

FY23 CFM Pre-Recorded Webinar Series

Title I, Part C – Education of Migratory Children
September 16th, 2022

Presenters



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Agenda

- Title I, Part C – Education of Migratory Children Program Overview
- Cross-Functional Monitoring Indicators:
 - 18.1 - Data Collection
 - 18.2 - Records Transfer
 - 18.3 - Identification and Recruitment
 - 18.4 - Priority for Services
 - 18.5 - Parent and Family Engagement
 - 18.6 - Professional Learning

Title I, Part C – Education of Migratory Children

Program Overview



What is the Education of Migratory Children Program?

The purpose of the MEP in Georgia (and the United States) is to ensure that migrant children fully benefit from the same free public education provided to all children and that the unmet education-related needs resulting from their migrant lifestyle are met.



Cross-Functional Monitoring

Indicators



Indicator Explanation

18.1 Data Collection

Student enrollment, withdrawal, demographic, academic, and health data are reviewed, entered, and updated in the LEA student information system according to information provided by the student, family, and/or the state or regional Migrant Education Program office.

ESEA: Sec. 1301(2); Sec. 1304 (b)(3); Sec. 1308 (b)(1-3)

Indicator

Evidence/Documentation

18.1 Data collection evidence shall include:

- A. Local SIS report of current K-12 migrant coded participants
- ✓ Include PFS and/or continuation of services codes if applicable.

Notes:

- Email SIS report to the Title I, Part C GaDOE staff monitoring the LEA via the GaDOE portal on the scheduled monitoring date.
- **CONSORTIUM LEAs: This is required. If no migrant students are enrolled, the SIS report will have no names listed.**

- B. Signed verification forms for the following MEP reports: Migrant Participant Report (MPR); New Participant Report.

Indicator

Common Misunderstandings

18.1 Data Collection

False

There are no migrant participants in my school district. I DO NOT have to provide a Local SIS report of current K-12 migrant coded participants.

True

All school districts must provide a printed local SIS. In the case that there are no migrant participants, the report should show zero (0) participants.

Indicator Explanation

18.2 Records Transfer

The LEA has sent and/or received education and health data involving children migrating either in or out of state or country.

The use of the Migrant Student Information Exchange (MSIX), where appropriate.

ESEA: Sec. 1301(2); Sec. 1304 (b)(3); Sec. 1308 (b)(1) – (3)

