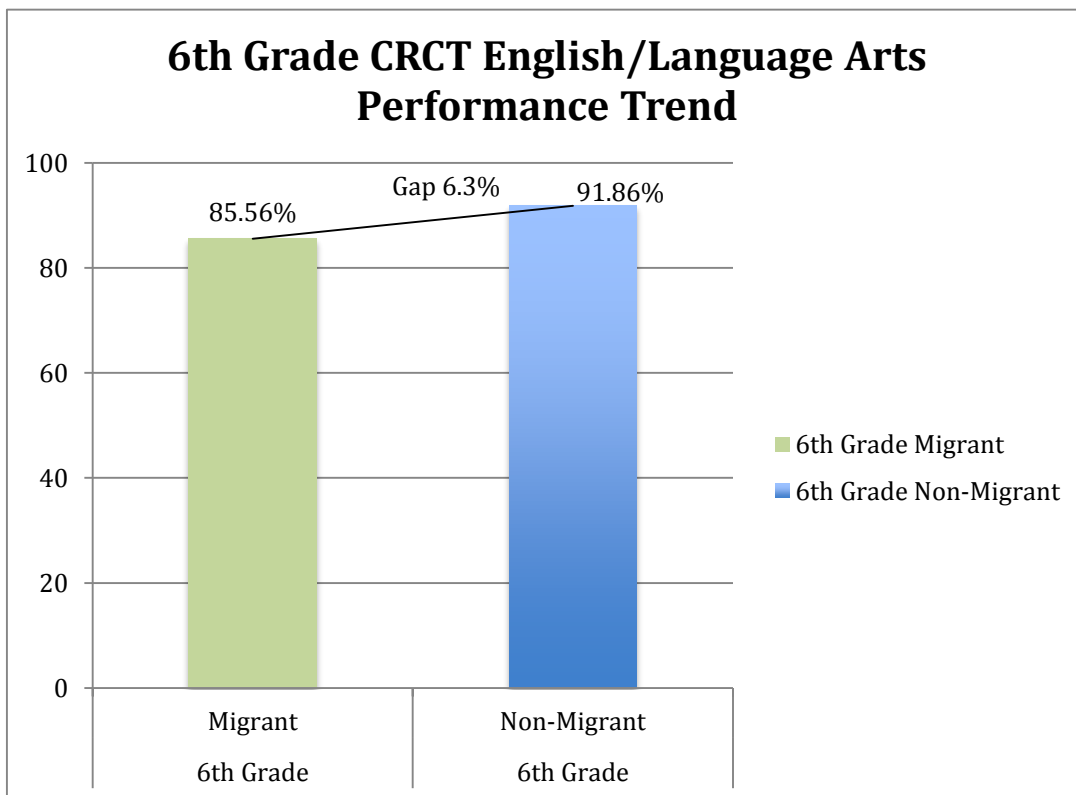
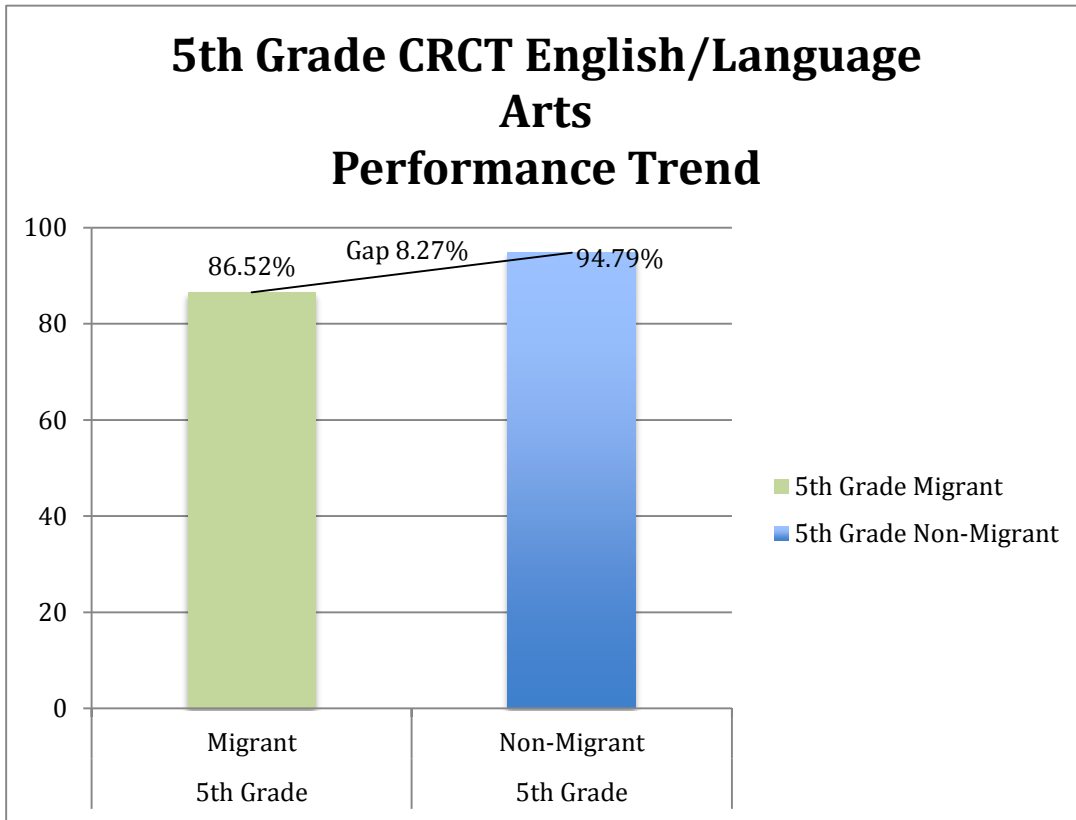


Figure 2.2 2014 English/Language Arts (ELA) CRCT Achievement Gaps by Grades

(Migrant vs. Non-Migrant Data)





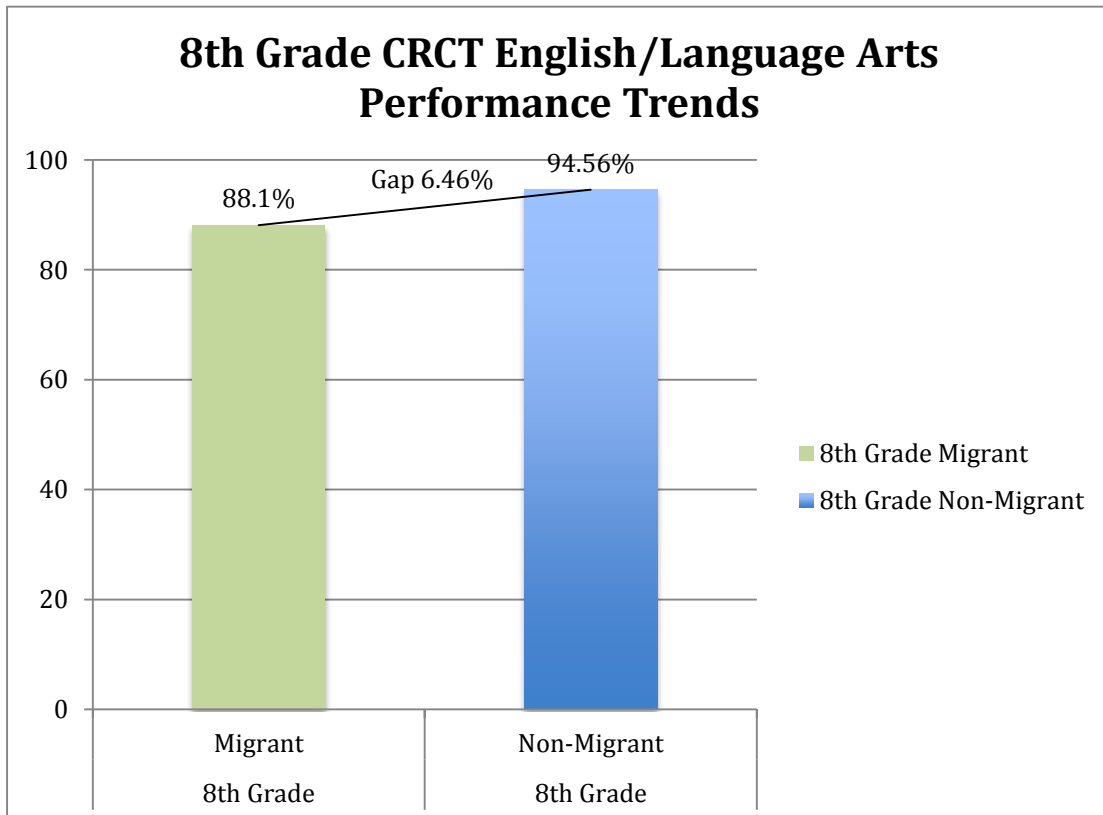
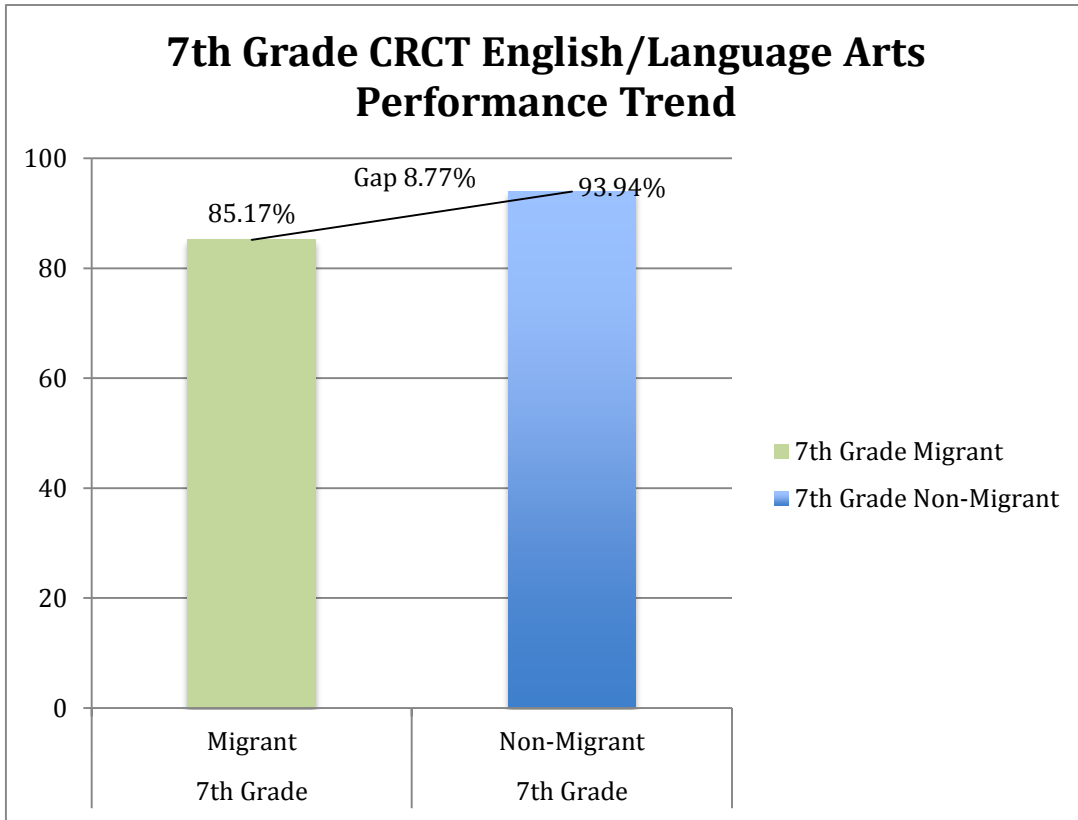
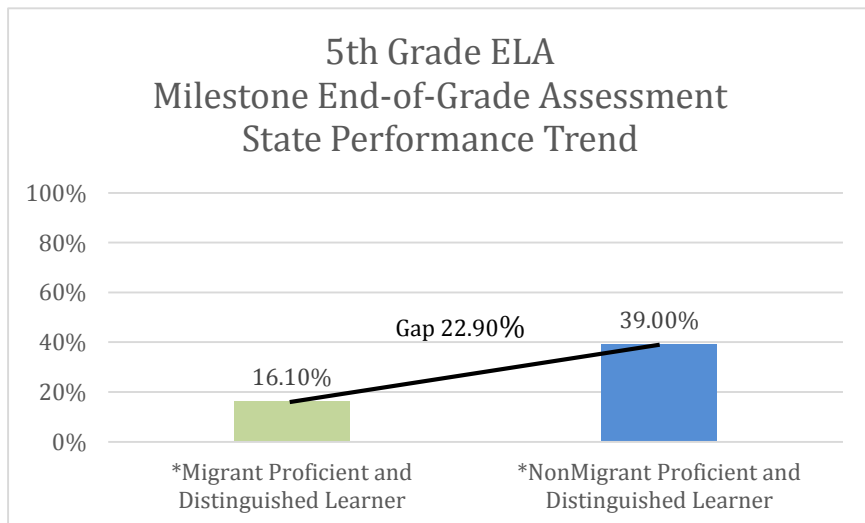
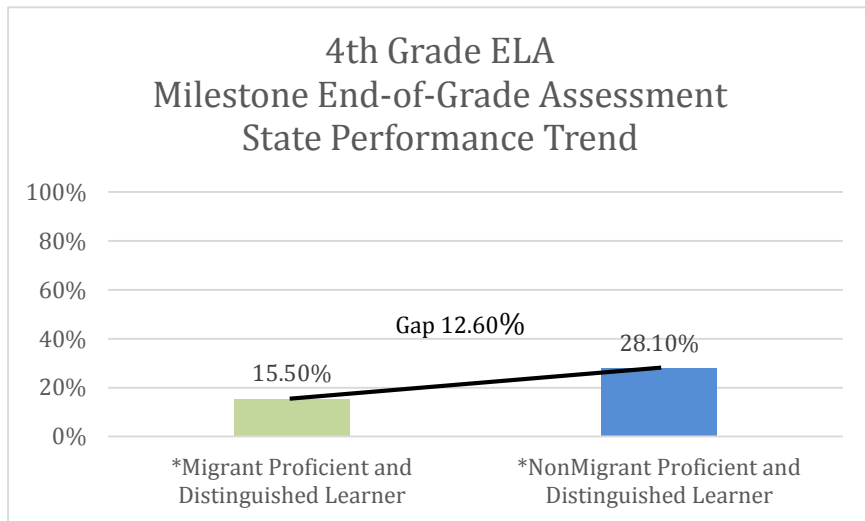
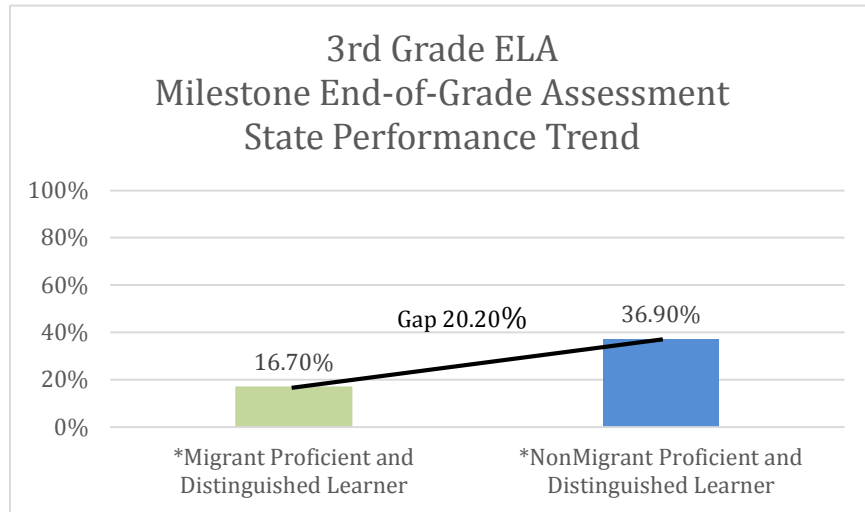
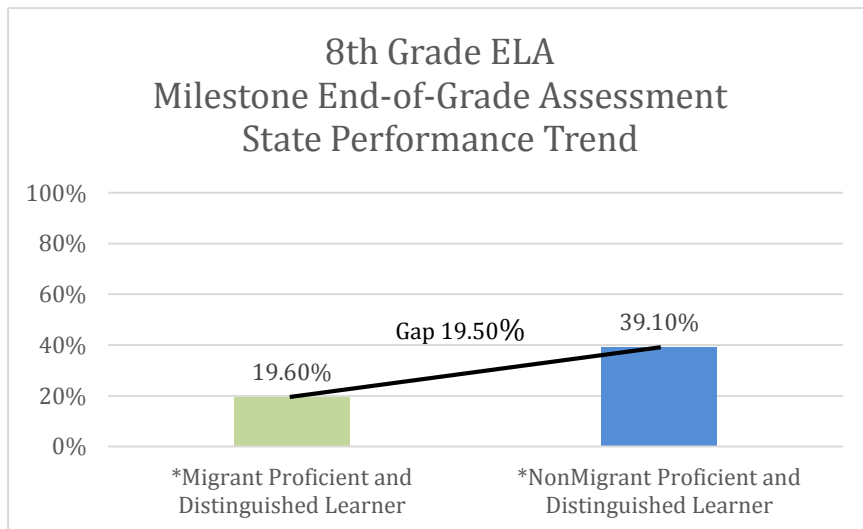
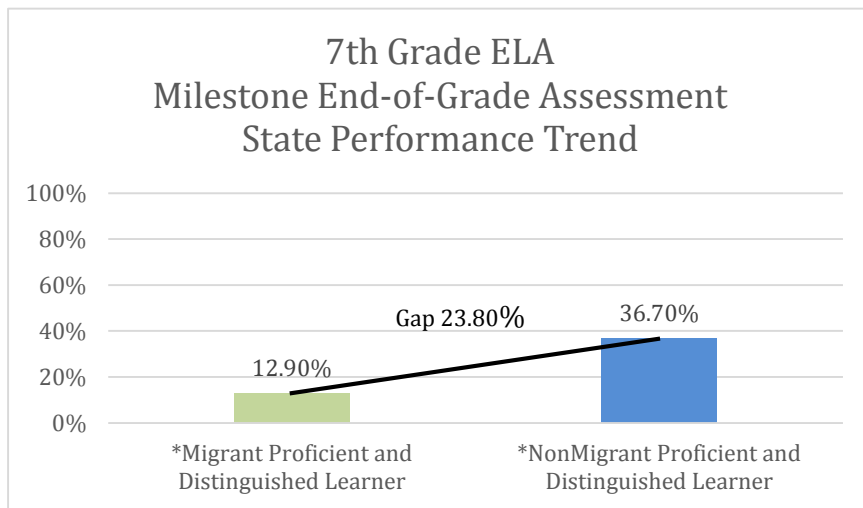
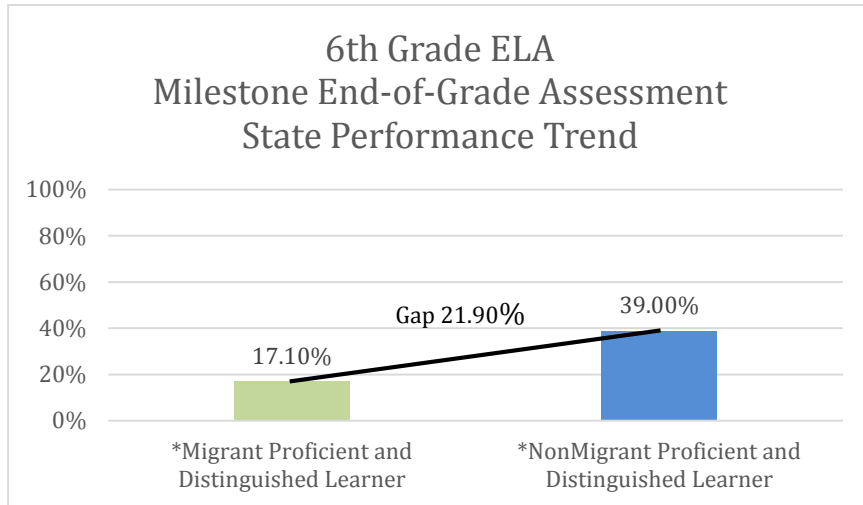


Figure 2.3. 2015 English/Language Arts (ELA) Milestones Achievement Gaps by Grades

(Migrant vs. Non-Migrant Data)

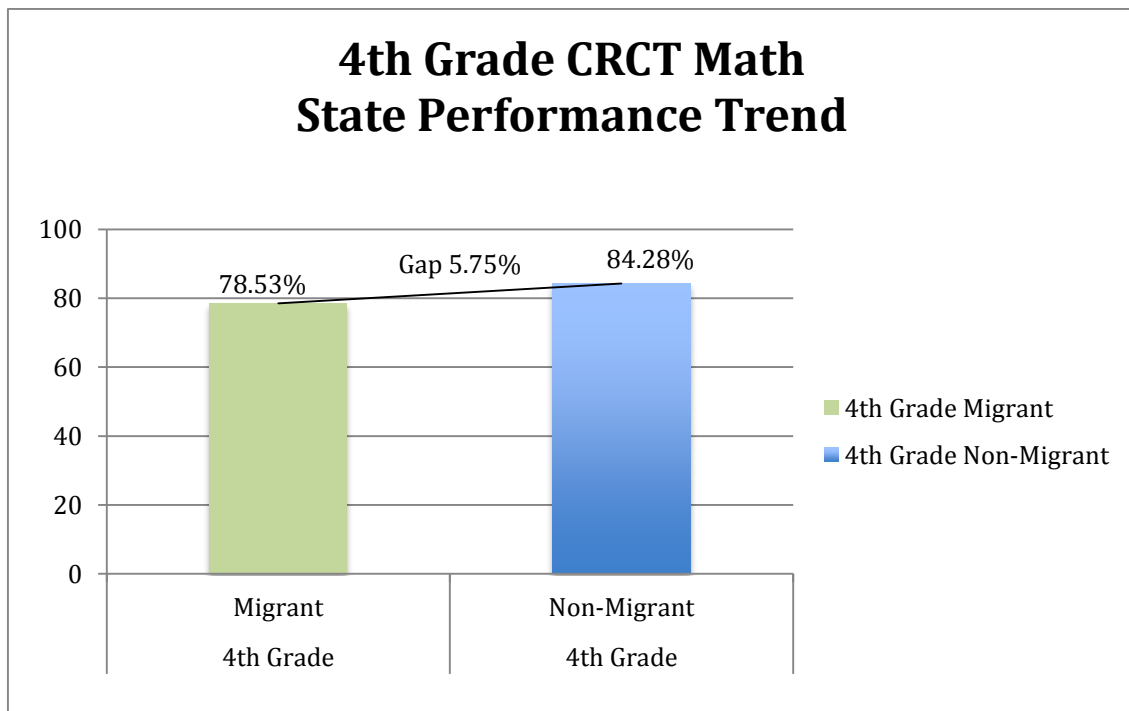
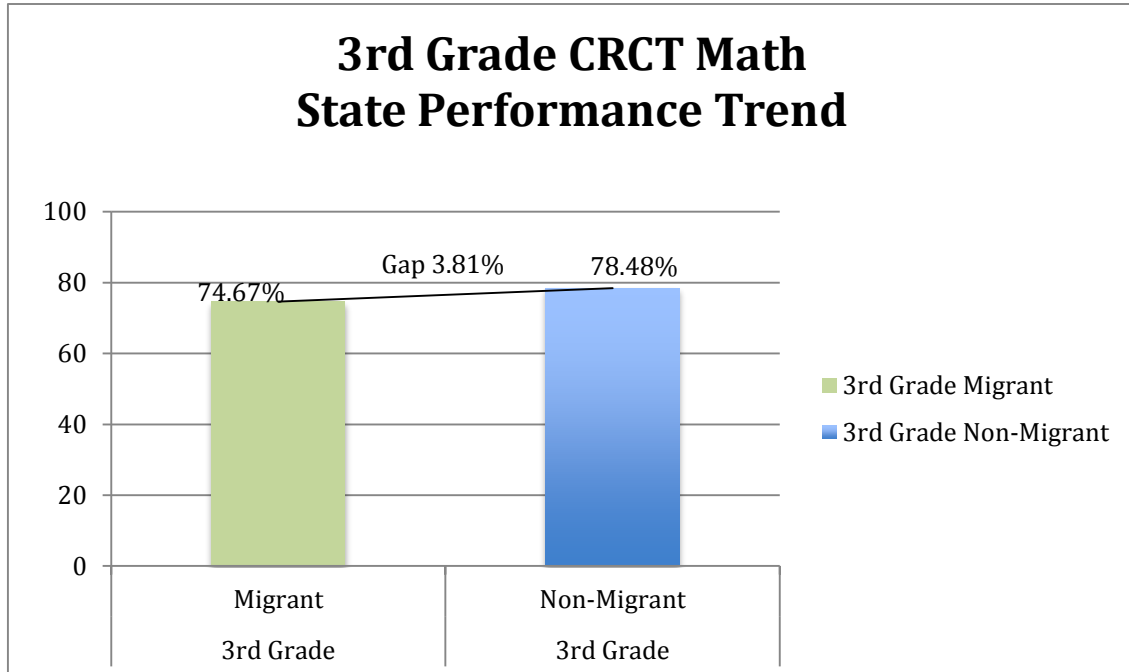




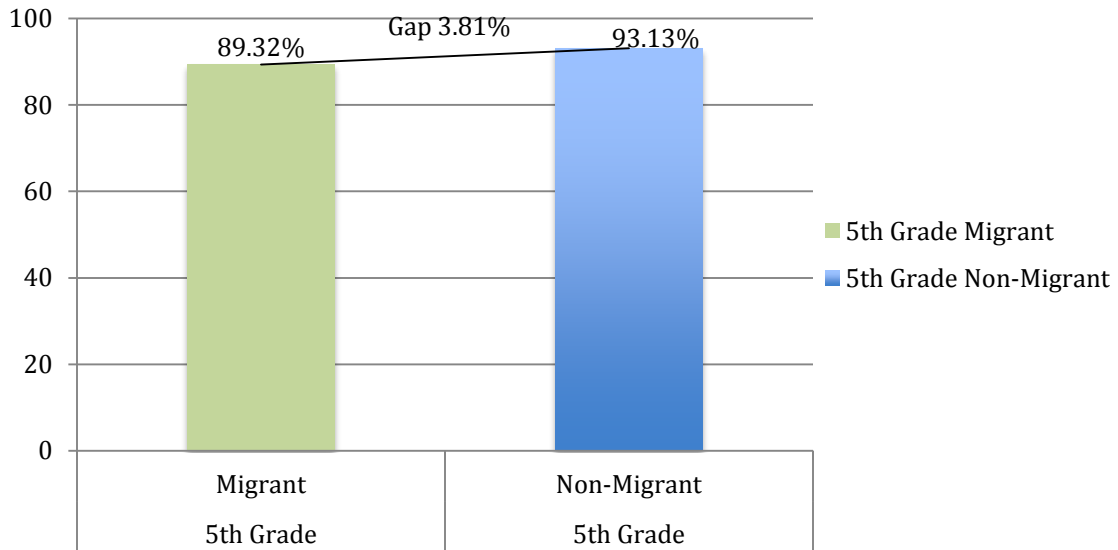
For **Figures 2** thru **2.3** above, 2013-2015 CRCT assessments and Milestones academic performance trends indicate a slight decline for migrant students in grades 3 to 8 in Reading and English/Language Arts (ELA). Still, CNA stakeholders felt that, while there was an overall improvement in certain trends, all these subject areas should still be considered under the new focus of the state measurable program outcomes

Figure 3. 2013 Math CRCT Achievement Gaps by Grades

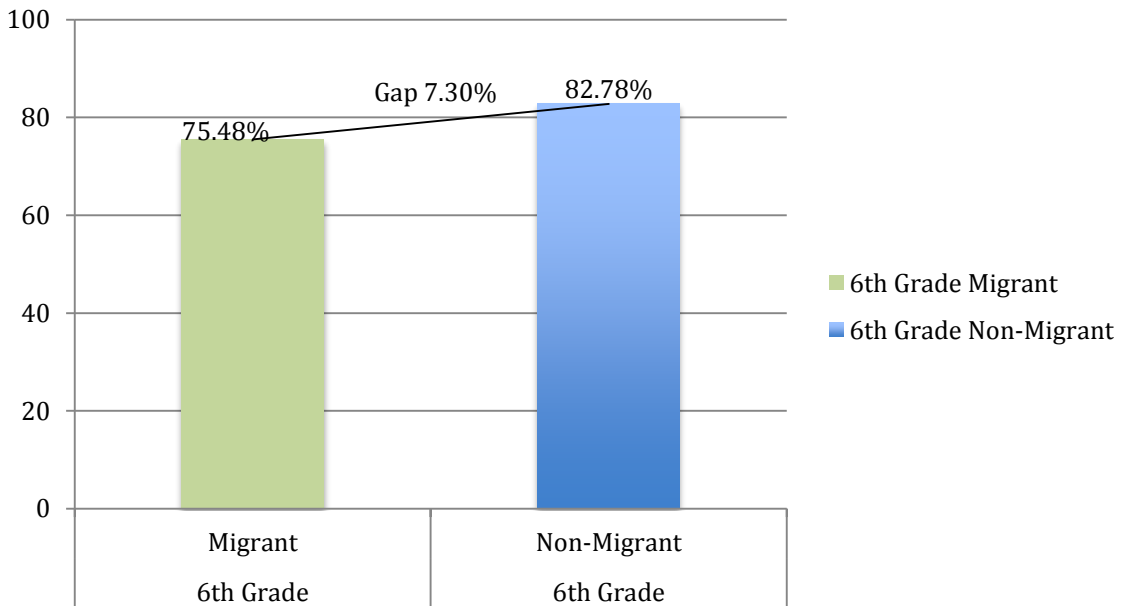
(Migrant vs. Non-Migrant Data)



