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

**2020-2021 Consolidation of Funds Title I, Part C LEA Plan**

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| **School District** |  | **Date** |  |

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| **Title I, Part C Statute -** (ESEA section 1306(b)(4); 34 C.F.R. § 200.29(c)(1)) as amended by ESSA  *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.* |

1. **Meeting Statute Requirements for Academic Support and Mobility Support**

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

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

as identified through Georgia’s Comprehensive Statewide Needs Assessment/Service Delivery Plan, and the local educational agency’s (LEA’s) FY20/FY21 comprehensive needs assessment and improvement plans. Georgia’s State Service Delivery plan defines successful performance as scoring proficient or higher on the Milestones End of Course (EOC) or End of Grade (EOG). The performance of children in non-EOC or EOG grades is measured by meeting or exceeding the LEA's grade level assessment expectations.

Prior to approval, LEAs must complete the following tables. \*\*LEAs who did not consolidate in the previous fiscal year must Upload completed FY20 LEA Implementation Plans to be approved in Formstack.\*\*

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| **Tier 1 Performance Review:** Did migrant students score proficient or higher on **End of Course and End of Grade Assessments** on grade level assessments? | | | | | | | | | | | |
| K-5 | Priority for Service | ELA | # |  | % |  | Math | # |  | % |  |
| Non-Priority for Service | ELA | # |  | % |  | Math | # |  | % |  |
| Non-Migrant | ELA | # |  | % |  | Math | # |  | % |  |
| 6-8 | Priority for Service | ELA | # |  | % |  | Math | # |  | % |  |
| Non-Priority for Service | ELA | # |  | % |  | Math | # |  | % |  |
| Non-Migrant | ELA | # |  | % |  | Math | # |  | % |  |
| 9-12 | Priority for Service | ELA | # |  | % |  | Math | # |  | % |  |
| Non-Priority for Service | ELA | # |  | % |  | Math | # |  | % |  |
| Non-Migrant | ELA | # |  | % |  | Math | # |  | % |  |

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| **Tier 2 Performance Review:** Did migrant students score proficient or higher on **local grade level assessments**? [If all students scored at proficient or higher on Tier 1 review, this does not need to be completed.] | | | | | | | | | | | |
| K-5 | Priority for Service | ELA | # |  | % |  | Math | # |  | % |  |
| Non-Priority for Service | ELA | # |  | % |  | Math | # |  | % |  |
| Non-Migrant | ELA | # |  | % |  | Math | # |  | % |  |
| 6-8 | Priority for Service | ELA | # |  | % |  | Math | # |  | % |  |
| Non-Priority for Service | ELA | # |  | % |  | Math | # |  | % |  |
| Non-Migrant | ELA | # |  | % |  | Math | # |  | % |  |
| 9-12 | Priority for Service | ELA | # |  | % |  | Math | # |  | % |  |
| Non-Priority for Service | ELA | # |  | % |  | Math | # |  | % |  |
| Non-Migrant | ELA | # |  | % |  | Math | # |  | % |  |

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| Explain how participation in the GaDOE Consolidation of Funds Initiative will meet these children’s academic and non-academic needs during the 2020-2021 school year and how these supports will be measured. | |
| **Academic** |  |
| **Non-Academic** |  |
| What, if anything, will the LEA do differently to support **incoming** migratory children **during the summer** to ensure new students’ unique academic and non-academic needs are met. | |
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| Explain how the LEA will monitor the mobility of **outgoing** migratory children during the year to ensure student’s unique needs are met. | |
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1. **Priority for Service Students** (SEC. 1302(d))

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| * + - * 1. Did the LEA participate in the Consolidation of Funds Initiative in FY20? Did the LEA meet the statutory requirements of priority for service (PFS) students in the **prior year?** |
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| * + - * 1. How will the LEA meet the statutory requirements of priority for service (PFS) students in the **current year** 2020-2021? |
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1. **Use of K-12 Consolidated Funds** *(Not set-asides Preschool, Out of School Youth and Dropouts)*

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| The LEA assures the Georgia Department of Education Migrant Education Program that the academic and non-academic needs of K-12 migrant students are explicitly addressed in the Consolidation of Funds Schoolwide Plan to include summer and school year supports and which may include school-based and home-based supports. | Yes | No |

1. **Parent and Stakeholder Consultation**

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| 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. | |
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| **Attach** a list with the names of migrant parents and/or other participants in the creation of this plan. | Attached |
| *\*\*Agendas and other supporting documentation* ***must be******kept on file*** *for Cross-Functional or Programmatic Monitoring.\*\** | |

1. **Monitoring the Migrant Education Program (MEP) under Consolidation for Effectiveness**

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| In order to ensure that the MEP supported by Consolidated Funds is successful, how will the LEA monitor migrant participant’s needs. |
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| In the event that, through monitoring, the LEA determines the MEP is not effective under Consolidation, what steps will be taken to transition the program out of consolidation. |
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1. **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.*
2. **OPTIONAL Request for Flexibility:** Based on a thorough review of migrant participant needs and enrollment trends by month, a LEA may seek flexibility in funding available to K-12 under consolidation. However, all commitments of supporting preschool children, K-12 students, and Out-of-School Youth must be met. *For example, a LEA could seek flexibility to prorate the salary of a staff member who serves K-12 for 7 months (Aug-Feb) and who serves out-of-school youth for 5 months (Mar-Jul). Please note that in this example, an individual would be responsible for completing time and effort documentation to include Fund 150 (state and local) and Title I, Part C (federal).*

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| Is the LEA seeking flexibility? | Yes  No |
| If yes, provide a detailed explanation of what flexibility is sought and how the LEA will be able to meet commitments to preschool children, K-12 students and out-of-school youth, including verifying that there is no reduction in services to preschool children and out-of-school youth. | |
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| Submitted to GADOE by |  |
| Contact Name |  |
| Contact Email |  |
| Contact Date |  |

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| Approved by GaDOE MEP Program Manager |  |
| Date Approved |  |