Indicator

Evidence/Documentation

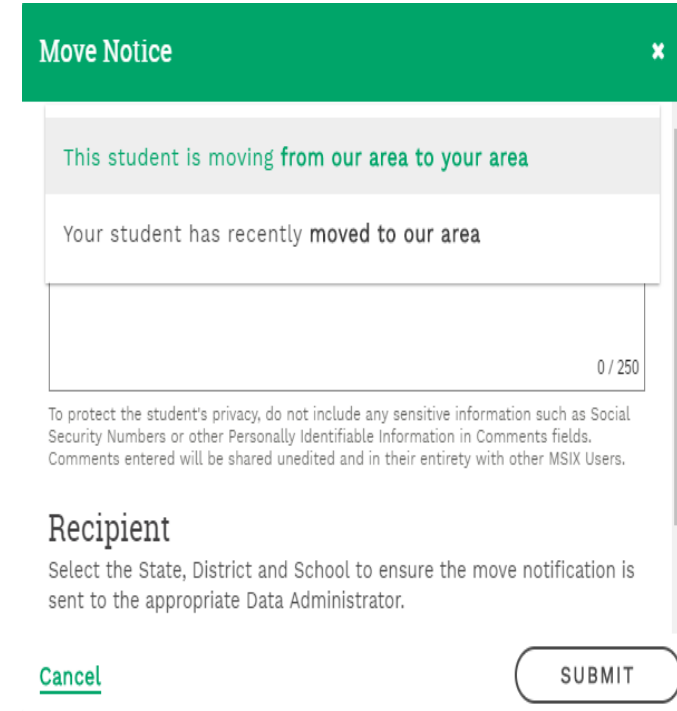
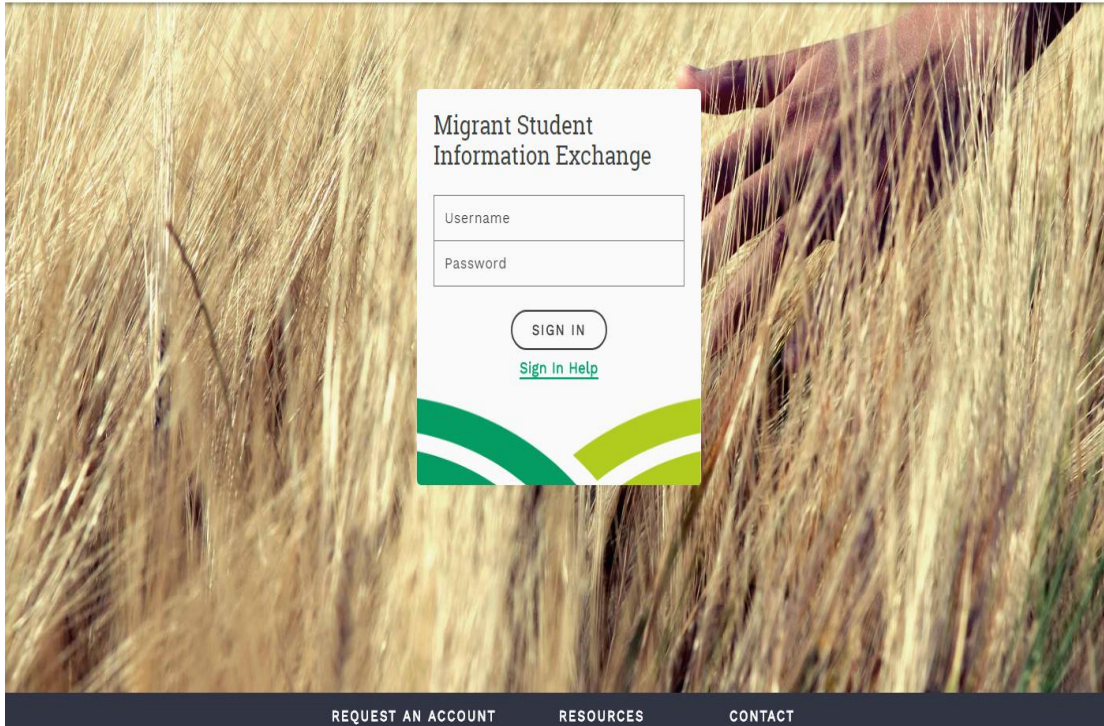
18.2 Records transfer evidence

Local school level communication between the LEA and receiving schools relating to the sharing of educational and student health data for three (3) different students.

Evidence shall include letters, memoranda, fax transmittals notification and complete samples of the types of records transmitted, if applicable, phone logs, transfer documents for students leaving the US for other countries and within the US school districts, copies of email MSIX move notifications, etc.

Note: CONSORTIUM LEAs - This applies only if migrant students have enrolled or withdrawn since the first day of school.

Migrant Student Information Exchange (MSIX)



Remember that sending move notifications is an important part of the records transfer and ID&R process in the MEP. Local staff must send these notices as soon as they are aware of a move.

[Request for an MSIX Secondary User Account](#)

Indicator

Common Misunderstandings

18.2 Records Transfer

False

A school district uploads only the fax transmittal notification showing that records were transferred or received.

True

A school district uploads samples of local school-level communication between the LEA and receiving schools and **MUST** include the educational and student health data records transferred or received.

Indicator Explanation

18.3 Identification and Recruitment (ID&R)

The LEA has ID&R certified staff or operational procedures in place to carry out identification and recruitment functions (including the use of the Occupational Survey form) throughout the school year and summer months as required in the [Georgia Migrant Education Program Identification, Recruitment, and Data Collections Handbook](#).

[ESEA](#): Sec. 1301(2); Sec. 1304 (b)(3); Sec. 1308 (b)(1) – (3)

Indicator


Evidence/Documentation

18.3 Identification and Recruitment evidence shall include:

- A. List of MEP-funded staff (full-time, part-time, or contracted).
- B. Travel reimbursement for recruitment, phone logs, and weekly schedules showing recruitment.
- C. Ten (10) completed occupational surveys from various schools selected by the Department showing completion by new students and returning students. Note that selected surveys should be from the beginning of the current school year up to the monitoring date.

Note to CONSORTIUM LEAs: occupational surveys are required

Sample: FY23 Occupational Survey Form



Georgia Department of Education Educating Georgia's Future

School District: _____ Date: _____

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

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

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

2. Has anyone in your household been involved in one of the following occupations, either full or part-time or temporarily during the last three (3) years? Yes No

If you answer "yes", check all that applies:

1) Planting/Picking vegetables (tomatoes, squash, onions, etc.) or fruits (grapes, strawberries, blueberries, etc.)