5th Grade CRCT Math State Performance Trend



6th Grade CRCT Math State Performance Trend



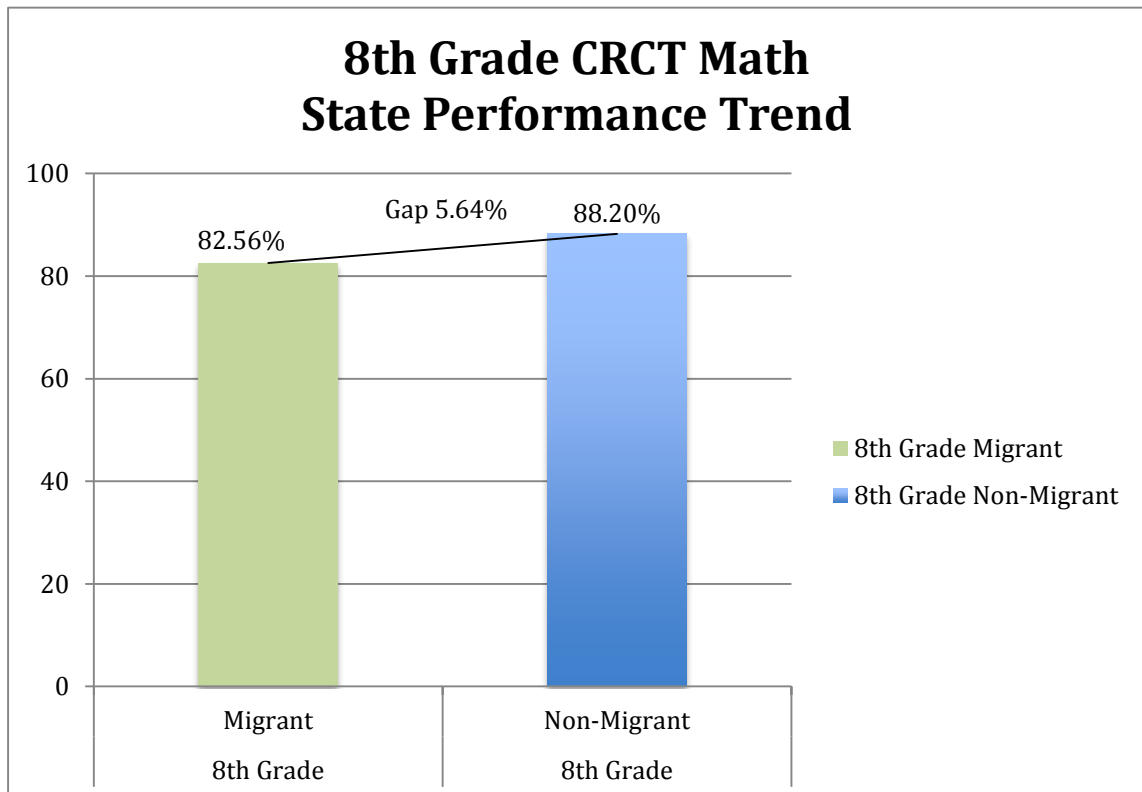
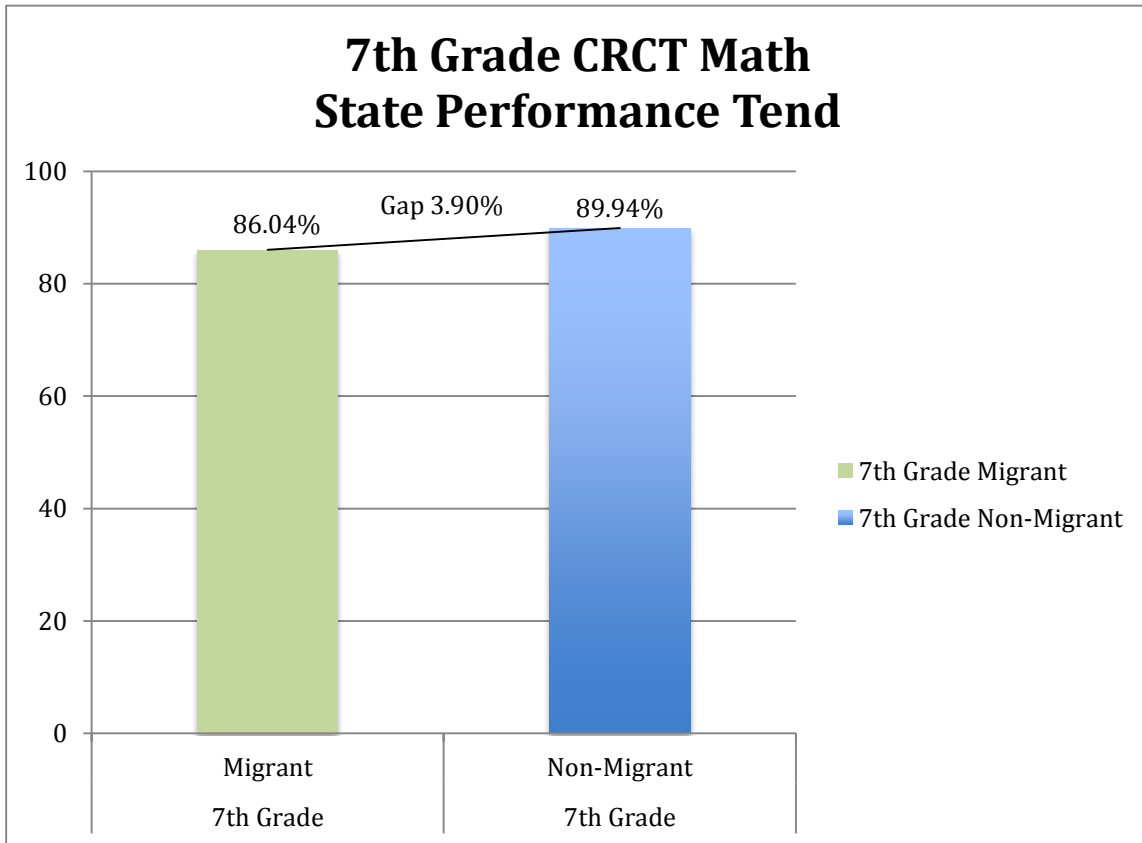
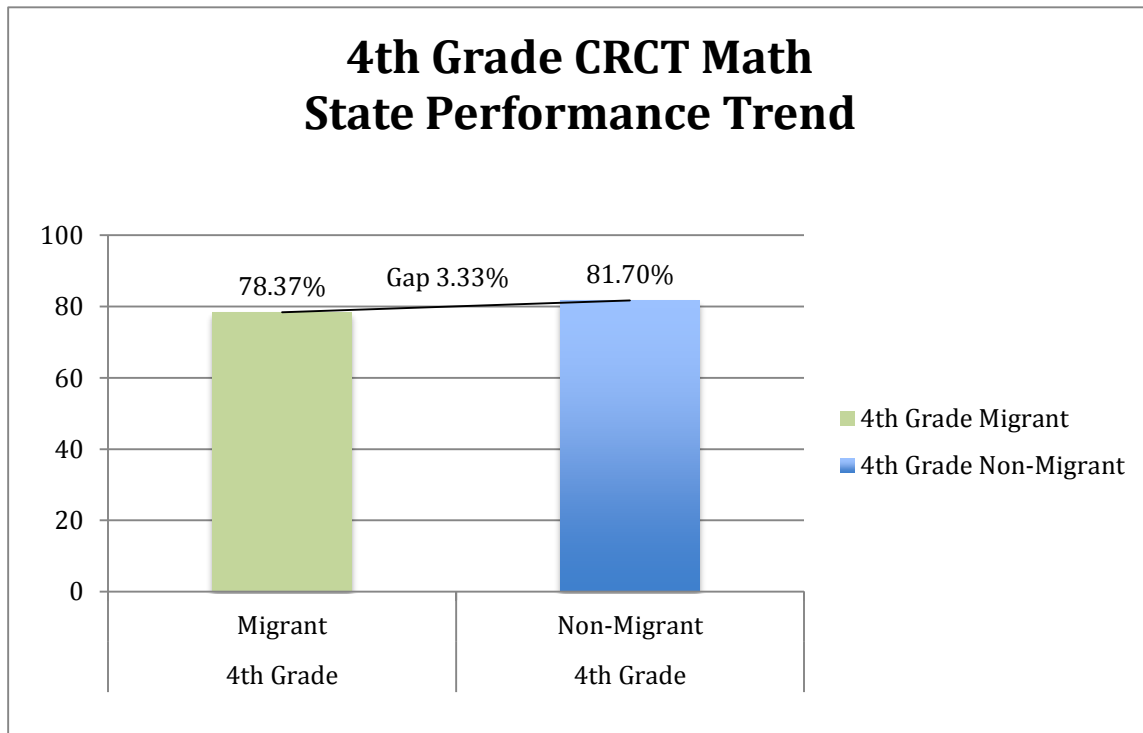
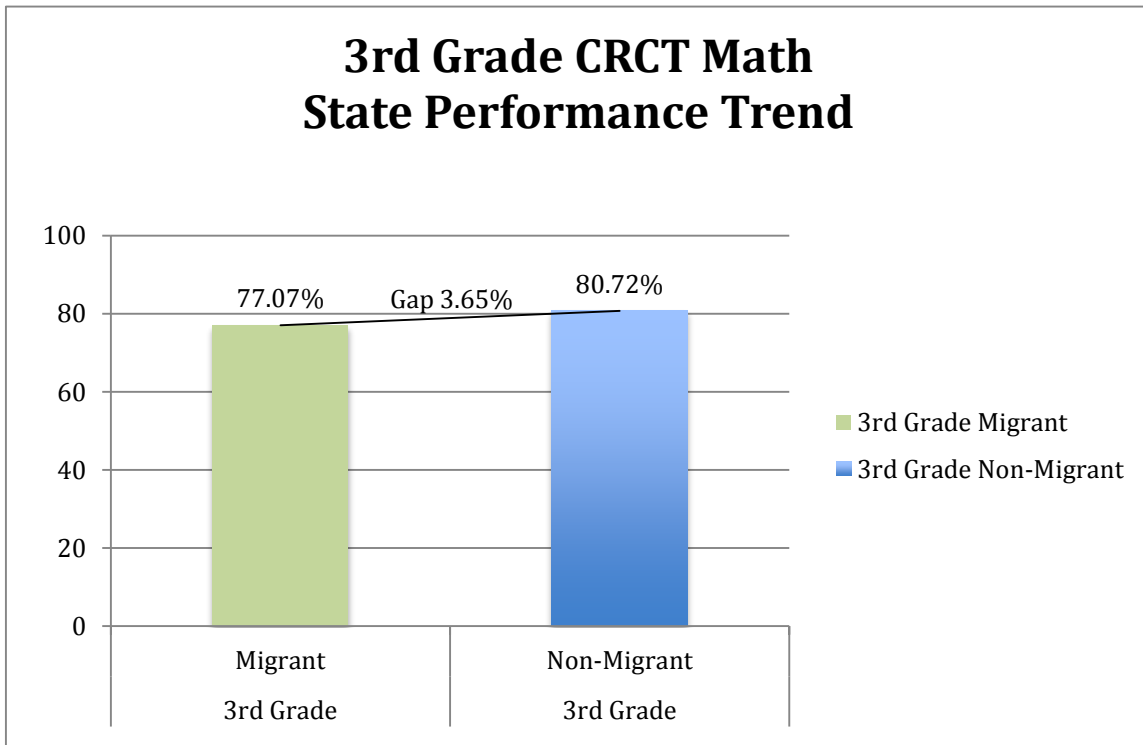
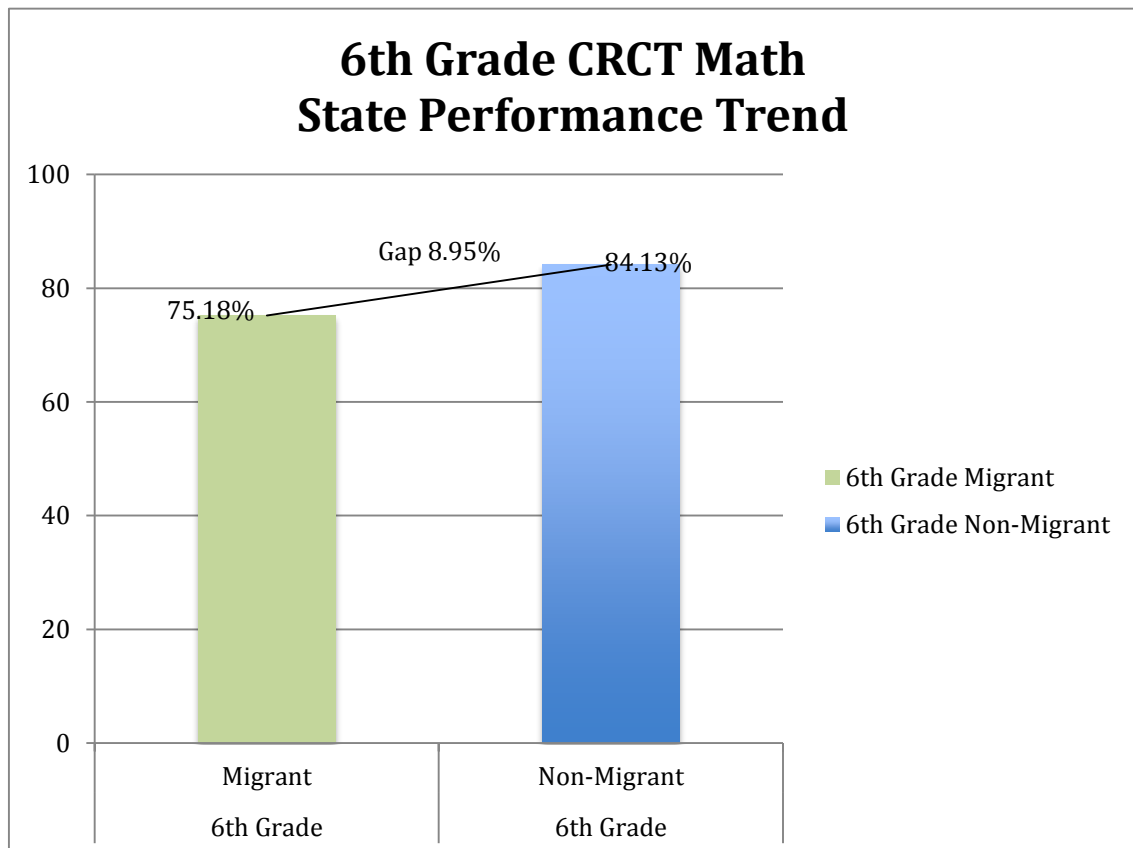
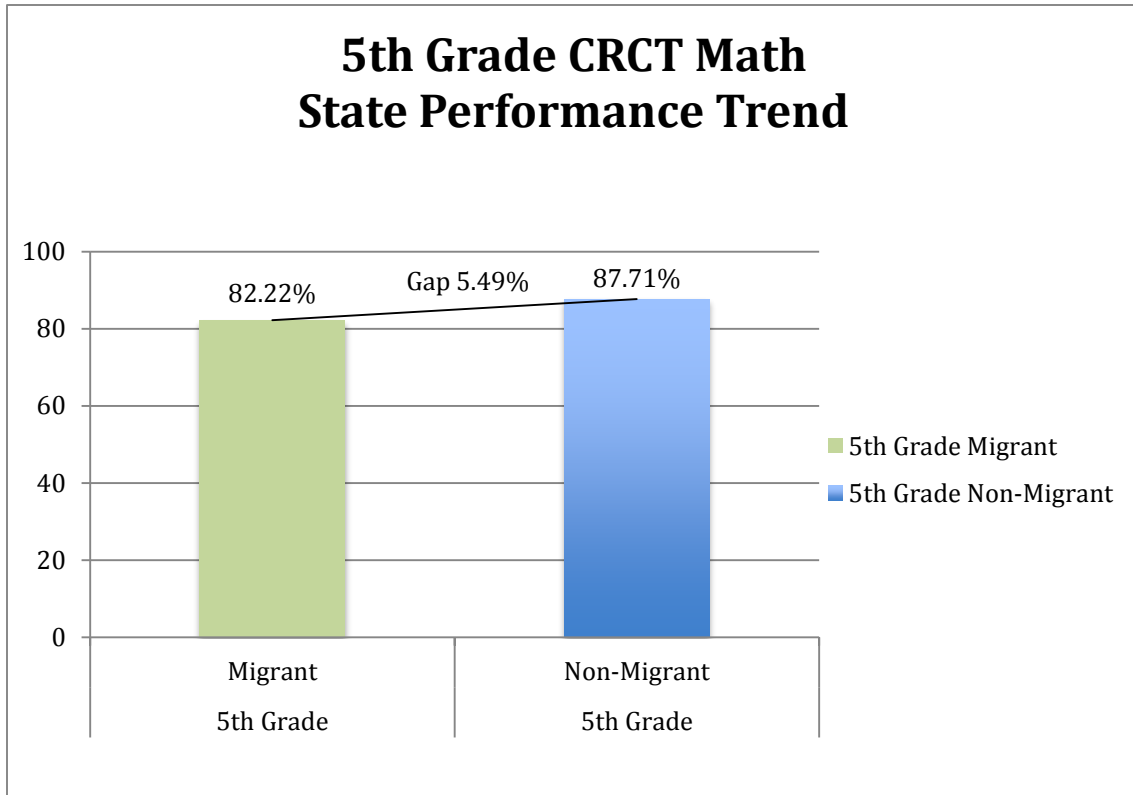


Figure 3.2 2014 Math CRCT Achievement Gaps by Grades

(Migrant vs. Non-Migrant Data)





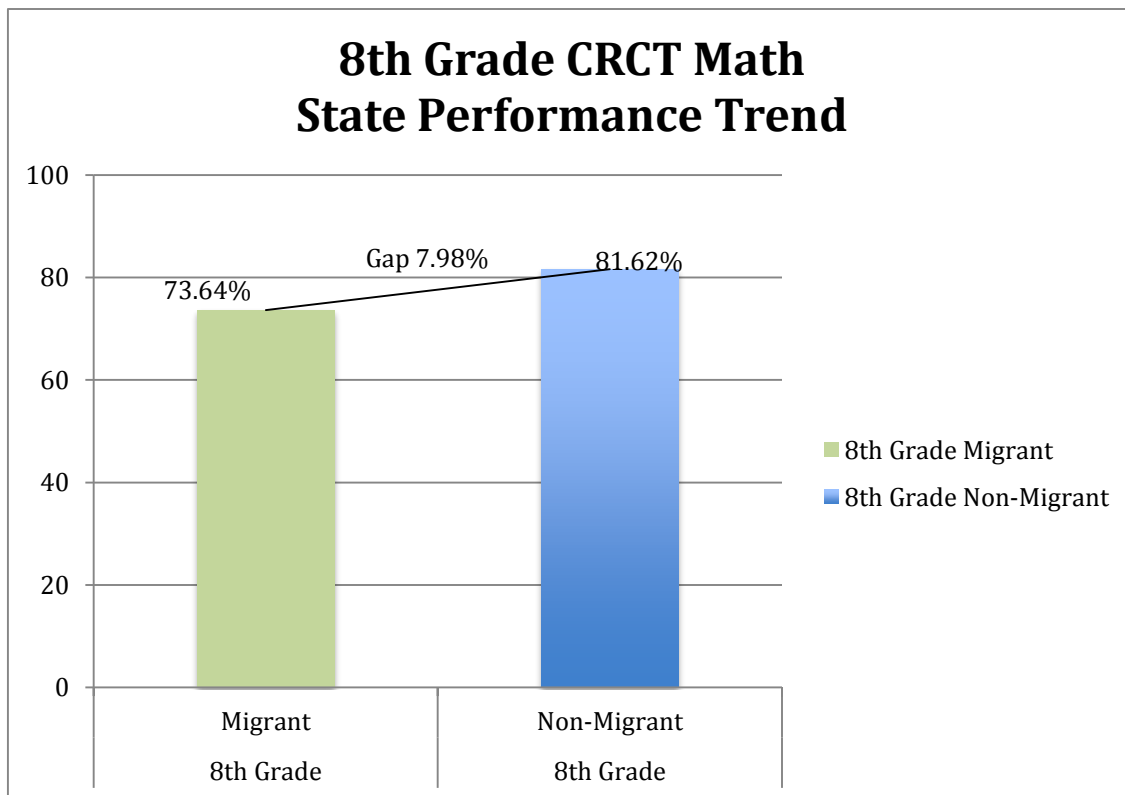
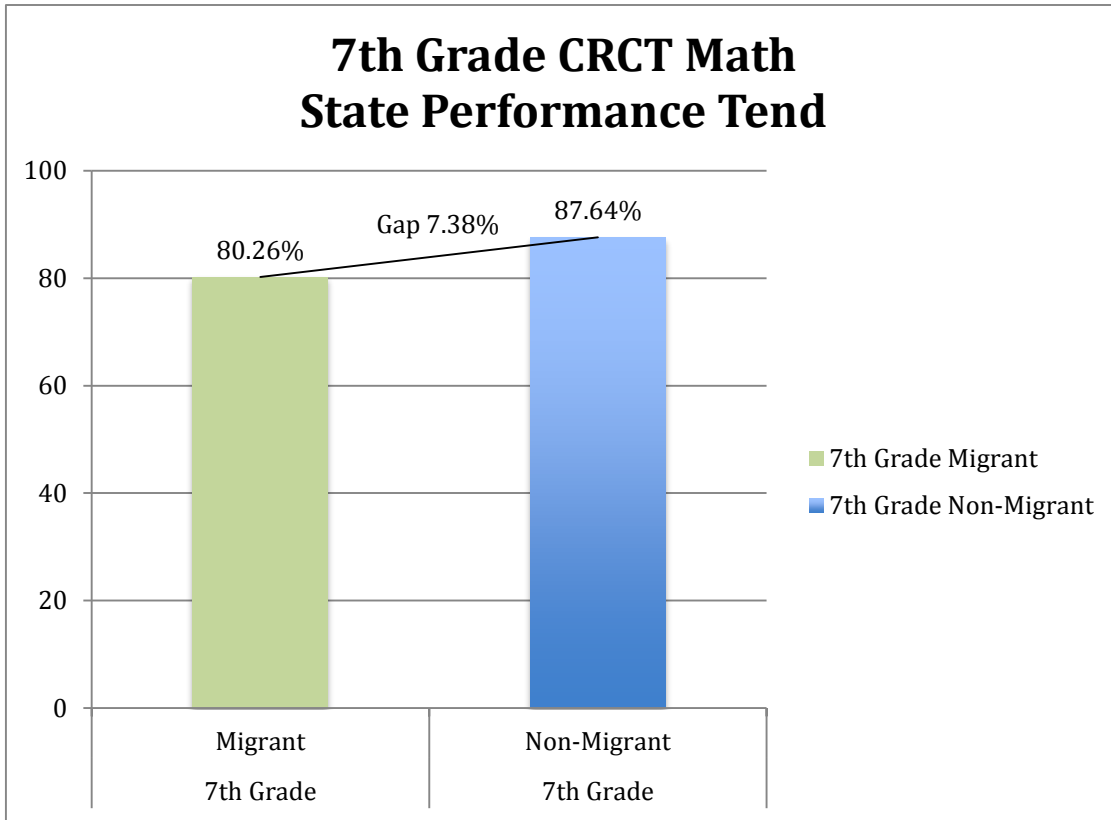
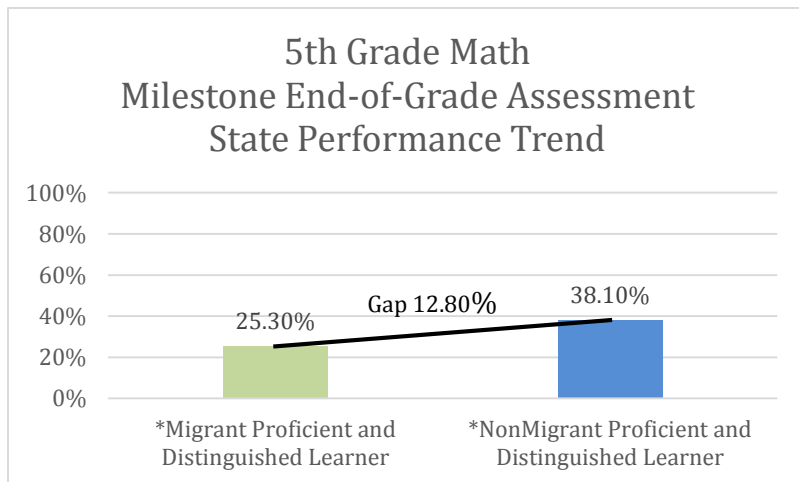
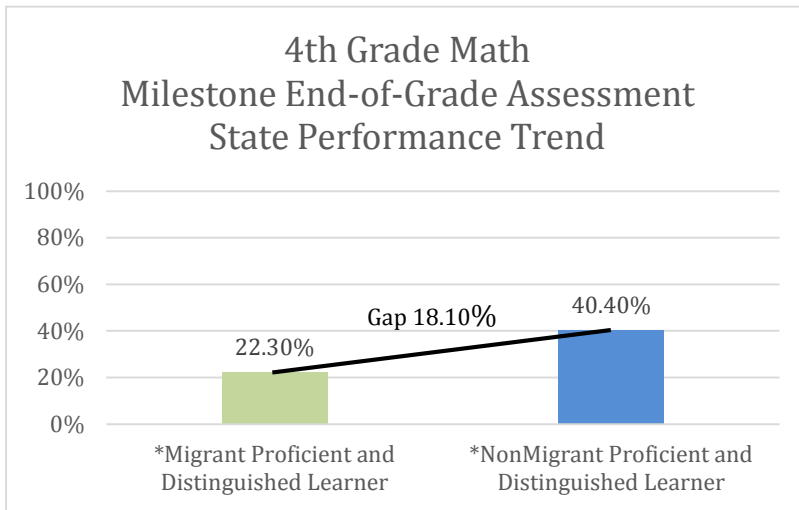
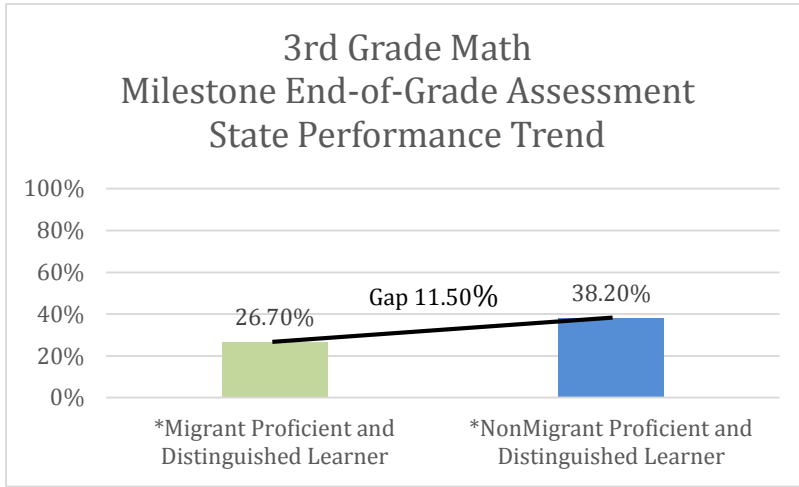
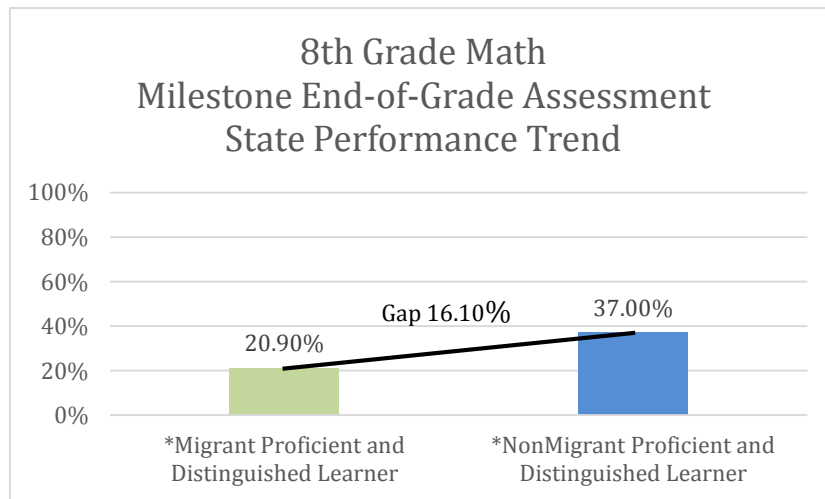
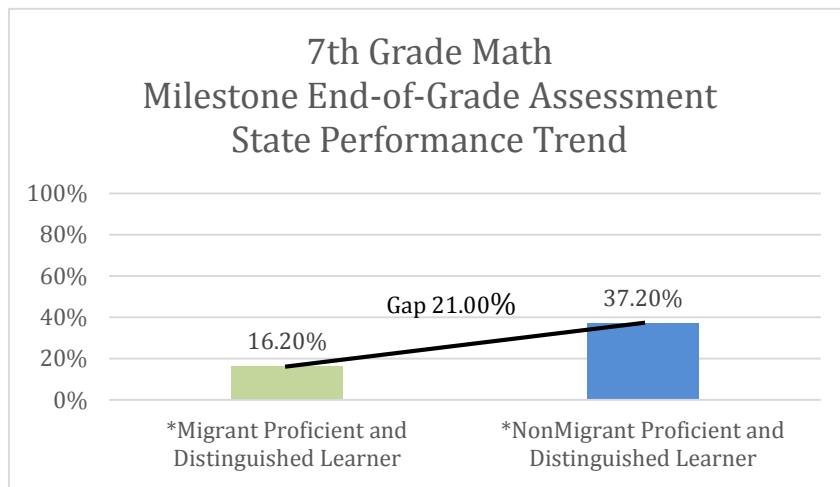
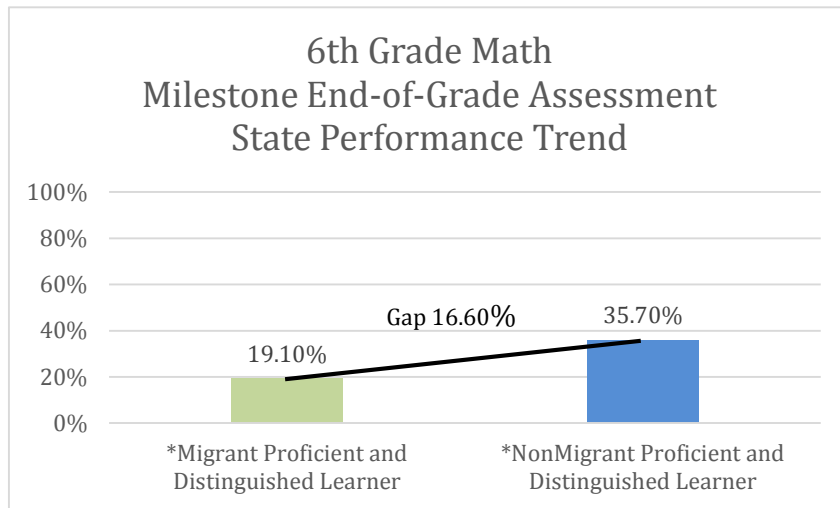


Figure 3.3. 2015 Math Milestones Achievement Gaps by Grades

(Migrant vs. Non-Migrant Data)

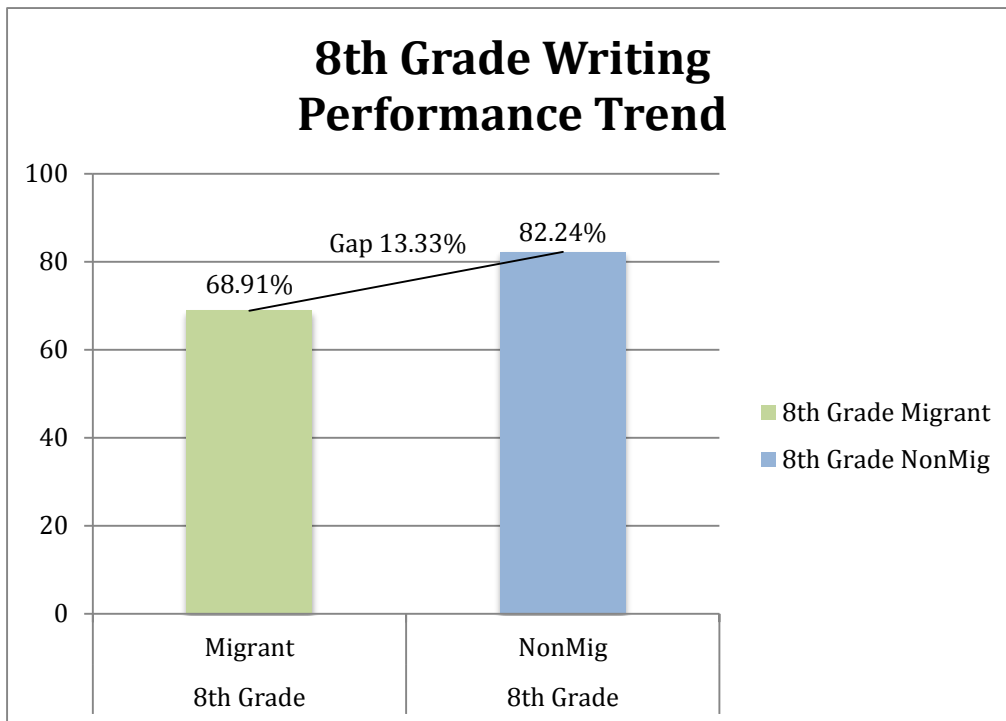
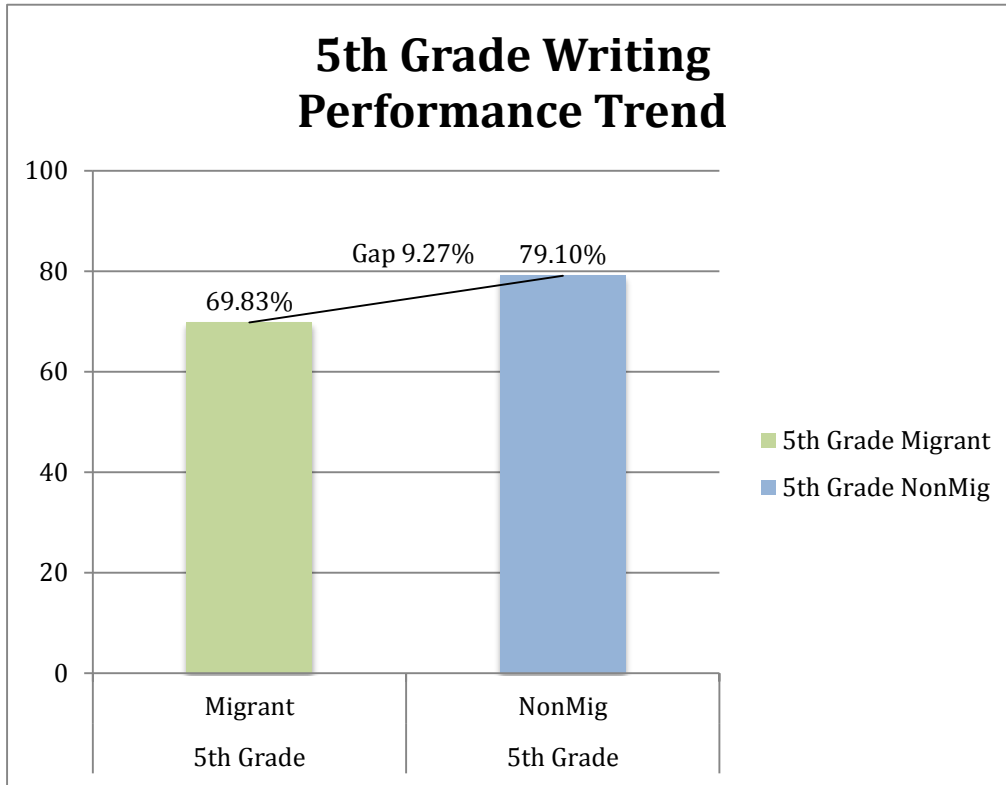




Math, as shown in **Figures 3, 3.2 and 3.3**, is another of the subject areas where large gaps are found and while non-migrant students are underperforming in Math requirements, migrant student performance needs to reach the math targets set by the state if gaps are to be diminished. As a result, CNA stakeholders suggested that Math should be considered a priority during the development of relevant and impactful services under the state’s new measurable program outcomes (MPOs).

