

Welcome



Title I, Part C – Education of Migratory Children

Identification & Recruitment and Professional Development Online Training #1



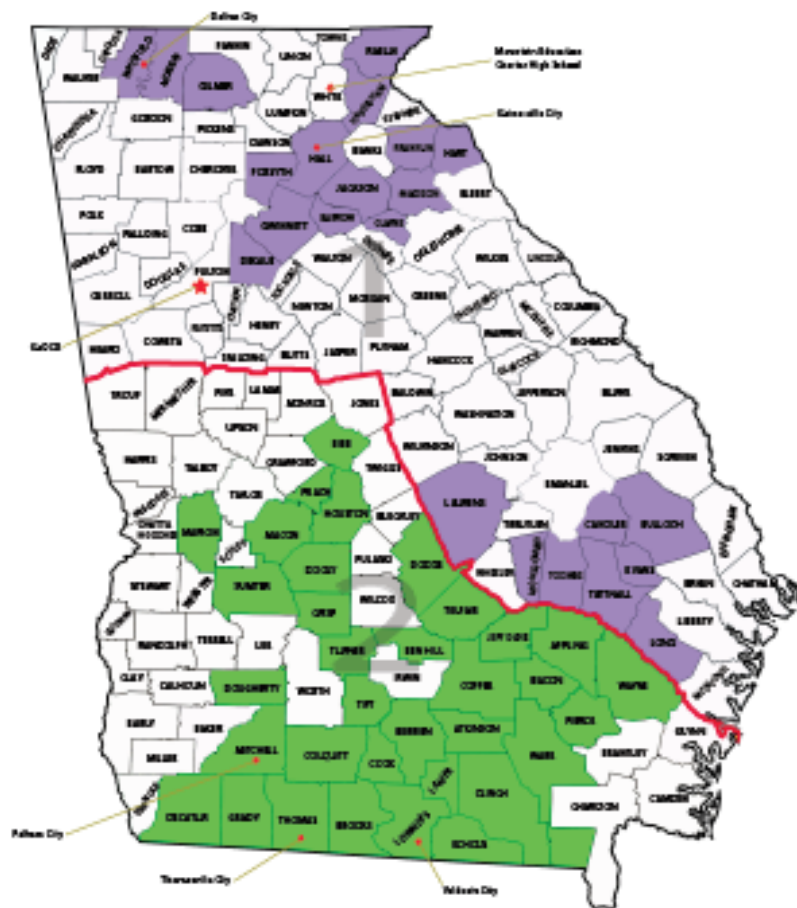
Today's Agenda

Time	Topic
8:30- 9:00	Welcome, Overview of the Day & MEP updates
9:00-10:30	Professional Development
10:30-10:40	Break
10:40- 11:40	Identification and Recruitment Training
11:40-12:30	Lunch
12:30-1:30	Identification and Recruitment Training
1:30	Adjourn

FY21 MEP Grant Awards

- Title I, Part C Federal Grant Award approved: \$6,500,015.00
- LEA Final Grant Award Notifications are loaded on the GaDOE portal.
- GA-LEA allocation breakdown:
 - Preschool
 - K-12
 - OSY/DO/NE

