



ESEA: Title I, Part C 2020–2021 Annual Report

June 10, 2022

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Grant Implementation Overview

The Title I, Part C – Education of Migratory Children Program (MEP) is a unique federal grant program in that the funds are allocated by the Georgia Department of Education (GaDOE) to implement the grant based on the state Service Delivery Plan (SDP). The GaDOE is involved in all aspects of the MEP at the district level by providing technical assistance, making recommendations, and granting approval of service delivery initiatives aligned to the state SDP.

Georgia's local educational agency (LEA) Consolidated Application includes The Consolidated LEA Improvement Plan, or “CLIP”. The CLIP fulfills the need for a plan from LEAs to be collected by the GaDOE to define how the LEAs will support their students when accepting federal funds under The Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act (ESSA) of 2015.

MEP Service Delivery Plan

As required under Section 1306 of the reauthorized Elementary and Secondary Education Act (ESEA), the Georgia Migrant Education Program (Georgia MEP) developed a statewide SDP to be implemented during the 2020–2021 school year. This state plan is a current and comprehensive plan for how the services provided by the Georgia MEP and LEAs are delivered to meet the needs of migrant children and youth throughout the state.

Purpose

The purpose of the Georgia MEP is to ensure that migrant children fully benefit from the same free public education provided to other children. More specifically, the purposes of the Georgia MEP are to:

- Support high-quality and comprehensive educational programs for migrant children and youth to reduce the educational disruption and other problems that result from repeated moves
- Ensure that migrant students who move between states are not penalized in any manner by disparities in the states’ curriculum, graduation requirements, state academic content, and student academic achievement standards
- Ensure that migrant children are provided opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet, as well as provided access to 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 for a successful transition to postsecondary education or employment
- Ensure that migrant children and youth benefit from the state of Georgia and local systemic reforms

Measurable Program Outcomes (MPOs) and Goals

The Georgia MEP statewide measurable program outcomes (MPOs) and goals, created from our most recent Comprehensive Needs Assessment, fit within the framework of the strategic vision of the GaDOE: *Educating Georgia's Future*. The current Georgia MEP MPOs are:

1. The Georgia MEP will improve school readiness by providing age-appropriate at-home or facility-based projects focused on early literacy and mathematics.
2. The Georgia MEP will provide OSY and DO projects and services at the individual and group levels based on needs outlined in the OSY and DO profile.
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 (GSE) for Reading as measured by project IPs submitted by LEAs.
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 (GSE) for Writing measured by project IPs submitted by LEAs.
5. 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 project IPs submitted by LEAs.

The Georgia MEP's MPOs are aligned with the Office of Migrant Education's (OME) Government Performance and Results Act (GPRA) national goals. These goals, known as GPRA, are a national performance measure that OME uses to show Congress how the Title I, Part C MEP benefits participants. The GPRA encompass:

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 graduated or were promoted to the next grade level

4. The percentage of MEP students who entered 11th grade and received full credit for Algebra I or a higher Mathematics course

In addition to the current MPOs, the Georgia MEP, in collaboration with CNA stakeholders, has identified two (2) program implementation goals:

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 to help their children succeed in supplemental academic and non-academic services provided by the Georgia MEP at the state level.

2020–2021 LEA Selected Prioritized Needs & Implementation Plans (IPs)

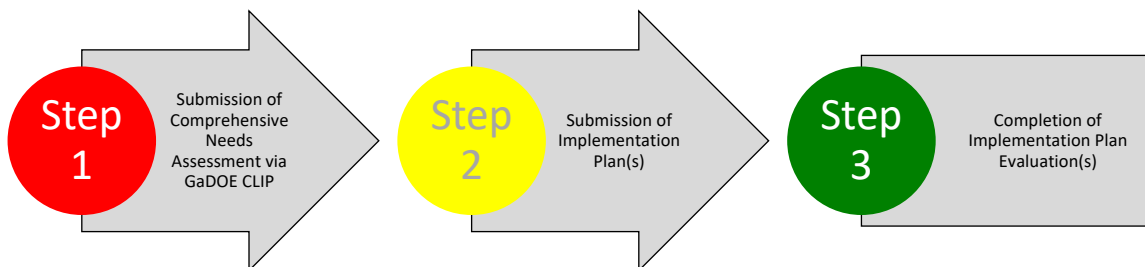
The strategies for delivery of services have been determined by a 3-step project planning process that every LEA must follow to ensure fidelity in the Georgia’s Systems of Continuous Improvement established by the GaDOE and followed by the Georgia MEP. The following figure illustrates Georgia’s Systems of Continuous Improvement (Click the image for more information about each of its components):



The 3 steps in the project planning process for LEAs involve:

1. Completion by LEAs of a district level Comprehensive Needs Assessment that captures the needs of the migrant population at the LEA level and which is submitted as part of their CLIP
2. Submission of IPs to establish academic support services to be provided with projected measurable outcome(s)
3. Completion of IP evaluations for each IP submitted at the end of project cycle

Figure 1 Project Planning Process for LEAs



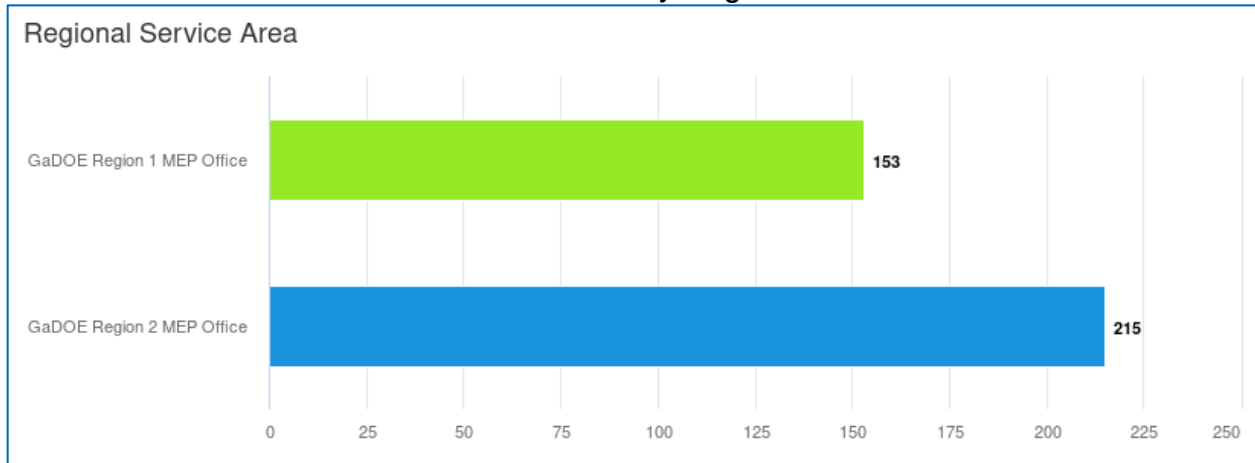
LEAs submit IPs, Implementation Plan Observations, and Implementation Plan Evaluations. The Implementation Plan Evaluations are the final step in the Georgia MEP’s Continuous Improvement Cycle.

All the data derived from the project planning process, along with IP observations conducted by Georgia MEP staff and state performance data, was compiled and reviewed by the Georgia MEP at the end of the school year to determine service delivery effectiveness in the Statewide Project Plan Evaluation Report within the framework of the Georgia’s Systems of Continuous Improvement.

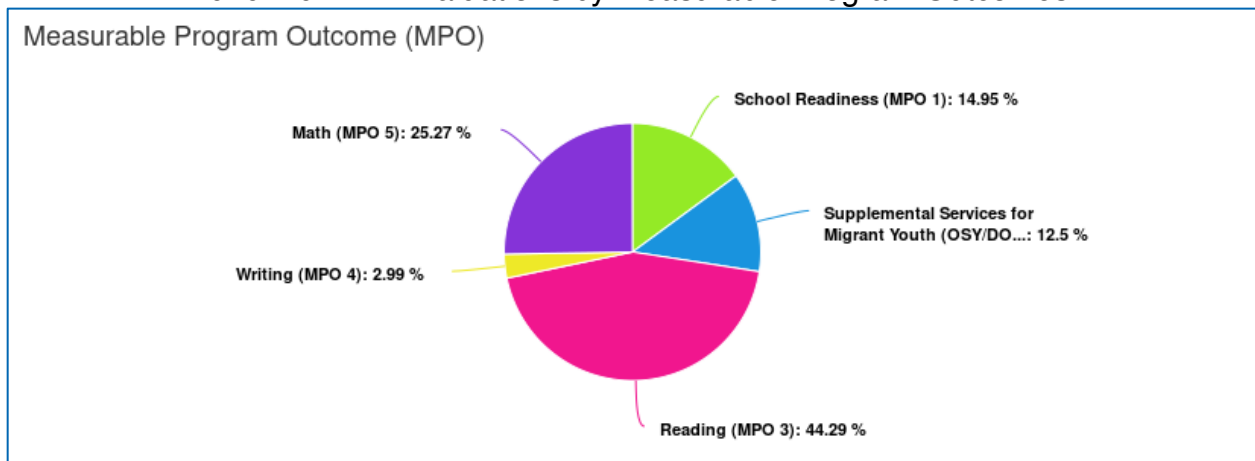
The data following data encompasses the FY21 project plans submitted, implemented, and successfully completed by LEAs during the 2020–2021 school year:

Note: IP evaluation data reported by LEAs during the 2020–2021 school year might have been impacted by school closures due to the COVID-19 pandemic.