Figure 4. 2013 Writing Assessments Grades 5, 8 and 11

(Migrant vs. Non-Migrant Data)



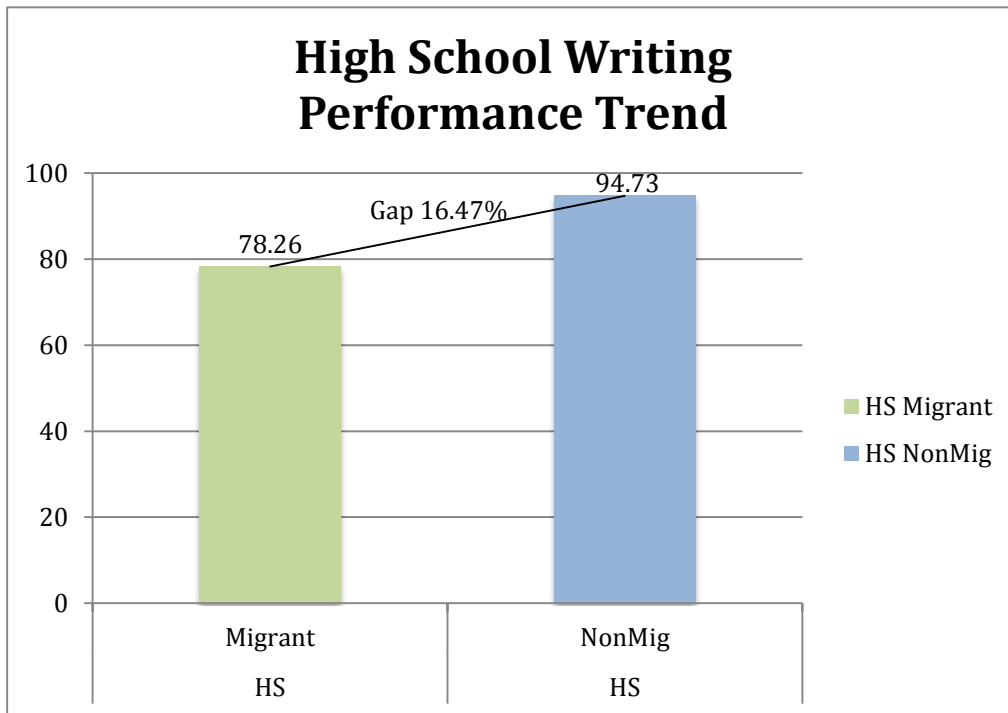
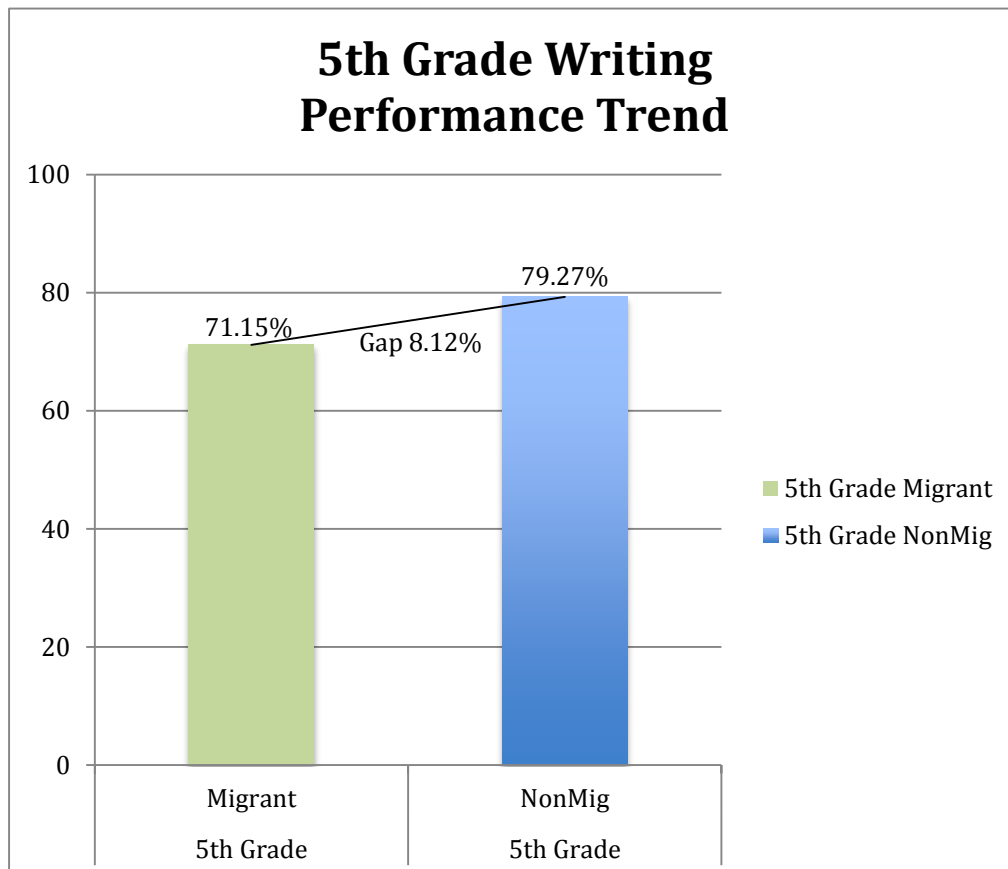
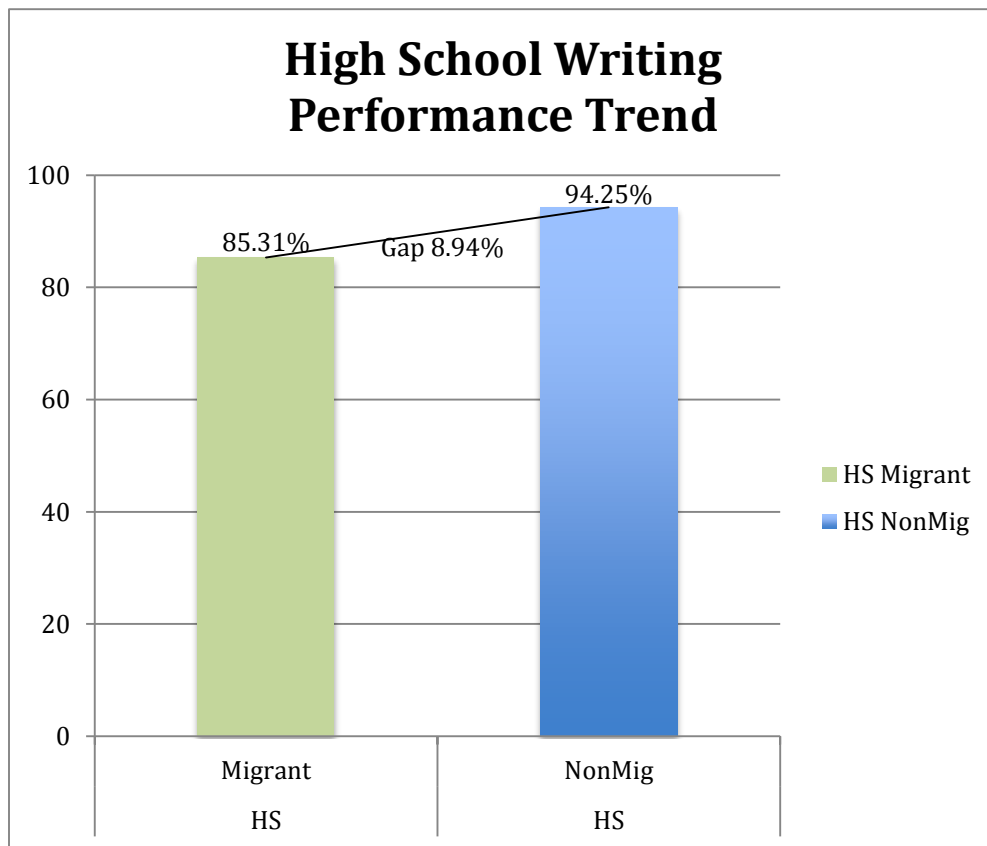
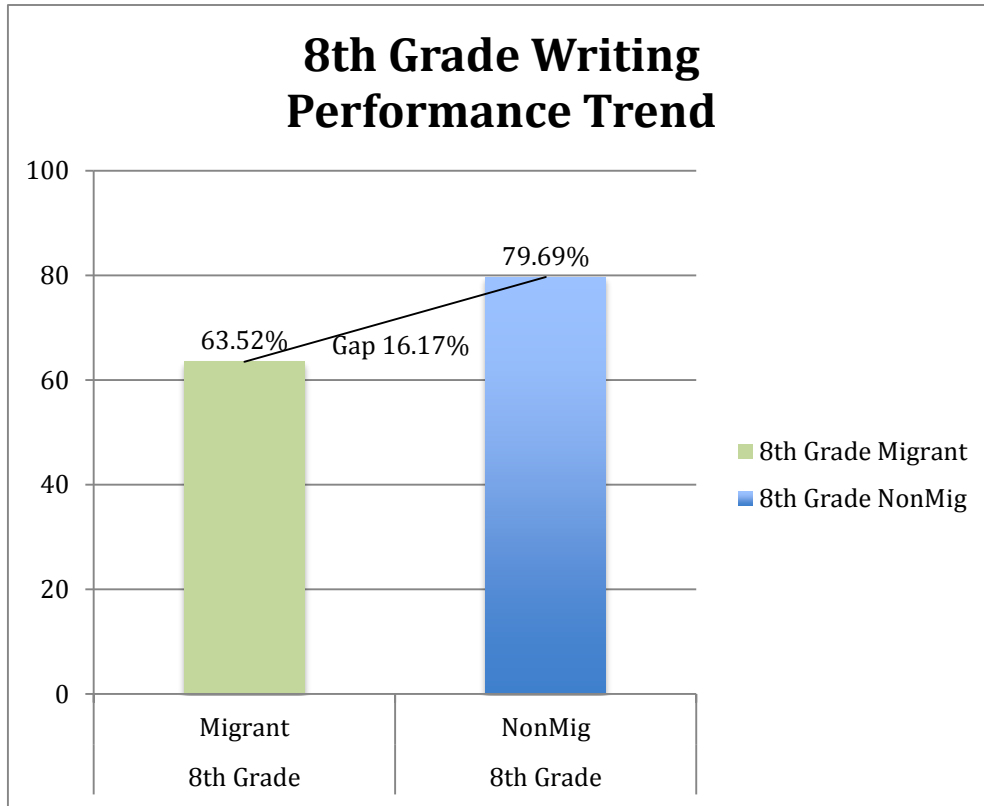


Figure 4.2. 2014 Writing Assessments Grades 5, 8 and 11
 (Migrant vs. Non-Migrant Data)





As prescribed in the previous CNA/SDP report, the Georgia MEP made every effort to ensure that LEAs focused a large portion of their teaching strategies and academic services on targeting the large gaps found in Writing among migrant participants and their non-migrant peers. However, **Figures 4 & 4.2** above revealed to CNA stakeholders that Writing still is an area of major concern and agreed that strengthening support services in Writing should be a major area of focus for academic support services (as it was in the 2013 CNA/SDP report) under Georgia MEP’s new measurable program outcomes (MPOs). The Writing gaps between migrant vs. non-migrant students gets wider as participants go up grade levels.

2015 Writing Assessments Grades 5, 8 and 11

It is important to point out that 2015 Writing academic student performance trends for grades 5, 8 and 11 are now part of the newly implemented Milestones and included as a component in English and Language Arts (ELA) and thus there is no specific Writing data segregation for the 2015 school year. As a result, all Writing data trends for 2015 are incorporated in the ELA figures presented earlier in the report.

High School Academic Performance & Assessment Data

Figures 5 thru 5.3 illustrate the migrant academic achievement/performance gaps from 2013 thru 2015 in End-of-Course tests as well as Georgia’s Milestones End-of-Course Assessments in the following subjects:

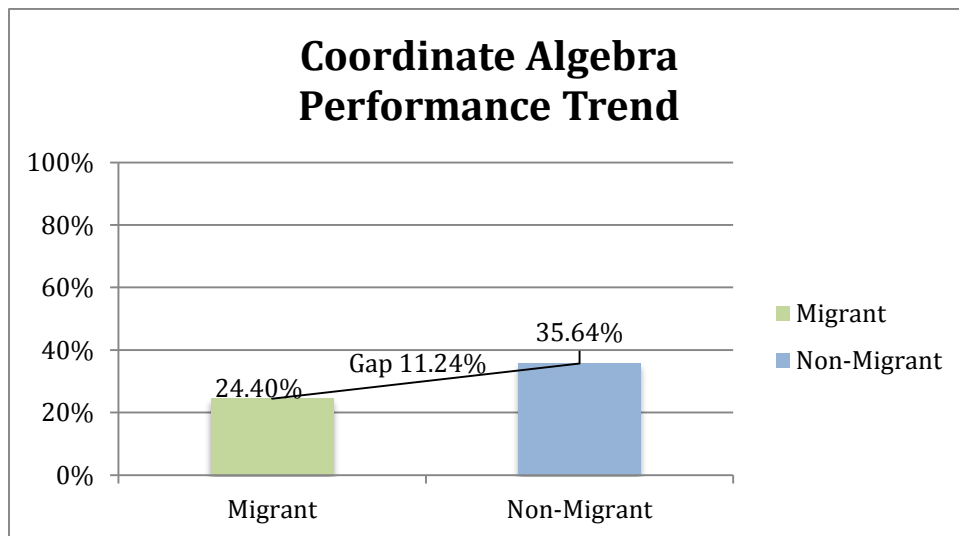
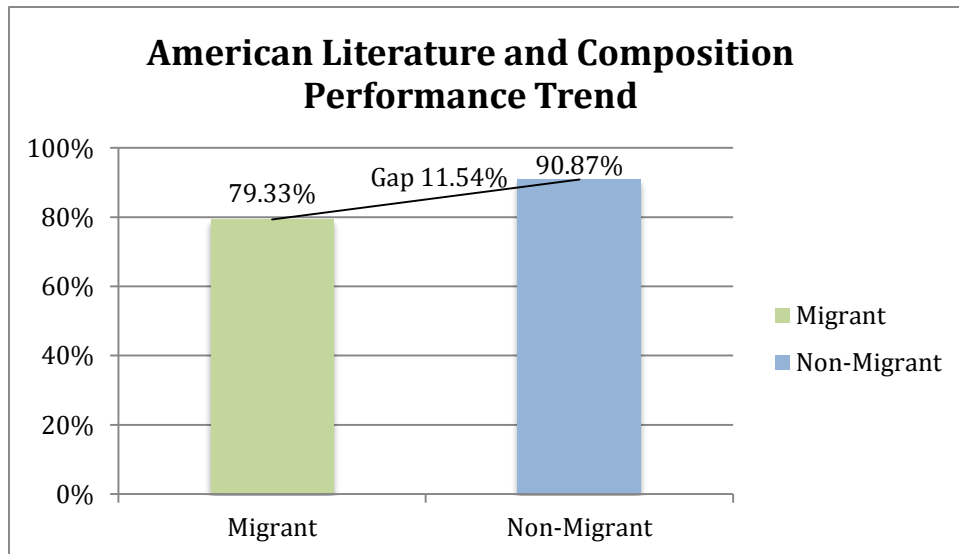
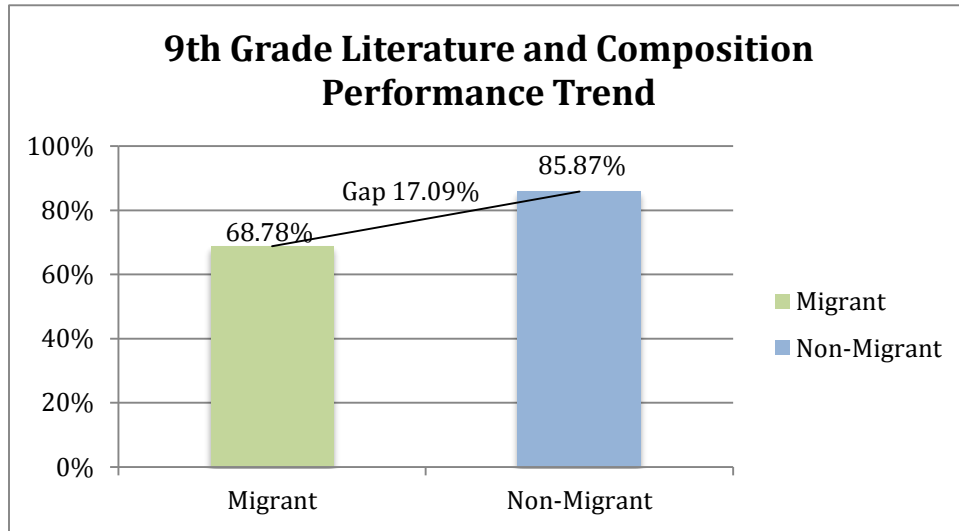
- 9th Grade Literature
- American Literature & Composition
- Coordinate Algebra
- Analytic Geometry
- GPS Algebra
- GPS Geometry
- Mathematics I
- Mathematics II

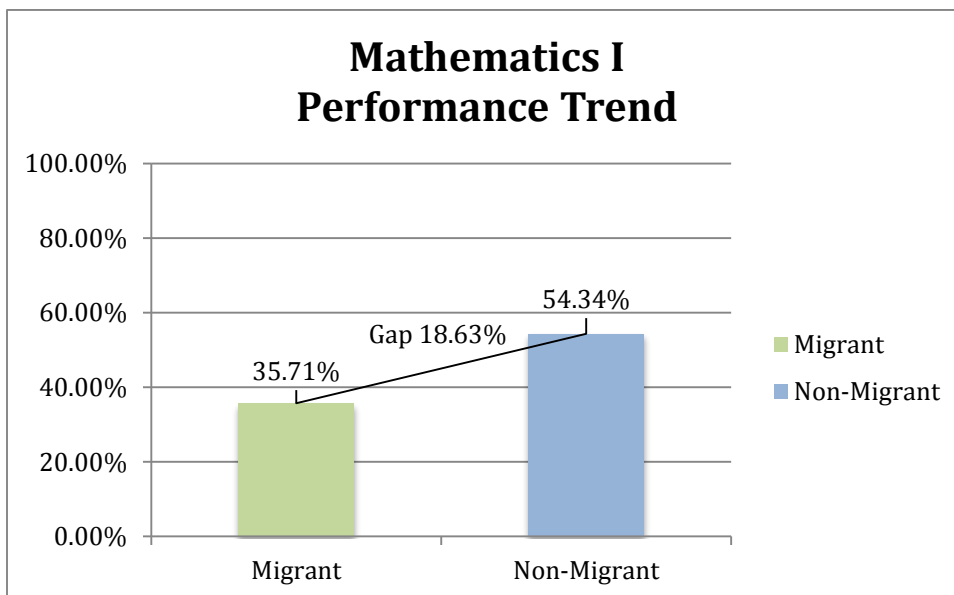
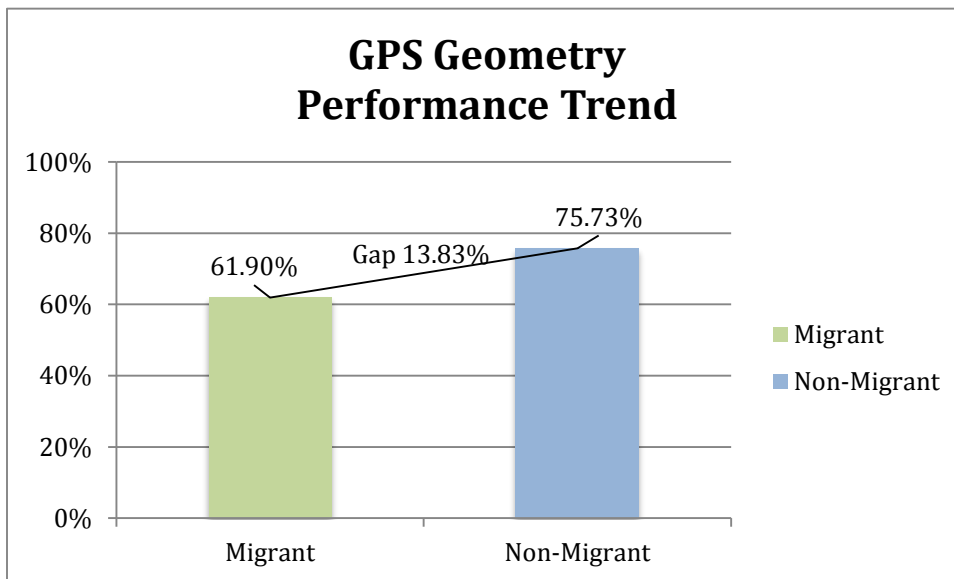
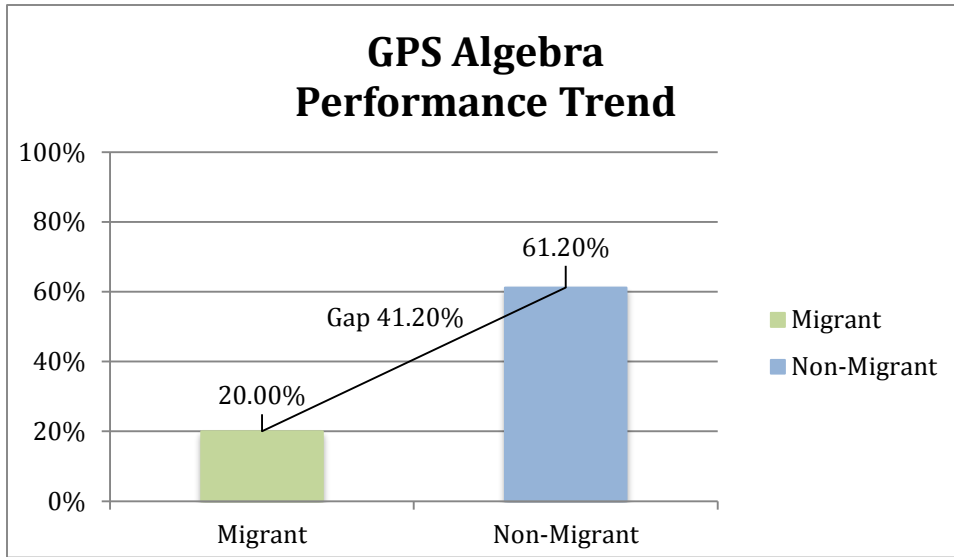
Graduation rate data for migrant students was also analyzed and taken into consideration by all CNA stakeholders in their decision-making strategies related to establishing new measurable program outcomes (MPOs) for the Georgia MEP. As with the previous 2013 CNA report, the new academic performance data revealed a continuous achievement gap between migrant students and non-migrant students in all subject areas. Additionally, the numbers of migrant students taking the End-of-Course Tests/Milestone’s End-of-Course Assessments continued to decrease due to numerous factors directly impacting migrant high school students, such as not having enough credits accrued when relocating to Georgia or when moving out of state to a new school district where academic standards may or may not be as rigorous as Georgia’s.

CNA stakeholders used all the aforementioned data to make initial concern statements about high school completion rates for migrant students, as well as a trend analysis approach in order to make generalizations about the migrant student population in Georgia in regard to academic achievement gaps impacting migrant participants, and ultimately the graduation rate.

Figure 5. 2013 High School End-of-Course Test Performance by Subjects

(Migrant vs. Non-Migrant Data)





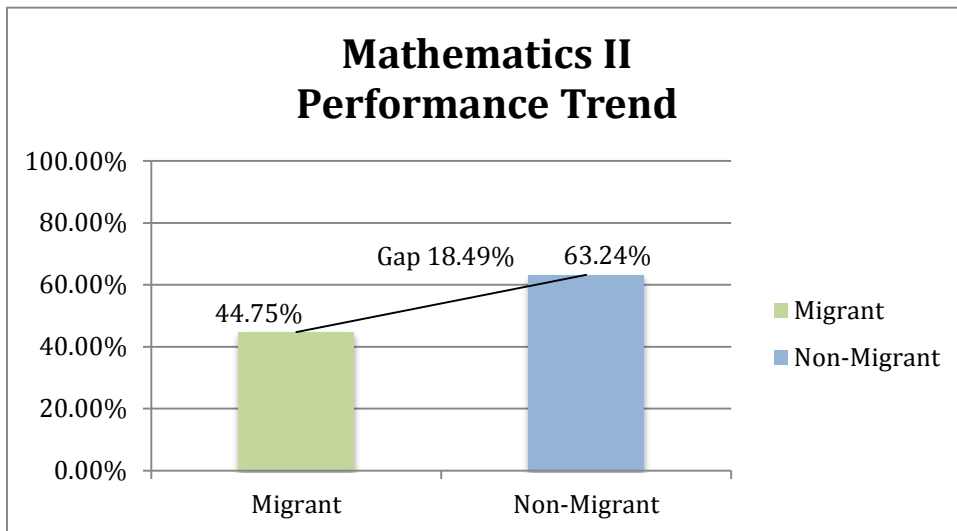
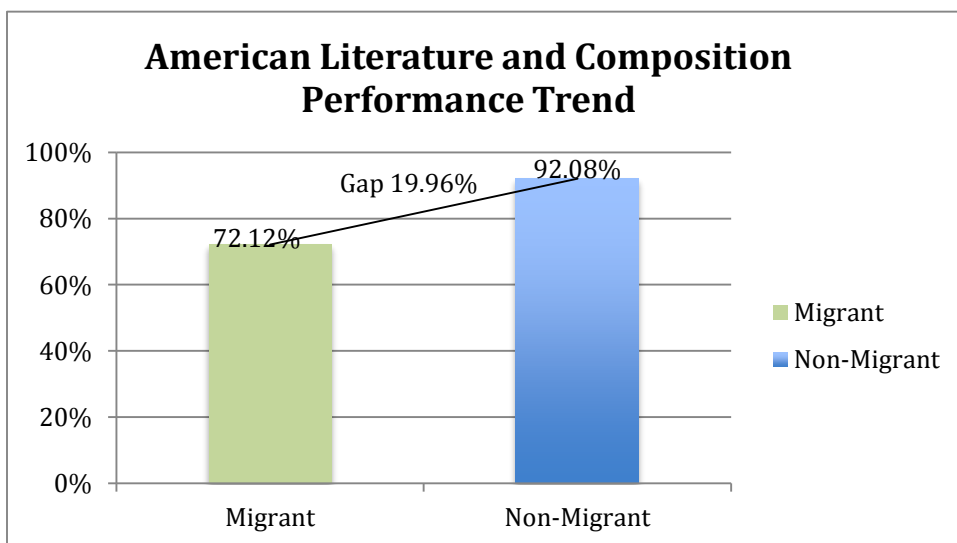
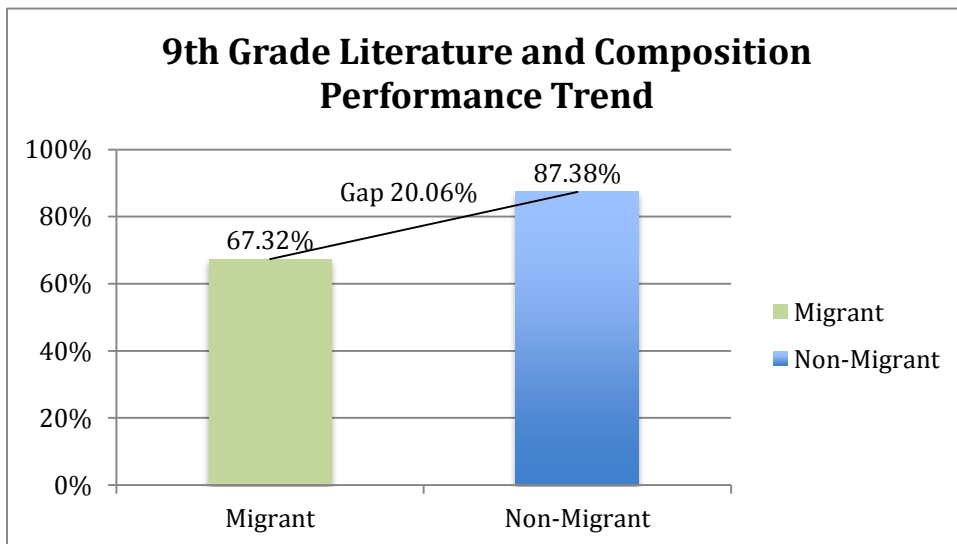
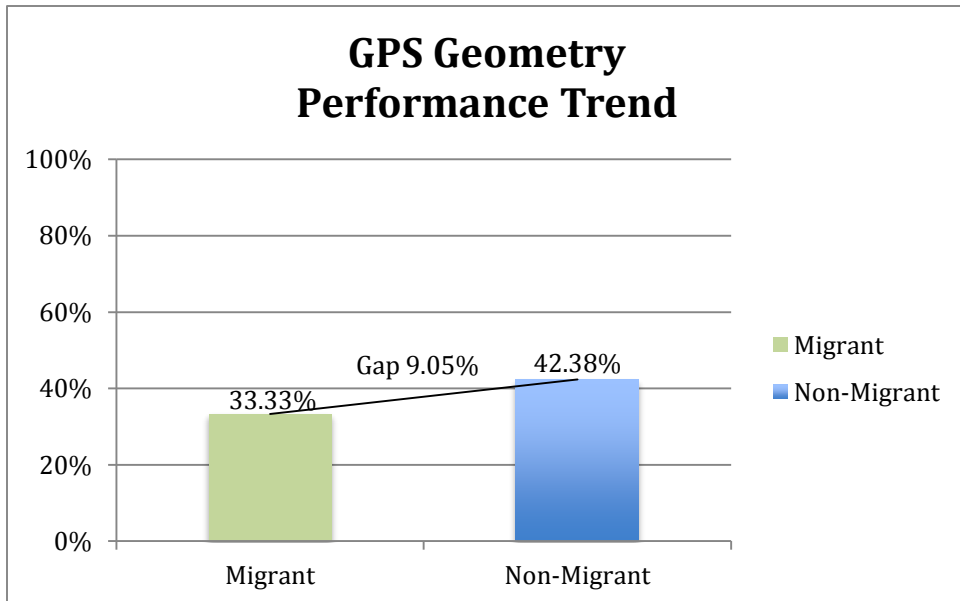
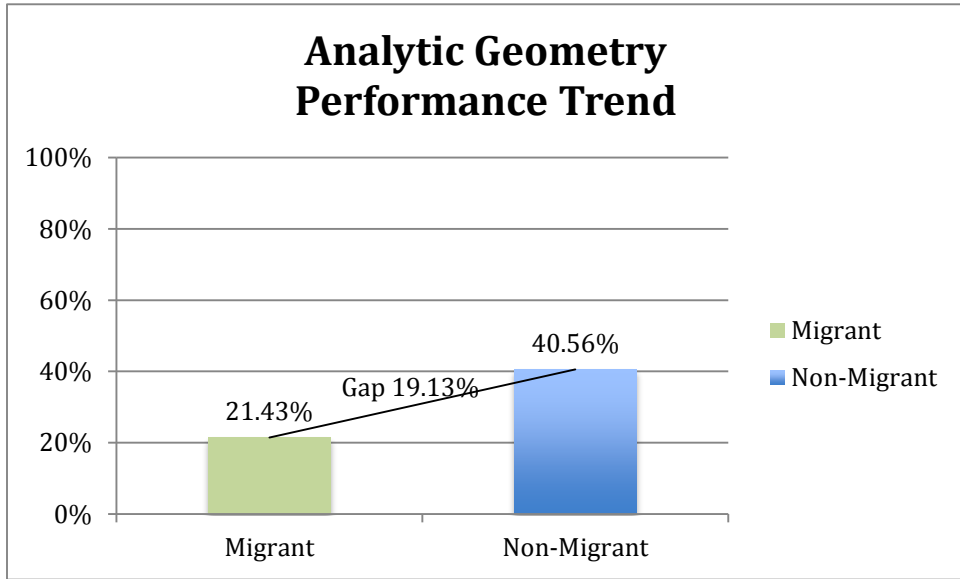
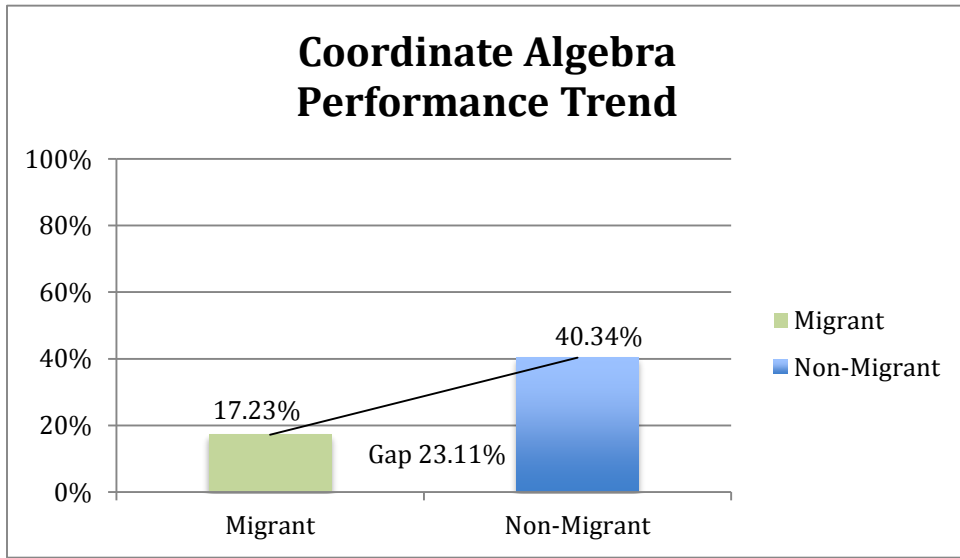