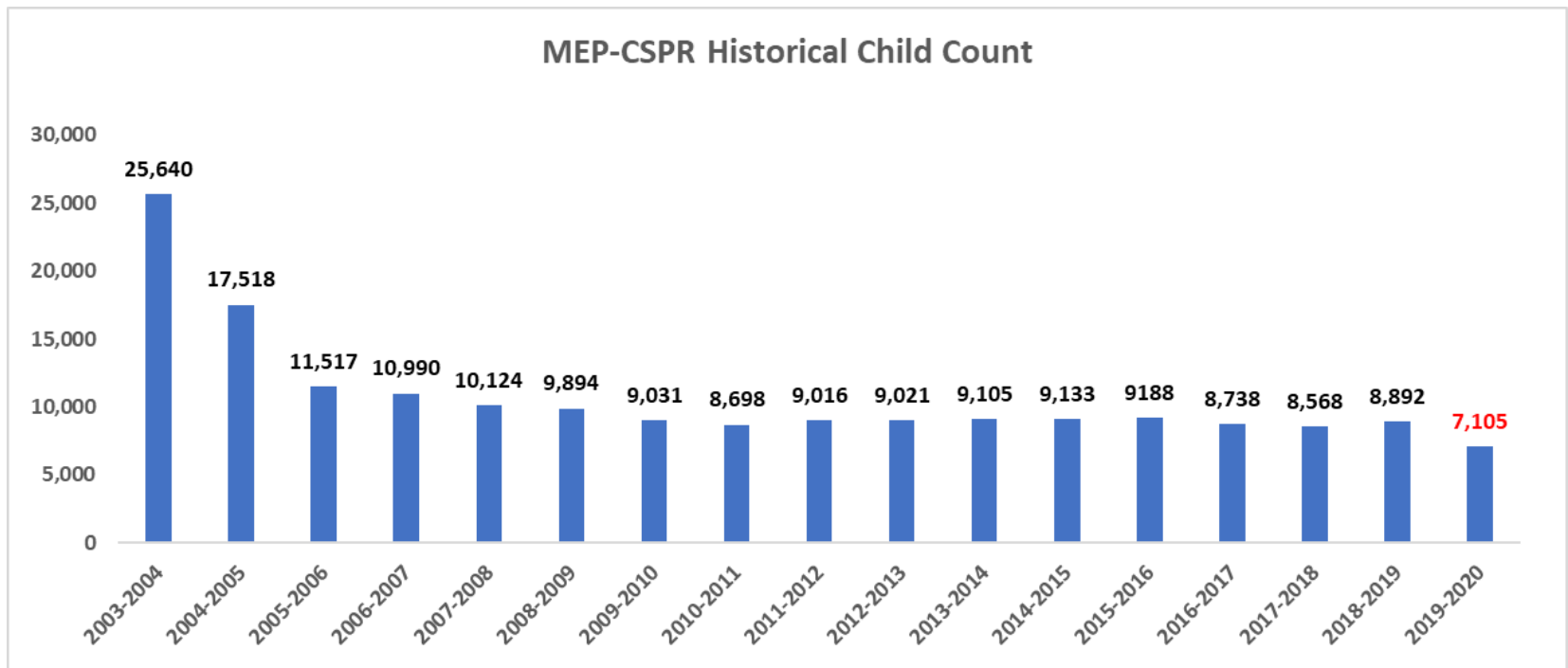
Georgia Migrant Education Program 2020-2021 Service Areas



