

Consolidating Title I, Part C Migrant Education Program

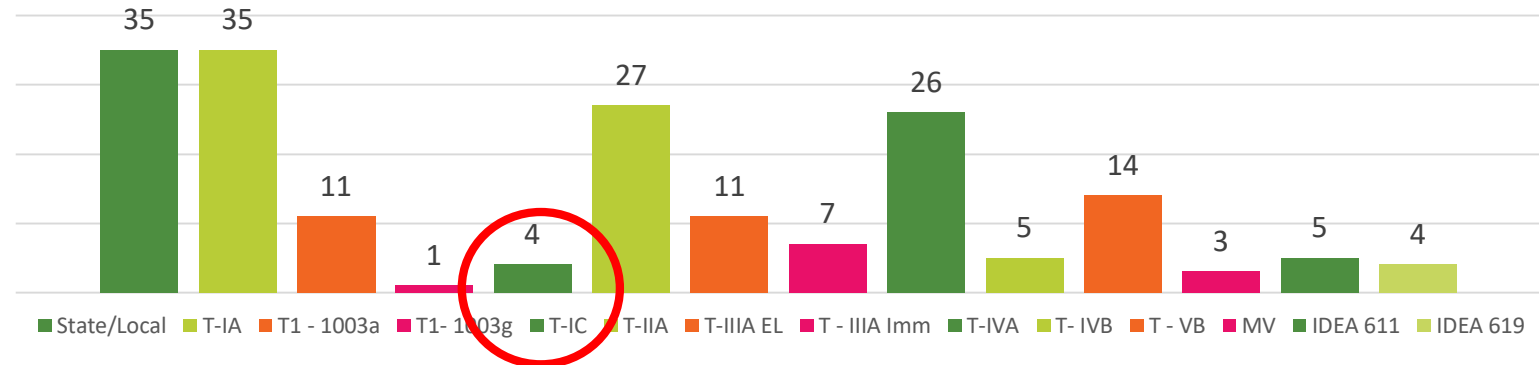
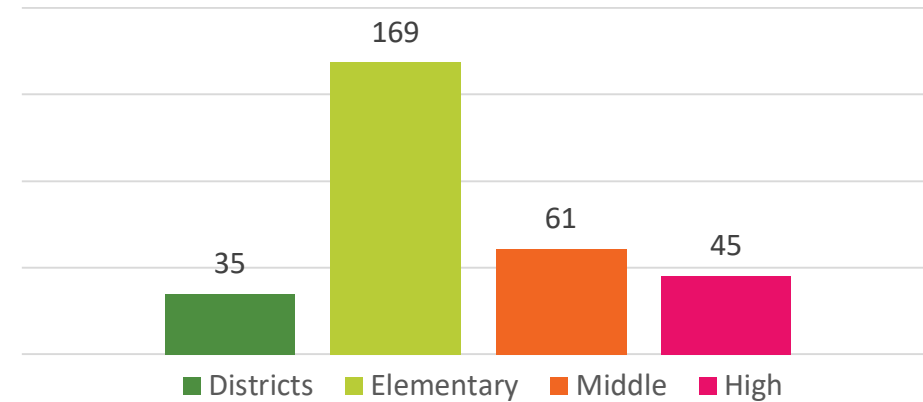
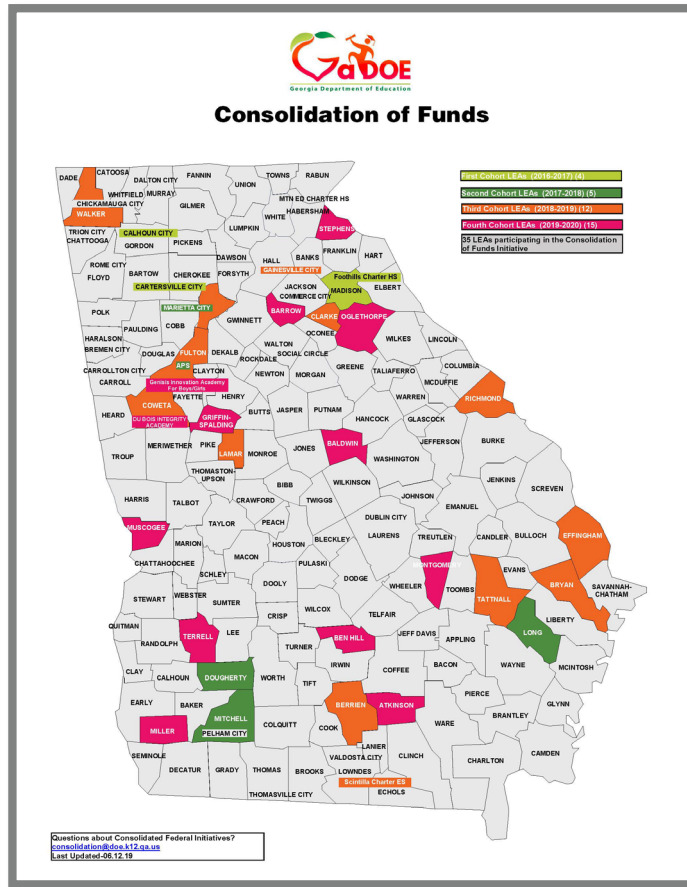
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FY20 Consolidation of IC in GA



Every Student Succeeds Act

Consolidating Title I, Part C – Education of Migratory Children

A school must meet the following requirements if the school consolidates and uses funds from the Title I Part C, Education of Migratory Children program in its schoolwide program: (1) Migrant education.