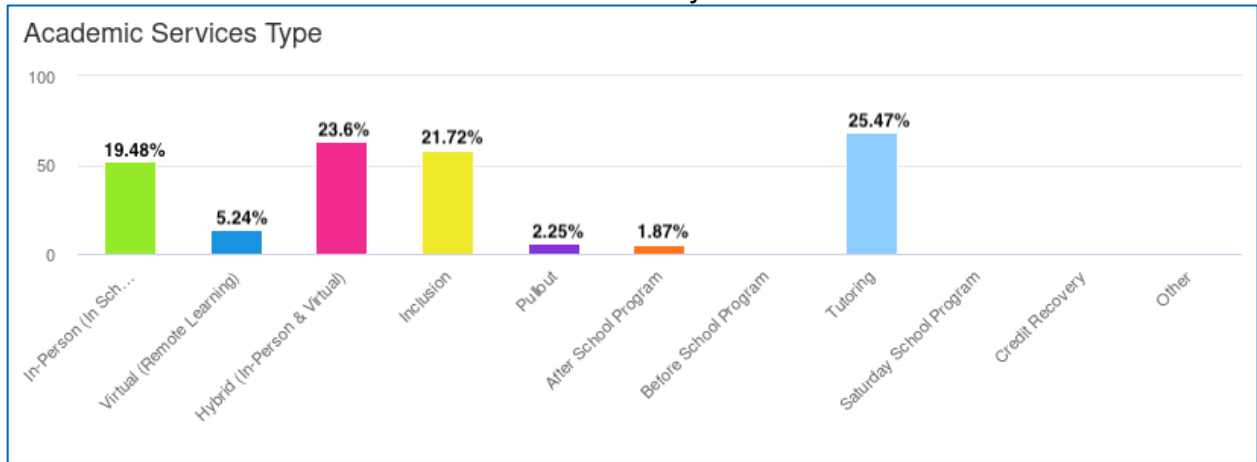
2020–2021 IP Evaluations by Regional Service Area



2020–2021 IP Evaluations by Measurable Program Outcomes



2020–2021 IP Evaluations by Services Provided



2020–2021 State Education Agency (SEA) Allocation

Disbursement of Funds

The U.S. Department of Education allocates MEP funds directly to the SEA. The MEP is unique in that the SEA is responsible for the overall use of these funds. This means the Department’s MEP staff works very closely with districts to ensure that all aspects of the program requirements are met and that services to all eligible migratory participants occur.

2020–2021 LEA Allocations

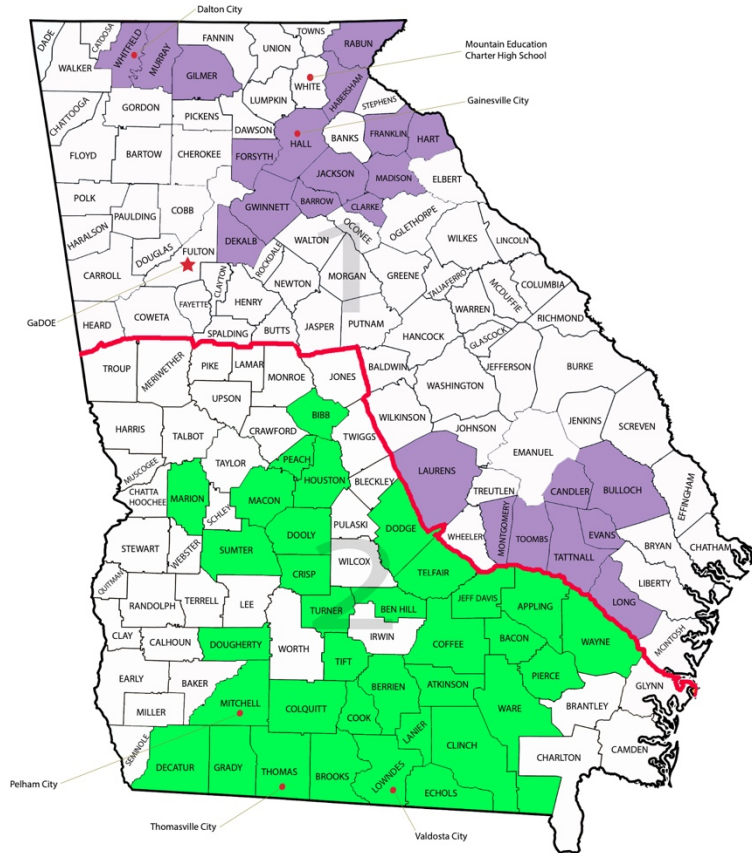
In Georgia, LEAs with migratory student populations are allocated a portion of the funds to provide services to migratory students directly or through the MEP consortium. Allocations are determined by a formula including the indicators below as approved by the State Board of Education in July 2020.

1. Number of migratory children, P3–21 years of age (.5 each)
2. Needs of migratory children
 - a. Number of migratory children in grades 3–8 who scored below proficiency on state assessments in Reading/Language Arts (.2 each)
 - b. Number of migratory children in grades 3–8 who scored below proficiency on state assessments in Mathematics (.2 each)
 - c. Number of migratory children in grades 9–12 who failed one or more of the Milestones End of Course (EOC) Tests (.2 each)
 - d. Number of migratory children appropriately screened and classified as English learners (EL) as set forth in State Board of Education Rule 106-4-5-.02 (.2 each)
 - e. Number of migratory children in grades K–12 who are over-age for grade level by one or more years, working on course work below grade placement, or credit deficient (.2 each)
3. Number of migratory children classified as “Priority for Service” (PFS) (.75 each)

A fourth factor of the formula considers the *availability* of other federal, state, and local funds to meet the needs of migratory children.

The Georgia MEP map below offers a visual representation of districts receiving direct allocations in each of the regional service areas during the 2020–2021 school year. *Note: Districts without a color in the map are part of the Georgia Migrant Consortium with ABAC as their fiscal agent.*

Georgia Migrant Education Program 2020-2021 Service Areas



The GaDOE has established \$15,000 as the minimum amount it will approve for an LEA MEP allocation. LEAs falling below this threshold can request their allocations if, through needs assessment process findings, they can substantiate a need for a locally run MEP. Otherwise, LEAs generating funds under \$15,000 in a given year will have their allocations transferred to a separate consortium account that is managed by a fiscal agent (The ABAC Advancement Foundation).

FY21 Earned Allocation by School District	
LEA Name	Award
Appling County	\$257,710.00
Atkinson County	\$260,236.00
Bacon County	\$192,760.00
Barrow County	\$21,235.00
Ben Hill County	\$29,010.00
Berrien County	\$67,621.00

Bibb County	\$17,762.00
Brooks County	\$56,739.00
Bulloch County	\$92,518.00
Candler County	\$85,780.00
Clarke County	\$59,728.00
Clinch County	\$89,628.00
Coffee County	\$373,255.00
Colquitt County	\$885,085.00
Cook County	\$93,725.00
Crisp County	\$64,249.00
Decatur County	\$206,379.00
Dekalb County	\$18,723.00
Dodge County	\$15,670.00
Dooly County	\$27,124.00
Dougherty County	\$26,162.00
Echols County	\$267,411.00
Evans County	\$38,955.00
Forsyth County*	\$9,849.00
Franklin County	\$24,845.00
Gainesville City	\$193,089.00
Gilmer County	\$49,280.00
Grady County	\$141,504.00
Gwinnett County	\$42,763.00
Habersham County	\$92,439.00
Hall County	\$344,441.00
Hart County	\$19,880.00
Houston County	\$29,546.00
Jackson County	\$28,009.00
Jeff Davis County	\$56,529.00
Lanier County	\$56,169.00
Laurens County	\$36,685.00
Long County	\$149,815.00
Lowndes County	\$115,290.00
Macon County	\$55,386.00
Madison County	\$19,079.00
Marion County*	\$11,711.00
Mitchell County	\$25,521.00
Montgomery County	\$35,701.00
Mountain Education Charter High School	\$23,322.00
Murray County	\$36,722.00
Oglethorpe County	\$18,082.00
Peach County	\$34,488.00
Pierce County	\$23,176.00
Rabun County	\$85,783.00
Sumter County	\$96,178.00