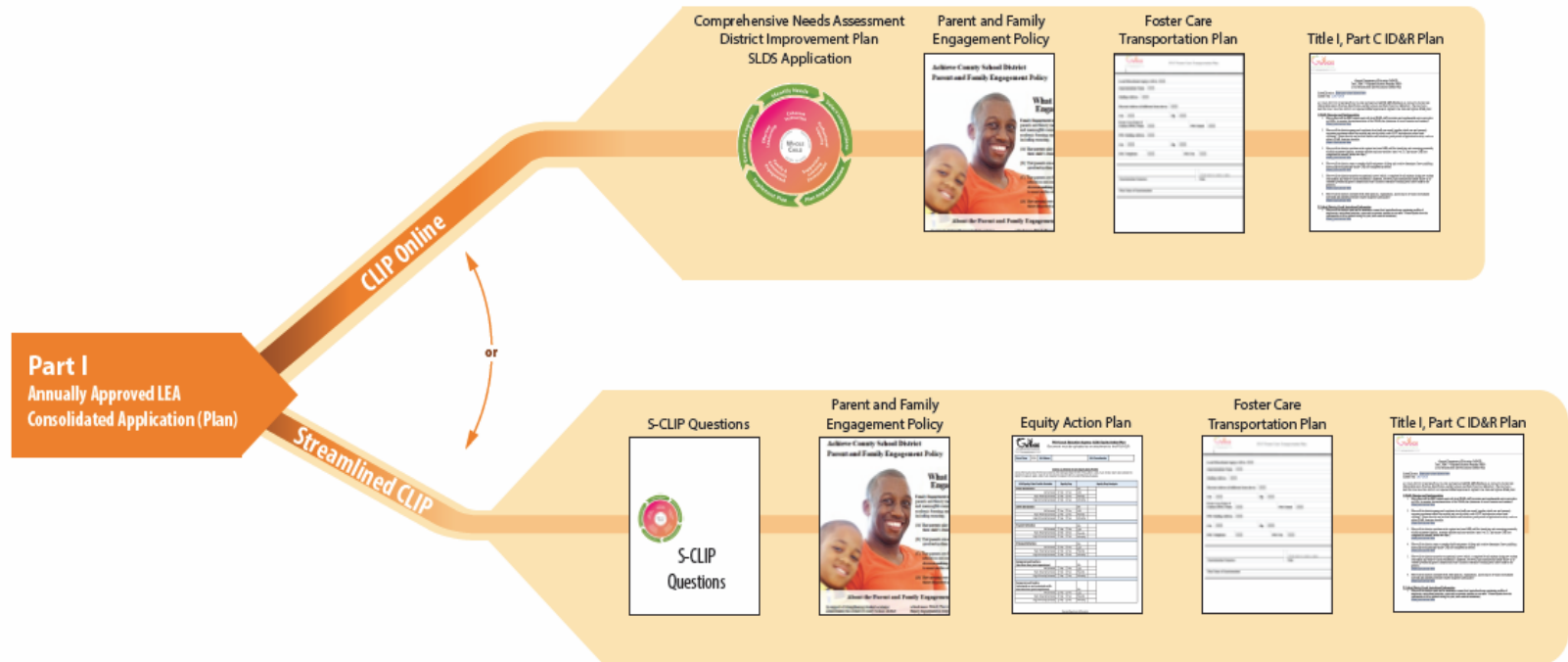
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Current Child Count (unofficial)



Migrant Student Academic Data & CLIP

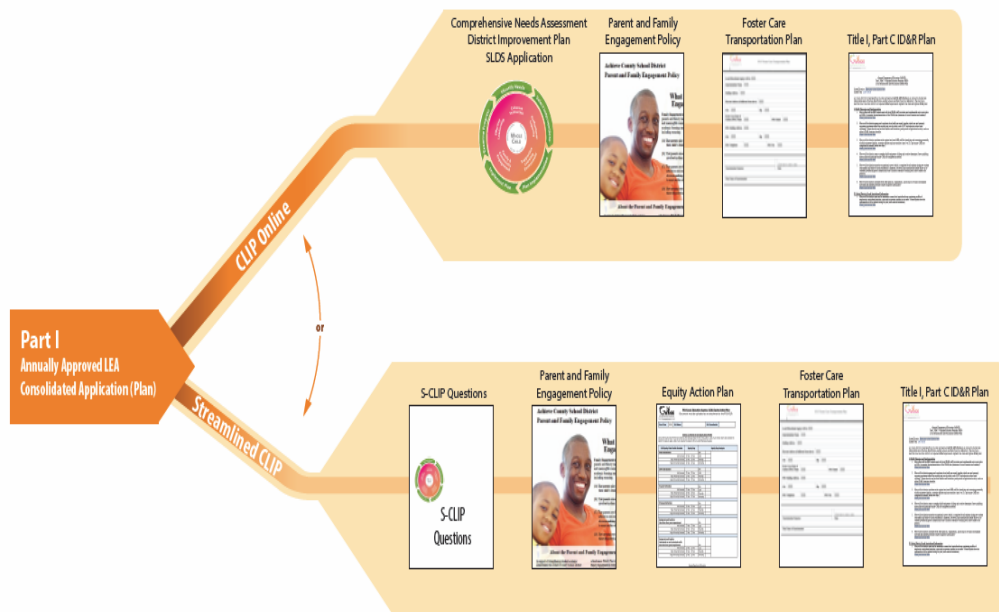


Migrant Student Academic Data

- Ga Milestones
- Implementation Plan evaluation data
- Local pre/post assessment
- Graduation data
- Comparisons of PFS and non-PFS students
- Drop out rate
- PreK assessments
- Migrant Preschool assessment data/checklist
- Student report card data
- EOC test data
- Include teacher input/feedback (if available)
- High school credits
- Retention and promotion data
- Migrant and non migrant students

Connecting to our Implementation Plans (IP)

FY21 IPs due July 31, 2020



FY21 Implementation Plan (IP) Form



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About the Implementation Plan (IP) Form

The IP form is designed to provide your district with a seamless solution for completing your Migrant Education Program project plans. This interface will allow you to easily complete and submit your implementation plan form in a user-friendly, easy-to-navigate interface. A new feature of this form is the "Save" button located at the bottom of each page which allows you to save data entered and complete your form within 30 days via a link by email. A single form must be completed per every project plan to be implemented in the district during the 2016-2017 school year. Click "Next" below to get started.