2) Planting, growing, cutting, processing trees (pulpwood), or raking pine straw

3) Processing/Packing agricultural products

4) Dairy/Poultry/Livestock

5) Packing/Processing meats (beef, poultry, or seafood)

6) Commercial fishing or fish farms

7) Other (Please specify occupation): _____

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

Current Address: _____

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

Thank You! Please return this form to the school

Please maintain original copy in your files.

MEP funded school/district: Please give this form to the migrant liaison or migrant contact for your school/district.

Non-MEP funded (consortium) school/districts: When at least one "yes" and one or more of the boxes from 1 to 7 is/are checked, districts should email, always through the DOE's Portal, occupational surveys to the Regional Migrant Education Program Office serving your district. For additional questions regarding this form, please call the MEP office serving your district:


<small>GaDOE Region 1 MEP, Rose McKeehan Phone: 470-763-1137 rmcKeehan@doe.k12.ga.us</small>	<small>GaDOE Region 2 MEP, Pearl Barker Phone: 470-763-1138 PBarker@doe.k12.ga.us</small>
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Family Contacted/Attempt Date: _____ Sent to Regional Office on: _____

1562 Twin Towers East • 205 Jesse Hill Jr. Drive • Atlanta, GA 30334 • www.gadoe.org

Richard Woods, Georgia's School Superintendent

An Equal Opportunity Employer



Occupational Survey Form

Available Languages:

- [English Version](#)
- [Spanish Version](#)

Indicator

Common Misunderstandings

18.3 Identification and Recruitment

False

Only travel documentation for recruitment performed during re-signs should be uploaded.

True

Travel documentation sample(s) should include recruitment beyond re-signs.

False

Only occupational surveys from the beginning of the school year and one school should be uploaded.

True

Upload occupational surveys from various schools selected by the GaDOE MEP:

- New students and returning students surveys, and;
- Surveys completed at the beginning of the school year up to the monitoring date.

Indicator Explanation

18.4 Priority for Services

The migrant students identified on the LEA Priority for Services (PFS) reports, supplied by the state or regional Migrant Education Program office, are being provided the opportunity for MEP funded services before other migrant students are served during regular and/or summer programs.

The updated Priority for Services reports are verified and reviewed on a regular basis to ensure appropriate students are receiving service priority and that PFS reports are completed as required in the [Georgia Migrant Education Program Identification, Recruitment, and Data Collections Handbook](#).

[ESEA](#): Sec. 1304(d)

Indicator

Evidence/Documentation

18.4 Priority for Services evidence shall include:

- A. Current or updated documentation of instructional and/or support services being provided to PFS participants:
 - ✓ All migrant staff tutoring schedules for the current academic year with PFS names highlighted and participant's first name and last name initial.
 - ✓ Documentation addressing why PFS students (K-12 and DO/OSY) are not being served.
- B. Documentation of dissemination of PFS reports, adjustments to services based on PFS reports and documentation to teachers and principals explaining PFS.

Indicator

Evidence/Documentation

18.4 Priority for Services (Indicator Impacted by CoF)

- Implementation of services to PFS K-12 will be checked in Indicators 1.2 and 1.3.
- Implementation of services to PFS out-of-school youth will be checked in 18.4.

Sample: PFS Memo to Teachers/Principals

_____ COUNTY MIGRANT EDUCATION PROGRAM
PRIORITY FOR SERVICE
REQUIREMENTS FOR STUDENTS

School Year _____

Teacher(s)/Principal: _____

The following student(s) at _____ qualify(ies) for Priority for Services (PFS) in the Migrant Education Program.

- 1.
- 2.
- 3.

What is a Priority for Service Student?
Migratory child/ren 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. These students will receive support in their classes or during tutoring sessions provided by the Migrant Education Program Student Support Provider (SSP).

Here are the indicators for PFS:

- Migratory children who have made a qualifying move within the previous 1-year period.
- Scored below established proficiency level on one or more of the Georgia Testing Program assessments.
- During most recent and/or current semester has failing grades in one or more core academic content areas (K-8) or course(s) required for graduation (9-12).
- Insufficient credits for promotion or graduation.
- Is working at grade level below grade placement.
- Is over age for grade placement by one or more year (has been retained, started school late, under-schooled, etc.)
- Is identified as an English Learner (EL).
- Is a DO and OSY Profile form completed.