Tattnall County	\$171,818.00
Telfair County	\$59,621.00
The ABAC Advancement Foundation	\$437,601.00
Thomas County	\$65,790.00
Tift County	\$216,374.00
Toombs County	\$261,040.00
Turner County	\$27,337.00
Ware County	\$48,836.00
Wayne County	\$75,383.00
Whitfield County	\$38,150.00

**These school districts fall below the \$15,000 threshold and requested instead to receive allocations to be considered direct-funded.*

2020–2021 Local Education Agencies (LEAs)

Total Local Education	
Funded LEAs	60
Consortium LEAs	154
Georgia MEP Consortium (ABAC Fiscal Agent)	1

2020–2021 Provision of Services

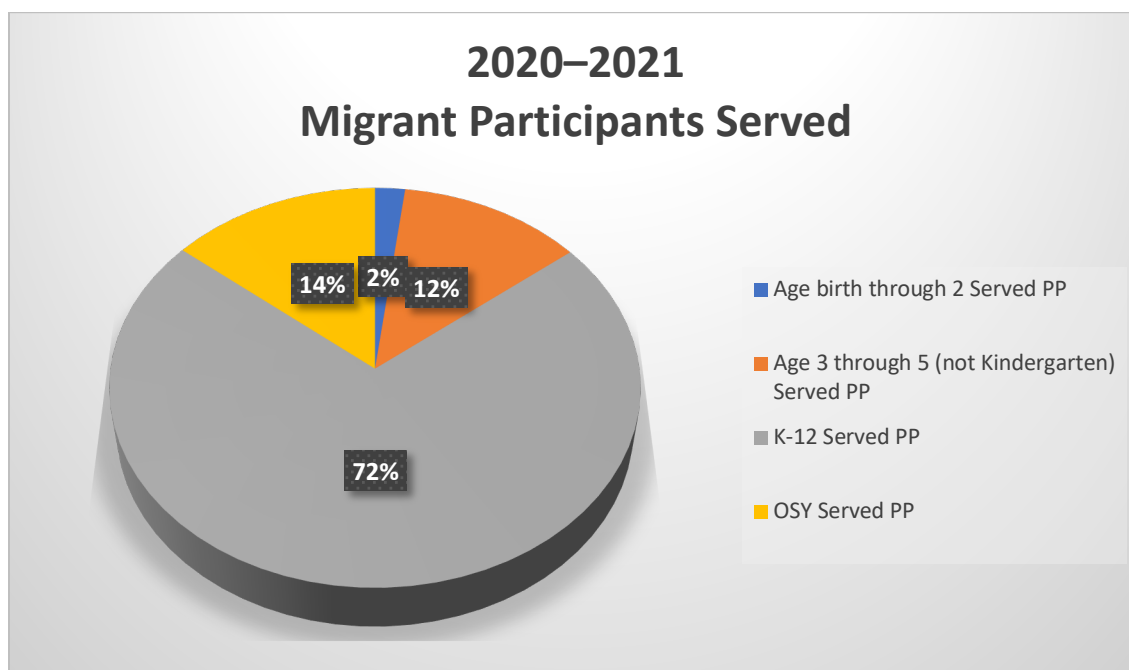
Upon completion of the District Comprehensive Needs Assessment (CNA) and the District Improvement Plan (DIP), LEAs developed MEP Implementation Plans (IP) based on the academic needs identified during their CLIP process. LEAs delivered instructional services and support services.

- Instructional services (e.g., educational activities for preschool-age children and instruction in elementary/secondary schools, such as tutoring before/after school)
- Support services (e.g., educationally related activities, such as advocacy for migrant children; health, nutrition, and social services for migrant families; necessary educational supplies; and transportation)

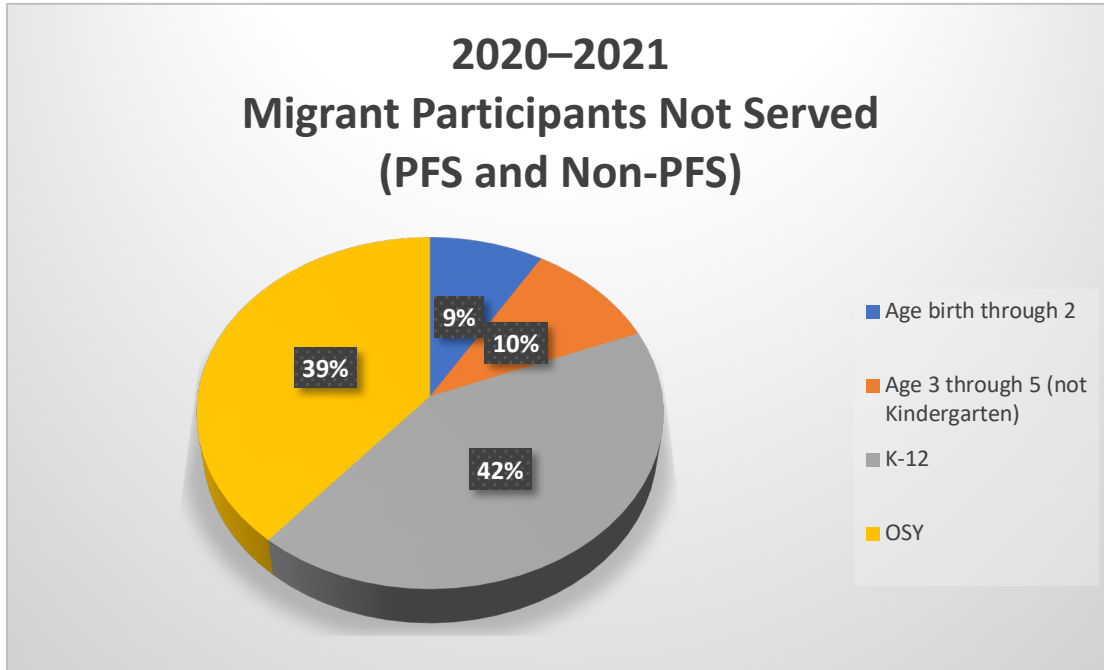
As required by the ESA Act of 1965, section 1304(d), migrant participants identified as PFS shall be provided services first. PFS are those migratory children who have made a qualifying move within the previous 1-year period and who:

1. are failing, or most at risk of failing, to meet the challenging State academic standards; or
2. have dropped out of school

The following graph represents the participants served by grade. 72% served are students from grades K–12. 12% are participants ages 3–5 that are not enrolled in kindergarten. 14% served are Out-of-School Youth (OSY) and 2% age birth through 2 years old.



The following graph represents the participants by grade and **not** served. 9% of participants ages birth through 2 years old are not served. 39% of the population not being served are Out-of-School Youth (OSY). 10% not being served are ages 3–5 years old, and 42% of students in grades K–12 are not being served.



NOTE: The foregoing pie chart includes PFS and Non-PFS which may negatively show percentages. The Georgia MEP determines needs and services based on PFS. In some instances, based on teacher feedback, it is determined that some participants may not need services at a specific time of the year. Efforts are documented and paperwork is filed in participants’ records. The following table shows eligible migratory children and number of children that received instructional and/or support services.

The following list is a sample of comments, provided by school districts, connected to participants with no academic services. These comments were collected from the supplemental services tracking (SST) form:

- Participants attended a formal P3 program
- Participants are underage for services
- Teacher recommendation, doing well, receiving ESOL services daily
- Gifted student, report cards on file, no assistance needed
- Receiving intensive Special Ed/Occupational Therapy services
- Monitoring student - Doing good in all academic areas
- Never attended school, unable to locate OSY student, family moved
- Extenuating circumstances, documentation on file
- Student is currently excelling and enrolled in college
- Remote learner - offered academic assistance but student never attended

- Parent waived/declined services

In addition, the COVID-19 pandemic caused systems to change instructional environments—from face-to-face to remote/virtual and a hybrid system. Although LEAs provided some remote/virtual learning options, many MEP families did not have access to the technology needed to engage in virtual lessons. Due to COVID-19 concerns, many districts shut down all regular and summer sessions to best protect their communities. As a result of climbing numbers of positive cases in late May and early June, many schools decided not to risk exposure by holding summer programs. In addition, many families did not feel comfortable sending their children for services.