Before the school chooses to consolidate in its schoolwide program funds received under part C of Title I of the ESEA, the school must –

- (i) Use these funds, in consultation with parents of migratory children or organizations representing those parents, or both, first to meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school, as identified through the comprehensive Statewide needs assessment under § 200.83 and
- (ii) Document that these needs have been met.

(ESEA section 1306(b)(4); 34 C.F.R. § 200.29(c)(1)) as amended by ESSA

Application for the Consolidation of Funds

- Georgia has submitted process to USDE – still waiting for confirmation
- Process includes annual submission of MEP application to SEA

DUE July 31

How is this different from the CLIP?

Very thorough and program specific

GaDOE MEP Guidance for Consolidation

Available on GaDOE Website, Consolidation of Funds Webpage

1. The LEA's annual Title I, Part C formula allocation will be calculated into three categories: preschool, K-12 enrolled, and out-of-school youth (OSY)/dropout (DO). Consolidation will be limited to the K-12 enrolled category amount only, which will include a further calculation down to the school levels. (Funds not permitted to be consolidated are the preschool and OSY/DO allocations.)
2. Having annually identified the Title I schoolwide school(s) participating in the consolidation of funds initiative, the LEA will establish a Title I, Part C amount to be consolidated at each participating school that does not exceed the participating school's funding under the K-12 enrolled amount as defined in the preceding step.

GaDOE MEP Guidance for Consolidation

Available on GaDOE Website, Consolidation of Funds Webpage

3. The balances of the LEA's Title I, Part C funds will be held at the district level to provide for Title I, Part C services and supports such as recruitment, interstate and intrastate coordination, serving preschool children, serving OSY/DO, meeting the needs of migratory children enrolling during the year including students enrolling in schools consolidating funds, or, in the case of remaining K-12 enrolled funds, used in the remaining schools that are not participating in the consolidation of funds initiative.
4. Within each Title I schoolwide school participating in the consolidation of funds initiative, the school will complete an assurance that, at the time of consolidation, all of the unique educational needs of its migratory children are met and that the school shall continue to address all newly identified needs of its migratory students through the signing of program intents and purposes.
5. The LEA will submit a plan for meeting the ESSA requirements for consolidating Title I, Part C Funds in a schoolwide school (ESSA Sec. 1306). See appendix X.

Application for the Consolidation of Funds

Available on GaDOE Website, Consolidation of Funds Webpage

DUE July 31

Title I Part C, Education of Migratory Children 2018-2019 Consolidation of Funds

LEA Plan for Meeting the ESSA Requirements for Consolidating Title I, Part C Funds in a Schoolwide School (ESSA Sec. 1306)

School District: _____ Date: _____

A school must meet the following requirements if the school consolidates and uses funds from the Title I Part C, Education of Migratory Children program in its schoolwide program:

(1) Migrant education. Before the school chooses to consolidate in its schoolwide program funds received under part C of Title I of the ESEA, the school must—

- (i) Use these funds, in consultation with parents of migratory children or organizations representing those parents, or both, first to meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school, as identified through the comprehensive Statewide needs assessment under § 200.83 and
- (ii) Document that these needs have been met.

(ESEA section 1306(b)(4); 34 C.F.R. § 200.29(c)(1)) as amended by ESSA

A. Explain how Title I, Part C funds have been used first:

- a. to meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle,
- b. and those other needs that are necessary to permit these students to participate effectively in school,

as identified through the Comprehensive Statewide Needs Assessment/Service Delivery Plan, and the district's FY18 comprehensive needs assessment and improvement plans.

- The State Service Delivery plan defines successful performance as proficiency or higher on the Milestones EOC or EOG.
- The performance of children in non-EOC or EOG grades is measured by meeting or exceeding the district's grade level assessment expectations.

Type narrative here: _____

Include documentation to demonstrate that these needs have been met for each migrant child. Supporting Files/Documents: _____

B. Explain how the district, through these schoolwide programs, will meet the statutory requirements of priority for services (PFS) students. (SEC. 1302(d)).

Type narrative here: _____

C. Explain how the district will monitor the mobility of migratory children during the year to ensure new student's unique needs are met.