Figure 5.2. 2014 High School End-of-Course Test Performance by Subjects
(Migrant vs. Non-Migrant Data)





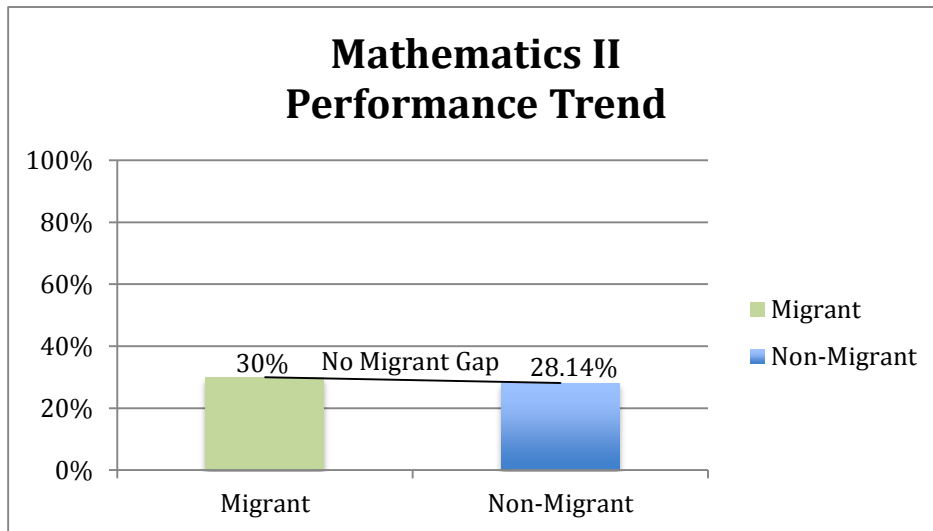
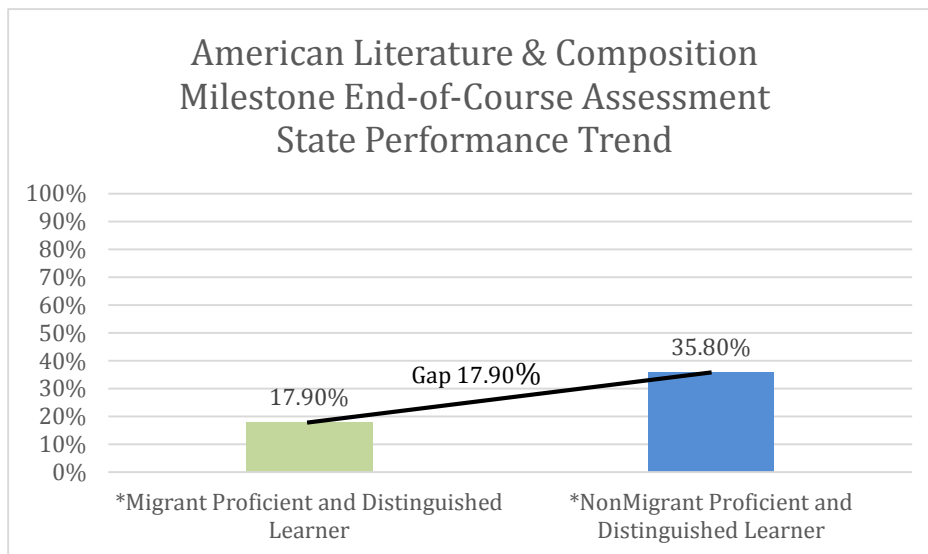
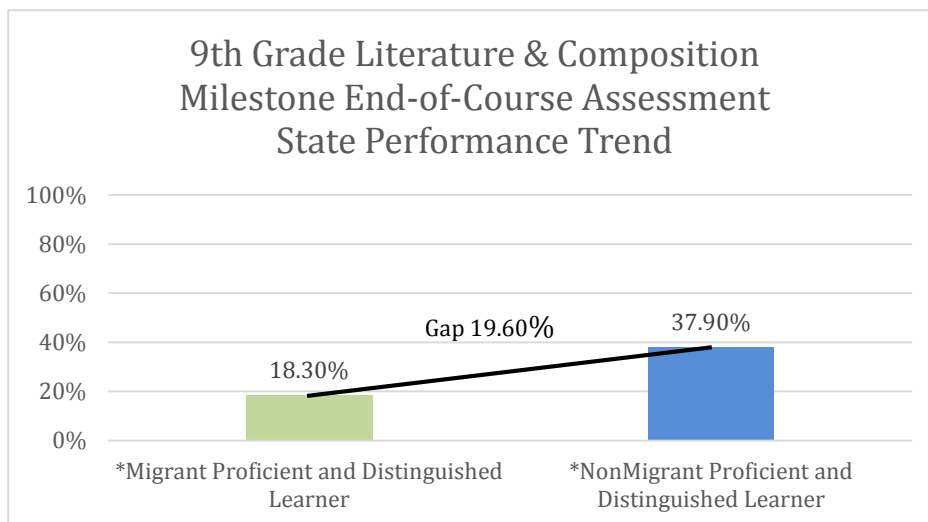
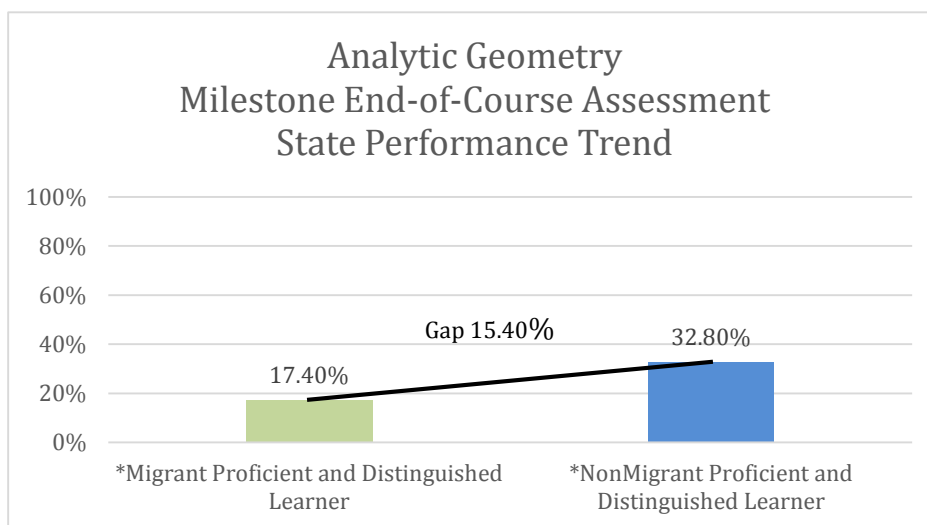
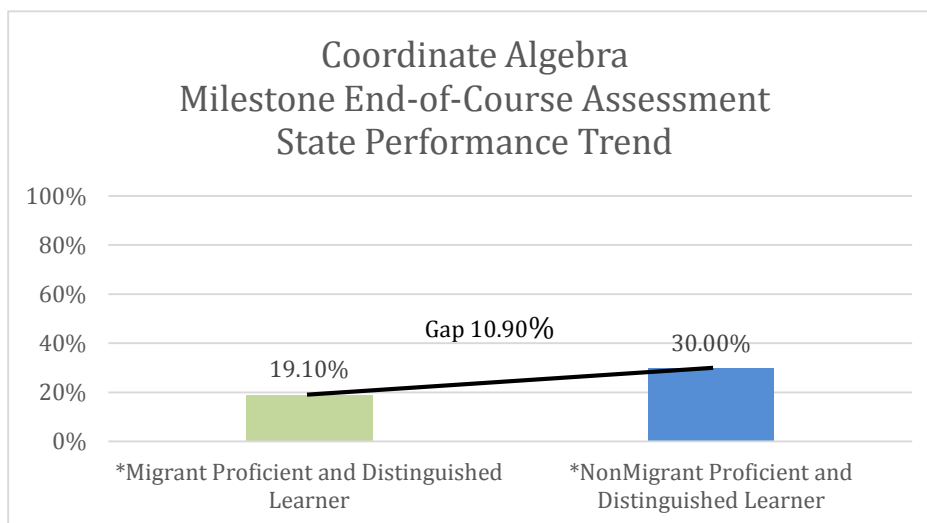


Figure 5.3. 2015 High School Milestones End-of-Course Assessments by Subjects

(Migrant vs. Non-Migrant Data)





Examining **Figures 5, 5.2 & 5.3**, CNA stakeholders noticed large gaps in Literature and Math. This is not surprising given the connection between overall performance trends in Reading/Writing and Math skills/performance in elementary, middle and high school. Stakeholders requested that all these data be considered when writing new Measurable Program Outcomes (MPOs) for the current CNA/SDP report. Concern statements were developed by stakeholders in order to assist in the development of new MPOs to address Reading and Writing skills for migrant participants in school. They include:

- **Language Barriers (Reading/Writing)**

Reading

We are concerned that migratory children and youth (grades K-12) lack prerequisite skills to be successful at the Georgia Standards of Excellence for Reading.

Writing

We are concerned that migratory children and youth (grades K-12) lack prerequisite skills to be successful at the Georgia Standards of Excellence for Writing.

Additionally, Migrant students transitioning to high school experience large gaps in Mathematics. Not unlike other subject areas in elementary, middle and high school, multiple reasons account for this trend including the curriculum transition from the Common Core Georgia Performance Standards (CCGPS) to the newly implemented Georgia Standards of Excellence (GSE). The overall consensus among CNA stakeholders is that Math should be a major focus in the new MPOs. Their concern statement states:

- **Mathematics**

We are concerned that migratory children and youth (grades K-12) lack a strong academic foundation for Math skills to be successful at the Georgia Standards of Excellence.

CNA Stakeholders noted that, in their experience, students tend to perform better on Mathematics when students improve their Reading skills. This may very well be the case for migrant participants as gaps in Reading are found through all grade levels.

High School Graduation Rates

Figure 6. High School Graduation Rate of Migrant Students in Georgia
(Migrant vs. Non-Migrant Data)

Graduation Rate	Migrant	All Students
2012-2013	51%	71.8%
2013-2014	56.7%	72.6%
2014-2015	67%	78.8%

Source: Governor's Office of Student Achievement

Migrant students are perhaps the most educationally disenfranchised group of students in our educational system. They are highly mobile and have diverse linguistic backgrounds, which pose challenges that our educational system is minimally prepared to address. As seen in **Figure 6**, migrant students continued to graduate at a lower rate than all students. While this gap remains a major concern in migrant education, Georgia has seen a 16% increase in graduation rates from 2012 to 2015. In contrast to the large graduation rate gaps (of almost 20 percentage points) in Georgia's previous CNA/SDP report, the high school graduation gap between migrant and all students is becoming smaller. This is due to not only the efforts put in place by the Georgia MEP but also the Georgia Department of Education's oversight in ensuring LEAs take appropriate and broad actions to ensure students' intervention strategies are in place to keep students on their graduation path.

Additionally, when interpreting and analyzing all these data figures, it is important to exercise caution in that the state of Georgia has been transitioning from one curriculum to another for at least the past ten years. The move from the old Quality Core Curriculum (QCC) to the Georgia Performance Standards (GPS) between 2005-2010 and then a new transition to the Common Core Georgia Performance Standards (CCGPS) in 2010, and finally a transition into the Georgia Standards of Excellence in 2015 brought on increases in the requirements for mandatory courses, graduation requirements and the overall rigor of curriculum in all subject areas. As is expected, when new assessments aligned with these changes are put in place, it is not unusual to see scores dip for all students, particularly migrant participants in Georgia schools.

3.3 Survey Data

Similar to the 2013 CNA process, stakeholders continued to be concerned that migrant participants in Georgia were not engaged in school. Participation in after school programs, clubs and extracurricular activities is usually low, and homework completion rates were minimal. Likewise, services to preschool age children and Out-of-School Youth (OSY) and Dropouts (DOs) are hard to account for, as most of the services provided are referrals to other programs and/or agencies. In order to determine whether or not these were all valid areas of concern, the Georgia MEP decided to survey faculty and staff, migrant students, out-of school youth (OSY), and migrant parents to determine additional program needs.

This section includes the survey results, both quantitative and qualitative, from a statewide perspective containing a total pool of 3,521 survey submissions.

Faculty & Staff Survey

The following figures were compiled by the online data collection system in place for surveys. A total of 1,462 responses were collected for the faculty & staff survey. The following figures are representative of the major sections impacting the data analysis and review, in addition to the decision-making process for the current CNA report.

Figure 7. Faculty & Staff Survey - Position

As illustrated in **Figure 7**, 70.25% of the total responses collected in this survey came from teachers of migrant children. This figure is very similar to the overall percentage of total responses presented in Georgia’s previous CNA/SDP report.

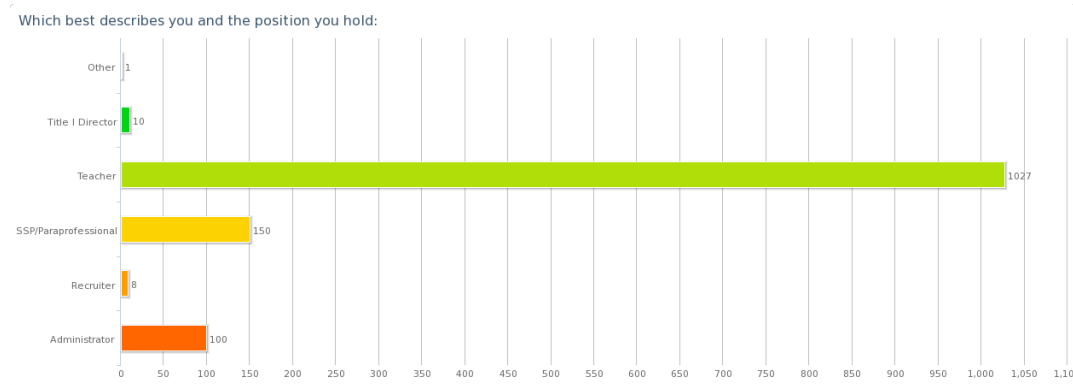
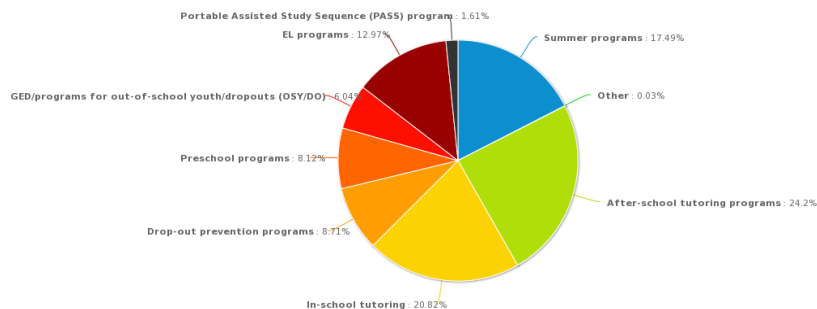


Figure 8. Faculty & Staff Survey – Instructional Services

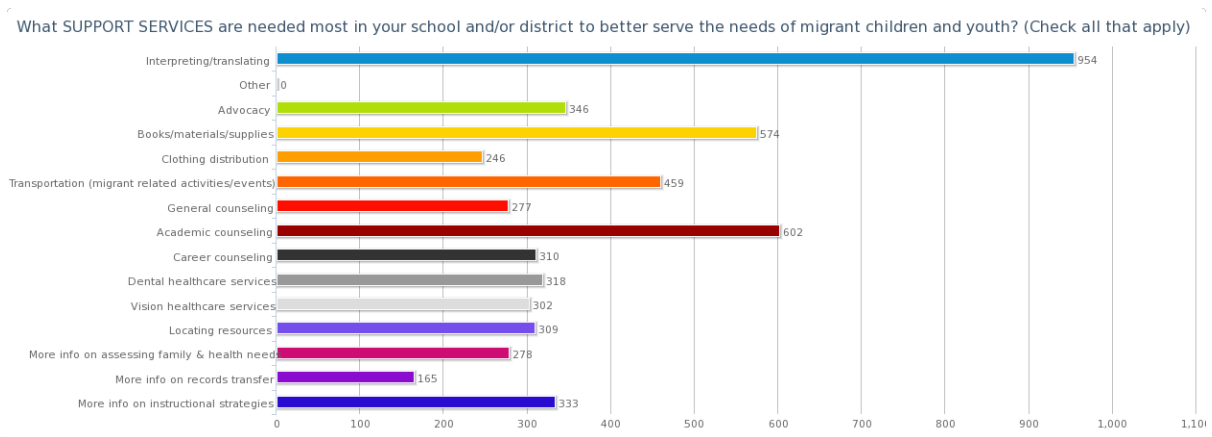
What INSTRUCTIONAL SERVICES are needed most in your school and/or district to better serve the needs of migrant children and youth?



The multiple-choice question in **Figure 8** above highlights the instructional services needed most at the school/district level. These are the top three in order of priority:

1. After-School Tutoring (24.2%)
2. In-School Tutoring (20.82%)
3. Summer Programs (17.49%)

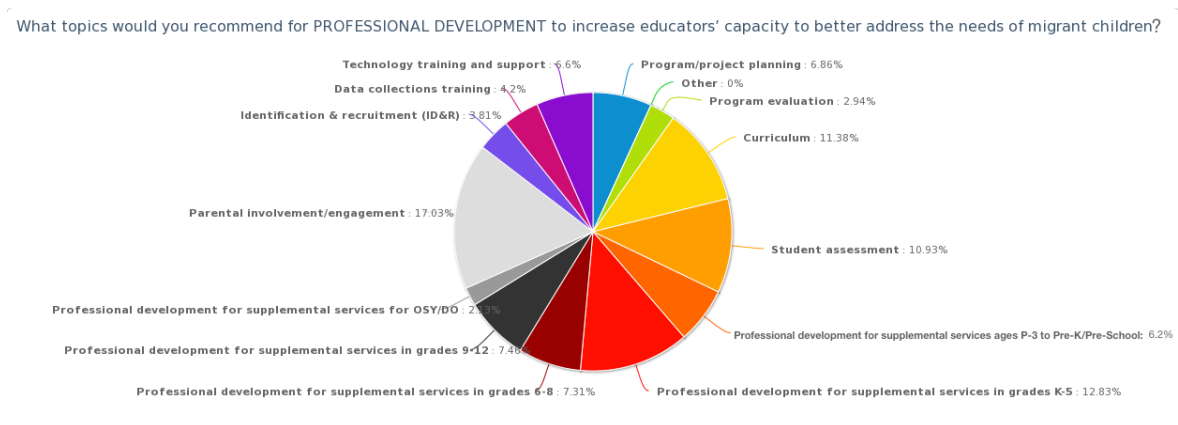
Figure 9. Faculty & Staff Survey – Support Services



The multiple-choice question in Figure 9 highlights the support services needed most at the school/district level. These are the top three in order of priority:

1. Migrant related Interpreting/Translating (17.43%)
2. Academic Counseling (11%)
3. Books/Materials/Supplies (10.49%)

Figure 10. Faculty & Staff Survey – Professional Development

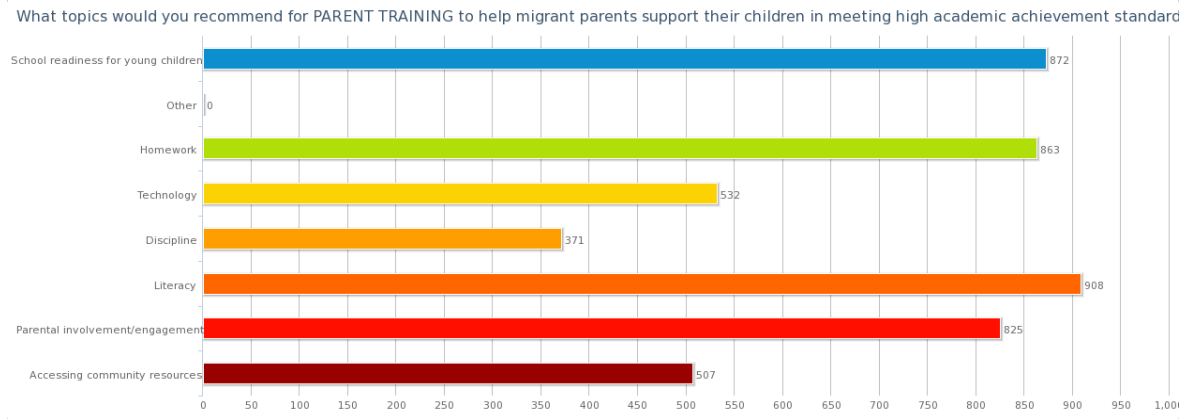


Given the unique nature and challenges of educating/working with migrant children and youth, faculty & staff were asked (**Figure 10**) about professional development (PD) opportunities that would enhance their work with migrant children. The most requested PD topics suggested were:

1. Parental Involvement/Engagement (17.03%)

2. Curriculum (11.38%)
3. Student Assessment (10.93%)

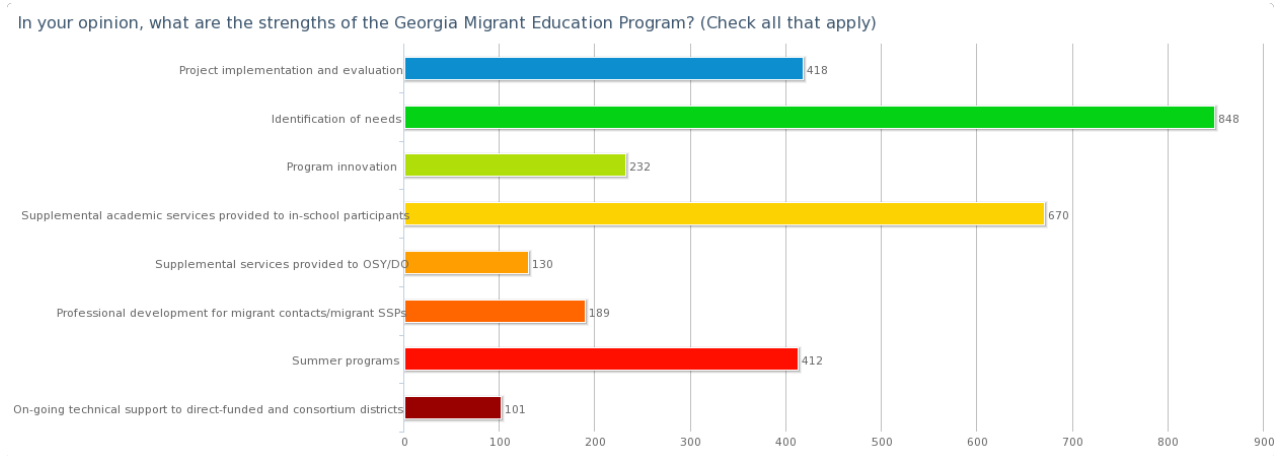
Figure 11. Faculty & Staff Survey – Parent Training



Given the usual trend of limited parental support in academics of migrant parents, faculty and staff were asked what type of training would help reduce the gap in this area (Figure 11). Most of the responses concentrated on:

1. Literacy (18.61%)
2. School Readiness for Young Children (17.88%)
3. Homework (17.69%)

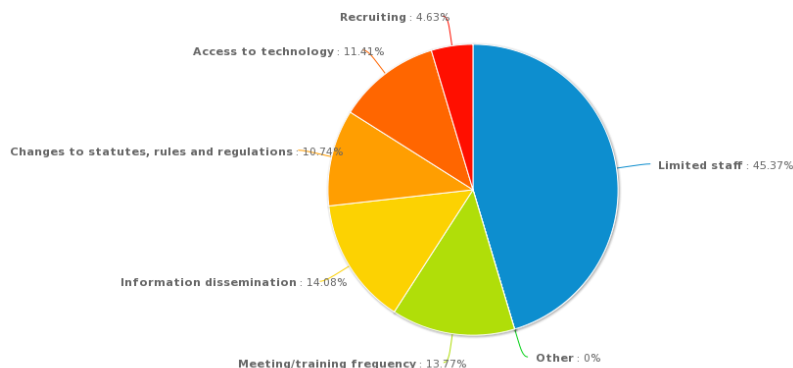
Figure 12. Faculty & Staff Survey – Georgia MEP



As seen in Figure 12, most faculty and staff indicated that one of the strengths of the Georgia MEP is its Identification of Needs Process (28.27%) followed by Supplemental Academic Services Provided (22.33%) and Project Implementation and Evaluation (13.93%).

Figure 13. Faculty & Staff Survey – Georgia MEP Limitations

In your opinion, what are the limitations (if any) of the Georgia Migrant Education Program? (Check all that apply)



When asked about any limitations in the Georgia MEP as seen in **Figure 13**, most of the respondents indicated that limited staff (at 45.37%) was the most limiting aspect of the program. It is important to highlight that this trend is down from the previous CNA/SDP report as faculty & staff reported, at that time, that limited staff accounted for 69% of the most limiting aspect in their daily routines. The efforts of the Georgia MEP in providing adequate professional development to teachers and supplemental service providers (SSPs) when working with migrant children and youth was a major area of focus during the last CNA/SDP report. It can be inferred that by providing appropriate training opportunities for professional development, on-site and online, has helped reduce this perception as seen in the percentage reported in the current survey. Other areas where faculty & staff indicated limitations for the Georgia MEP included Information Dissemination - how we communicate with districts/schools (14.08%) and Meeting/Training Frequency (13.77%).

Faculty and Staff Qualitative Responses

As with the 2013 CNA process, faculty and staff were surveyed to determine additional programming needs that were unable to be determined using only academic achievement gap data and migrant student and parent surveys. The perspective of the Georgia MEP and CNA stakeholders was that the perceived needs of the school system faculty and staff directly impact the success of the migrant students, and thus should be taken into consideration when making programmatic decisions in developing new MPOs.

In your opinion, what is causing gaps in the education of migrant children and youth in your school district?

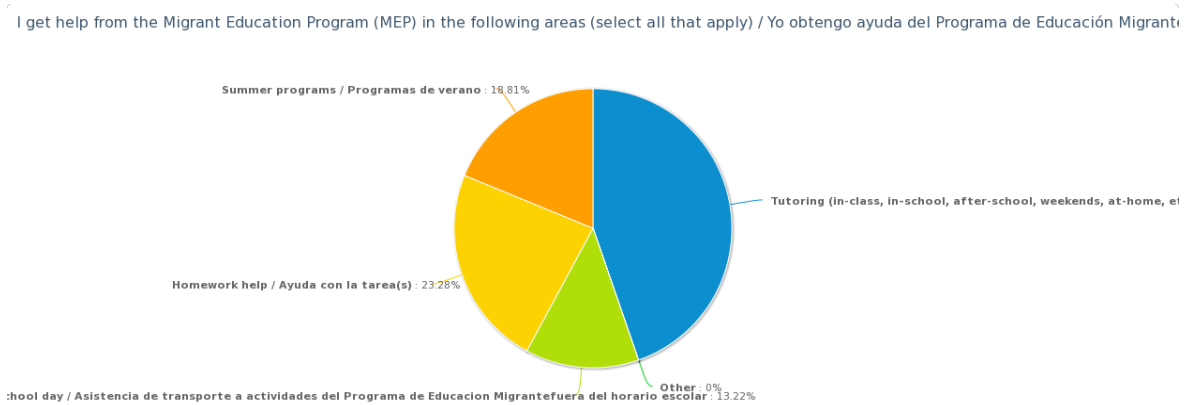
- Major need for transportation services – with parents – poor home/parent/school/teacher communication
- Language barriers seen as one of the most significant problem/challenge
- Need more staff to help migrant students
- How to find additional instructional time to provide academic support
- Majority requests interpretation/translation (Note: federal funds cannot provide for this and local monies must provide).

- Need for hands-on /visual materials
- Build parent capacity to help increase move from “meetings” to teaching how to help and grow their own skills.
- Strengths in identifying needs and then providing such services

Migrant Student Survey

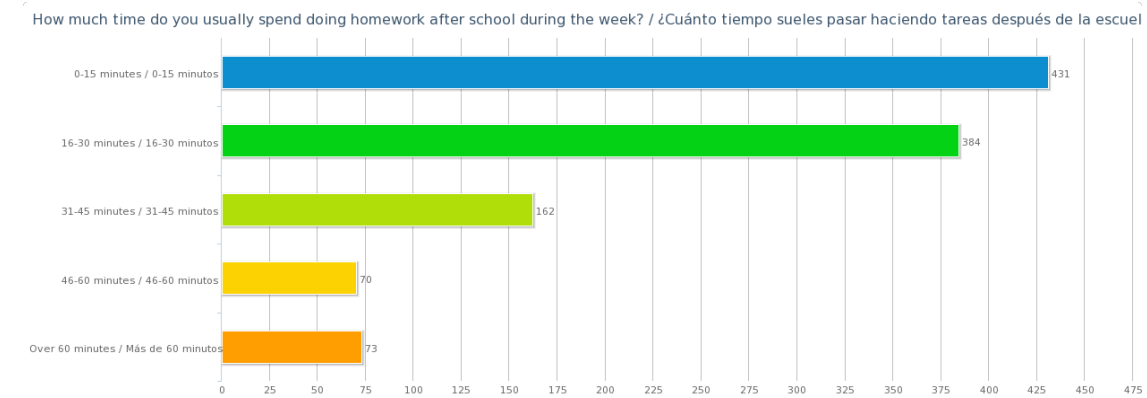
The following figures represent quantitative and qualitative responses collected of migrant students in grades 4th through 12th. Most of the students completed the survey online and were assisted (as needed) by migrant faculty and/or staff at the school/district level. A total of 1,074 responses were collected. 64.69% of all students surveyed indicated that they could read and write in English with 51.49% being identified as males and 48.51% as females. Most of the student responses came from middle school students (39.48%) followed by elementary school students (36.13%) and finally high school students (24.39%).