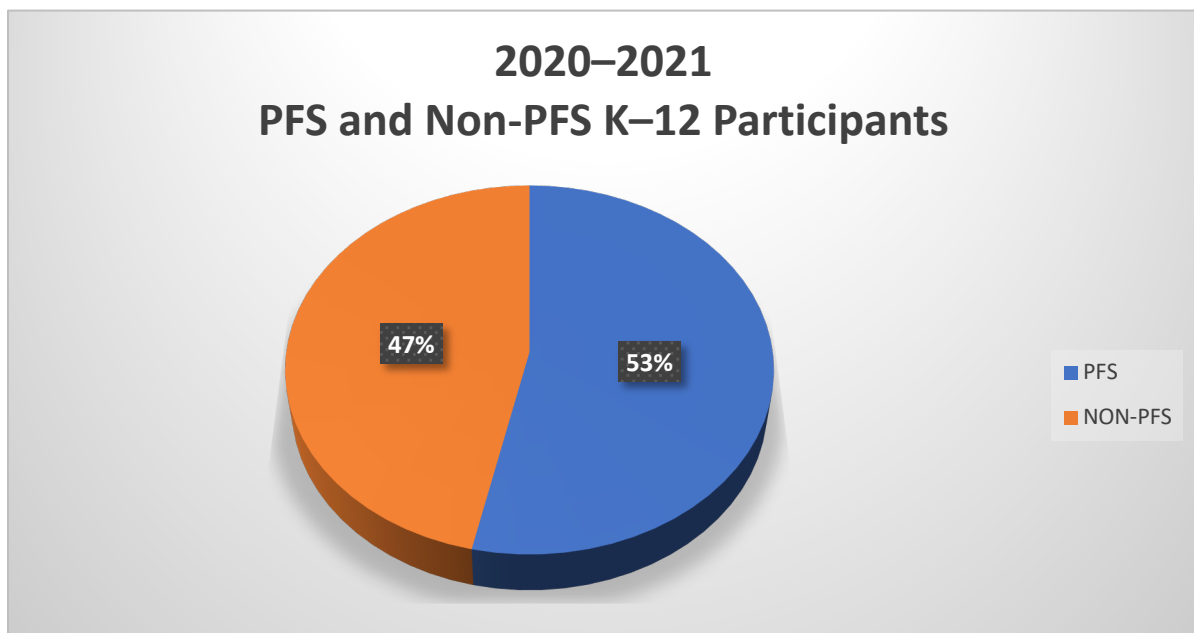
	Eligible Migratory Children	Instructional service	Support Service
Age birth through 2	376	7	117
Age 3 through 5 (not kindergarten)	1,012	475	614
K	503	323	332
1	500	310	324
2	519	344	356
3	479	327	321
4	451	297	321
5	423	282	293
6	451	256	311
7	447	252	311
8	388	221	269
9	418	208	281
10	346	170	244
11	268	133	200
12	174	64	120
OSY	1,978	386	729
Total	8,733	4,055	5,143

Source: Title I Part C – 2021SY MEP Consolidated State Performance Report (CSPR)

Priority for Services (PFS)

SEAs must establish and implement appropriate procedures to identify and target services to migratory children who meet the PFS requirement. This requirement applies to all migratory children who are at an age when they are required to attend school in the state.

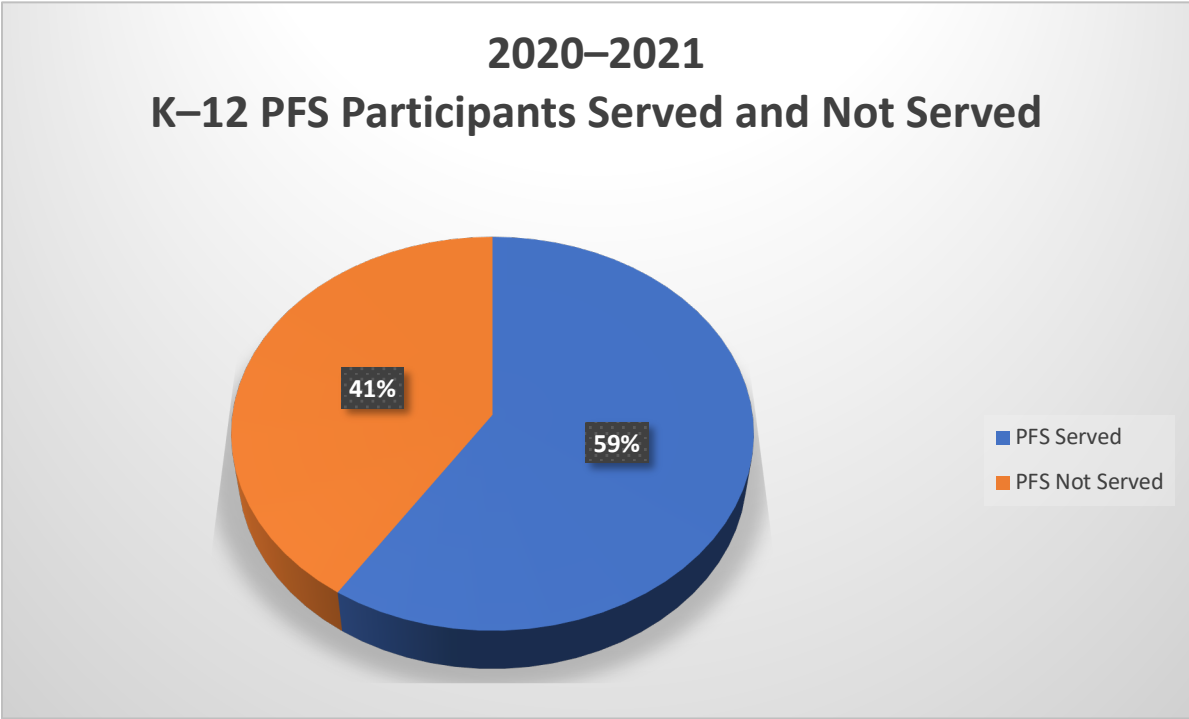
The following graph represents the percentage of K–12 migrant participants who are PFS and Non-PFS for 2020–2021. 53% of participants are PFS, with 47% of participants being Non-PFS.



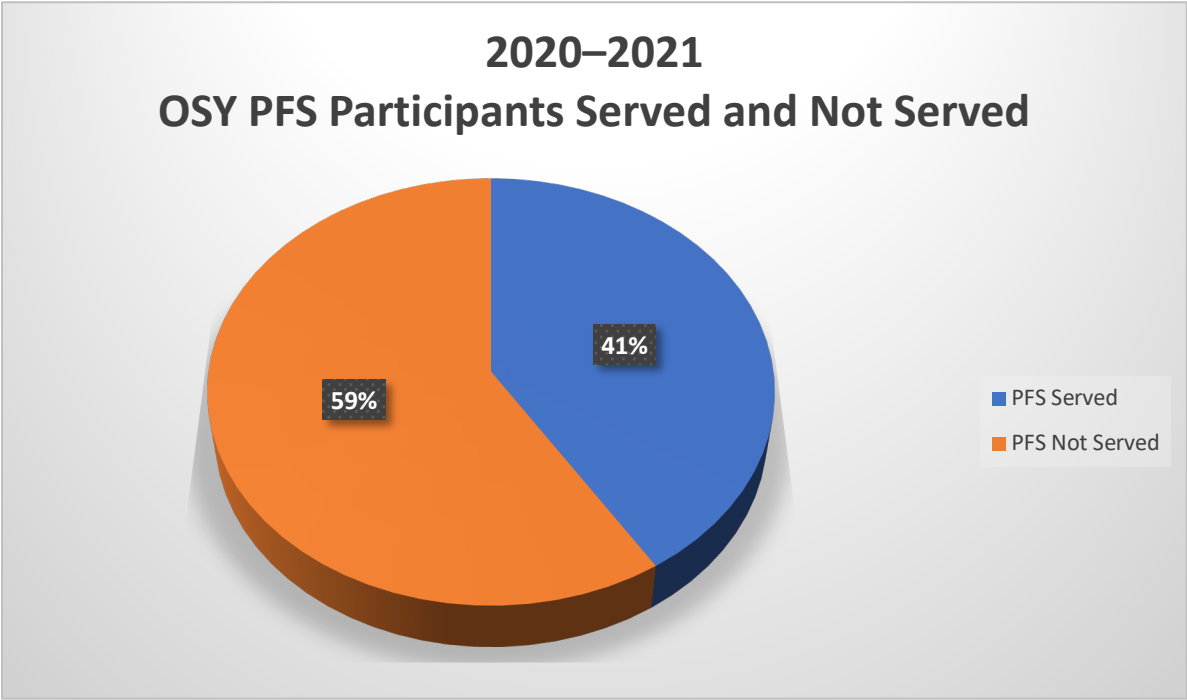
The following graph represents the percentage of Out-of-School Youth (OSY) that are PFS and Non-PFS. 59% of OSY are PFS, with 41% being Non-PFS.