Type narrative here: _____

D. Upcoming school year allocation for K-12 migratory children:

List the amount: _____

Proposed Use of Funds

1. Amount of K-12 allocation held at the district level to address needs of migratory children enrolling during the school year:

List the amount: _____

2. Name of Title I schoolwide school where funds will be consolidated:

Name of school: _____

Projected number of migrant students: _____

Number of student: _____

Amount of funds to be consolidated: _____

List the amount: _____

Name of Title I schoolwide school where funds will be consolidated:

Name of school: _____

Projected number of migrant students: _____

Number of student: _____

Amount of funds to be consolidated: _____

List the amount: _____

Name of Title I schoolwide school where funds will be consolidated:

Name of school: _____

Projected number of migrant students: _____

Number of student: _____

Amount of funds to be consolidated: _____

List the amount: _____

Name of Title I schoolwide school where funds will be consolidated:

Name of school: _____

Projected number of migrant students: _____

Number of student: _____

Amount of funds to be consolidated: _____

List the amount: _____

Parent and Stakeholder Consultation

Explain and provide documentation of how consultation with migrant parents, or organizations representing those parents, or both, was carried out in an organized, on-going, and timely way that involved parents in the planning/review of this schoolwide consolidation initiative. Include a list with the names of migrant parents and/or other participants in the creation of this plan.

Type narrative here: _____

Supporting Files/Documents: _____

☐ Assurance: Our LEA meets the requirements above as described in (ESEA section 1306(b)(4); 34 C.F.R. § 200.29(c)(1)) as amended by ESSA.

Submitted to GaDOE by: _____	Date: _____
Phone: _____	
Email: _____	
Approved by: GaDOE MEP Program Manager: _____ Date: _____	

Application Section A

Available on GaDOE Website, Consolidation of Funds Webpage

- A. Explain how Title I, Part C funds have been used first: a. to meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle, b. and those other needs that are necessary to permit these students to participate effectively in school, as identified through the Comprehensive Statewide Needs Assessment/Service Delivery Plan, and the district's FY20 comprehensive needs assessment and improvement plans.
- The State Service Delivery plan defines successful performance as proficiency or higher on the Milestones EOC or EOG.
 - The performance of children in non-EOC or EOG grades is measured by meeting or exceeding the district's grade level assessment expectations.

Application Sections B – D

Available on GaDOE Website, Consolidation of Funds Webpage

- B. Explain how the district, through these schoolwide programs, will meet the statutory requirements of priority for services (PFS) students. (SEC. 1302(d)).
- C. Explain how the district will monitor the mobility of migratory children during the year to ensure new student's unique needs are met.
- D. Upcoming school year allocation for K-12 migratory children

Application Sections - Funding & Consultation

Available on GaDOE Website, Consolidation of Funds Webpage

1. Amount of K-12 allocation held at the district level to address needs of migratory children enrolling during the school year.
2. Name of Title I schoolwide school where funds will be consolidated.

Parent and Stakeholder Consultation

Explain and provide documentation of how consultation with migrant parents, or organizations representing those parents, or both, was carried out in an organized, ongoing, and timely way that involved parents in the planning/review of this schoolwide consolidation initiative. Include a list with the names of migrant parents and/or other participants in the creation of this plan.

Benefits and Misconceptions Consolidating Title I, Part C MEP

Benefits

- Allow more consistency and flexibility in the structuring of tutor schedules
- Strengthen the IDR component
- Streamline funds for pre-school and OSY/DO instructional services
- Potentially increase tutoring segments for PFS and Non-PFS students
- Leverage all consolidated funds to increase services to migrant students

Common Misconceptions

- The program implementation model can't change.
- There will be less academic support for migrant students
- Migrant staff will be limited to serving only migrant students.
- The LEA will not need to contact migrant parents.
- The LEA is not required to participate in GAMEP trainings and workshops
- The LEA is not required to collect and report of MEP student data.

Tattnall – Application Process

- Tattnall
 - Consolidating Benefits – While meeting program requirements have flexibility in structure
 - Elected to keep a program structure comparable to previous years
 - Gives recruiter more flexibility
 - Made minor change to some roles to allow staff increased focus on students
 - K-12 Support in Classrooms
 - 3 & 4 (Pre-K) and Out of School/Dropout
 - Plan Submission
 - Internal collaboration with Superintendent & LEA Migrant Program staff
 - Internal collaboration with SEA Migrant Program staff
 - Took one official revision prior to approval

Tattnall - Examples of Flexibility

- Migrant Family Outreach Coordinator approved all SSP schedules. Schedules were not forwarded to GAMEP.
- Tattnall County used consolidated Migrant K-12 funds to keep SSPs in current positions in school. They did not leave to assist with recruitment/OSY/DO/Exit. They worked with K-12 students full-time.
- Tattnall County contracted with an individual to provide recruitment services/OSY/DO/Exit using the P-3 and OSY/DO portions of the IC budget not consolidated. This person had flexible hours.

Tattnall - Examples of Impact

The district's consolidation of federal funds allowed:

- More academic opportunities for migrant students (during the day, after school, Saturday Slam, or before school). Without consolidation the MEP could not have provided these opportunities.
- The contract provider to extend services to OSY/DO during summer.
- The contract provider to deliver more services for migrant students who needed remediation during the summer.
- The contract provider more availability to conduct year-round recruitment services.



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