Figure 14. Migrant Student Survey – Help from Georgia MEP



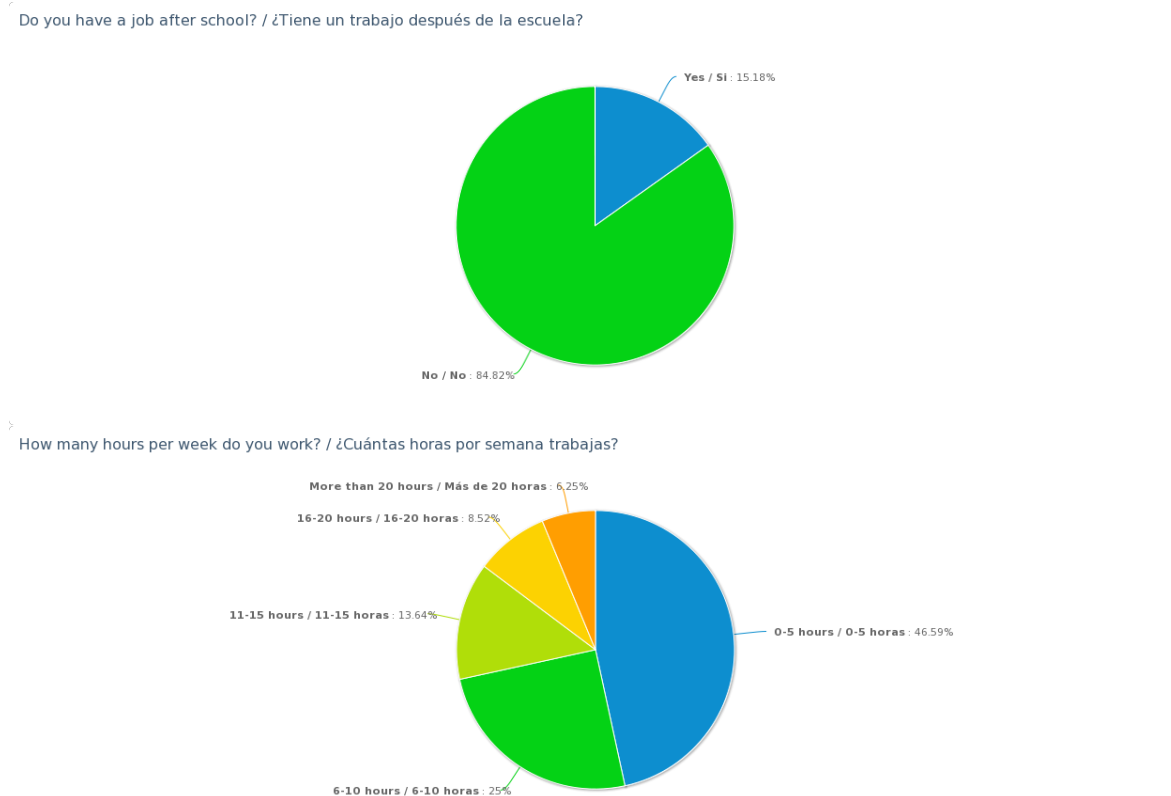
As seen in **Figure 14**, most of the students surveyed indicated that most of the help they receive from the Georgia MEP comes in the form of tutoring - either in-school, after-school, at-home and weekends (44.69%) followed by homework help (23.28%) and Summer Programs (18.81%).

Figure 15. Migrant Student Survey – Homework Time During the Week



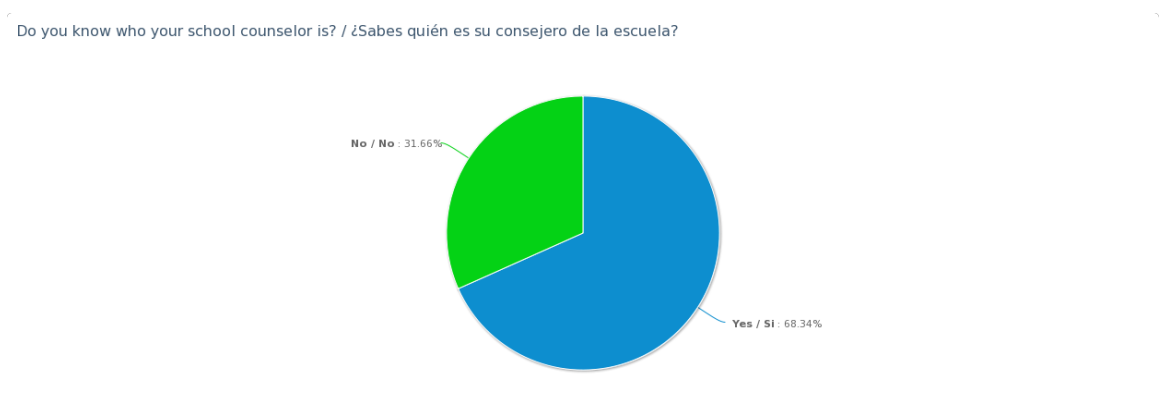
Most migrant students in school spend on average 0 to 15 minutes doing homework during the week (38.48%) – an alarming figure being that the majority of responses came from students in middle school where the transition to more challenging content leading to high school plays a pivotal role. 34.29% of middle school students reported that they spend 16 to 30 minutes, on average, completing homework during the week.

Figure 16. Migrant Student Survey – After School Employment



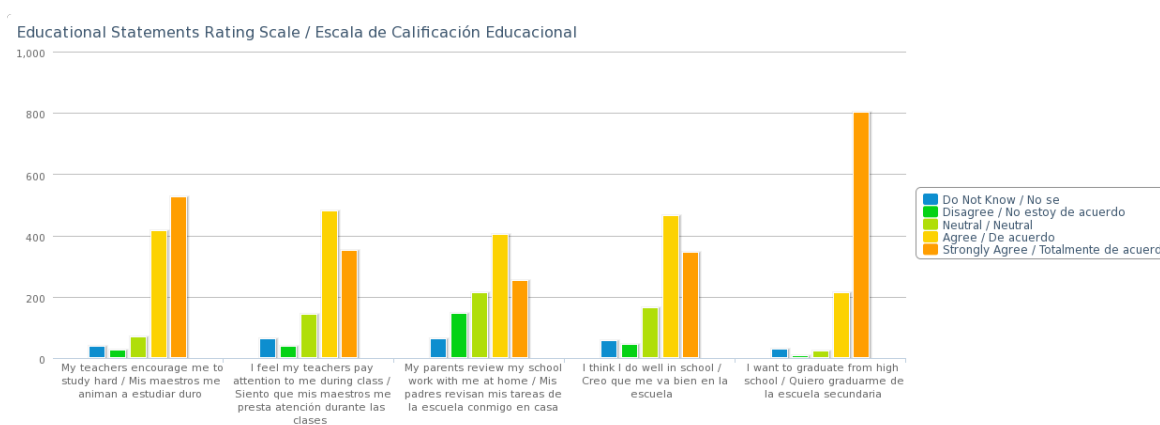
Only 15.18% of the migrant students surveyed (**Figure 16**) indicated they had a job after school. Most students indicated that they held part-time jobs in the fast-food sector, working 0 to 5 hours during the week (46.59%) followed by 6-10 hours a week for others (25%). Additionally, some migrant students report that their academic struggles result from the perceived view of their parents, placing more value on earning a salary than getting an education past elementary school. Like the 2013 CNA results, this continued to be an unexpected but understandable outcome as an independent variable, but combined with the perceived lack of parental involvement, it became a primary indicator in the need to increase the supplemental academic and support services. Supporting school engagement, parental engagement and high school graduation may help improve the living conditions of migrant families for future generations.

Figure 17. Migrant Student Survey – School Counseling



Most migrant students were familiar with their school counselor and the majority (68.34%) indicated they knew who that person was in their school (**Figure 17**) and, although this figure has remained steady since the last CNA report (previous number reported was 70%), it is not indicative of migrant students actively seeking academic counseling and advising.

Figure 18. Migrant Student Survey – Rating Scale Statements



In the chart above, most migrant students agreed/strongly agreed that they felt encouraged by their teachers (87.61%) and that they (the teachers) paid attention to them during class (77.46%). Unlike the previous CNA report where migrant students indicated lack of encouragement and lack of homework review by parents was high (72%), current responses indicate that only 39.10% of all migrant students perceive it that way. Additionally, most migrant students surveyed indicated good levels of confidence when asked if they thought they did well in school (75.23%) as well as their overall desire to graduate from high school (94.41%) – a 16.41 percentage-point increase from 78% since the last CNA was conducted.

Migrant Student Qualitative Responses

What are some other ways the Georgia MEP can help you? Please briefly describe.

The top qualitative results given by the migrant students surveyed statewide are listed below.

- Help with homework

- Tutoring in Math, Reading and Writing
- Transportation needs (to and from migrant related activities such as after-school tutoring, summer camps, etc.)
- School supplies (ranging from pencils to notebooks, books and backpacks)

Migrant Parents Survey

The following figures represent the responses of all migrant parents surveyed throughout the state (896 total) during this CNA. Basic demographic information gathered:

- Percentage of migrant parents being able to speak and read well in English – 22.6%
- Percentage of migrant parents able to speak and read well in Spanish - 77.4%
- Percentage of migrant parents by gender - 78.24% female and 21.76% male
- Percentage of migrant parents by ethnicity – 78% of Latino origin, 18% Caucasian, and 4% identified themselves as of mixed race and/or other.

Figure 19. Migrant Parents Survey – Years of Schooling

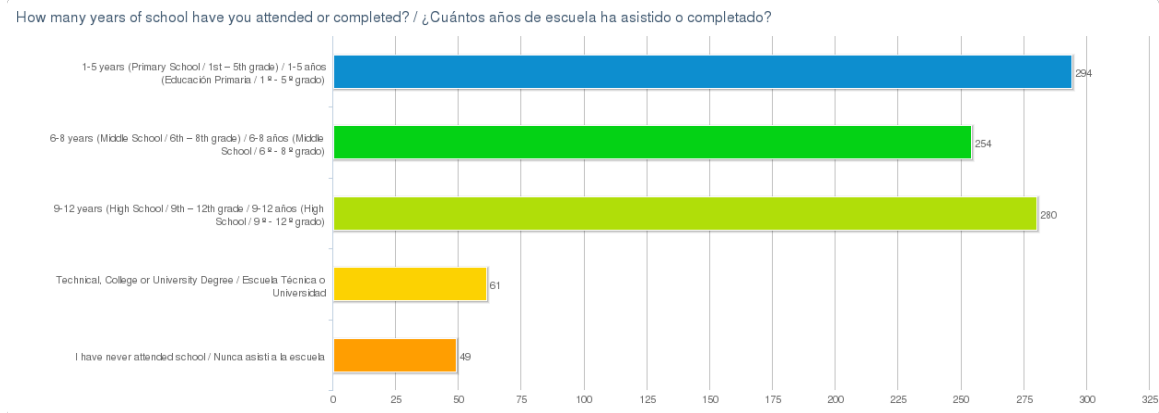
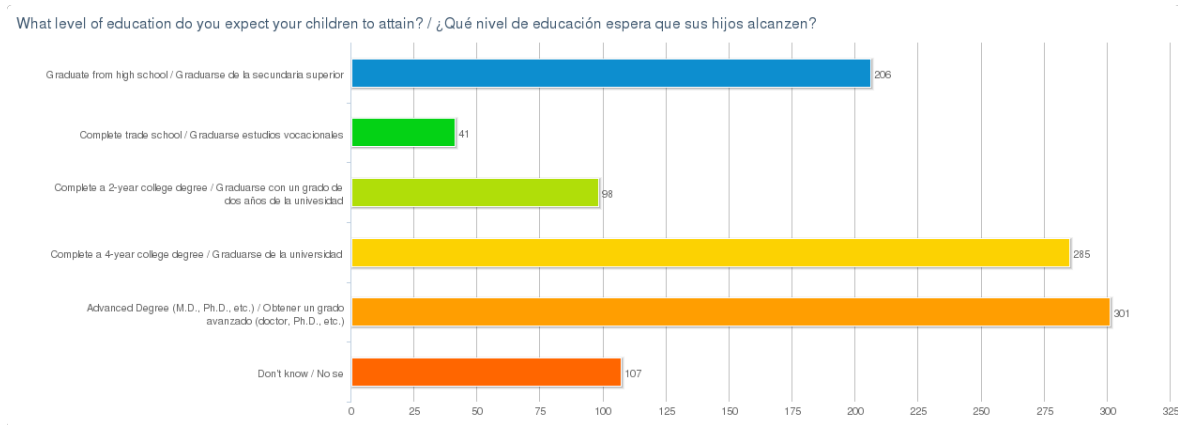


Figure 19 shows the breakdown of surveyed migrant parents’ educational background:

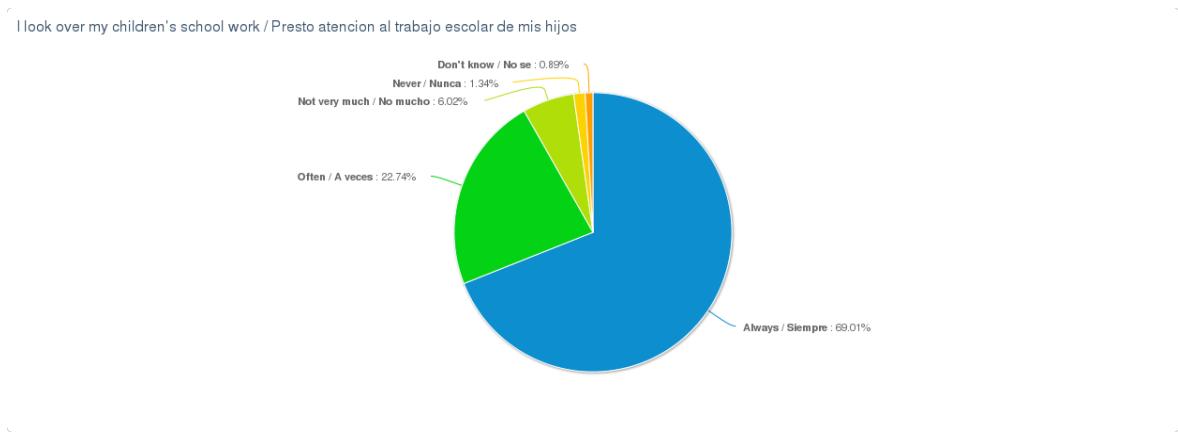
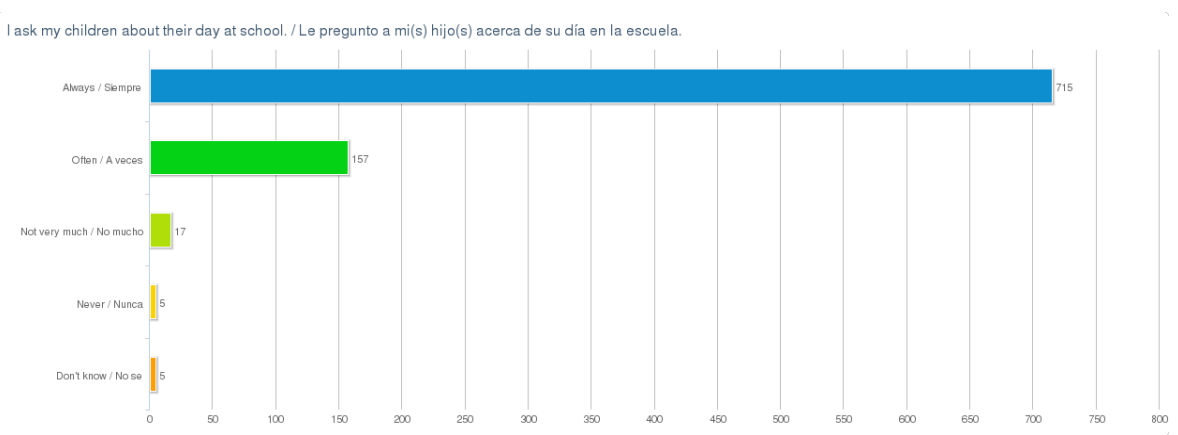
- Completed Elementary school – 32.81%
- Completed Middle School – 28.34%
- Completed High School – 31.25%
- Technical College or University degree – 6.80%
- Never attended school – 5.46%

Figure 20. Migrant Parents Survey – Educational Expectations for their Children

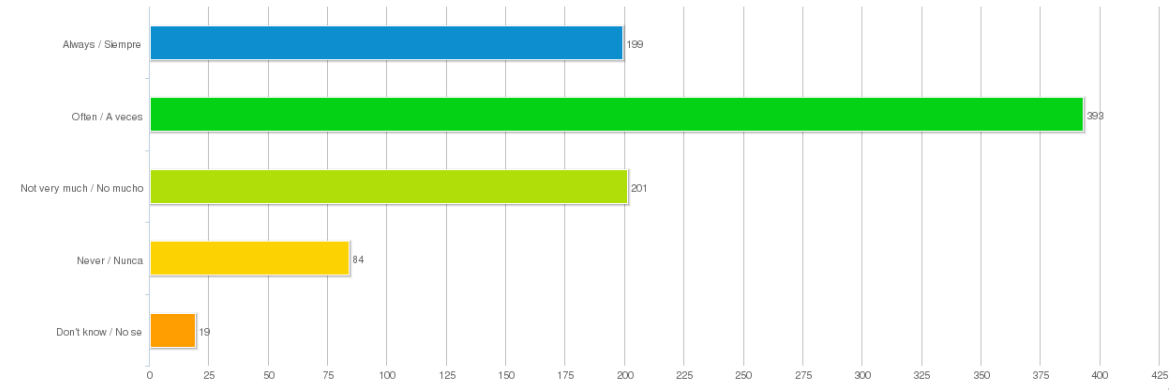


As shown in the chart above, migrant parents surveyed are aware of the importance of formal education for their children. When asked about the expectations for their children’s future as it relates to educational levels, 33.69% of migrant parents indicated that they wanted their children to obtain an advanced degree (M.D., Ph.D., etc.) with another 31.80% expecting their children to complete a 4-year degree and finally, 22.99% of total respondents wanted their children to at least graduate from high school.

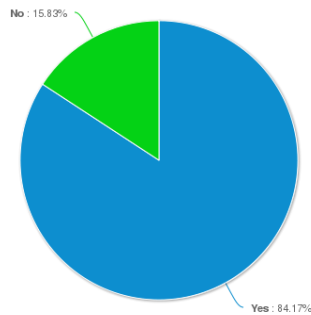
Figure 21. Migrant Parents Survey – Interest in their Children’s Education



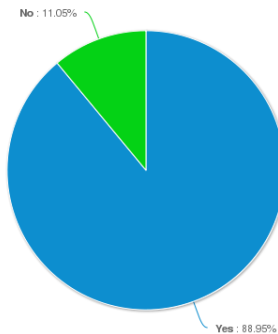
I am involved in activities at my children’s school. / Participo en actividades de mi(s) hijo(s) en la escuela.



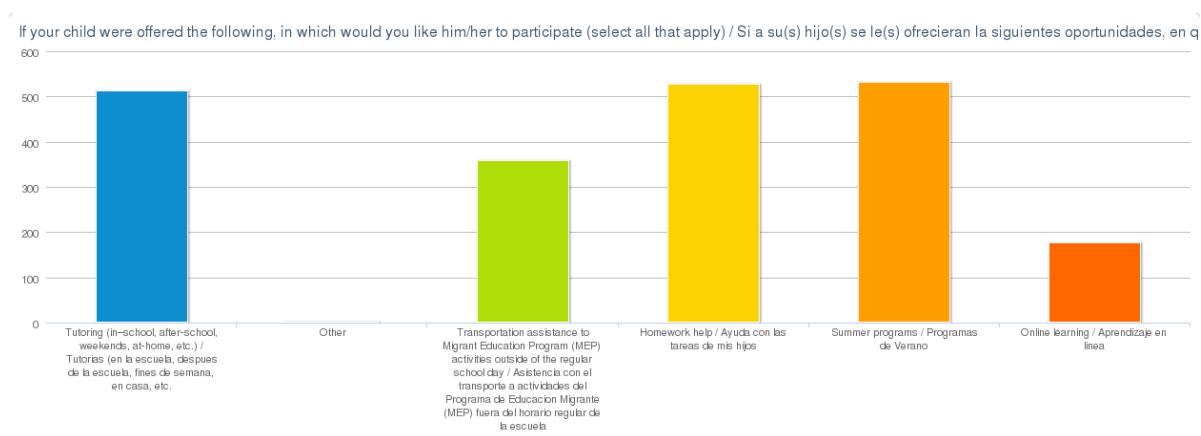
Do you understand how your child is graded in class? / ¿Entiende usted cómo se califica a su hijo o hijos en sus clases?



Do you understand your child’s report card? / ¿Entiende la boleta de calificaciones de su hijo o hijos?



As the charts above show, and contrary to unfounded perceptions that migrant parents are not interested in participating in their children’s education (mostly due to language barriers), 79.80% of migrant parents surveyed do ask their children about their day in school. 69.01% of migrant parents also indicated that they looked over their children’s homework on a regular basis. 66.07% of migrant parents surveyed also claimed to always and/or often participate in activities at their children’s school. It is important to highlight that 84.17% of migrant parents surveyed do understand the grading system for their children and another 88.95% also do understand their child’s report card.

Figure 22. Migrant Parents Survey – Supplemental Educational Opportunities

When migrant parents were asked to select all the opportunities they would like their children to participate in if offered, 59.26% responded that they wanted their children to participate in summer programs followed by homework help at 58.70% and tutoring at 57.25%.

Migrant Parents Qualitative Responses

What additional needs do you have in order for your child to be successful in school? Briefly explain.

The top qualitative results given by the migrant parents surveyed statewide are listed below.

- Focus on involving more fathers in the education of their children
- Help parents to learn English so they can be more involved in their children's education
- Continue with current academic support (tutoring support, etc.)
- Interpreters for school events and meetings
- Parents show interest in participating in their child's or children's education
- Parents have high aspirations for children pursuing higher education and graduate/professional degrees
- English language skills are the principal need among parents
- Parents would like to learn how to help with homework at home
- Parents want to participate in school activities but have transportation limitations
- School correspondence is not always translated into home language
- Concerns about their children being bullied
- How to motivate their children to stay in school? (Parent workshops and strategies)
- Lack of computer/internet access at home

Migrant Out-of-School Youth (OSY) Survey

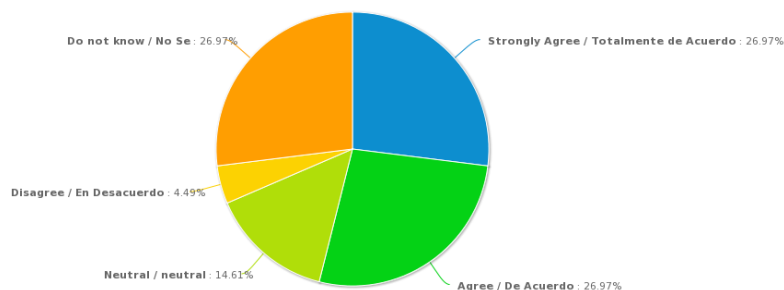
As with the 2013 CNA report, Georgia MEP and CNA Stakeholders determined that the Out-of-school Youth (OSY) and Dropout (DO) migrant population were two underserved groups whose needs should be considered when making programmatic decisions in

establishing the new MPOs in the current CNA process. The survey for OSY concentrated mostly on quantitative questions aimed at capturing information relevant to helping the Georgia MEP and CNA stakeholders make the best possible decisions to impact the quality of and timely supplemental services needed for these two groups. A total of 89 responses were collected for these groups over a month period. Here are some relevant facts about the OSY/DO population surveyed:

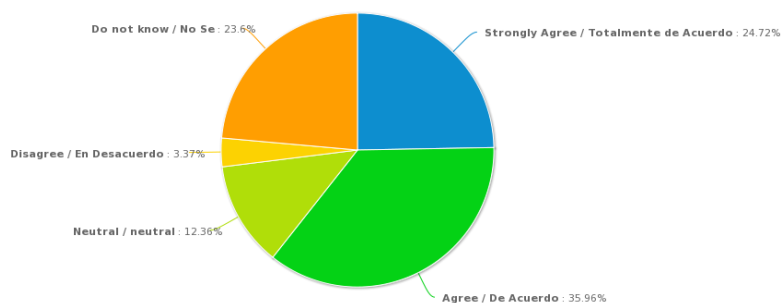
- 68.54% males and 31.46% females
- 84.08% are able to read and write in Spanish and have limited English proficiency
- 15.91% are able to read and write in English
- 74.16% have never attended school in the U.S.
- 73.61% left school in order to provide for themselves and/or their families
- 20.22% completed elementary school in their country of origin
- 32.58% completed middle school in their country of origin
- 34.07% completed high school in their country of origin
- 14.29% have never attended school in their country of origin

Figure 23. Out-of-School Youth/Dropouts Survey – Re-enrolling in School / Graduating High School or Obtain a General Education Development (GED) Diploma

If given the opportunity, I would like to enroll back in school. / Si se me ofreciera la oportunidad, me gustaría inscribirme en la escuela.



If given the opportunity, I would like to graduate from high school or obtain a General Education Development (GED) diploma. / Si se me ofreciera la oportu



53.94% of participants surveyed indicated wanting to re-enroll in school if given the opportunity. Unfortunately for most, this may not be a possibility due to their being the sole provider for themselves or their family. In contrast, 60.68% of OSY/DO surveyed find it more appealing to complete the GED if given the opportunity. Unfortunately, the

desire to go back to school as well as obtaining a GED present a barrier for OSY/DO given their migratory lifestyle and high mobility patterns. This is a major barrier not only for the Georgia MEP but also for other migrant education programs nationwide.

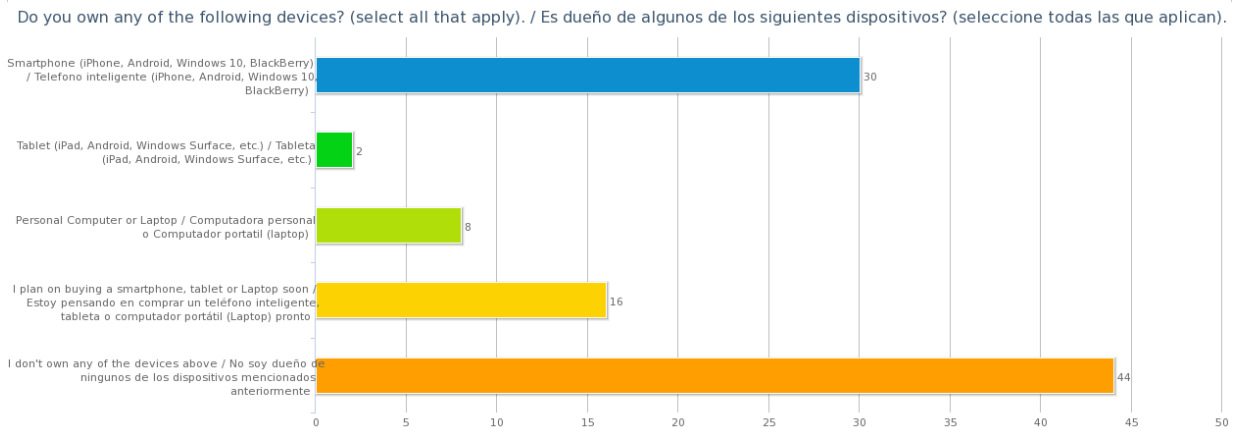
Knowing this information, CNA stakeholders made a strong emphasis into looking for new and innovative solutions for providing feasible opportunities for OSY/DO to obtain a GED diploma. The CNA stakeholders group considered that the OSY/DO group should be made a priority when establishing new MPOs for the current CNA. Additionally, CNA stakeholders suggested online learning as a possible solution to allow OSY/DO to study for, test, and ultimately obtain their GED diplomas all from the convenience of their computers or mobile devices. The High School Equivalency Program (HEP) housed at Abraham Baldwin Agricultural College (ABAC) in South Georgia has been making efforts to provide OSY/DO participants with online GED preparation courses and online instruction if they are unable to attend HEP on campus.

Figure 24. Out-of-School Youth/Dropouts Survey – Supplemental Services Offered



When asked about other supplemental services options, 59.55% of OSY/DO surveyed indicated that English language acquisition was of main interest, followed by MP3/iPod English language learning lessons at 40.44% and health education services with 16.05% of the total responses captured.

Figure 25. Out-of-School Youth/Dropouts Survey – Access to Technology



Due to the widespread use of mobile technology, such as smartphones, touch devices, and

tablets, the Georgia MEP and CNA stakeholders felt it was important to ask OSY about their access to these devices. The idea was that this question would assist the Georgia MEP in making new and innovative programmatic decisions that could improve the quality of services to be provided through the use of technology already in the hands of OSY. The usual perception is that migrant participants, in particular OSY, do not have any access to technology. However, the survey conducted revealed (**Figure 25**) that a large percentage of migrant OSY (44.94%) owned either a smartphone, tablet or a personal computer with an additional 17.97% planning to acquire either a smartphone, tablet or personal computer soon. As with the previous CNA report, these figures have positive implications for developing online service delivery methods catered to OSY/DO as the Georgia MEP seeks to enhance the quality of services provided soon after the identification and recruitment of OSY/DO occurs. Currently, the Georgia MEP has partnered with the University of North Georgia to develop online learning modules aimed at this population. The idea behind it is that college students in the college of Education and the College of Computer Sciences can complete required community service projects in order to obtain credit for their classes by creating the modules.

OSY Qualitative Responses

How else can the Georgia MEP help with your educational needs?

The top qualitative results given by the migrant OSY surveyed statewide are listed below. Like in the 2013 CNA, The OSY survey data revealed an overwhelming desire for English language acquisition opportunities statewide:

- English language proficiency and instruction
- High school, GED on-site or online
- English language acquisition via online delivery methods (modules, apps, instruction, tutoring, etc.)

Section 4: Implications

4.1 Measurable Program Outcomes (MPOs)

CNA stakeholders and the Georgia MEP evaluated the data gathered through the state performance reports, COEstar student database, and various surveys to make determinations and recommendations for service delivery efforts statewide.

In the same vein as the 2013 CNA report, it was important for the current CNA to adequately identify the current needs of migrant participants and address them through measurable program outcomes (MPOs) in order to evaluate the quality and effectiveness of project plans to be implemented and services to be provided by LEAs with guidance by the Georgia MEP. The MPOs were drafted within the seven areas of concern and the four goal areas⁸ established by OME, as well as the concern statements developed during the current CNA process and the results gathered from the surveys distributed. Thus, the Georgia MEP was responsible for drafting the new MPOs and after sharing them with MEP staff, state CNA stakeholders, and Parent Advisory Council (PAC) members, they were ranked by order of need/priority and then unanimously approved for statewide implementation in the 2016-2017 academic year. The new state MPOs presented hereinafter are:

MPO 1: The Georgia Migrant Education Program will improve school readiness by providing age-appropriate at-home or facility-based projects focused on early literacy and mathematics. Improvement will be measured by district-level implementation plans showing an incremental 5%-point growth/improvement for students served during the academic year and summer.

MPO 2: The Georgia Migrant Education Program will provide OSY and DO projects and services at the individual and group level based on needs outlined in the OSY and DO profile. Progress will be measured by district-level implementation plans showing an incremental 5%-point growth/improvement for OSY and DO served during the academic year and summer.

MPO 3: Migratory students in elementary, middle, and high school will meet or exceed proficiency in Reading within the framework of the Georgia Standards of Excellence for Reading as measured by district-level implementation plans showing an incremental 5%-point growth/improvement for students served during the academic year and summer.

MPO 4: Migratory students in elementary, middle, and high school will meet or exceed proficiency in Writing within the framework of the Georgia Standards of Excellence for Writing as measured by district-level implementation plans showing an incremental 5%-point growth/improvement for students served during the academic year and summer.

The following four goals for migrant children were originally established by the Office of Migrant Education (OME): School Readiness; Reading Proficiency; Mathematics Proficiency and; High School Graduation

MPO 5: Migratory students in elementary, middle, and high school will meet or exceed Mathematics proficiency within the framework of the Georgia Standards of Excellence for Math as measured by district-level implementation plans showing an incremental 5%-point growth/improvement for students served during the academic year and summer.

Additionally, the Georgia MEP along with CNA stakeholders identified two goals that are not academic related but will benefit the education of migrant children statewide. The first goal was initially established in the prior CNA/SDP report and it provides for professional development opportunities for migrant staff at the district level. The main objective is to provide local migrant staff with the competencies needed when working with and/or providing relevant academic and supplemental services to migrant children and youth. The second goal aims to provide parental engagement resources and strategies to migrant parents in order to provide a solid foundation to help their children succeed in their academic endeavors. These state goals presented hereinafter are:

Program Implementation Goal 1:

Georgia Title I, Part C staff at the district level will improve their professional competencies when working with migrant participants in small group, home-based, or inclusion settings by participating in online courses and local training related to instructional duties and responsibilities and transferring professional development to these instructional settings.

Program Implementation Goal 2:

Migratory parents will be offered services that will impact effective parental engagement practices in order to assist their children to succeed in supplemental academic and non-academic services provided by the Georgia Migrant Education Program at the state level.

4.2 Recommendations

CNA Stakeholders

1. Measurable Program Outcomes (MPOs) Within the Framework of OME’s Seven Areas of Concern

CNA stakeholders agreed that, in order to have some direction in the program service delivery efforts, it was essential to create state MEP goals in relation to the OME’s Seven Areas of Concern and the data sources consulted for each MPO.

MPO 1: School Readiness

Area	Factor	Concern Statement	Indicator	MPO
Preschool Age	Access to Services, Educational Support in the Home	We are concerned that migratory preschool children do not have the academic and English language skills to be adequately prepared to start school.	Parent Survey Faculty/Staff Survey Feedback from State CNA stakeholders Feedback from Migrant Parents (PAC)	The Georgia Migrant Education Program will improve school readiness by providing developmentally appropriate at-home or facility-based projects focused on early literacy and mathematics. Improvement will be measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year and summer.