Should you have any questions about the academic needs of the migrant children in your classroom, please contact me or the Migrant SSP: _____

Sincerely,

Name _____

Sample PFS Letter

Indicator

Common Misunderstandings

18.4 Priority for Services

False

Partial tutoring schedule should be uploaded.

True

- Upload all updated Migrant staff tutoring and/or support services schedules from the school year.
- The schedule shows enrolled and non-enrolled participants.

Indicator Explanation

18.5 Parent and Family Engagement

The LEA consults with a migrant PAC on the planning, implementation, and evaluation of its migrant program and projects of one school year in duration and evidence that the migrant PAC is predominantly made up of parents of migrant children.

[ESEA](#): Sec. 1304(c)(3); Sec. 1306(a)(1)(B)(ii); Sec. 1118

Indicator

Evidence/Documentation

18.5 Parent and family engagement evidence shall include:

- A. Written procedures for ensuring effective local migrant Parent Advisory Council
- B. A list of dates for 3 migrant PAC meetings.
- C. Documentation for 2 of 3 meetings to include agendas, sign-in sheets showing that (highlight) migrant parents represent over 50% of the PAC membership and minutes showing meaningful consultation with parents regarding planning, implementing, and evaluating migrant projects,
- D. Translation of communications, if needed.
- E. Documentation to show outreach and efforts to coordinate parent attendance to regional and/or state PAC meetings (phone log, home-visit log, travel log, invitation letters, flyers, memos, emails sent to parents, reminders, etc.).

Indicator

Evidence/Documentation

18.5 Parent and family engagement

Note: Indicator Impacted by Consolidation of Funds (CoF)

- Must include documentation supporting consultation with parents on the consolidation of MEP funds.

Indicator

Common Misunderstandings

18.5 Parent and Family Engagement

False

Local PAC minutes are not required.

True

Must upload local PAC minutes, in a language parents can understand, showing meaningful consultation with parents regarding planning, implementation, and evaluation of migrant projects.

Indicator

Common Misunderstandings (Continued)

18.5 Parent and Family Engagement

False

Sharing an invitation to a Regional/State PAC meeting via WhatsApp the day before it occurs is a timely and meaningful way to communicate with migrant parents regarding their attendance/participation.

True

Upload documentation including various ways of communication showing timely and meaningful outreach efforts to coordinate parent attendance to Regional/State PAC meetings.

Indicator Explanation

18.6 Professional Learning (PL)

The migrant education program staff or other LEA staff, if applicable, attended required Migrant Education Program training provided by the Department, or other non-local professional learning opportunities, i.e., identification and recruitment (ID&R) trainings or workshops, and/or national/state/local migrant education program conferences aligned to the needs of migrant students.

[ESEA](#): Sec. 1304(c)(6)(B)

Indicator

Evidence/Documentation

18.6 Professional learning (PL) evidence shall include:

- A. Written procedures for ensuring that local MEP funded tutors participate in local school district professional development opportunities that are connected to the State MPOs.
- B. Documentation for MEP staff involved in/attending local school district and/or RESA and/or other trainings, workshops, or conferences (face-to-face or online) directly related to the local CNA. District Improvement Plans, instructional or support services they are providing to migrant participants.

Indicator

Evidence/Documentation

18.6 Professional learning (PL) evidence shall include

Note: Indicator Impacted by Consolidation of Funds (CoF)

- A. Evidence of professional learning for funds consolidated is checked in Indicators 1.2 and 1.3.
- B. Evidence of professional learning for funds not consolidated is checked in 18.6.

Indicator

Common Misunderstandings

18.6 Professional Learning (PL)

False

A flyer serves as documentation to show MEP staff involved in/attending local school district training.

True

Upload a sign-in sheet when MEP LEA staff attended PL.

False

Attendance to any local school district training meets the PL requirement.

True

- PL (face-to-face or online) must be directly related to the local CNA, District Improvement Plans, and instructional or support services they are providing to migrant participants.
- No need to provide documentation of PL provided by the Georgia MEP.