The following graph represents the percentage of PFS students served and non-served. 59% of PFS students were served, and 41% of PFS students were not served.



The following graph represents the percentage of Out of School Youth (OSY) that are PFS served and non-served. 41% of PFS OSY are served, and 59% of PFS OSY are not served.



FY21 Effectiveness of Funded Activities

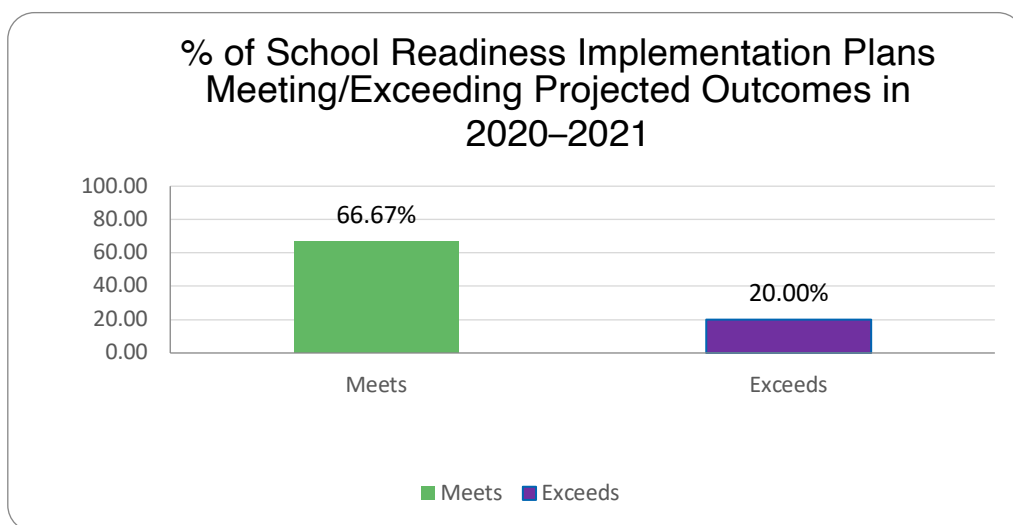
The Georgia MEP uses a performance measurement tool called Implementation Plans (IP) for LEAs to document both supplemental services provided to migrant participants and overall academic achievement growth. LEAs complete evaluations on IPs annually. Plans reaching their project goal are identified as “MEET” or “EXCEEDS” by the LEA on the evaluations. (MEETS = majority of students showing a 5% or more growth as measured by a pre/post assessment; EXCEEDS = all students showing a 5% or more growth as measured by a pre/post assessment). Some of the major services provided to migrant children and youth through district-level IPs include:

- Supplemental instruction in core content areas (inclusion, pull-out, after school, Saturday school, summer programs, etc.)
- Tutoring (school based (in-person), home based, virtual)
- Early childhood development and school readiness
- Adolescent outreach and career counseling for middle school, high school, and out of school youth
- Additional academic and non-academic related support services as needed for migrant children and youth statewide

The following data encompasses FY21 Project IP evaluations of both academic and non-academic supplemental services provided to migrant children and youth during the 2020–2021 school year as reported by LEAs. It is important to note that the IP evaluation submissions reported by LEAs might have been impacted by the ongoing COVID-19 pandemic. As a result, some LEAs were not able to properly continue and/or measure their project plans as originally reported at the beginning of the school year. The data collected through the online forms are broken down below by Georgia MEP’s MPOs as established by the current SDP LEAs adhere to:

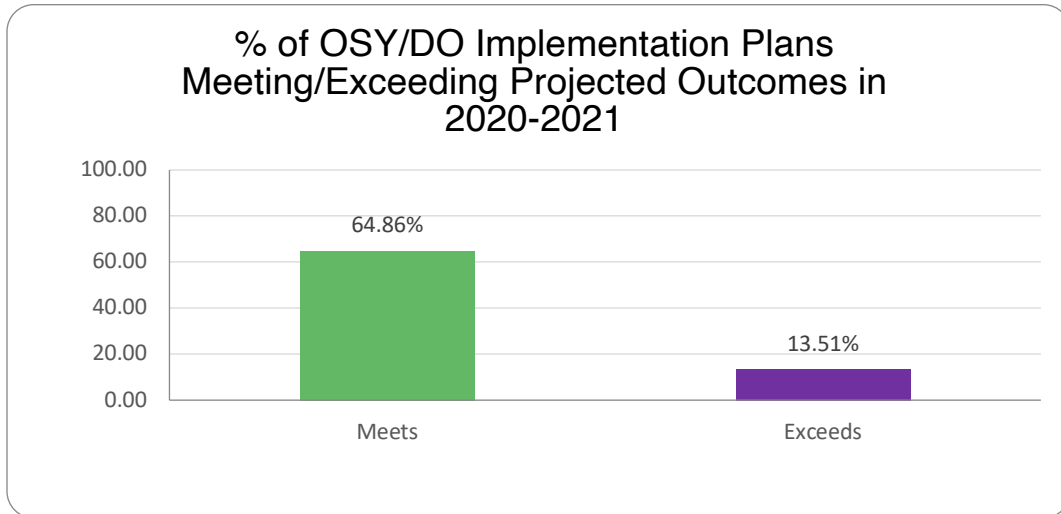
MPO 1 – School Readiness

The Georgia MEP will improve school readiness by providing age-appropriate at-home or facility-based projects focused on early literacy and mathematics.



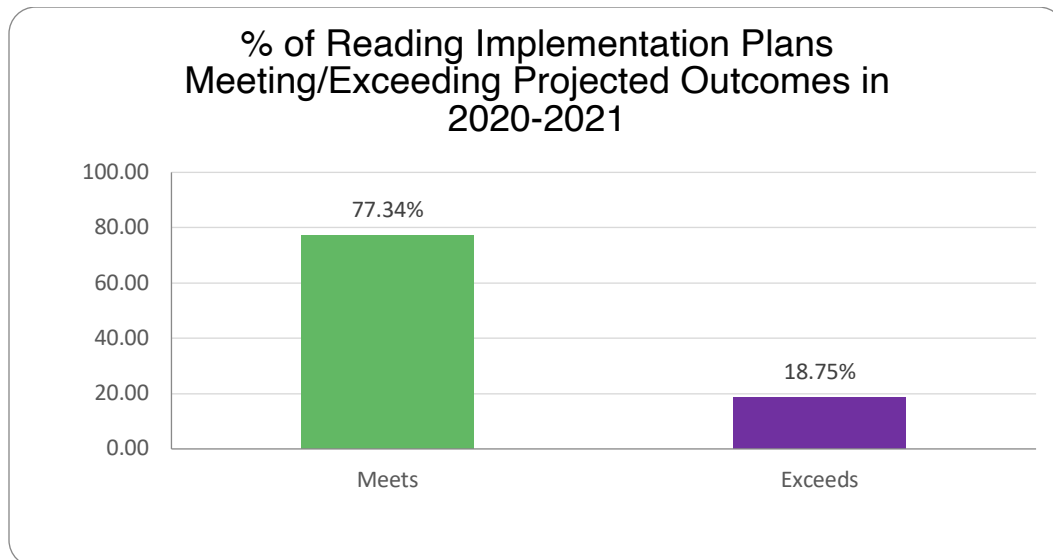
MPO 2 – Services to Out-of-School Youth (OSY) and Dropouts (DO)

The Georgia MEP will provide OSY and DO projects and services at the individual and group level based on needs outlined in the OSY and DO profile.



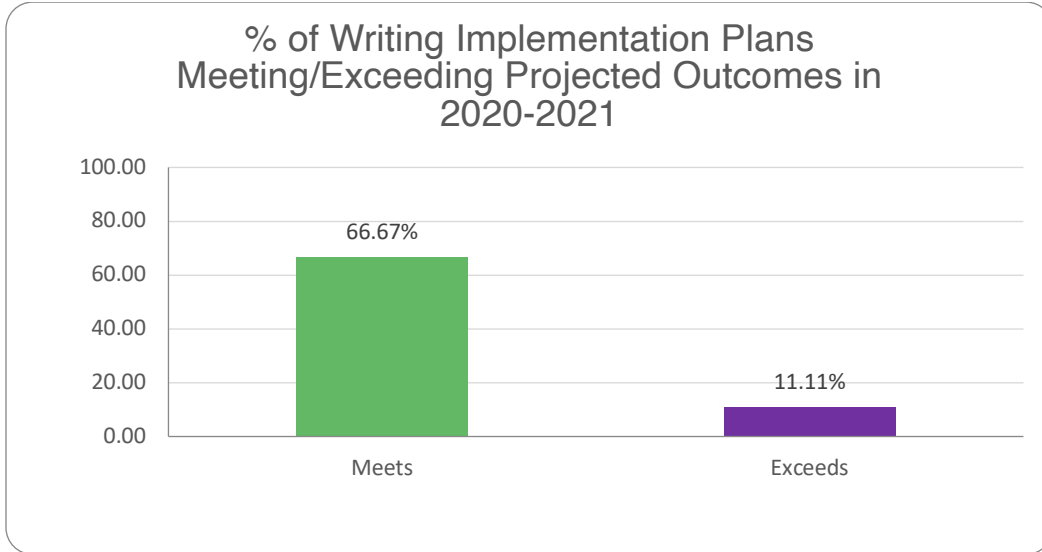
MPO 3 – Reading Support (K-12)

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.