MPO 2: Out-of-School Youth (OSY)/Dropouts (DO)

Area	Factor	Concern Statement	Indicator	MPO
Out-of-School Youth (OSY) and Dropouts (DO)	Access to Services, English Language Development, Educational Continuity, Health	We are concerned that migrant Out-of-School Youth (OSY) as well as Dropouts (DO) participants need prompt and readily available services in order to be provided relevant support services such as access to English Language acquisition opportunities, health services, and opportunities to re-enroll and or complete their high school diploma (for those that qualify).	OSY Survey Feedback from State CNA stakeholders Feedback from faculty & staff Feedback from Migrant Parents (PAC)	The Georgia Migrant Education Program will provide OSY and DO projects and services at the individual and group level based on needs outlined in the OSY and DO profile. Progress will be measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for OSY and DO served during the academic year and summer.

MPO 3 & MPO 4: Reading and Writing

Language Barriers

Area	Factor	Concern Statement	Indicator	MPO
Reading	Instructional Time, School Engagement, English Language Development, Access to supplemental services (in school and after school)	We are concerned that migratory students (grades K-12) lack prerequisite skills to be successful at the Georgia Standards of Excellence (GSE) for Reading.	State Achievement Gap Data Feedback from State CNA stakeholders Feedback faculty & staff at school districts Feedback from Migrant Parents (PAC)	Migratory students in elementary, middle and high school will meet or exceed proficiency in Reading within the framework of the Georgia Standards of Excellence (GSE) for Reading as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year and summer.

Area	Factor	Concern Statement	Indicator	MPO
Writing	Instructional Time, School Engagement, English Language Development, Access to supplemental services (in school and after school).	We are concerned that migratory children and youth lack the prerequisite skills to be successful at the Georgia Standards of Excellence (GSE) for Reading.	State Achievement Gap Data (Georgia's performance-based writing assessments reports grades 3,5, 8 and 11) Feedback from State CNA stakeholders Feedback from faculty & staff at local districts Feedback from Migrant Parents (PAC)	Migratory students in elementary, middle and high school will meet or exceed proficiency in writing within the framework of the Georgia Standards of Excellence (GSE) for Writing as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year and summer.

MPO 5: Mathematics

Area	Factor	Concern Statement	Indicator	MPO
Mathematics	Instructional Time, School Engagement, Access to supplemental services (in school and after school)	We are concerned that migratory children and youth (grades K-12) lack a strong Mathematics foundation to be successful at the Georgia Standards of Excellence (GSE).	State Achievement Gap Data Feedback from State CNA stakeholders Feedback from Faculty & Staff at the local districts Feedback from Migrant Parents (PAC)	Migratory students in elementary, middle and high school will meet or exceed proficiency in Mathematics within the framework of the Georgia Standards of Excellence (GSE) for Math as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year and summer.

Program Implementation Goal 1: Professional Development

Area	Factor	Concern Statement	Indicator	Goal
Professional Development	Changing demands for skilled paraprofessionals and teachers providing services to migratory participants. Fidelity of Implementation observations and surveys.	We are concerned that Title I, Part C staff have limited access to job-embedded, instructionally focused, professional development opportunities designed for working with migratory children and youth throughout the school year and summer.	Faculty/Staff survey Feedback from State CNA Stakeholders Feedback from Faculty & Staff Feedback from Migrant Parents	Georgia Title I, Part C staff at the district level will improve their professional competencies when working with migratory participants in small group, home-based, or inclusion settings by participating in online courses and local training related to instructional duties and responsibilities and transferring professional development to these instructional settings.

Program Implementation Goal 2: Parental Support

Area	Factor	Concern Statement	Indicator	Goal
Parental Support	Language proficiency (English), School requirements & procedures, Adequate parental engagement skills	We are concerned that parents of migratory children and youth lack the necessary skills and knowledge (English language proficiency, understanding school requirements, school procedures, and parental engagement skills) to successfully participate as activate members in their children's education.	Feedback from State CNA stakeholders Feedback from Faculty & Staff at local districts Feedback from Migrant Parents (PAC) Feedback from migrant students	Migratory parents will be offered services that will impact successful parental engagement practices in order to assist their children to succeed in supplemental academic and non-academic services provided by the Georgia Migrant Education program at the local or state level.

The strategies selected through the CNA process will lead to changes in the state's plan for delivery of MEP-funded services and also provide a means for evaluation of supplemental academic and non-academic services provided.

2. Research-Based Strategies

Along with academic performance data and survey data, CNA stakeholders used research-based materials to drive the design and development of potential activities and projects to address these goals as well as to identify the services and solutions for each of the goals. These research-based materials include:

- What Works Clearing House – *Improving Mathematical Problem Solving in Grades 4 Through 8* by the National Center for Education Evaluation and Regional Assistance (U.S. Department of Education)
- What Works Clearing House – *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades* by the National Center for Education Evaluation and Regional Assistance (U.S. Department of Education)
- What Works Clearing House – *Organizing Instruction and Study to Improve Student Learning* by the National Center for Education Evaluation and Regional Assistance (U.S. Department of Education)
- What Works Clearing House – *Improving Reading Comprehension in Kindergarten Through 3rd Grade* by the National Center for Education Evaluation and Regional Assistance (U.S. Department of Education)
- What Works Clearing House – *Helping Students Navigate the path to College: What High Schools Can Do* by the National Center for Education Evaluation and Regional Assistance (U.S. Department of Education)
- What Works Clearing House – *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* by the National Center for Education Evaluation and Regional Assistance (U.S. Department of Education)
- What Works Clearing House – *Teaching Elementary School Students to be Effective Writers* by the National Center for Education Evaluation and Regional Assistance (U.S. Department of Education)
- What Works Clearing House – *Dropout Prevention* by the National Center for Education Evaluation and Regional Assistance (U.S. Department of Education)

3. CNA Profile, Implementation Plans (IPs), and Implementation Plan Evaluations

CNA stakeholders also highlighted the need to tie the goals and projected outcomes to a unified measurement tool for the implementation and evaluation of service delivery projects at the LEA level. For the past five years, the Georgia MEP has provided and maintained a robust online system through which LEAs can easily design, create and submit project IPs with their preferred device (smartphones, tablets, laptops or personal computers). In doing so, the Georgia MEP has redefined and expanded the original IP to include three major components of effective program planning that all LEAs must follow statewide: Completion of a CNA profile, submission of IP(s), and completion of IP evaluations at the end of project cycle. All of this is part of the Georgia Continuous Improvement Cycle (GCIC) which was first established in the prior CNA/SDP report from 2013. Georgia MEP’s GCIC online process platform is designed to be a triggered system, meaning, all LEAs must complete their CNA profiles before they can submit their project plan (IPs)



and complete an IP evaluation at the end of the project cycle before they can plan for the upcoming year and budget for it.

By allowing LEAs to create project plans best suited to serve the supplemental academic and non-academic service needs of their local migrant participants, the Georgia MEP will continue to monitor, observe, make recommendations and properly identify through an on-going basis the instructional needs at the LEA and/or assist in the design, development and implementation of supplemental academic as well as non-academic projects at the SEA level that, ultimately, will best meet the needs of migrant children and youth statewide. These project plans not only serve to identify best practices suited for migrant participants but also to document in detail the project(s) LEAs will be implementing to increase migrant student achievement and the overall quality of supplemental services delivered for which migrant funds are being budgeted. IPs must address either academic achievement needs or supplemental service needs that have been identified and prioritized through district-level CNA meetings. These CNA meetings must include a committee of local stakeholders, migrant parents and community partners so that they may evaluate the quality and effectiveness of services to be provided during the school year and plan for effective methods of evaluation at the end of the project(s) cycle through an IP evaluation. This overall method is not new to the Georgia MEP and has proven to be quite effective in allowing LEAs to report results in order to demonstrate whether their project plans have met their projected measurable outcomes or not.

Migrant Parents

Most of the parent recommendations came from state Parent Advisory Council (PAC) meetings in 2015 and 2016, along with the Migrant Parent Survey responses gathered during the month of October, 2015. These recommendations below were gathered and prioritized by the state PAC and presented to CNA stakeholders at the state meetings for consideration while defining the new MPOs to be implemented in the 2016-2017 school year. *(Note: most of these recommendation remain the same since the last CNA conducted in 2013):*

- Migrant parents of pre-school age children are not fully engaged in developing strong educational support structures for their children in the home.
- Migrant parents are concerned about the large numbers of migrant workers, ages 14-21, are working in agriculture and not pursuing any form of education.
- Migrant parents are concerned about their inability to be able to assist their children with homework and other academic activities.
- Migrant parents are concerned about the lack of parental involvement/outreach from the school systems.
- Migrant parents expressed the need for resources designed for parents and staff (technology, take home bilingual books, local community partners).

4.3 Conclusion

The timely renewal of the CNA process in Georgia was successful in updating and identifying the current needs of migrant students, in envisioning a revised strategic plan for service delivery and in providing up-to-date data used to make appropriate educational programmatic decisions for migrant children and youth statewide. The CNA process involved innovative decision-making, strategic planning, and data driven research, culminating in a model designed to build upon the successes of the 2013 statewide CNA.

SERVICE DELIVERY PLAN

Section 5: Introduction & Overview

5.1 Background

Migrant students in Georgia are held to the same challenging academic standards in Reading, English/Language Arts, Writing, Mathematics, and graduation that all students are expected to meet. The Elementary and Secondary Education Act (ESEA) does not require school districts to separate the migrant student population for evaluation purposes as it does for other ethnicities and special populations. Migrant student academic performance data are used at the local and state levels for program planning and design.

As required under Section 1306 of the reauthorized ESEA, the Georgia Migrant Education Program (Georgia MEP) has developed a statewide Service Delivery Plan (SDP) to be initiated during the 2016-2017 school year. This SDP is a current and comprehensive plan for how the services provided by the Georgia MEP and Local Educational Agencies (LEAs) are to be delivered in order to meet the needs of the migrant children and youth throughout the state.

5.2 Purpose

As initially defined in the 2013 statewide SDP, the purpose of the Georgia MEP is to ensure that migrant children fully benefit from the same free public education provided to all children. More specifically, the purposes of the Georgia MEP are to:

- Support high-quality and comprehensive educational programs for migrant children and youth in order to reduce the educational disruption and other problems that result from repeated moves;
- Ensure that migrant children in school who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, state academic content, and student academic achievement standards;
- Ensure that migrant children are provided appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet and that migrant youth are offered relevant and effective academic opportunities as well as supplemental services to meet their needs;
- Design Georgia programs to help migrant children and youth overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary

education or employment; and

- Ensure that migrant children and youth benefit from state and local systemic reforms.

The Georgia MEP strives to help migrant students overcome the challenges of mobility, limited English proficiency, and other difficulties associated with a migratory lifestyle in order to succeed in and outside of school.

The Georgia MEP statewide goals, created from our recent Comprehensive Needs Assessment, fit within the framework of the strategic vision of the Georgia Department of Education (GaDOE): *Educating Georgia's Future*.

The Georgia MEP Measurable Program Outcomes (MPOs) are:

1. The Georgia Migrant Education Program will improve school readiness by providing age-appropriate at-home or facility-based projects focused on early literacy and mathematics. Improvement will be measured by district-level implementation plans showing an incremental 5%-point growth/improvement for students served during the academic year and summer.
2. The Georgia Migrant Education Program will provide OSY and DO projects and services at the individual and group level based on needs outlined in the OSY and DO profile. Progress will be measured by district-level implementation plans showing an incremental 5%-point growth/improvement for OSY and DO served during the academic year and summer.
3. Migratory students in elementary, middle, and high school will meet or exceed proficiency in Reading within the framework of the Georgia Standards of Excellence for Reading as measured by district-level implementation plans showing an incremental 5%-point growth/improvement for students served during the academic year and summer.
4. Migratory students in elementary, middle, and high school will meet or exceed proficiency in Writing within the framework of the Georgia Standards of Excellence for Writing as measured by district-level implementation plans showing an incremental 5%-point growth/improvement for students served during the academic year and summer.
5. Migratory students in elementary, middle, and high school will meet or exceed Mathematics proficiency within the framework of the Georgia Standards of Excellence for Math as measured by district-level implementation plans showing an incremental 5%-point growth/improvement for students served during the academic year and summer.

Additionally, the Georgia MEP along with CNA stakeholders identified two goals that are not academic related but will benefit the education of migrant children statewide. The first goal was initially established in the prior CNA/SDP report and it continues to provide for professional development opportunities for migrant staff at the district level (LEAs). The main objective is to provide local migrant staff with the competencies needed for working with and/or providing relevant academic and supplemental services to migrant children and youth. The second goal aims to provide parental engagement resources and strategies to migrant parents in order to provide a solid foundation to help their children succeed academically. These state goals presented hereinafter are:

Program Implementation Goal 1:

Georgia Title I, Part C staff at the district level will improve their professional competencies when working with migrant participants in small group, home-based, or inclusion settings by participating in online courses and local training related to instructional duties and responsibilities and transferring professional development to these instructional settings.

Program Implementation Goal 2:

Migratory parents will be offered services that will impact effective parental engagement practices in order to assist their children to succeed in supplemental academic and non-academic services provided by the Georgia Migrant Education Program at the state level.

The Georgia MEP goals are aligned to the Office of Migrant Education’s (OME) Government Performance and Results Act (GPRA) national goals. The GPRA’s are a national performance measure that OME uses to inform Congress as to how the Title I, Part C Migrant Education Program benefits participants.

1. The percentage of MEP students who scored at or above proficient on their state’s annual Reading/Language Arts assessments in grades 3-8.
2. The percentage of MEP students who scored at or above proficient on their state’s annual Mathematics assessment in grades 3-8.
3. The percentage of MEP students who were enrolled in grades 7-12 and graduate or were promoted to the next grade level.
4. The percentage of MEP students who entered 11th grade that had received full credit for Algebra I or a higher Mathematics course.

5.3 Distribution of Resources

The crucial distinction between Title I, Part C – Education of Migratory Children and Title I, Part A – Basic State Grant Program is that federal funds for the MEP are allocated to the state education agency (SEA), the Georgia Department of Education (GaDOE). Title I, Part A federal funds are “pass through” funds. The funds are sent to the SEA for distribution to the qualifying schools in the state. MEP funds, however, are allocated directly to the SEA, and the state is completely responsible for determining how and where the funds are used to assist migrant children and youth statewide.

The Georgia Migrant Education Program is managed by the GaDOE. Day-to-day direct program services for migrant children and youth are provided by local school districts in Georgia, also commonly referred to as local educational agencies (LEAs). The GaDOE sub-grants the majority of its annual Title I, Part C funds directly to LEAs which provide the delivery of supplemental support services to eligible children and youth residing within their district boundaries. The funds are made available on the basis of their consolidated applications. The SEA requires that an LEA project supporting migrant children and youth be based on conclusions drawn from a summary of recent migrant student assessment data on statewide tests, student needs assessment profiles, its own LEA needs assessment, and documented input from migrant parents, school district administrators and classroom teachers.

The consolidated application process itself has three primary components that ultimately address all of the required programmatic elements of a Georgia MEP sub-grantee (LEA),

and state MEP staff are responsible for monitoring and approving these three consolidated application components for the LEAs.

The first is a set of narrative responses that address ESEA requirements of multiple federal programs, including the MEP. The responses to these narrative descriptors are reviewed every year by the LEA and the state and updated as needed.

The second component of the application is a detailed budget. Operational funds are allocated on a one-year budget cycle that runs from July 1 of one calendar year through September of the next calendar year. After the ESEA descriptors are approved, the budget submitted for the next fiscal year is entered into the Grants Accounting Online Reporting System (GAORS) for processing. A notice of approval is sent to the LEA superintendent when the budget has been approved and the funds are ready for draw down. The SEA tracks the draw down status of funds quarterly to ensure that program services are being implemented as planned. LEA budgets may also be revised and amended as needed during a program year as outlined in the GaDOE Title Programs Handbook.

The third and final component of the consolidated application is a detailed MEP project implementation plan (IP) and project evaluation instrument. The IPs are for each MEP academic/support services project – and each must include information as to how the LEA intends to meet MEP migrant student performance goals, indicators, and measurable targets based on the criteria established through the local needs assessment process, as well as those that will support the Georgia MEP statewide goals, indicators, and targets. As initiated under the 2013 SDP, IPs are submitted via an online system dedicated to data collection for LEA comprehensive needs assessment (CNA) profiles, IP and IP evaluations. While these three components are aligned with LEA budgets, they are separated for evaluation and reporting purposes from the annual budget submission process in the consolidated application.

MEP Funding

Due to the inherent difficulties in establishing meaningful supplemental services in LEAs whose formula-based allocations are small, the SEA has established \$15,000.00 as the minimum amount that it will approve for a direct LEA MEP allocation. LEAs falling below this threshold amount can request their allocations if they can substantiate a need for a MEP project – although data points to the fact that these LEAs have a very sporadic and unpredictable migrant eligible population for which a defined project is often difficult to develop. Otherwise, LEAs with allocations under \$15,000.00 in a given year will have their funds transferred to a separate account that is managed by the Georgia Migrant Education Program consortium fiscal agent, Abraham Baldwin Agricultural College (ABAC), who receives the funds through State Board approved allocations in July. The reason for this means of distribution is so that the small migrant populations that are located in these LEAs can receive needed supplemental MEP services through a level of service without the LEAs having to manage direct individual MEP allocations. The needs that are identified throughout the fiscal year in these LEAs will be evaluated and/or determined by the Georgia MEP and ABAC.

In addition to the funding awarded annually to the LEAs and the additional fiscal agent for the MEP Consortium through the formula and State Board approval, the SEA also recognizes the critical need for on-going support, guidance, and monitoring of LEA and Georgia MEP consortium projects and therefore maintains two GaDOE regional MEP office locations – each of which is managed using monies from the federal program’s total annual allocation made to Georgia. The regional offices are instrumental in facilitating and monitoring the statewide use of the allocated funds. They are also responsible for guiding the continuous development and delivery of LEA services that meet both the identified program goals of the state’s CNA and resulting SDP.

The SEA annually determines the amount of funding required to provide statewide program support and operations and sets this money aside for this use in an account referred to within the SEA as “Program Funds”. Additionally, one percent of the total annual allocation must go into the SEA’s consolidated administration fund to cover a portion of the state program administrative expenses.

Section 6: Performance Targets

This section describes the performance targets established for all Georgia children and concludes with state assessment results for migrant students in Georgia.

6.1 Every Student Success Act (ESSA)

On December 10, 2015, President Obama signed the bipartisan Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). The ESSA builds upon the critical work States and local educational agencies (LEAs) have implemented over the last few years. The reauthorized law prioritizes excellence and equity for our students and supports great educators. The Secretary is offering guidance on transitioning from the ESEA, as amended by the No Child Left Behind Act of 2001 (NCLB) to the ESSA, as amended by the ESSA, including actions the U.S. Department of Education (ED) has taken or will take consistent with its authority under section 4(b) of NCLB to the ESSA to support States, LEAs, and schools in this transition. ED has prepared these frequently asked questions (FAQs) to support States and LEAs in understanding expectations during the transition to full implementation of the ESSA.

In accordance with section 5(e)(2)(B)(ii) of the ESSA, a State with priority and focus schools as identified under an approved ESEA flexibility request must continue to implement interventions applicable to such schools through the 2016-2017 school year. In order to receive the waiver, the U.S. Department of Education required that states identify Title I Priority Schools, Focus Schools, and Reward Schools (details listed below). Achievement data from all core content areas and graduation rate data are used to identify Priority and Focus Schools, which replace the current Needs Improvement Schools designation. Reward Schools – which are determined based on Math, Reading and English Language Arts results – replaces the current Title I Distinguished Schools designation.

Georgia also identifies Alert Schools in three categories: Subgroup Alert Schools, Subject Alert Schools, and Graduation Alert Schools. These Alert Schools are identified based on a more detailed evaluation of subgroup performance and include non-Title I schools.

6.2 College and Career Ready Performance Index (CCRPI) & Georgia Standards of Excellence

Georgia continues using the College and Career Ready Performance Index (CCRPI) for state accountability purposes. The CCRPI has multiple indicators to determine a school's performance, rather than using test scores given at one point in time. A numerical score out of 100% will be given to every school in the state and will be based on the following:

- Weighted average of:
 - Achievement
 - Achievement Gap Closure
 - Progress
- Achievement is the predominant factor

- Exceeding the Bar Indicators (may earn extra points for excellent work)

Additionally, on February 19, 2015, the State Board of Education (SBOE) voted to rename the English/Language Arts (ELA) and Mathematics standards to the Georgia Standards of Excellence. The revised and SBOE approved ELA and Mathematics standards are called the ELA and Mathematics Georgia Standards of Excellence.

All coding for standards and related instructional resources were updated with the new GSE in the 2015-2016 school year. For example, ELACC3RF3 was changed to ELAGSE3RF3. All GPS and related documents in other content areas will be renamed to reflect the Georgia Standards of Excellence as revisions occur.

For current updates and additional information regarding the Georgia Standards of Excellence, please visit:

<https://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx>

6.3 State Performance Targets

State performance targets are based on the CCRPI & Georgia Standards of Excellence in Georgia. The following are the student performance targets for Georgia students in elementary, middle, and high school.

Student Performance in Reading/ELA and Math for Elementary, Middle and High School

The percentage of students scoring at the proficiency level *proficient* or *distinguished* on state assessments in Reading/ELA and Math must increase from year to year regardless of baseline results. (See Table 1 thru 2 below.)

Table 1. Performance Targets Based on 2011-2017 Elementary and Middle CRCT Proficiency Rates

CCRPI Level	Statewide Assessment	Student Group	2011 Proficiency Rate	2012 Performance Target	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target
Elementary / Middle	English Language Arts	State Target/All Students	90.7	91.5	92.3	93	93.8	94.6	95.4
		Asian/Pacific Islander	94.7	95.1	95.6	96	96.5	96.9	97.4
		Black	86.5	87.6	88.8	89.9	91	92.1	93.3
		Hispanic	89.5	90.4	91.3	92.1	93	93.9	94.8
		Alaskan/American Indian	91.5	92.2	92.9	93.6	94.3	95	95.8
		White	94.2	94.7	95.2	95.7	96.1	96.6	97.1
		Multi-Racial	93.3	93.9	94.4	95	95.5	96.1	96.7
		Students with Disabilities	70.7	73.1	75.6	78	80.5	82.9	85.4
		English Learners	80.9	82.5	84.1	85.7	87.3	88.9	90.5
		Economically Disadvantaged	86.8	87.9	89	90.1	91.2	92.3	93.4
Elementary / Middle	Mathematics	State Target/All Students	84.1	85.4	86.8	88.1	89.4	90.7	92.1
		Asian/Pacific Islander	93.5	94	94.6	95.1	95.7	96.2	96.8
		Black	75.8	77.8	79.8	81.9	83.9	85.9	87.9
		Hispanic	83.7	85.1	86.4	87.8	89.1	90.5	91.9
		Alaskan/American Indian	86.7	87.8	88.9	90	91.1	92.2	93.4
		White	90.4	91.2	92	92.8	93.6	94.4	95.2
		Multi-Racial	87.1	88.2	89.3	90.3	91.4	92.5	93.6
		Students with Disabilities	63.8	66.8	69.8	72.9	75.9	78.9	81.9
		English Learners	74.9	77	79.1	81.2	83.3	85.4	87.5
		Economically Disadvantaged	78	79.8	81.7	83.5	85.3	87.2	89
Elementary / Middle	Reading	State Target/All Students	92.8	93.4	94	94.6	95.2	95.8	96.4
		Asian/Pacific Islander	95	95.4	95.8	96.3	96.7	97.1	97.5
		Black	88.7	89.6	90.6	91.5	92.5	93.4	94.4
		Hispanic	92	92.7	93.3	94	94.7	95.3	96
		Alaskan/American Indian	94.8	95.2	95.7	96.1	96.5	97	97.4
		White	96.3	96.6	96.9	97.2	97.5	97.8	98.2
		Multi-Racial	95.4	95.8	96.2	96.6	96.9	97.3	97.7
		Students with Disabilities	75.4	77.5	79.5	81.6	83.6	85.7	87.7
		English Learners	84.8	86.1	87.3	88.6	89.9	91.1	92.4
		Economically Disadvantaged	89.6	90.5	91.3	92.2	93.1	93.9	94.8

Table 1.2. Georgia Milestones End-of-Grade Performance Targets 2015-2021

These targets are based on a weighted average where Beginning Learners earn 0.0 points, Developing Learners earn 0.5 points, Proficient Learners earn 1.0 point, and Distinguished Learners earn 1.5 points. Rates and targets include Georgia Milestones EOG and GAA Grades 3-8.

Statewide Assessment	Student Group	2015 Proficiency Rate	2016 Performance Target	2017 Performance Target	2018 Performance Target	2019 Performance Target	2020 Performance Target	2021 Performance Target
English/ Language Arts	State Target / All Students	60.3	63.6	66.9	70.2	73.5	76.8	80.1
	American Indian/Alaskan	62.8	65.9	69.0	72.1	75.2	78.3	81.4
	Asian/Pacific Islander	92.7	93.3	93.9	94.5	95.1	95.7	96.3
	Black	45.1	49.7	54.3	58.9	63.5	68.1	72.7
	Hispanic	51.3	55.4	59.5	63.6	67.7	71.8	75.9
	Multi-Racial	65.5	68.4	71.3	74.2	77.1	80.0	82.9
	White	72.8	75.1	77.4	79.7	82.0	84.3	86.6
	Economically Disadvantaged	47.5	51.9	56.3	60.7	65.1	69.5	73.9
	English Learners	36.3	41.6	46.9	52.2	57.5	62.8	68.1
	Students With Disability	31.6	37.3	43.0	48.7	54.4	60.1	65.8
Mathematics	State Target / All Students	63.8	66.8	69.8	72.8	75.8	78.8	81.8
	American Indian/Alaskan	65.7	68.6	71.5	74.4	77.3	80.2	83.1
	Asian/Pacific Islander	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	Black	46.2	50.7	55.2	59.7	64.2	68.7	73.2
	Hispanic	56.7	60.3	63.9	67.5	71.1	74.7	78.3
	Multi-Racial	67.5	70.2	72.9	75.6	78.3	81.0	83.7
	White	77.2	79.1	81.0	82.9	84.8	86.7	88.6
	Economically Disadvantaged	51.2	55.3	59.4	63.5	67.6	71.7	75.8
	English Learners	46.1	50.6	55.1	59.6	64.1	68.6	73.1
	Students With Disability	36.9	42.2	47.5	52.8	58.1	63.4	68.7

Table 2. Performance Targets Based on 2011-2017 EOCT Proficiency Rates

Statewide Assessment	Student Group	2011 Proficiency Rate	2012 Performance Target	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target
9th Grade Literature	State Target/All Students	82.2	83.7	85.2	86.7	88.1	89.6	91.1
	Alaskan/American Indian	82.9	84.3	85.8	87.2	88.6	90.0	91.5
	Asian/Pacific Islander	86.5	87.6	88.8	89.9	91.0	92.1	93.3
	Black	74.2	76.4	78.5	80.7	82.8	85.0	87.1
	Economically Disadvantaged	74.1	76.3	78.4	80.6	82.7	84.9	87.1
	Hispanic	76.4	78.4	80.3	82.3	84.3	86.2	88.2
	English Learners	45.7	50.2	54.8	59.3	63.8	68.3	72.9
	Multi-Racial	89.0	89.9	90.8	91.8	92.7	93.6	94.5
	Students with Disabilities	49.1	53.3	57.6	61.8	66.1	70.3	74.6
	White	89.7	90.6	91.4	92.3	93.1	94.0	94.9
American Literature	State Target/All Students	87.7	88.7	89.8	90.8	91.8	92.8	93.9
	Alaskan/American Indian	90.5	91.3	92.1	92.9	93.7	94.5	95.3
	Asian/Pacific Islander	92.0	92.7	93.3	94.0	94.7	95.3	96.0
	Black	82.2	83.7	85.2	86.7	88.1	89.6	91.1
	Economically Disadvantaged	81.8	83.3	84.8	86.4	87.9	89.4	90.9
	Hispanic	82.5	84.0	85.4	86.9	88.3	89.8	91.3
	English Learners	55.3	59.0	62.8	66.5	70.2	73.9	77.7
	Multi-Racial	91.1	91.8	92.6	93.3	94.1	94.8	95.6
	Students with Disabilities	55.2	58.9	62.7	66.4	70.1	73.9	77.6
	White	93.0	93.6	94.2	94.8	95.3	95.9	96.5
Mathematics I	State Target/All Students	61.3	64.5	67.8	71.0	74.2	77.4	80.7
	Alaskan/American Indian	61.8	65.0	68.2	71.4	74.5	77.7	80.9
	Asian/Pacific Islander	83.8	85.2	86.5	87.9	89.2	90.6	91.9
	Black	46.9	51.3	55.8	60.2	64.6	69.0	73.5
	Economically Disadvantaged	48.8	53.1	57.3	61.6	65.9	70.1	74.4
	Hispanic	55.8	59.5	63.2	66.9	70.5	74.2	77.9
	English Learners	38.7	43.8	48.9	54.0	59.1	64.2	69.4
	Multi-Racial	67.4	70.1	72.8	75.6	78.3	81.0	83.7
	Students with Disabilities	30.1	35.9	41.8	47.6	53.4	59.2	65.1
	White	72.9	75.2	77.4	79.7	81.9	84.2	86.5
Mathematics II	State Target/All Students	57.2	60.8	64.3	67.9	71.5	75.0	78.6
	Alaskan/American Indian	60.2	63.5	66.8	70.2	73.5	76.8	80.1
	Asian/Pacific Islander	82.3	83.8	85.3	86.7	88.2	89.7	91.2
	Black	40.8	45.7	50.7	55.6	60.5	65.5	70.4
	Economically Disadvantaged	43.7	48.4	53.1	57.8	62.5	67.2	71.9
	Hispanic	52.2	56.2	60.2	64.2	68.1	72.1	76.1
	English Learners	42.6	47.4	52.2	57.0	61.7	66.5	71.3
	Multi-Racial	62.8	65.9	69.0	72.1	75.2	78.3	81.4
	Students with Disabilities	25.2	31.4	37.7	43.9	50.1	56.4	62.6
	White	69.7	72.2	74.8	77.3	79.8	82.3	84.9

Table 2.2. Georgia Milestones End-of-Course Performance Targets 2015-2021

These targets are based on a weighted average where Beginning Learners earn 0.0 points, Developing Learners earn 0.5 points, Proficient Learners earn 1.0 point, and Distinguished Learners earn 1.5 points. Rates and targets include Georgia Milestones EOC and GAA Grade 11.

Statewide Assessment	Student Group	2015 Proficiency Rate	2016 Performance Target	2017 Performance Target	2018 Performance Target	2019 Performance Target	2020 Performance Target	2021 Performance Target
9th Grade Literature	State Target / All Students	61.5	64.7	67.9	71.1	74.3	77.5	80.7
	American Indian/Alaskan	65.3	68.2	71.1	74.0	76.9	79.8	82.7
	Asian/Pacific Islander	85.8	87.0	88.2	89.4	90.6	91.8	93.0
	Black	47.7	52.1	56.5	60.9	65.3	69.7	74.1
	Hispanic	54.2	58.0	61.8	65.6	69.4	73.2	77.0
	Multi-Racial	67.1	69.8	72.5	75.2	77.9	80.6	83.3
	White	73.1	75.3	77.5	79.7	81.9	84.1	86.3
	Economically Disadvantaged	49.6	53.8	58.0	62.2	66.4	70.6	74.8
	English Learners	23.8	30.2	36.6	43.0	49.4	55.8	62.2
	Students With Disability	22.1	28.6	35.1	41.6	48.1	54.6	61.1
American Literature	State Target / All Students	59.0	62.4	65.8	69.2	72.6	76.0	79.4
	American Indian/Alaskan	58.2	61.7	65.2	68.7	72.2	75.7	79.2
	Asian/Pacific Islander	82.3	83.8	85.3	86.8	88.3	89.8	91.3
	Black	44.3	48.9	53.5	58.1	62.7	67.3	71.9
	Hispanic	53.0	56.9	60.8	64.7	68.6	72.5	76.4
	Multi-Racial	65.4	68.3	71.2	74.1	77.0	79.9	82.8
	White	70.4	72.9	75.4	77.9	80.4	82.9	85.4
	Economically Disadvantaged	47.4	51.8	56.2	60.6	65.0	69.4	73.8
	English Learners	21.0	27.6	34.2	40.8	47.4	54.0	60.6
	Students With Disability	27.4	33.5	39.6	45.7	51.8	57.9	64.0

Table 2.2. Georgia Milestones End-of-Course Performance Targets 2015-2021 (continued)

Statewide Assessment	Student Group	2015 Proficiency Rate	2016 Performance Target	2017 Performance Target	2018 Performance Target	2019 Performance Target	2020 Performance Target	2021 Performance Target
Coordinate Algebra	State Target / All Students	56.4	60.0	63.6	67.2	70.8	74.4	78.0
	American Indian/Alaskan	58.5	62.0	65.5	69.0	72.5	76.0	79.5
	Asian/Pacific Islander	93.0	93.6	94.2	94.8	95.4	96.0	96.6
	Black	38.5	43.6	48.7	53.8	58.9	64.0	69.1
	Hispanic	47.9	52.2	56.5	60.8	65.1	69.4	73.7
	Multi-Racial	61.9	65.1	68.3	71.5	74.7	77.9	81.1
	White	70.9	73.3	75.7	78.1	80.5	82.9	85.3
	Economically Disadvantaged	42.5	47.3	52.1	56.9	61.7	66.5	71.3
	English Learners	24.6	30.9	37.2	43.5	49.8	56.1	62.4
Students With Disability	21.2	27.8	34.4	41.0	47.6	54.2	60.8	
Analytic Geometry	State Target / All Students	55.6	59.3	63.0	66.7	70.4	74.1	77.8
	American Indian/Alaskan	58.2	61.7	65.2	68.7	72.2	75.7	79.2
	Asian/Pacific Islander	97.8	98.0	98.2	98.4	98.6	98.8	99.0
	Black	37.2	42.4	47.6	52.8	58.0	63.2	68.4
	Hispanic	48.4	52.7	57.0	61.3	65.6	69.9	74.2
	Multi-Racial	62.1	65.3	68.5	71.7	74.9	78.1	81.3
	White	68.9	71.5	74.1	76.7	79.3	81.9	84.5
	Economically Disadvantaged	41.7	46.6	51.5	56.4	61.3	66.2	71.1
	English Learners	35.1	40.5	45.9	51.3	56.7	62.1	67.5
Students With Disability	26.3	32.4	38.5	44.6	50.7	56.8	62.9	

Graduation Rate

Georgia requires that each secondary school meet state standards regarding progress on its “graduation rate,” which will include performance above a statewide preset level or improved performance from the prior school year. (See Table 3 below.)