Overarching Indicators Reminders

- Title I, Part C is included in overarching indicators.
- Documentation listed under these indicators is required.
- Program Evaluation: Provide a written evaluation summary of the local Migrant Education Program (include data disaggregation of migrant compared to non-migrant; migrant PFS compared to migrant non-PFS, IPs implemented and observed, services provided, PAC feedback, etc.).
- The local Supplemental Services Tracking Form must include detailed comments when academic services are not provided.
- Upload sample(s) of OSY profile forms.
- Upload sample(s) of preschool assessments, screeners, and home visit documentation.
- Upload evidence of coordination with community, social, and educational services.
- Look for Consolidation of Funds (CoF) required documents and include those referenced in the Consolidation of Funds approved application.

Overarching Indicators Reminders (Continued)

Use of Title I, Part C Funds (Section 5-Internal Controls, Expenditures, Inventory, Drawdowns, Cost Principals) provide:

- Current year expenditure report.
- Supporting documentation for items selected for review (prior authorization, invoice, sign-in sheets, agenda, purchase orders).
- Current school year's after-the-fact periodic certifications.
- Copy of drawdowns made from Title I, Part C.
- Records of inventory (learning resources, property, and technology) purchased within the last two (2) years with Title I, Part C funds.
- Federal programs monitoring policies and procedure document(s) showing Title I, Part C.

Georgia MEP Resources

The screenshot shows the Georgia Department of Education website. At the top left is the GaDOE logo. To the right are social media icons for Facebook, Twitter, Instagram, YouTube, Pinterest, and RSS, along with the name "Richard Woods, Georgia's School Superintendent" and a search bar. A green navigation bar contains links for "Offices & Divisions -", "Programs & Initiatives -", "Data & Reporting -", "Learning & Curriculum -", "State Board & Policy -", "Finance & Operations -", and "Contact -". Below this is a breadcrumb trail: "Home → Office of School Improvement → Federal Programs → Georgia MEP Forms and Documents".

Federal Programs

- Title I, Part A- Improving the Academic Achievement of the Disadvantaged
- Title I, Part A- Family School Partnership
- Title I, Part A- Foster Care Provisions
- Title I, Part C Education of Migratory Children
- Title I, Part D- Neglected and Delinquent Children
- Title II, Part A Supporting Effective Instruction Grant
- Title III, Part A: Language Instruction for English Learners and Immigrant Students
- Title IV, Part A- Student Support and Academic Enrichment (SSAE)
- Nita M. Lowey 21st Century Community Learning Centers

Georgia MEP Forms and Documents

The following documents are to be used by direct funded LEAs to implement the MEP in their district. Click on the links below to download:

- ID&R/Data Collections Handbook (Updated July 2021)
- LEA Annual Program Evaluation Template (Updated April 2021)
- Occupational Survey Forms (English & Spanish) (Updated March 2019)
- Local Identification and Recruitment Plan Template (Updated April 2021)
- Identification and Recruitment Activities Checklist
- Request for Approval for Continuation of Current Education Services (COS) *New
- Supplemental Services Tracking Form (Updated October 2019)
- Sample SSP/Recruiter Job Duties
- Priority for Service (PFS) Teacher/Administrator Notification Template (Updated August 2017)
- OSY Profile Form - English (Updated July 2021)
- OSY Profile Form - Spanish (Updated July 2021)
- OSY Personal Learning Plan - Provider Version (Updated July 2021)
- OSY English Language Screener (Updated August 2016)

Summary Links

- Georgia MEP Home Page
- Georgia MEP Helpful Links
- Georgia MEP on Twitter

The bottom of the screenshot shows a Windows taskbar with various application icons and a system tray displaying "81°F Sunny".

Information: forms and documents



Title I, Part C – Education of Migratory Children Team

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Feedback

Please provide us with feedback by completing our short survey.
The survey can be accessed by QR code or the abbreviated link below.



OR

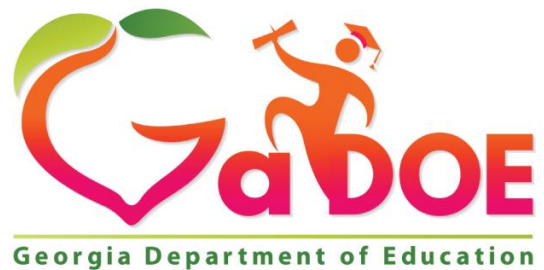
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Feedback Form](#)

Open your phone's camera and hold it up until you can see QR code. Your phone will prompt you to access a website – allow access.

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 youtube.com/user/GaDOEmedia



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GEORGIA'S FUTURE**