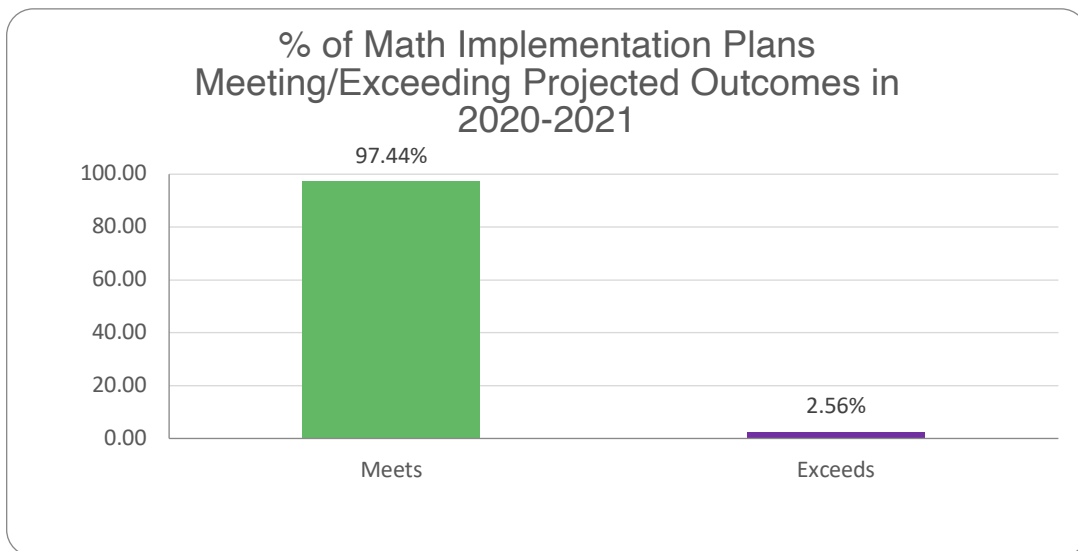
MPO 4 – Writing Support (K–12)

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.



MPO 5 – Mathematics Support (K-12)

Migratory students in elementary, middle, and high school will meet or exceed Mathematics proficiency within the framework of the Georgia Standards of Excellence (GSE) for Math.



Georgia MEP Summer Programs

GaDOE MEP contracted with Georgia Southern and Valdosta State Universities to host four (4) summer residential programs for middle and high school students in June 2021. These summer programs provided an opportunity for migrant students to reinforce their academic skills in Writing, Reading, Mathematics, and Science. Also, they were exposed to various post-secondary educational opportunities, and developed a leadership mindset through different activities with the goal of increasing their high school graduation opportunities.

Roadmap to College Programs

The MEP partnered with two colleges, Abraham Baldwin Agricultural College and Agnes Scott College, to provide two virtual Roadmap to College programs for MEP participants and their families. The information was shared, in both English and Spanish, about applying to college, how to write a college essay, the Georgia Futures website, Georgia's Technical College System, and related free paths of study with the Technical Colleges, college speakers from each college. The programs were recorded and have been used by local program staff when they work with their students and families.

2020–2021 State Assessments - Data Summary

Data Sources: Governor's Office of Student Achievement (As of July 1, 2020)

<https://gosa.georgia.gov/report-card-dashboards-data/report-card>

Georgia Milestones State Assessment Data (Elementary School Level)

3rd Grade	2019–2020	
	Migrant Proficient and Distinguished Learner	Non-Migrant Proficient and Distinguished Learner
GA Milestones ELA	19.2%	42.1%
GA Milestones Math	36.1%	51.8%

4th Grade	2019–2020	
	Migrant Proficient and Distinguished Learner	Non-Migrant Proficient and Distinguished Learner
GA Milestones ELA	23.2%	42.4%
GA Milestones Math	35.8%	49.3%

5th Grade	2019–2020	
	Migrant Proficient and Distinguished Learner	Non-Migrant Proficient and Distinguished Learner
GA Milestones ELA	19.2%	45.5%
GA Milestones Math	27.2%	40.8%

Georgia Milestones State Assessment Data (Middle School Level)

6th Grade	2019–2020	
	Migrant Proficient and Distinguished Learner	Non-Migrant Proficient and Distinguished Learner
GA Milestones ELA	20.5%	46%
GA Milestones Math	21%	39.6%

7th Grade	2019–2020	
	Migrant Proficient and Distinguished Learner	Non-Migrant Proficient and Distinguished Learner
GA Milestones ELA	12.1%	39%
GA Milestones Math	22.1%	42.8%

8th Grade	2019–2020	
	Migrant Proficient and Distinguished Learner	Non-Migrant Proficient and Distinguished Learner
GA Milestones ELA	18.9%	47.4%
GA Milestones Math	23.4%	35.1%

Georgia Milestones State Assessment Data (High School Level)

High School	2019–2020	
	Migrant Proficient and Distinguished Learner	Non-Migrant Proficient and Distinguished Learner
9 th Lit & Composition	34.7%	57.6%
American Lit & Composition	20.3%	46.5%
Coordinate Algebra	10.7%	27.6%
Analytic Geometry	25%	37.2%
Algebra I	19.4%	31%
Geometry	22.5%	44.6%

Graduation Rate		Graduation Gap
Migrant	66.40%	11.48%
Non-Migrant	77.88%	

State Identification and Recruitment (ID&R) Plan and Eligible Children/Youth

I. MISSION STATEMENT

The Georgia Department of Education, Title I, Part C Education of Migratory Children, 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 migratory children in the State. The GaDOE MEP staff and LEAs will adhere to and implement the State ID&R Plan. To achieve this goal, the Georgia MEP establishes the following measurable objectives:

II. MEASURABLE OBJECTIVES

Objective 1: The State will ensure the quality and consistency of statewide identification and 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.

Result: Unable to measure due to LEA’s travel restrictions.

Objective 2: The State will identify and recruit all eligible migratory 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 remains logical and consistent.

Result: The number of COEs and Children increased 44% and 27% respectively.

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

Result: 84% were ID&R in the first 90 days.

Objective 4: The integrity of the migratory child roster will be of paramount importance to the Georgia MEP. Integrity will be measured through a strict quality control process with an annual discrepancy rate within a 96% confidence level.

Result: The Eligibility Rate was 96%.

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 a number or percentile of children to be recruited.

Results: No such situation was reported.

Objective 6: The LEAs in the Georgia MEP will coordinate with in- and out-of-State LEAs for the prompt and efficient ID&R of all eligible children arriving to or departing from their LEA or State. All LEAs will complete Departing Forms and send an MSIX online departure notification to the receiving LEA within 48 working hours. All MSIX online arriving notifications will be followed-up within 48 working hours of arrival.

Results: 100%

III. STRATEGIES/ACTIVITIES

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, hired by the State and assigned to one of two regions in the State, will be under the direct supervision of State and regional office coordinators. District recruiters, hired by the school districts, will be monitored by both their district supervisors and the State and regional office coordinators. All recruiters will follow the Georgia MEP Identification and Recruitment guidelines.

2. ID&R Training

Personnel working for the Georgia MEP, in any capacity, will attend two formal and other “as needed” informal trainings conducted throughout the year in each of the State’s two regions. 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: MEP Regulations, Office of Migrant Education (OME) Non-Regulatory Guidance, Georgia ID&R Handbook, Georgia ID&R Certification Manual, and Georgia MEP Recruiters Code of Ethics. 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 Files maintained at each regional office and reviewed by the State ID & R coordinator. They may also be identified during regular quality control monitoring procedures conducted by the regional offices and/or the State office.

All staff members, including LEA-funded staff, are required to attend mandatory training sessions. A direct funded LEA without an SSP or recruiter is required to have one person trained in ID&R. This is typically the MEP contact. While this person may do minimal ID&R, the LEA is still responsible for having a staff member trained in ID&R.