Table 3. Four-Year Cohort Graduation Rate Performance Targets**Four-Year Cohort Graduation Rate Targets**

Student Group	2015 Graduation Rate	2016 Graduation Target	2017 Graduation Target	2018 Graduation Target	2019 Graduation Target	2020 Graduation Target	2021 Graduation Target
State Target / All Students	78.8	80.6	82.4	84.2	86.0	87.8	89.6
American Indian/Alaskan	76.3	78.3	80.3	82.3	84.3	86.3	88.3
Asian/Pacific Islander	87.9	88.9	89.9	90.9	91.9	92.9	93.9
Black	75.2	77.3	79.4	81.5	83.6	85.7	87.8
Hispanic	72.0	74.3	76.6	78.9	81.2	83.5	85.8
Multi-Racial	80.2	81.9	83.6	85.3	87.0	88.7	90.4
White	82.8	84.2	85.6	87.0	88.4	89.8	91.2
Economically Disadvantaged	74.5	76.6	78.7	80.8	82.9	85.0	87.1
English Learners	56.4	60.0	63.6	67.2	70.8	74.4	78.0
Students With Disability	54.3	58.1	61.9	65.7	69.5	73.3	77.1

6.4 Migrant Student Performance Targets and Results

As initially established in the 2013 SDP, the revised SDP will set the state performance targets for migrant students on par with the performance targets set for all students in CRCT, EOG Milestones / EOC Milestones, Reading, English/Language Arts and Math (elementary and middle school level), EOCT in 9th Grade Literature, American Literature, Mathematics I and Mathematics II (high school level) and graduation rate performance targets in Georgia. So, as the all-student population is evaluated for progress (as established in the performance targets), so will migrant students be evaluated, statewide.

State-level academic performance data for migrant students is used by the Georgia MEP to ensure migrant student academic progress follows that of the all students' performance targets in the state. These data are also used by the Georgia MEP to develop program policy and to target specific migrant education projects and interventions that will increase the academic achievement and success of migrant children and youth statewide.

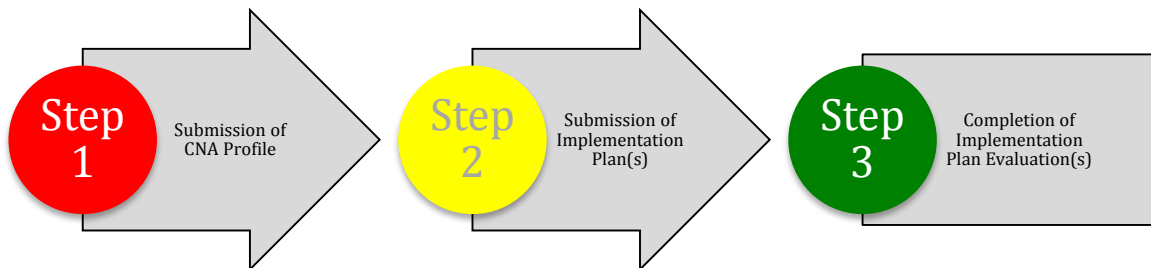
Section 7: Project Planning and the Georgia Continuous Improvement Cycle (GCIC)

7.1 Overview

The delivery of migrant-funded services are determined through a three-step project planning process that every LEA must follow in order to ensure fidelity in the Georgia Continuous Improvement Cycle (GCIC) of the Georgia MEP. The three steps in the project planning process for LEAs involve:

1. Submission of a CNA profile that captures the needs of the migrant population at the LEA level;
2. Submission of implementation plan(s) in order to establish academic support services to be provided with projected measurable outcome(s) and;
3. Completion of implementation plan evaluation(s) for each implementation plan submitted at the end of project cycle in order to validate actual measurable outcome(s) as projected on original implementation plan(s) submitted.

Figure 1. Project Planning Process for LEAs



All the data derived from the project planning process, along with implementation plan observations conducted by Georgia MEP staff and state performance data, will be compiled and reviewed by the Georgia MEP at the end of each school year to determine service delivery effectiveness in the Statewide Project Plan Evaluation Report within the framework of the CIC.

Figure 2. Complete Georgia Continuous Improvement Cycle (GCIC) of the Georgia MEP



7.2 Continuous Improvement Cycle (CIC) for the Georgia MEP

1. Comprehensive Needs Assessment (CNA) Profile Form (LEAs)

The district-level Comprehensive Needs Assessment (CNA) profile form is designed to provide LEAs with a seamless online solution for reporting the local needs of eligible migrant participants in their districts at the beginning of the academic year. Since this is Step 1 in the three-step trigger process for LEA project planning, a single district-level CNA profile form must be completed before migrant implementation plans from the district can be submitted for approval.

LEAs are walked through a series of questions in the CNA profile form so that they can complete and upload documentation supporting the identified needs in their district. The questions in the form are designed with a skip logic feature that will trigger new and/or additional questions based on a previous answer. This allows the state to capture an accurate picture of the needs of the MEP population in the district in order to ensure accountability, compliance and baseline data for overall fidelity. Once an LEA submits a complete CNA profile form, it receives an email notification containing the data submitted along with the online link to begin completing implementation plan(s).

Review Process: The two GaDOE regional office MEP coordinators are in charge of reviewing the information submitted by LEAs/consortium and either [Approve](#) or [Reject](#) a CNA Profile form based on the quality of its contents (both regional coordinators have been provided training to ensure consistency during the review process). State staff will also provide complete guidance and technical support to LEAs when asking them to complete, resubmit, amend or send additional supporting documentation for their CNA profile forms.

2. Implementation Plan Form (LEAs)

The Implementation Plan (IP) form is designed to provide the LEAs/consortium with a thorough process for completing their MEP project plans targeting academic services to be provided. The online interface resembles that of the CNA profile, in terms of form and function, and allows the LEAs/consortium to complete and submit their IP forms in a user-friendly, easy-to-navigate way. A single form must be completed for each IP to be implemented in the district during the school year.

As with the CNA profile form, the LEAs/consortium are walked through a series of questions in the IP form so that they can complete and upload documentation supporting their statements. The questions are designed with skip logic which will trigger a new and/or additional questions based on a previous answer, ensuring the Georgia MEP captures projected IP project information in order to ensure LEA/consortium accountability and compliance as well as establishing baseline data for overall fidelity. Once an LEA/consortium submits a complete IP form, they will get an email notification containing the data submitted along with the online link to the IP evaluation form that is completed within two (2) weeks of the project end date as indicated in the original IP forms submitted. Any changes to an IP project start or end date must be submitted in writing via email to the respective GaDOE regional office MEP coordinator thirty (30) days prior to the end date on the originally submitted IP project for proper review and

approval. After a decision is made, the GaDOE staff will notify the LEA/consortium whether changes have been approved or rejected.

Review Process: The two GaDOE regional office MEP coordinators are in charge of reviewing the information submitted by the LEAs/consortium and will either [Approve](#) or [Reject](#) an IP based on the quality of its contents (all regional coordinators have been provided training to ensure consistency during the review process). State staff will also provide complete guidance and technical support to the LEAs/consortium when asking them to complete, resubmit, amend or send additional supporting documentation to support their IP forms.

3. Implementation Plan Observation Form (Georgia MEP Staff)

This form is for Georgia MEP staff (resource specialists or RS) use only and is designed to provide our personnel with an easy way to document their observations of MEP project plans during their visits to LEAs (RS staff have been provided training to ensure consistency during the observation process). An electronic interface allows Georgia MEP staff to easily complete and submit their IP observation results through the convenience of using any device to complete them (laptop, tablet, smartphone, and/or any other mobile device with an internet browser). IP observation forms are used to determine whether IPs are operating as planned and to ensure that services provided by the LEAs/consortium are furthering the academic achievement of migrant participants.

GaDOE MEP RS staff typically complete IP observations forms during their visits to LEAs. Results and feedback collected are used to provide a quick snapshot of a given project with the objectivism and constructive, positive feedback it deserves. The data collected during these observations are shared with district MEP staff on a regular basis throughout the calendar year.

4. Implementation Plan Evaluation (LEAs/Consortium)

This is the final step for the LEAs/consortium in their project implementation process. This form is designed to provide the LEAs/consortium with a seamless solution for completing the evaluation of IPs in their districts. The online interface allows the LEAs/consortium to easily complete and submit their IP evaluations along with all required supporting documentation to validate their projects in a user-friendly, easy-to-navigate manner. The LEAs/consortium must complete and submit (within two weeks after the end of the project cycle) a single IP evaluation form for every IP approved in their districts during the year (including summer).

Similar to the CNA profile form and the IP form, the IP evaluation form interface walks the LEAs/consortium through a series of questions so that they can complete and upload any and all documentation supporting their statements. The questions in the form are also designed with the skip logic feature which triggers a series of new and/or additional questions based on a previous answer, ensuring the Georgia MEP captures the most accurate and actual IP evaluation information in order to ensure program accountability and compliance, as well as establishing the final data to be used for overall fidelity. In regard to data, the form reports the actual number of students served, the actual number of days/weeks/months of service delivery, any variations from the original IPs submitted, as well as documentation to support the final results provided on their evaluations. Based

on all this information, the LEAs/consortium, in good faith, report whether their IP outcomes met, exceeded, or did not meet goals. Beginning with the 2014-2015 school year, LEAs included specific performance results for Priority for Service (PFS) migrant children. This data include the number of PFS migrant children served within an IP as well as the number of PFS migrant children meeting or exceeding the goal of the IP.

Review Process: The two GaDOE regional MEP coordinators are in charge of reviewing the information submitted by the LEAs/consortium and will either **Approve** or **Reject** IP evaluation forms based on the quality of their contents (all regional coordinators have been provided training to ensure consistency during the review process). GaDOE MEP staff will provide complete guidance and technical support to the LEAs/consortium when asking them to complete, resubmit, amend or send additional supporting documentation to support their implementation plan evaluation forms.

5. Statewide Project Plan Evaluation (Georgia MEP)

This is the final step in the Georgia MEP's in Continuous Improvement Cycle. Many people believe that the evaluation process is about proving the success or failure of a program. This myth assumes that success is defined as implementing the perfect program and never having to hear from stakeholders, and thus the program will run itself perfectly. This doesn't happen in real life. Success is remaining open to continuous feedback and adjusting the program accordingly. Evaluation gives you this continuing feedback.

The Georgia MEP statewide project plan evaluation:

- facilitates the Georgia MEP's thinking about what its program is all about, how it identifies its goals and how it knows if it has met its goals or not;
- produces data or verifies results that can be used for effective service delivery methods and best practices; and
- fully examines, describes and continues to implement effective programs for duplication elsewhere in the state and nationwide.

As a result, the statewide project plan evaluation is designed to provide structured, statewide data about outcomes related to execution of the Georgia MEP statewide Service Delivery Plan. To this end, the Georgia MEP will, at the close of each academic year and summer, analyze all the information reported by the LEAs/consortium through the CNA profile, IPs, and IP evaluations, as well as state assessment data, in order to create a written comprehensive evaluation report; thus, culminating the Georgia Continuous Improvement Cycle (GCIC) of the Georgia MEP.

Section 8: Service Delivery

8.1 Service Delivery in the Measurable Program Outcome (MPO) Areas

The delivery of MEP services to migrant children and youth in Georgia must be in accordance with the Georgia MEP’s Measurable Program Outcomes (MPOs), which were identified during the most recent statewide CNA process. The broad nature of the MPOs allow for service delivery projects that meet the identified, documented needs of migrant children and youth as they relate to the OME’s seven areas of concern as well as two newly developed implementation goals targeting professional development and parental support in Georgia.

Area	Factor	Concern Statement	Indicator	MPO
Preschool Age	Access to Services, Educational Support in the Home	We are concerned that migratory preschool children do not have the academic and English language skills to be adequately prepared to start school.	Parent Survey Faculty/Staff Survey Feedback from State CNA stakeholders Feedback from Migrant Parents (PAC)	The Georgia Migrant Education Program will improve school readiness by providing developmentally appropriate at-home or facility-based projects focused on early literacy and mathematics. Improvement will be measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year and summer.

Area	Factor	Concern Statement	Indicator	MPO
Out-of-School Youth (OSY) and Dropouts (DO)	Access to Services, English Language Development, Educational Continuity, Health	We are concerned that migrant Out-of-School Youth (OSY) as well as Dropouts (DO) participants need prompt and readily available services in order to be provided relevant support services such as access to English Language acquisition opportunities, health services, and opportunities to re-enroll and or complete their high school diploma (for those that qualify).	OSY Survey Feedback from State CNA stakeholders Feedback from faculty & staff Feedback from Migrant Parents (PAC)	The Georgia Migrant Education Program will provide OSY and DO projects and services at the individual and group level based on needs outlined in the OSY and DO profile. Progress will be measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for OSY and DO served during the academic year and summer.

Language Barriers

Area	Factor	Concern Statement	Indicator	MPO
Reading	Instructional Time, School Engagement, English Language Development, Access to supplemental services (in school and after school)	We are concerned that migratory students (grades K-12) lack prerequisite skills to be successful at the Georgia Standards of Excellence (GSE) for Reading.	State Achievement Gap Data Feedback from State CNA stakeholders Feedback faculty & staff at school districts Feedback from Migrant Parents (PAC)	Migratory students in elementary, middle and high school will meet or exceed proficiency in Reading within the framework of the Georgia Standards of Excellence (GSE) for Reading as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year and summer.
Writing	Instructional Time, School Engagement, English Language Development, Access to supplemental services (in school and after school).	We are concerned that migratory children and youth lack the prerequisite skills to be successful at the Georgia Standards of Excellence (GSE) for Reading.	State Achievement Gap Data (Georgia's performance-based writing assessments reports grades 3,5, 8 and 11) Feedback from State CNA stakeholders Feedback from faculty & staff at local districts Feedback from Migrant Parents (PAC)	Migratory students in elementary, middle and high school will meet or exceed proficiency in writing within the framework of the Georgia Standards of Excellence (GSE) for Writing as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year and summer.
Mathematics	Instructional Time, School Engagement, Access to supplemental services (in school and after school)	We are concerned that migratory children and youth (grades K-12) lack a strong Mathematics foundation to be successful at the Georgia Standards of Excellence (GSE).	State Achievement Gap Data Feedback from State CNA stakeholders Feedback from Faculty & Staff at the local districts Feedback from Migrant Parents (PAC)	Migratory students in elementary, middle and high school will meet or exceed proficiency in Mathematics within the framework of the Georgia Standards of Excellence (GSE) for Math as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year and summer.

While both the Professional Development implementation goal and Parental Support implementation goal (see table below) established during the recent CNA process do not fit within the particular framework of OME’s Seven Areas of Concern, it is crucial to not overlook the changing demands for skilled professionals and teachers providing services to migrant participants. Providing instructional strategies training for teaching migrant children and youth ultimately play a direct role in giving migrant educators better tools to assist them in closing the migrant academic achievement gap. Likewise, the Parent Support implementation goal is designed to provide migrant parents with the necessary skills to assist their children in succeeding in school.

Area	Factor	Concern Statement	Indicator	Goal
Professional Development	<p>Changing demands for skilled paraprofessionals and teachers providing services to migratory participants.</p> <p>Fidelity of Implementation observations and surveys.</p>	We are concerned that Title I, Part C staff have limited access to job-embedded, instructionally focused, professional development opportunities designed for working with migratory children and youth throughout the school year and summer.	<p>Faculty/Staff survey</p> <p>Feedback from State CNA Stakeholders</p> <p>Feedback from Faculty & Staff</p> <p>Feedback from Migrant Parents</p>	Georgia Title I, Part C staff at the district level will improve their professional competencies when working with migratory participants in small group, home-based, or inclusion settings by participating in online courses and local training related to instructional duties and responsibilities and transferring professional development to these instructional settings.
Area	Factor	Concern Statement	Indicator	Goal
Parental Support	Language proficiency (English), School requirements & procedures, Adequate parental engagement skills	We are concerned that parents of migratory children and youth lack the necessary skills and knowledge (English language proficiency, understanding school requirements, school procedures, and parental engagement skills) to successfully participate as activate members in their children’s education.	<p>Feedback from State CNA stakeholders</p> <p>Feedback from Faculty & Staff at local districts</p> <p>Feedback from Migrant Parents (PAC)</p> <p>Feedback from migrant students</p>	Migratory parents will be offered services that will impact successful parental engagement practices in order to assist their children to succeed in supplemental academic and non-academic services provided by the Georgia Migrant Education program at the local or state level.

8.2 Service Delivery Strategies in Each Measurable Program Outcome (MPO)

One major shift from the previous SDP is the use of the implementation plan as the main performance measurement tool in LEA/consortium projects addressing migrant needs. What this means is that the previous use of CRCT, EOCT, Milestone’s End-of-Course assessments and/or any other standardized state assessment as the standard performance measurement tool has changed. The shift reflects the fact that there are too many variables that may have an impact outside of the supplemental services provided through the Migrant Education Program. Moving forward, the LEAs/consortium will use local formative assessments (i.e., pre and posttests, benchmarks, reading running records, rubrics) as measurements correlated to their project goals.

By requiring an LEA to detail needs and resulting projects that will be implemented to deliver supplemental instructional services to migrant children, the Georgia MEP will gain a better understanding of the overall instructional needs of our migrant children and youth and the supplemental projects that best meet those needs within the framework of the current five statewide MPOs. These plans serve to document and detail the project(s) that an LEA or the consortium will be implementing to increase migrant student achievement and for which migrant funds are being budgeted. These project plans must

address academic achievement needs that have been identified and prioritized through not only the state CNA process, but also a local needs assessment process involving a committee of stakeholders, including migrant parents, and ultimately reported in the LEA's/consortium's CNA profile form. Each implementation plan submitted includes the MPO area being addressed, the student grade level (elementary, middle, or high) or migrant group being served (Pre-K or OSY), type of supplemental service being provided (i.e. Tutoring, inclusion, after school program, etc.), identification of need/gap (narrative), data sources that justify the need/gap (narrative), the projected outcome (narrative), the resources and/or materials being used (research-based), the projected time/frequency of service delivery, and the staff involved in the supervision of the plan, as well as the staff involved in the delivery of services.

Statewide Measurable Program Outcomes (MPOs)

In order to ensure that locally developed and delivered services are provided in a timely meaningful, and structured way, it is important to analyze, prioritize, and disseminate in an ongoing fashion the needs within our migrant participants on a statewide basis. An area of mandatory focus is in Priority-for-Services (PFS) vs. Non-Priority for Services (Non-PFS) student achievement. Data analysis reveal gaps between the performance of our PFS and our non-PFS migrant children and youth in all areas assessed in the State Assessment program.

In order to ensure sensible and attainable MPOs for PFS students, the Georgia MEP requires that PFS migrant participants receive services before any other migrant participants at the same level. The Georgia MEP concentrates its efforts to strengthen the quality and effectiveness of supplemental instruction provided to PFS participants by continuing to strengthen and change (if and when needed) the professional development focus on improving the instructional capacity of staff working directly with our migrant PFS population. The research-based instructional strategies referenced henceforth and added to the current Service Delivery Plan (SDP) will be the focus of academic support provided by LEAs and the consortium and guided by the framework of our current MPOs.

Figure 4. 2013 PFS vs. Non-PFS Migrant Academic Performance Data (Grades 3-12)

2013 CRCT Reading							
Grade	3rd	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	85	20	46	19	76.47	-14.85
	Non-PFS	284	39	168	7	61.62	
Grade	4th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	78	19	48	11	75.64	10.55
	Non-PFS	239	33	154	52	86.19	
Grade	5th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	70	15	47	8	78.57	7.02
	Non-PFS	229	33	163	33	85.59	
Grade	6th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	85	8	58	19	90.59	-0.54
	Non-PFS	231	23	154	54	90.04	
Grade	7th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	74	12	50	12	83.78	10.60
	Non-PFS	196	11	157	28	94.39	
Grade	8th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	76	10	51	15	86.84	3.80
	Non-PFS	171	16	123	32	90.64	

2013 CRCT English and Language Arts (ELA)							
Grade	3rd	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	81	20	51	10	75.31	6.41
	Non-PFS	279	51	170	58	81.72	
Grade	4th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	76	20	46	10	73.68	13.87
	Non-PFS	241	30	171	40	87.55	
Grade	5th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	73	12	52	9	83.56	4.80
	Non-PFS	232	27	157	48	88.36	
Grade	6th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	85	21	55	9	75.29	10.73
	Non-PFS	229	32	158	39	86.03	
Grade	7th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	74	13	42	19	82.43	8.24
	Non-PFS	193	18	128	47	90.67	
Grade	8th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	71	7	56	8	90.14	-3.08
	Non-PFS	170	22	118	30	87.06	

2013 CRCT Mathematics							
Grade		Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	3rd						
	PFS	89	31	42	16	65.17	12.06
	Non-PFS	281	64	124	93	77.22	
	4th						
	PFS	79	28	40	11	64.56	16.85
	Non-PFS	242	45	148	49	81.40	
	5th						
	PFS	71	16	43	12	77.46	8.98
	Non-PFS	236	32	121	83	86.44	
	6th						
	PFS	84	22	57	5	73.81	3.31
	Non-PFS	236	54	155	27	77.12	
	7th						
	PFS	76	14	47	15	81.58	5.53
	Non-PFS	194	25	132	37	87.11	
	8th						
	PFS	78	23	46	9	70.51	7.77
	Non-PFS	175	38	109	28	78.29	
2013 Writing							
Grade		Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	8th						
	PFS	69	21	47	1	69.57	-2.28
	Non-PFS	162	53	105	4	67.28	
	HS						
	PFS	103	37	65	1	64.08	-1.74
	Non-PFS	154	58	96	0	62.34	

2013 EOCT							
Grade		Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	Algebra 1						
	PFS	3	3	0	0	0.00	33.33
	Non-PFS	3	2	1	0	33.33	
	Geometry						
	PFS	3	3	0	0	0.00	53.85
	Non-PFS	13	6	7	0	53.85	
	9th Literature						
	PFS	73	31	35	7	57.53	13.99
	Non-PFS	144	41	77	26	71.53	
	American Literature						
	PFS	81	23	54	4	71.60	8.98
	Non-PFS	103	20	75	8	80.58	
	Math 1						
	PFS	21	14	7	0	33.33	0.00
	Non-PFS	12	8	4	0	33.33	
	Math 2						
	PFS	68	42	25	1	38.24	9.26
	Non-PFS	120	63	56	1	47.50	
	Coordinate Algebra						
	PFS	73	61	12	0	16.44	8.22
	Non-PFS	146	110	35	1	24.66	

Figure 5. 2014 PFS vs. Non-PFS Migrant Academic Performance Data (Grades 3-12)

2014 CRCT Reading							
Grade	3rd	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	44	15	28	1	65.91	25.86
	Non-PFS	401	33	275	93	91.77	
Grade	4th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	34	13	19	2	61.76	32.07
	Non-PFS	308	19	184	105	93.83	
Grade	5th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	24	16	8	0	33.33	55.98
	Non-PFS	262	28	190	44	89.31	
Grade	6th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	29	15	13	1	48.28	48.30
	Non-PFS	263	9	181	73	96.58	
Grade	7th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	27	15	12	0	44.44	45.19
	Non-PFS	299	31	219	49	89.63	
Grade	8th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	22	9	11	2	59.09	36.30
	Non-PFS	217	10	147	60	95.39	

2014 CRCT English and Language Arts (ELA)							
Grade	3rd	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	44	21	22	1	52.27	36.70
	Non-PFS	399	44	293	62	88.97	
Grade	4th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	34	23	11	0	32.35	58.23
	Non-PFS	308	29	241	38	90.58	
Grade	5th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	24	13	11	0	45.83	43.86
	Non-PFS	262	27	188	47	89.69	
Grade	6th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	30	24	6	0	20.00	72.11
	Non-PFS	266	21	195	50	92.11	
Grade	7th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	26	15	11	0	42.31	46.95
	Non-PFS	298	32	188	78	89.26	
Grade	8th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
	PFS	21	10	9	2	52.38	39.71
	Non-PFS	215	17	159	39	92.09	

2014 CRCT Mathematics							
Grade		Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
3rd	PFS	52	41	9	2	21.15	62.59
	Non-PFS	406	66	177	163	83.74	
Grade	4th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
4th	PFS	38	30	8	0	21.05	63.34
	Non-PFS	314	49	173	92	84.39	
Grade	5th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
5th	PFS	24	21	3	0	12.50	75.42
	Non-PFS	265	32	157	76	87.92	
Grade	6th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
6th	PFS	34	29	4	1	14.71	67.15
	Non-PFS	270	49	191	30	81.85	
Grade	7th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
7th	PFS	30	24	6	0	20.00	66.36
	Non-PFS	308	42	210	56	86.36	
Grade	8th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
8th	PFS	25	23	2	0	8.00	72.63
	Non-PFS	222	43	134	45	80.63	
2014 Writing							
Grade	5th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
5th	PFS	136	44	85	7	67.65	5.94
	Non-PFS	212	56	143	13	73.58	
Grade	8th	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
8th	PFS	85	36	49	0	57.65	9.51
	Non-PFS	137	45	90	2	67.15	
Grade	HS	Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
HS	PFS	140	33	96	11	76.43	-0.49
	Non-PFS	212	51	156	5	75.94	

2014 EOCT							
Grade		Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
039TH – Ninth Grade Literature and Composition (Revised Aug)	PFS	106	36	57	13	66.04	2.99
	Non-PFS	155	48	84	23	69.03	
Literature and Composition (Revised Aug 2013)		Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
Literature and Composition (Revised Aug 2013)	PFS	67	21	36	10	68.66	5.87
	Non-PFS	106	27	66	13	74.53	
11CAL-Coordinate Algebra (Revised Aug 2013)		Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
11CAL-Coordinate Algebra (Revised Aug 2013)	PFS	109	93	13	2	13.76	5.06
	Non-PFS	170	138	30	2	18.82	
12AGE-Analytic Geometry (Revised Aug)		Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
12AGE-Analytic Geometry (Revised Aug)	PFS	53	44	9	0	16.98	6.83
	Non-PFS	126	96	27	3	23.81	
02GEO Geometry		Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
02GEO Geometry	PFS	3	2	1	0	33.33	-33.33
	Non-PFS	0	0	0	0	0.00	
10MA2-Mathemaitcs		Total Tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	Gap
10MA2-Mathemaitcs	PFS	10	8	2	0	20.00	13.33
	Non-PFS	12	8	4	0	33.33	

Figure 6. 2015 PFS vs. Non-PFS Migrant Academic Performance Data (Grades 3-12)

2015 Milestones End-of-Course Assessment					
Migratory Priority for Services (PFS) Student Performance Compared to Non-PFS Migratory Students					
Subject Area	Number Tested	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner
American Literature	Migratory PFS 45	58	36	6	0
	Migratory Non-PFS 100	43	34	22	1
Analytic Geometry	Migratory PFS 55	58	33	7	12
	Migratory Non-PFS 132	41	41	16	2
Coordinate Algebra	Migratory PFS 81	53	41	6	0
	Migratory Non-PFS 154	37	37	25	1
9 th Literature	Migratory PFS 63	38	54	8	0
	Migratory Non-PFS 134	27	50	22	1

2015 Milestone End-of-Grade Assessment					
Migratory Priority for Services (PFS) Student Performance Compared to Non-PFS Migratory Students					
Mathematics					
Grade Level	Number Tested	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner
Grade 3	Migratory PFS 162	27	44	25	4
	Migratory Non-PFS 299	26	49	23	2
Grade 4	Migratory PFS 116	34	52	13	1
	Migratory Non-PFS 264	23	52	23	2
Grade 5	Migratory PFS 75	55	36	8	1
	Migratory Non-PFS 210	25	44	25	6
Grade 6	Migratory PFS 69	57	41	3	0
	Migratory Non-PFS 176	23	52	22	3
Grade 7	Migratory PFS 73	43	49	7	1
	Migratory Non-PFS 174	25	56	18	1
Grade 8	Migratory PFS 75	36	55	9	0
	Migratory Non-PFS 184	21	53	21	5

English Language Arts					
Grade Level	Number Tested	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner
Grade 3	Migratory PFS 153	61	27	10	2
	Migratory Non-PFS 289	46	35	18	1
Grade 4	Migratory PFS 104	61	32	7	0
	Migratory Non-PFS 258	41	41	17	1
Grade 5	Migratory PFS 60	65	25	10	0
	Migratory Non-PFS 206	38	44	17	1
Grade 6	Migratory PFS 64	67	27	6	0
	Migratory Non-PFS 176	48	31	19	2
Grade 7	Migratory PFS 63	59	37	4	0
	Migratory Non-PFS 169	43	41	16	0
Grade 8	Migratory PFS 66	52	38	9	1
	Migratory Non-PFS 179	32	45	22	1

The following tables present each of the statewide MPOs, strengths, weaknesses, opportunities, threats, progress indicators as well as the implementation strategies.

MPO #1

The Georgia Migrant Education Program will improve school readiness by providing age-appropriate at-home or facility-based projects focused on early literacy and mathematics. Improvement will be measured by district-level implementation plans showing an incremental 5%-point growth/improvement for students served during the academic year and summer.

<p><u>Strengths</u> In the home (teaching parents) One on one Parents learn as well School-based state Pre-K Staff – Passionate</p>	<p><u>Weaknesses</u> At home enforcement of skills taught Curriculum Language Not enough time Schedules and time</p>
<p><u>Opportunities</u> Build relationships with parents/older siblings Can be year round Pre-K (Bright from the Start) Summer School Teaching in home language</p>	<p><u>Threats</u> Home environment Mobility Safety concerns Transportation</p>

Progress Indicators

- Increased percentage of preschool children served with an academic or support service
- Progress Monitoring: informal formative assessments between pretest and posttest
- Implementation Plan Evaluations

Implementation Strategies

- Conduct training for migrant staff on maximizing schedules to serve preschool children
- Conduct training for staff working with migrant preschool children:
 - Assessments – use of the preschool assessment tool (Reading and Math) developed by the Preschool Initiative Consortium
 - Curriculum – GA Pre-Kindergarten standards; developmentally appropriate activities
 - Instructional Strategies – research based strategies focused on preschool children in classroom or home settings
 - Parent Engagement – working with parents to engage with their children and to support skill development
- SEA Longitudinal studies to compare:
 - P3 that receive services versus those that didn't
 - Kindergarten performance of migrant children served by the MEP compared to non-migrant children; compared to migrant children not served by the MEP

- Observe preschool services to ensure fidelity of implementation; transfer of professional development/training to the instructional setting

MPO #2

The Georgia Migrant Education Program will provide OSY and DO projects and services at the individual and group level based on needs outlined in the OSY and DO profile. Progress will be measured by district-level implementation plans showing an incremental 5%-point growth/improvement for OSY and DO served during the academic year and summer.