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 and full-time district 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 have access to task specific support materials, such as program information handouts; State, regional, and local contact information; bilingual support services information; and any other assistance necessary for the normal fulfillment of their duties and responsibilities. The availability, oversight, and distribution of materials and assistance will be managed by the State ID&R coordinator in collaboration with both the State MEP office and the regional offices. 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 resolving 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 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 5 areas:

1. Ensuring the accuracy and rationality of initial child eligibility determinations as documented on the COE
2. Assessing and resolving complicated or 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. Interstate/Intrastate ID&R Coordination

The LEAs in the Georgia MEP will coordinate with in- and out-of-State LEAs for the prompt and efficient ID&R of all eligible children arriving to or departing from their LEA or State. All LEAs will complete Departing Forms and send an MSIX online departure notification to the receiving LEA within 48 working hours. All MSIX online arriving notifications will be followed-up within 48 working hours of arrival.

7. Evaluation

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

- The state will evaluate the six measurable objectives in the State ID&R plan. If major inconsistencies or changes are found, the causes will be analyzed and evaluated so corrective action plans can be developed and implemented.

- **Analysis of Recruitment Reports:** The Georgia MEP will analyze current recruitment data against historical recruitment data. If major inconsistencies or changes in recruitment are found, the causes will be analyzed and evaluated so corrective action plans can be developed and implemented.
- **Evaluation of the Identification and Recruitment practices of individual recruiters at all Georgia MEP levels:** The Georgia MEP will evaluate the individual ID&R practices of state and districts recruiters. The state will evaluate the implementation and adherence of those individuals to the State's ID&R Plan.

IV. STATE RESOURCES

The Georgia MEP will develop, adopt, maintain and, where appropriate, distribute resources to ensure 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 migratory Child. These resources will also be used to ensure and protect the integrity and legitimacy of all child rosters and child counts. Each of the two regional offices will be responsible for ensuring that all resources for the region, and the state as a whole, are accurate, current, and made available to MEP staff as directed. 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 migratory 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 the March 2017 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 and the regional office coordinators to indicate where migratory families in Georgia live and work. The maps will be housed in and updated by the regional office twice a year, in January and in July. A notice of completed updates will be emailed by the appropriate regional office coordinator to the state ID&R coordinator and copied to the state program manager.
- **Regional Calendars with Seasonal Crops Activities:** Monthly calendars recording seasonal crop activities will be housed in and updated by the regional

offices twice a year, in January and in July. 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 A notice of the completion of updates will be sent by the appropriate regional office coordinator via email to the state ID&R coordinator and should include a copy to the state program manager.
- **Regional Profiles of Major Employers:** Profiles documenting employers of migratory agricultural workers will be housed in and updated by the regional offices twice a year, July, and January 18. 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. Type of workers; local, transient pre-hired, transient walk-in, or H-2A visa
 6. Number of Migratory Positions Typically Employed per Season A notice of the completion of updates will be sent by the appropriate regional office coordinator via email to the state ID&R coordinator and should include a copy to the state program manager.
 - **State MEP Ethics Policy:** The State staff of the Georgia MEP adheres to and abides by the GaDOE'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, regional, 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 migratory children in the State. The policies will place emphasis on the awareness and prevention of risks to the safety of Georgia MEP ID&R personnel.

V. STATE ID&R ACTION PLAN (Checklist of Activities to support the State ID&R plan)

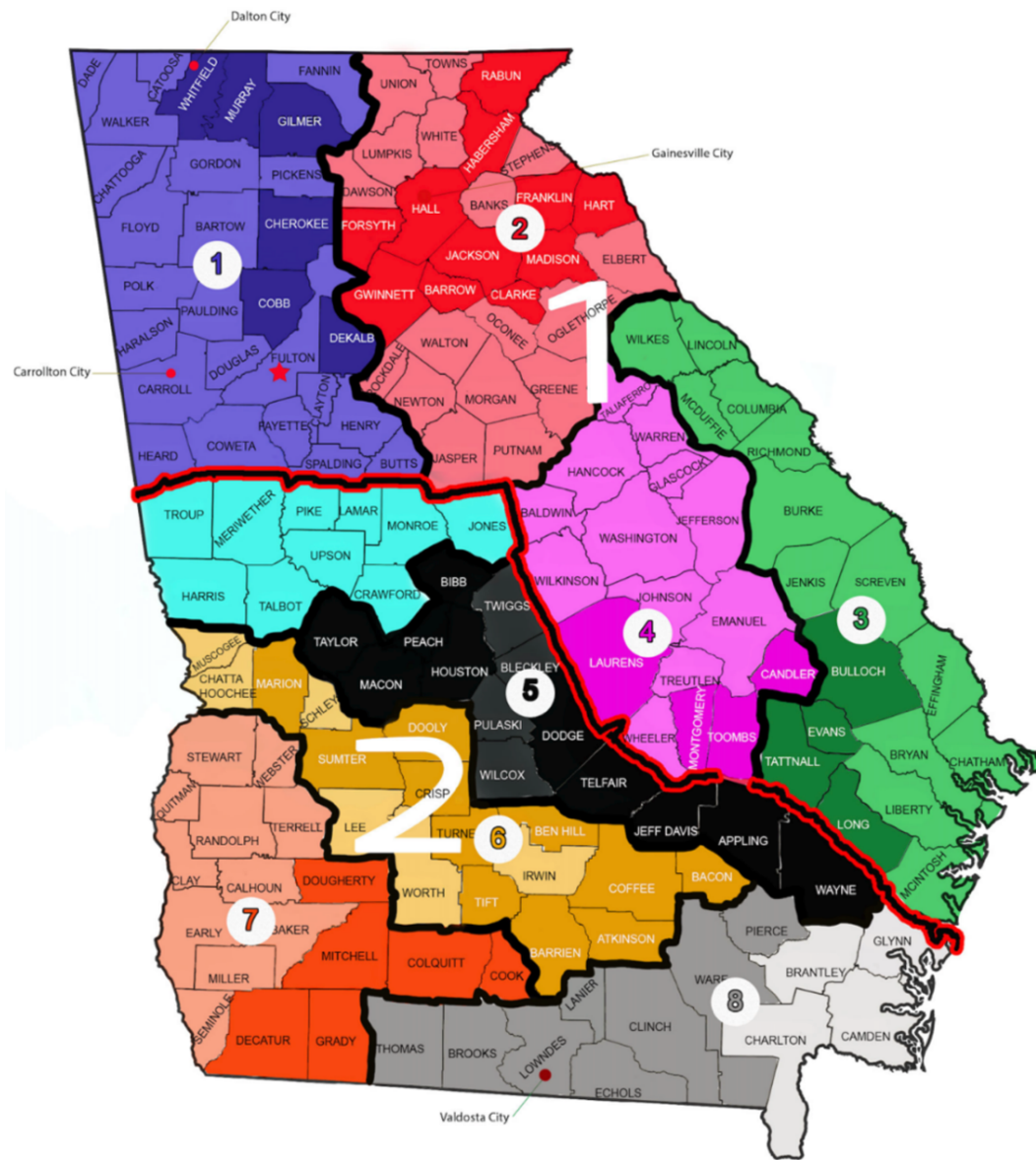
(See LEA [*ID&R Activities Template*](#) in the ID&R/Data Collections Handbook on Georgia MEP website)

Connecting the State ID&R Plan to LEAs

Each LEA in Georgia that receives MEP funds, consolidated or not, is required to create a yearly ID&R plan connected to this state plan. The following pages show the ID&R plan template that LEAs use and submit for approval along with the yearly federal programs consolidated application.