<p><u>Strengths</u> Conducting work at individual/group level Opportunity to break cycle</p>	<p><u>Weaknesses</u> Discouragement Lack of opportunities to serve Limited resources Mobility Safety/security Staff Students pulled toward work, inability to pay for participation Time – Too late in evenings or too early</p>
<p><u>Opportunities</u> Job Opportunities Learn language To break cycle To get GED</p>	<p><u>Threats</u> Challenge in obtaining student buy-in/support Immigration Living Areas OSY lack of transportation</p>

Progress Indicators

- Increased percentage of OSY/DO with an OSY/DO profile
- Increased percentage of OSY/DO served with an academic service and/or support service
- Increased use of the GOSOSY materials by migrant staff
- Implementation Plan Evaluations

Implementation Strategies

- Identify OSY/DO needs using the OSY/DO profile developed by the GOSOSY Consortium
- Conduct training for migrant staff on maximizing schedules to serve OSY/DO
- Conduct training for migrant staff on the GOSOSY materials and resources
- Conduct training for migrant staff on how to teach OSY/DO requesting English instruction
- Develop or identify more advanced English workbooks; materials for English instruction
- Develop and implement protocols and materials for working with OSY/DO on pre-High School Equivalency Program (HEP) preparation
- Observe OSY/DO services to ensure fidelity of implementation; transfer of professional development/training to the instructional setting

MPO #3

Migratory students in elementary, middle, and high school will meet or exceed proficiency in Reading within the framework of the Georgia Standards of Excellence for Reading as measured by district-level implementation plans (IP) showing an incremental 5%-point growth/improvement for students served during the academic year and summer.

<p><u>Strengths</u> 5% is reasonable Focus on Reading will increase Writing and Math Literacy Key to Success Opportunity to exceed goal</p>	<p><u>Weaknesses</u> Challenge to identify and address the student’s individual needs Flexibility to adapt and plan according to local needs Language Mobility Opportunities Poverty</p>
<p><u>Opportunities</u> Increase focus on Reading during school year and Summer programs.</p>	<p><u>Threats</u> Adequate staff Uneven level of resources at the district level</p>

Progress Indicators

- Progress Monitoring: informal formative assessments between pre and posttests
- Implementation Plan (IP) Evaluations

Implementation Strategies

- Conduct training for migrant staff on maximizing schedules
- Develop procedures or protocols for migrant staff to communicate and plan with classroom/content teachers to focus targeted support to the individual migrant student
 - prepare for inclusion time in the classroom
 - prepare for supplemental time (before/after school, home tutoring, etc.)
- Provide Reading specific professional development for teachers
 - Word recognition; word decoding strategies
 - Comprehension
 - Fluency
 - Using various resources and materials
- Use of research-based Reading instructional strategies to include: graphic organizers, modeling, use of hands-on materials, previewing, and re-teaching
- Observe Reading services to ensure fidelity of implementation; transfer of professional development/training to the instructional setting

MPO #4

Migratory students in elementary, middle, and high school will meet or exceed proficiency in Writing within the framework of the Georgia Standards of Excellence for Writing as measured by district-level implementation plans showing an incremental 5%-point growth/improvement for students served during the academic year and summer.

<p><u>Strengths</u> Attainable Important focus on writing</p>	<p><u>Weaknesses</u> ELs</p>
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	High school does not have a formal assessment in a class with an SLO Seeing relevance in writing Variety in the timeline of kids achieving goal
<u>Opportunities</u> School focus on Writing skills SS focus on writing Writing in home language	<u>Threats</u> Good instruction may only be available in some districts Mobility (no time to teach student the skills for writing) Tutors not knowing writing skills

Progress Indicators

- Progress Monitoring: informal formative assessments between pre and post tests
- Implementation Plan Evaluations

Implementation Strategies

- Conduct training for migrant staff on maximizing schedules
- Develop procedures or protocols for migrant staff to communicate and plan with classroom/content teachers to focus targeted support to the individual migrant student
 - prepare for inclusion time in the classroom
 - prepare for supplemental time (before/after school, home tutoring, etc.)
- Embed writing and writing instruction in all MEP supplemental opportunities (before/after school, tutoring, summer)
- Provide professional development for migrant staff to support writing instruction
 - use of skills/strategies for English learners
 - basic writing elements
 - scaffolding writing instruction
- Use of research-based writing instructional strategies to include: graphic organizers, modeling, use of hands-on materials, previewing, and re-teaching
- Observe Writing services to ensure fidelity of implementation; transfer of professional development/training to the instructional setting

MPO #5

Migratory students in elementary, middle, and high school will meet or exceed Mathematics proficiency within the framework of the Georgia Standards of Excellence for Math as measured by district-level implementation plans showing an incremental 5%-point growth/improvement for students served during the academic year and summer.

<u>Strengths</u> 5% goal is a realistic goal Ability to include stake holders/state and us experts to tap in to their expertise. MEP staff able to build basic math skills.	<u>Weaknesses</u> Challenge among tutors to support students in math Challenges facing migrant parents to support student learning at home Internet access for virtual learning Limited Reading and Writing skills Previous academic retentions Spanish online support given at an academic level that may exceed student ability
<u>Opportunities</u>	<u>Threats</u>

<p>Exceed the goals Focus across state in improving math performance Include SSPs in all math Professional Development so they understand how math is different from when they attended school Online Spanish instruction Share best practices Summer Programs Use technology to improve skills</p>	<p>Challenge of providing high quality instruction/support Depend on technology as their only resource Inclusion of Writing in math curriculum Moving</p>
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Progress Indicators

- Progress Monitoring: informal formative assessments between pre and post tests
- Implementation Plan Evaluations

Implementation Strategies

- Conduct training for migrant staff on maximizing schedules
- Develop procedures or protocols for migrant staff to communicate and plan with classroom/content teachers to focus targeted support to the individual migrant student
 - prepare for inclusion time in the classroom
 - prepare for supplemental time (before/after school, home tutoring, etc.)
- Provide math specific professional development for teachers
 - Supporting basic math concepts and skill development
 - Using various resources and materials
- Use of research-based Mathematics instructional strategies to include: graphic organizers, modeling, use of hands-on materials, previewing, and re-teaching
- Observe Mathematics services to ensure fidelity of implementation; transfer of professional development/training to the instructional setting

Implementation Goals

The Georgia MEP, along with CNA stakeholders, identified two goals that are not academic related but will benefit the education of migrant children statewide. The first goal was initially established in the 2013 CNA/SDP report and it provides for professional development opportunities for migrant staff at the district level (LEAs). The main objective is to provide local migrant staff with the competencies needed when working with and or providing relevant academic and supplemental services to migrant children and youth. The second goal aims to provide parental support resources and strategies to migrant parents in order to provide a solid foundation to help their children succeed in their academic endeavors. These state goals presented hereinafter are:

Implementation Goal #1

Georgia Title I, Part C staff at the district level will improve their professional competencies when working with migrant participants in small group, home-based, or inclusion settings by participating in online courses and local training related to instructional duties and responsibilities and transferring professional development to these instructional settings.

<p><u>Strengths</u> Aggressive MEP Coordinator to work with system Professional Development to include SSPs Availability of resources Consistent Easy access online Must think out of the box for Professional Development SSP aware of unique student needs Students’ academic achievement</p>	<p><u>Weaknesses</u> Lack of financial resources Local training – not easily accessed No one asking to include SSPs Not always targeting specific needs of students Number of classes for one SSP</p>
<p><u>Opportunities</u> Aggressive MEP Coordinator to work with system Professional Development to include SSPs Local – tailored to specific needs PL provided by MEP</p>	<p><u>Threats</u> Communication – school staff understanding SSPs’ responsibilities. Funding Lack of support from local LEA Local training – possible uneven quality (content and delivery)</p>

Progress Indicators

- Conduct On-going Instructional Strategy Training
- Complete Observations of implementation plans and the feedback given afterwards; fidelity of implementation surveys
- Offering online training (PDNow)

Implementation Strategies

- Certified teachers as mentors within schools (Elementary, Middle, and High)
- Districts provide professional development to migrant staff directly related to instructional duties and responsibilities
- SEA and LEA training for working in an inclusion setting
- SEA to provide regular training/webinars that focus specifically on state curriculum.

Resource Specialists offer webinars for Q&A and Instructional Strategy questions

Implementation Goal #2

Migratory parents will be offered services that will impact effective parental engagement practices in order to assist their children to succeed in supplemental academic and non-academic services provided by the Georgia Migrant Education Program at the state level.

<p><u>Strengths</u> Empower parents Raise academic achievements of students</p>	<p><u>Weaknesses</u> Funding “services” Lack of promotion Lack of transportation Language Need to define “services” Reading/Writing Too narrow definition of family engagement</p>
<p><u>Opportunities</u> EL classes Take advantage of school Parent Involvement Programs</p>	<p><u>Threats</u> Immigration Lack of time Life realities</p>

Understanding educational practices	Poverty
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Progress Indicators

- Increased participation by migratory parents in school meetings/activities
- Parent training surveys

Implementation Strategies

- Provide training to parents on specific tips for navigating the school environment:
 - Contacting a teacher or principal or counselor
 - Understanding the weekly folder, mid-term report, report card
 - Helping with homework; supporting Reading, Writing, and Math
 - Attending meetings and conferences
- Provide training for parents on specific transition periods:
 - Preschool to Elementary
 - Elementary to Middle
 - Middle to High School
 - High School to Career/College

8.3 What About High School Graduation?

As a subgroup, with its inherent reporting challenges, migrant students appear to be not graduating from high school at the same rate as all students. A significant number of migrant students continue to drop out of school before entering high school, and of those who do enter high school, few actually graduate. Additionally, those migrant students enrolled in a Georgia high school but ultimately graduating from another in another state are often counted as drop-outs due to the difficulty of maintaining contact with this highly mobile population. The data provided by the *Georgia Governor's Office of Student Achievement* point to the discrepancies between migrant students and all students. Although the graduation gap appeared to be on a slow decline since the 2013 CNA report data, many migrant students currently continue to struggle to succeed within the fray of high school graduation requirements and the migrant lifestyle.

Figure 7. High School Graduation Rate of Migrant Students in Georgia

(Migrant vs. Non-Migrant Data)

Graduation Rate	Migrant	All Students
2012-2013	51%	71.8%
2013-2014	56.7%	72.6%
2014-2015	67%	78.8%

Source: Governor's Office of Student Achievement

The 2013 CNA established a statewide goal that targeted high school graduation and required LEAs to make a documented effort to close the high school graduation gap by implementing project plans impacting academic achievement and drop-out prevention. Most of the implementation plans submitted by LEAs throughout the course of the subsequent four years targeted particular subject areas such as English/Language Arts, Reading, Writing and Math - where students were failing or at risk of failing. However, most LEAs could not demonstrate a direct correlation between their projected outcomes in these plans and the overall impact on high school graduation among migrant high school students. The Georgia MEP understands that high school graduation for highly

mobile migrant students cannot be measured by a single state instrument, but by efforts targeting the multiple academic and other issues affecting graduation for this group. Thus, the lack of a specific high school graduation goal in the current CNA is not the result of overlooking the importance of this concern area but rather it is the ultimate goal of the Georgia MEP. And so, the Georgia MEP will continue to monitor, on a yearly basis, the overall progress of migrant students toward graduation and will work closely with LEAs and the consortium to ensure their various project plans at the elementary, middle and high school levels ultimately result in keeping students on track for graduation in Georgia or in other states. Additionally, the Georgia MEP, in collaboration with Georgia Southern University, Abraham Baldwin Agricultural College, Georgia Military College, the University of North Georgia, Valdosta State University, Wiregrass Technical College, Albany State University, Lanier Technical College, Savannah State University, Armstrong Atlantic State University, Georgia Gwinnett College and the University of Georgia – Fanning Institute, will continue to expose migrant middle and high school students to college day experiences, summer college campus experiences, and leadership programs whose purpose is to not only encourage the academic success of migrant students in school, but also foster interest in their pursuit of post-secondary education opportunities.

8.4 What about Migrant Parents?

The Georgia MEP facilitates local, regional, and state Parent Advisory Council (PAC) meetings, which take place three times per year. Prior to each state PAC meeting, the regional MEP offices host regional PAC meetings and prior to the regional PAC meetings, the LEAs conduct local PAC meetings. The purpose of these meetings is to allow PAC members to discuss pertinent issues with other migrant parents from the district and region before bringing input to the state level. At the local and regional level, these gatherings also provide an opportunity for parent workshops and training on a variety of topics including supporting Reading and Mathematics at home, helping with homework, working with school personnel, and other issues facing migrant students.

The development, implementation, and evaluation stages of the SDP are vetted with the state and regional PACs. At each meeting, the PAC members are given updates on the progress of the Georgia MEP, and feedback is continuously requested from members. Some suggestions made by the state PAC in regard to increasing migrant parent participation include: making sure that families of migrant students know what to do to navigate the school system better once they arrive, creating a list of helpful social service resources and advocacy organizations that families can call on, and educating migrant parents on how to help their children with school work in the home. These suggestions made by the migrant parents have been taken into consideration in the new statewide goals and will be accomplished through various project plans for migrant students, as well as some state-led initiatives.

Although migrant funds cannot be used in project plans serving migrant parents exclusively, they may still benefit from indirect services provided to their children and from parent involvement initiatives by the district. For instance, a project plan that targets school readiness or a plan that targets English language acquisition for migrant children

and youth may allow migrant parents to participate if the projected outcome is such that the impact on parents will correlate to the success of migrant participants being served.

8.5 Intrastate and Interstate Coordination of Services

Interstate and intrastate coordination of the state MEP and its local projects with other relevant programs and local projects in the state and in other states is a priority of the Georgia MEP. Recognizing that MEP funds cannot address all of the needs for migrant students, local and state MEP staff consistently work with other programs, agencies, organizations, and foundations to coordinate services. The Georgia MEP is an academic supplemental program and coordination efforts, when needed, are focused on removing a wide array of obstacles or barriers to student success in school.

Intrastate Coordination

Georgia MEP staff at the state and local level are expected to involve themselves with other migrant educators and organizations across the state. MEP state staff is provided the opportunity to meet on a prescribed regular basis to discuss relevant issues and problem solving in order to support the work of the local program. This intrastate effort proves to strengthen the consistency of the program statewide and offers a larger degree of program standardization and cross-pollination of effective ideas and services.

The state and local MEP staff regularly coordinates with other GaDOE programs as well as other state, public, and private agencies who impact and work with the state's migrant children and youth populations. Current collaborations include the Department of Labor, Hispanic Scholarship Fund, Telemon, Head Start, the High School Equivalency Program (HEP), the College Assistance Migrant Program (CAMP), the Department of Family and Children's Services, the Department of Early Care and Learning, and Migrant Farmworker Clinics around the state. The networks created by the state and local MEP staff are important connections in providing academic and supplemental service support to migrant students in Georgia. Georgia MEP state staff lead webinars, workshops and information sessions for professional organizations at the local and state levels and participate in meetings of community-based organizations that serve migrant families.

Interstate Coordination

The Georgia MEP state and local staff are an important link in the ability to effectively serve migrant children through the appropriate coordination of support services with other states. Many migrant students in Georgia move frequently between our state and Florida, as well as other states. MEP state and local staff work to the best of their ability to ensure a smooth transition for students.

The Georgia MEP currently participates in the nationwide records transfer protocol whereby eligible migrant students known to be relocating to another state are referred to the receiving state via the Migrant Student Information Exchange (MSIX) system. MSIX is a vital component to interstate coordination as it provides a timely sharing of academic records for migrant students.

The Georgia MEP is also a participating member in three Consortium Incentive Grants (CIG) funded by the Office of Migrant Education at the U.S. Department of Education.

These three CIGs are titled Graduation and Opportunities and Services for Out-of-School Youth (GOSOSY), Preschool Initiative (PI) and Identification and Recruitment Rapid Response (IRRC).

IRRC - The State Education Agencies (SEAs) partnering on the Identification & Recruitment Rapid Response Consortium (IRRC) include the lead state of Nebraska, Arizona, Colorado, Delaware, Georgia, Illinois, Iowa, Kansas, Maine, Massachusetts, New Mexico, New York, Oklahoma, South Carolina, and Tennessee are working together to promote the absolute priority to develop and provide services to improve the proper and timely identification and recruitment (ID&R) of eligible migratory children whose education is interrupted.

GOSOSY - This is a consortium of 29 State Education Agencies (SEAs) of AL, DL, FL, GA, IA, IL, KS (lead State), KY, MA, MS, NE, NH, NJ, NY, NC, PA, SC, TN, VT, AK, AR, CA, CO, MD, MO, MT, OR, WA, and WI. This group is focused on two key national objectives: decrease the dropout rate of migratory students whose education is interrupted and improve their high school completion rate; and improve the educational attainment of out-of-school (OSY) migratory youth whose education is interrupted. This underserved population is the fastest growing sub-group within the Migrant Education Program.

PI - The Preschool Initiative (PI) is a Consortium Incentive Grant (CIG) that aims to assist state MEPs with laying an educational foundation that will lead to increased parent engagement and improved migrant student performance across academic disciplines. The following states participate in this consortium: Alaska, Hawaii, Oregon, Washington, Idaho, Montana, Colorado, Missouri, Georgia, Florida, New York, Maine, Pennsylvania (lead state).

Section 9: Evaluation

Section 1304(c)(5) of the Elementary and Secondary Education Act (ESEA) requires states to conduct a program evaluation for the Migrant Education Program. The purpose of conducting an evaluation of the Georgia Migrant Education Program is to examine program effectiveness and results of implemented program activities.

9.1 General Evaluation of Program Projects and Services

The Georgia MEP will conduct a statewide summary evaluation of all program projects and services based on the guidance and suggestion delineated in the *Migrant Education Program Toolkit*⁹ at the end of every academic year. In order to prepare for, conduct, and report on a statewide evaluation plan of the Georgia Title I, Part C Migrant Education Program, the Georgia MEP will:

- Conduct a review of current and existing data, data sources and related reports generated by the state, regional, and/or local migrant projects;
- Disaggregate statewide assessment data and compare the progress of migrant students compared with non-migrant students; disaggregate statewide assessment data and compare migrant PFS students with non-PFS and non-migrant students;
- Review and compare the performance of migrant PFS students and migrant non-PFS students within the national Government Performance and Results Act (GPRA) measures;
- Conduct on-site visits at the local project levels for the purpose of conducting implementation plan observations and gathering additional facts and information relative to project plans and;
- Analyze the information gathered and create a written evaluation incorporating implications and recommendations for overall program improvement, marking the close of the Georgia Continuous Improvement Cycle (GCIC) for the Georgia MEP.

9.2 Evaluation Components

1. Data Collection

The data collection and analysis tools used included: 1) information stored in COESTAR, which is the statewide migrant database created by TROMIK; 2) the information from the most recent Consolidated State Performance Report (CSPR) Parts I and II; 3) statewide assessment data and annual report card by the GaDOE; and 4) data collected through the CNA profile, implementation plan, implementation plan observations and implementation plan evaluation forms.

2. Implementation Plan Observations

As previously outlined, in order to determine whether an LEA implementation plan strategy is effective and to document its impact on migrant children, the Georgia MEP

Migrant Education Program Evaluation Toolkit: A Tool for State Migrant Directors, August, 2012 by the Office of Migrant Education (OME) For most recent version, visit <http://results.ed.gov/sites/results.ed.gov/files/pe-toolkit.pdf>
2016 Statewide Service Delivery Plan (SDP)

has developed a systematic method to monitor and evaluate each implementation plan submitted by an LEA.

3. Implementation Plan Evaluations

Implementation plan evaluations are summative evaluations in that they focus on the extent to which programs are delivered as intended and participants show growth based on the plan objective. This evaluation is done in order to determine project effectiveness, specifically, whether or not the anticipated goals and objectives of the project were met, identify areas in which children may need different MEP services, and ultimately improve future program planning. The project evaluations serve to document and detail the results of the project(s) that the LEA implemented to increase migrant student achievement through direct supplemental academic support, and for which migrant funds were budgeted and utilized.

4. Data Analysis

Program evaluation requires analyzing and interpreting data in order to make decisions about programs such as what project plans to implement, what project plans to continue, which project plans to improve, and how to improve them. The data analysis process will interpret both quantitative and qualitative data and will include implementation plan growth data and statewide assessment data.

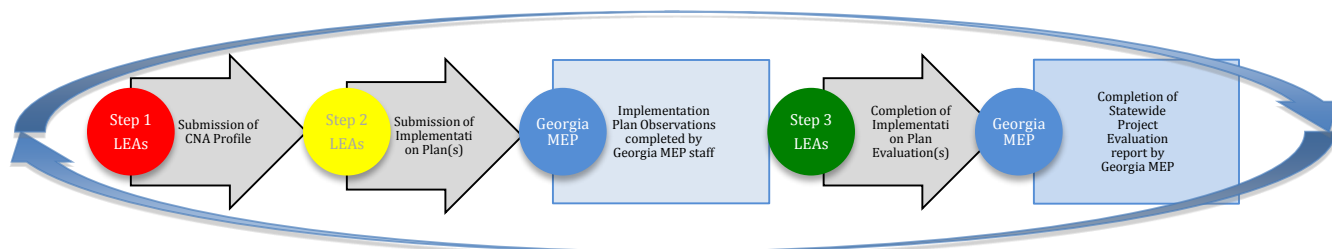
5. Written Statewide Evaluation Report

State Migrant Education Programs (MEPs) are required by statute to develop a written evaluation of their MEPs and utilize the evaluations to guide program improvement. Again, the Georgia MEP will produce a complete written report every three (3) years which will include all the evaluation components (implementation plan evaluations, state assessment data, state performance targets, and participant summary data) in order to examine program effectiveness and results of implemented program activities.

After producing the evaluation report, it will be shared with State MEP stakeholders in order to reconvene the CNA and SDP committees to look at evaluation results related to the Measurable Program Outcomes (MPOs) for specific Georgia MEP services.

The Continuous Improvement Cycle (CIC) of the Georgia MEP

This is a modified version of OME’s Continuous Improvement Cycle described in the *Migrant Program Evaluation Toolkit* and represented in the figure below:



- The cycle begins with submission of the CNA profile form by LEAs.

- The cycle continues with submission of the Implementation Plan form(s) by LEAs.
- The cycle later moves on to Implementation Plan observations completed by the Georgia MEP.
- The cycle then moves on to submission of Implementation Plan evaluations by LEAs.
- The cycle finally ends with the completion of the Statewide Project Evaluation Report where program effectiveness and results of implemented program activities are examined and then recommendations by the Georgia MEP and its stakeholders are made for overall program improvement.

Section 10: Additional Service Delivery Components

10.1 Identification & Recruitment

The Title I, Part C Migrant Education Program (MEP), through this state identification and recruitment (ID&R) plan, will strive to meet and fully comply with all federal regulations and guidelines pertaining to the identification and recruitment of migrant children in the state.

To achieve this goal, the Georgia MEP establishes the following measurable objectives:

Objective 1: The state will ensure the quality and consistency of statewide recruitment through uniform training of all personnel working for the Georgia MEP in identification and recruitment. 70% of all personnel working for the Georgia MEP will be certified as “novice” recruiters on an annual basis.

Objective 2: The state will identify and recruit all eligible migrant children present in the state during each program year from September 1 to August 31. The state will analyze historical data, both on a month-to-month and annual basis, to compare migratory influx and enrollment trends to ensure that child identification and recruitment patterns remain logical and consistent.

Objective 3: The identification and recruitment of all eligible children will be completed within three months of their arrival in 70% of the cases.

Objective 4: The integrity of the migrant child roster will be of paramount importance to the Georgia MEP. Integrity will be measured through a strict quality control process with an annual misidentification rate under 4%.

Objective 5: At no time will the state, or any of its sub-grantees, establish any recruitment quotas or any procedure or rule that would act as a quota. The state will have zero tolerance for any situations anticipating an amount or percentile of children to be recruited.

Strategies

In order to meet the objectives of the state ID&R Plan, the following strategies will be used:

1. Recruitment Model

The state will use a combination recruitment model, which consists of both state and district level recruitment efforts. The state recruiters, employed by the GaDOE and assigned to one of two regions in the state, will be under the direct supervision of the state. District recruiters, hired by the school districts, will be monitored by both their district supervisors and the state staff. All recruiters will follow the Georgia MEP recruitment guidelines.

2. ID&R Training

Personnel working for the Georgia MEP, in any capacity, will attend three formal and other “as needed” informal trainings conducted throughout the year. Uniform training materials will be prepared by the state ID&R coordinator and will be based on the most current versions of the following publications: Office of Migrant Education (OME) Non-Regulatory Guidance, GA ID&R Handbook, and GA ID&R Certification Manual. The

trainings will focus on appropriately applying the state’s ID&R policies and procedures, as well as discussions regarding identified problem areas in the state’s ID&R efforts and work. Such cases will be identified based on an on-going analysis of the certificate of eligibility (COE) error reports maintained by the state. They may also be identified during regular quality control monitoring procedures conducted by the state.

3. ID&R Certification

Personnel working for the Georgia MEP, in any capacity, will participate in the state’s ID&R certification process and complete, at a minimum, the required seat hours for “Novice” level certification. State recruiters, however, will successfully complete the highest certification level available at the time. All certification related policies and procedures will be documented in and made available through the Georgia MEP ID&R Certification Manual.

4. Recruitment Support

All recruiters will be informed of and will have access to task specific support materials; for example, program information handouts, state and local contact information, bilingual support services information and any other assistance necessary for the normal fulfillment of their duties and responsibilities. The state ID&R coordinator in collaboration with the state MEP office will manage the availability, oversight and distribution of materials and assistance. In addition, the state ID&R coordinator will clearly communicate the support structures in place for all recruiters and will serve as the primary source for relevant information pertaining to ID&R policies and procedures. The state ID&R coordinator will be readily available to guide and support recruiters on eligibility issues and will serve as the point of contact for the resolution of such issues.

5. Quality Control

The Georgia MEP will uniformly implement quality control policies and procedures to ensure that all documentation related to child eligibility, beginning with the COE, contains true and accurate information. The end result of the various quality control policies and procedures will ensure, to an independent reviewer, that a sufficient amount of accountability and detail is in place and available to demonstrate a sound basis for the migrant eligibility determination being established and maintained.

The state’s ID&R quality control policies and procedures contain protocols that target the following five areas:

1. Ensuring the accuracy and rationality of initial child eligibility determinations as documented on the COE.
2. Assessing and resolving complicated and questionable initial child eligibility cases.
3. Child eligibility decision appeals process.
4. Evaluating and conducting public requests for child eligibility re-interviews.
5. Conducting prospective child eligibility re-interviewing.

6. ID&R Evaluation

The Georgia MEP will establish ID&R evaluation policies and procedures to measure and ensure the state’s capacity to meet the federal requirement that all eligible children present in the state are identified, recruited and served.

7. Resources

The Georgia MEP will develop, adopt, maintain and, where appropriate, distribute resources to ensure that the state complies with all applicable federal requirements related to ID&R. These resources will be used to ensure the timely and accurate recruitment of all eligible children who meet the federal definition of *migrant*. These resources will also be used to ensure and protect the integrity and legitimacy of all child rosters and child counts. State staff will be responsible for ensuring that all resources are accurate, current and made available to MEP staff as directed or needed. This includes, but is not limited to, the following resources developed by the Georgia MEP:

- **ID&R Handbook:** The Georgia ID&R Handbook is used by the Georgia MEP to ensure the availability and distribution of the state’s policies and procedures regarding the identification and recruitment of migrant children in Georgia. The handbook is revised, as needed, to reflect any changes in the MEP.
- **ID&R Certification Manual:** The Georgia ID&R Certification Manual is used by the Georgia MEP to instruct and inform all MEP staff on the state’s certification related policies and procedures. The manual is revised, as needed, to reflect any changes in the MEP.
- **OME Non-Regulatory Guidance:** The Georgia MEP bases its ID&R policies and procedures on this publication. It is made available to all personnel during the state’s initial ID&R training. All updates to federal guidance, either published through revisions to this publication or formally presented by OME elsewhere, will be the basis for the State’s ID&R policies and procedures.
- **Recruitment Maps:** Uniformly prepared county maps will be maintained by the state recruiters to indicate where migrant families in Georgia live and work. The maps will be housed in and updated annually (June 30) at the state and regional offices.
- **Regional Calendars with Seasonal Crops Activities:** Monthly calendars recording seasonal crop activities will be housed in and updated annually (June 30) at the state and two regional offices. The activities recorded will contain the following minimum three (3) data elements:
 1. Crop Name
 2. Production and Cultivation Timeline (Field Preparation, Planting, Harvesting, Packing)
 3. Geographical Locations to Support Recruitment Maps
- **Regional Profiles of Major Employers:** Profiles documenting employers of migrant agricultural workers will be housed in and updated annually (June 30) at the state and two regional offices. Profiles will contain the following data elements:
 1. Name of Business
 2. Business Address
 3. Name and Phone Number of Contact Person
 4. Business Recruitment Practices for Prospective Employees

5. Number of Migrant Positions Typically Employed per Season

- **State MEP Ethics Policy:** As employees of the Georgia Department of Education, the staff of the MEP adheres to and abides by the Department’s ethics policy. In addition, the state will develop and distribute an additional ethics policy directly addressing behavior and conduct within the Georgia MEP. It will be followed by all state and local MEP personnel.
- **State Recruitment Safety Policy:** The Georgia MEP will distribute and utilize a common set of safety policies pertaining to the activities surrounding the identification and recruitment of migrant children in the state. The policies will place emphasis on the awareness and the prevention of risks to the safety of Georgia MEP recruitment personnel.

10.2 Student Records Transfer Protocol

In *ESEA* Section 1308(b)(2), a mandate for the MEP is given: The U.S. Department of Education (USED) will develop a means of electronic linkage among the states in order to transfer the educational and health information records of migrant students electronically between the states. A list of essential data elements for each state to collect was developed by USED, and these data elements are included in the records that will be transferred between states. In Georgia, the essential data elements reside in two separate databases: COEstar and the state Student Record System at the GaDOE. The state MEP works with the Data Collection Unit of the GaDOE to share appropriate data for migrant students.

The official name of the national migrant student data exchange is the Migrant Student Information Exchange, or MSIX. Georgia uploads student demographic information to MSIX each week. Course history and assessment data is uploaded to MSIX as soon as it is available and updates are provided when a participant moves. State and local staff is trained on the use of MSIX and how it benefits their duties and responsibilities. Starting in 2013, Georgia began reviewing efforts to ensure MSIX is maximized statewide.

The MEP utilizes the following process to ensure that 1) all migrant students are coded as “migrant” in the student record by the local school, and 2) on subsequent moves within the state, migrant student ID numbers do not change.

1. The State MEP Data Collections office submits monthly to the local school a list of newly identified migrant students enrolled in that school during the previous month. A school will only receive such a list if migrant students are identified in that school’s attendance area during that particular month.
2. The list will contain the migrant students’ names, and if the students already have Georgia Testing ID (GTID) numbers, the state data specialist will list the existing numbers. This may necessitate the school going back into the students’ records to correct ID numbers. At the same time, the school should also ensure that the students on the list are coded as “migrant” in student record.
3. Likewise, at any time during the regular school year, schools *must* contact the State MEP regional office for a recruiter/employee, if there is no locally trained staff, to interview the family and determine eligibility if it is believed

that a new, enrolling student may be migrant. LEAs are required to utilize the MEP’s Occupational Survey form in the initial student registration packet for the identification of these potentially eligible students. A copy of the occupational survey form can be found in the appendix. If the student is declared eligible, the next monthly report will inform the school, which will then code that student “migrant” in student record. If the student is enrolling in a Georgia school for the first time, the school will supply the GTID number it has assigned to the student to the regional office. If the student was previously enrolled in a Georgia school, the regional office will furnish the school the existing ID number.

4. Schools should not code any student as “migrant” in student record without confirmation from the state MEP data collections office.

10.3 Priority for Services

Priority for Services (PFS) is defined in Section 1304(d) of the statute and states that a program must give priority for services to migrant children: (1) who are failing, or most at risk of failing, to meet the state’s challenging state academic content standards and challenging state academic achievement standards, *and* (2) whose education has been interrupted during the regular school year. Under current guidance, only those migrant eligible children in kindergarten through grade 12 and select drop outs are eligible for this designation, and they must have the highest priority for services from the MEP.

Since the Georgia MEP staff members work primarily with LEAs and the consortium to deliver direct supplemental services to eligible children, it is the responsibility of the state and two regional offices to manage and assist with the PFS identification process and the monitoring of services to PFS children. Among the key responsibilities of the regional offices are:

- To assist the program in maintaining complete and accurate PFS data in COEstar;
- To ensure that PFS student rosters generated by the state are delivered to the LEAs as instructed;
- To ensure that newly identified migrant children enrolled in kindergarten through grade 12, or those not enrolled but having completed the 9th grade within the past 48 months, have a PFSID form completed by the LEA within the timeframe and following the guidelines developed by the SEA, and;
- To ensure that the LEA submits updated and accurate rosters of enrolled PFS students as requested - both in the format required and on time.