2020–2021 State Recruitment Map

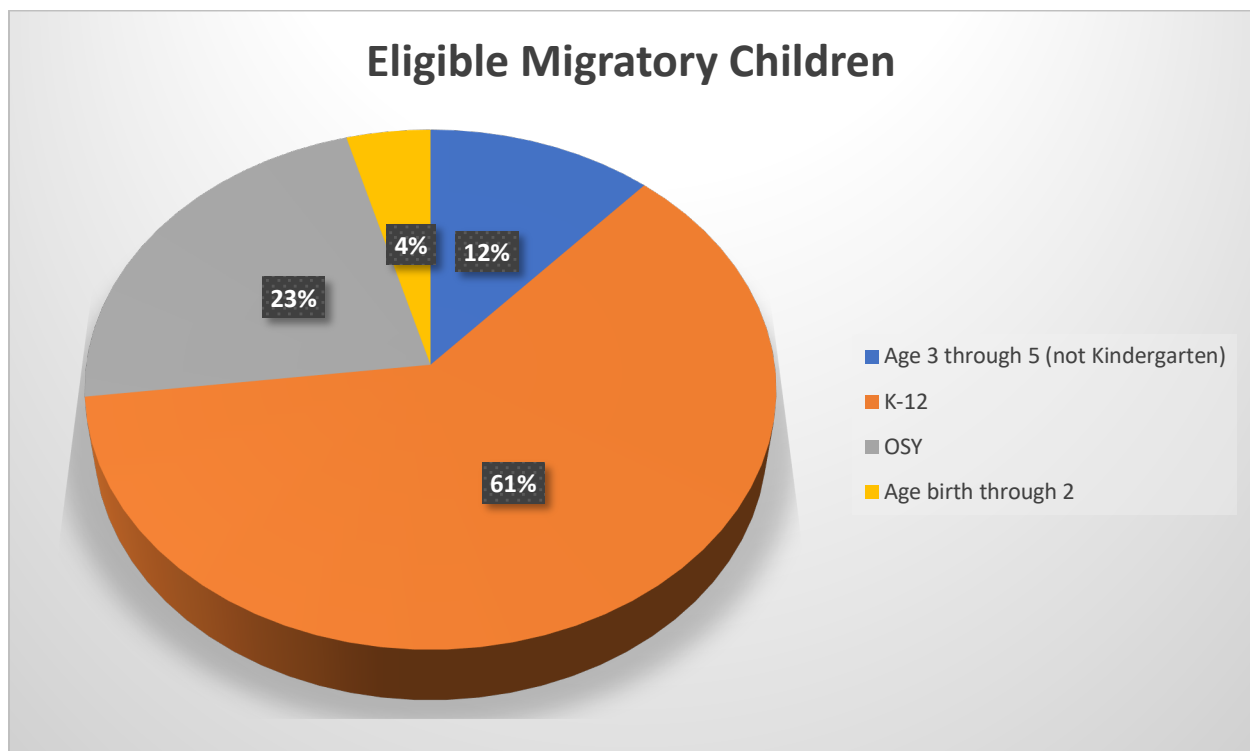
Regional recruiters carried on different responsibilities and they were strategically assigned to LEAs to conduct ID&R. They also prepared and delivered training to new LEA staff. Recruiters worked closely with regional coordinators and State Identification and Recruitment Coordinators to ensure all activities were documented. The following map shows the recruiter's assigned recruitment area for the 2020–2021 school year.



2020–2021 CSPR Annual Child Count

The Consolidated State Performance Report (CSPR) is an instrument used by all states to collect and submit required MEP information of ESEA formula grant programs, including the MEP (Statutory requirements: see Title I, Part C, Sections 1303€; 1304(c)(7) a€(e); Title I“, Part C, Section 9303).

The following graph represents the eligible migratory children population by grade level for the school year 2020–2021. 61% of that population are students from kindergarten to 12th grade. 23% are Out of School Youth (OSY), 12% are participants from 3 to 5 years of age, and only 4% are from birth to 2 years of age.



Title I, Part C Monitoring & Monitoring Findings

GaDOE monitors on a four-year cycle and adds LEAs who are high risk according to the annual risk assessment. Due to the COVID-19 pandemic, the FY20 monitoring cycle was interrupted because the Georgia Governor issued an executive order to close schools in March 2021. Some areas for findings include the following indicators: 19.1, 19.2, 19.4, 19.5, 19.6 and overarching indicators related to Internal Controls, Expenditures, Inventory, Cost Principles, Drawdowns as of May 2022.

LEA Monitoring Findings		
Indicators	# LEA/Did Not Meet	LEA/Met with Recommendations
19.1 Data Collection	4	1
19.2 Records Maintenance and Transfer	4	
19.3 Identification and Recruitment		1
19.4 Priority for Services	2	
19.5 Parental Involvement/PAC	3	2
19.6 Professional Development	1	
5. Internal Controls, Expenditures, Inventory, Cost Principles, Drawdowns	1	1

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FY20 ADDENDUM: Identification and Recruitment Protocol During Social Distancing in 2020–2021

Social Distancing Protocol

The Social Distancing order has impacted ID&R efforts in the Georgia MEP by severely restricting recruiters' abilities to meet with families in person. According to the United States Department of Education Office of Migrant Education, it is acceptable for MEP staff to conduct identification and recruitment (ID&R) activities via telephone or video conferencing. This includes holding interviews with potentially eligible migratory families to obtain information necessary to complete the COE. As a result, the Georgia MEP is implementing a new identification and recruitment (ID&R) protocol that indicates how the COE may be completed without requiring a recruiter to meet in person with a potentially eligible family. If a face-to-face interview should take place, it will be under the social distancing guidelines described in this document. If any ID&R is conducted during this time, the person doing the ID&R must follow this protocol:

1. Effective 7/29/2020, recruiters may conduct ID&R activities via telephone, video conferencing, etc., or face-to-face interview under social distancing guidelines.
2. The recruiter will add a note to the comments section of the COE form explaining the circumstances that prevented the recruiter/interviewer from obtaining the interviewee's signature.
3. After normal activities resume, if MEP staff can contact the interviewee in person, the interviewee's signature will be added to the COE, and the comments section will be updated. Signatures may also be collected by mail.

The MEP notes that certain precautionary or containment measures taken in response to social distancing can compound the challenges that migratory families already face, such as access to health care and food assistance, social isolation, etc. Recognizing the key role that the Georgia MEP staff often play in outreach and advocacy for migratory families, we urge Georgia MEP recruiters and other staff to use telephone or video contact as an opportunity to assess the immediate needs of migratory children and their families, and to attempt to either address those needs directly or connect the families with other available resources for assistance.

Read each section of the protocol thoroughly before conducting ID&R by remote communication device or face-to-face under social distancing.

Identification & Recruitment: A 3-Step Process

The recruiter must follow these steps.

Prepare to Recruit

Finding ID&R Referrals

1. Reach out to your ID&R Networks.
 - Schools
 - Employers
 - Other agencies working with the same population in your school district
2. Refer to previous Georgia MEP enrollment lists.
3. Utilize school reports on students who have moved from other countries, states, or LEAs into the present school district during the current school year.

Before attempting contact by telephone, video conference, etc., with a potentially eligible family or participant:

- Research available resources for MEP and non-MEP families within your district or region.
- Be prepared to share the MEP services that will be provided to the family if they are eligible.
- Collect all necessary eligibility resources that may aid your eligibility determination.
- Be aware that completing an eligibility interview over the phone is different than in person.
- Be mindful that it may be more difficult to gain the interviewee's trust over the phone.
- Have a calendar, digital or paper, available for reference.
- Be prepared to create a history of the family's migratory moves.

Conduct the Interview

Conduct the interview using the Basic Interview Pattern.

1. Introduce yourself and the education of migratory children program.
2. Ask fact-finding questions.
3. Close the interview.
 - If eligible, proceed to complete the COE.
 - If not eligible, offer to refer the family or participant to non-MEP services available in the area.

Complete the Recruitment Process

If the family/Out of School Youth (OSY) is eligible, complete the COE. After the COE is completed, the recruiter must take the following steps:

1. Review ALL COE information with the family/person being interviewed.
2. Explain the program.
 - Approval Procedure
 - Services (supplemental)

- Length (3 years)
3. Explain FERPA Rights.

On the signature relationship line, the recruiter will write the interviewee's name, enter "Phone call," enter the interviewee's relationship to child(ren), and indicate the interview date. The recruiter *must* enter the following text in the comment section of the COE:

Interviewee agrees to the following: COE information is accurate, s/he wishes to receive MEP services, and FERPA rights have been explained. Signature is waived due to School Closure.

Face-to-face Interviews

If agreeable with Local School District's guidance, and if the recruiter and interviewee feel comfortable doing so, the ID&R may take place through a face-to-face interview that **must** observe the social distancing guidelines.

What is social distancing?

- Also called "physical distancing," means keeping space between yourself and other people outside of your home
- Stay at least 6 feet (about 2 arms' length) from other people
- Do not gather in groups
- Stay out of crowded places and avoid mass gatherings

How to Protect Yourself & Others: Everyday steps to prevent COVID-19:

- Wash your hands often
- Avoid close contact
- Cover your mouth and nose with a cloth face cover when around others
- Cover coughs and sneezes with tissues or elbows
- Clean and disinfect any share surfaces and/or materials

What is Personal Protective Equipment (PPE)?

- Cloth masks
- Synthetic Polyisoprene Gloves
- Disinfecting liquids or gels
- Disinfecting wipes
- Hand sanitizer

Final Considerations

The Social distancing ID&R protocol is valid until further GaDOE MEP guidance is provided, once Georgia state government returns to normal conditions. The interviewee signature waiver is applicable to remote device and face-to-face ID&R. The state will keep track of these COEs, and, if possible, the recruiter will attempt to obtain a signature after conditions return to normal. The COE approval process remains unchanged.