NOTICE: Any information submitted through this form will pass through FormStack servers. By clicking on the "Next" button below you agree that no student-level, confidential or sensitive data will be submitted through this form.

Save and Resume Later

Progress

Next »

Powered by FormStack

Implementation Plans

III. MIGRANT PARTICIPANTS

Project Plan Measurable Program Outcome 3: Reading

Grade Level*
Elementary School ▾

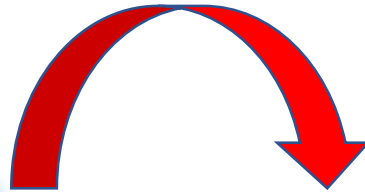
Academic Services Type*

- In-Person (In-School)
- Virtual (Remote Learning)
- Hybrid (In-person & Virtual)
- Inclusion
- Pullout
- After School Program
- Before School Program
- Tutoring
- Saturday School Program
- Credit Recovery**
- Other

Participants*
☐ 2nd Grade ☐ 3rd Grade ☐ 4th Grade ☐ 5th Grade

[Save and Resume Later](#)

**Title I Part C
Migrant**



Title I, Part A:
Family-School
Partnership Program

Title IX, Part A – McKinney-Vento
Education for Homeless Children and
Youth

Title IV, Part B, 21st Century Community
Learning Centers Program

Title III: Language Instruction for English Learners and
Immigrant Students

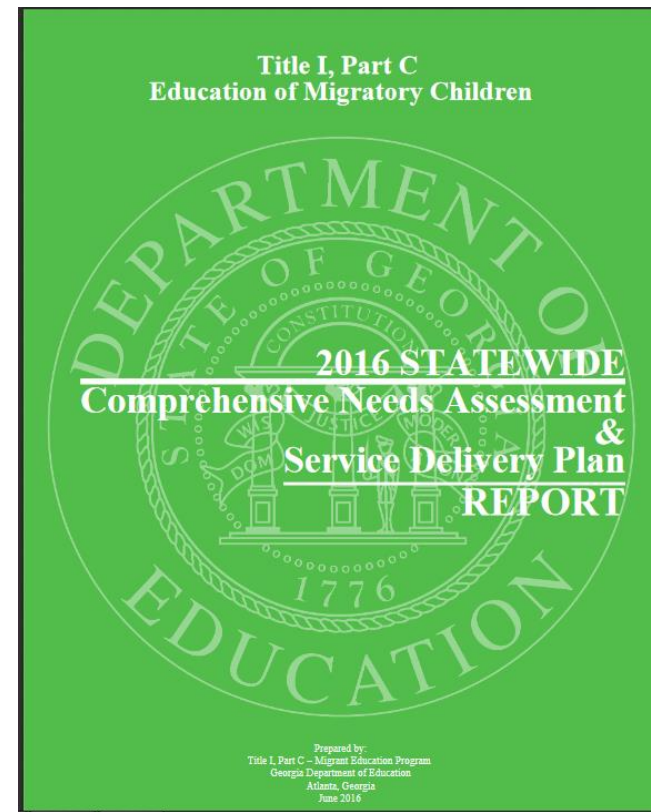
Title I, Part A - Improving the Academic Achievement of the
Disadvantaged

The State CNA & SDP

The Georgia Migrant Education Program will improve

- MPO #1: School Readiness
- MPO #2: OSY and DO
- MPO #3: Reading
- MPO #4: Writing
- MPO #5: Mathematics

MEP SDP: contains specific information about each MPO.




U.S. Department of Education

Georgia is part of two USED Incentive Consortium Grants

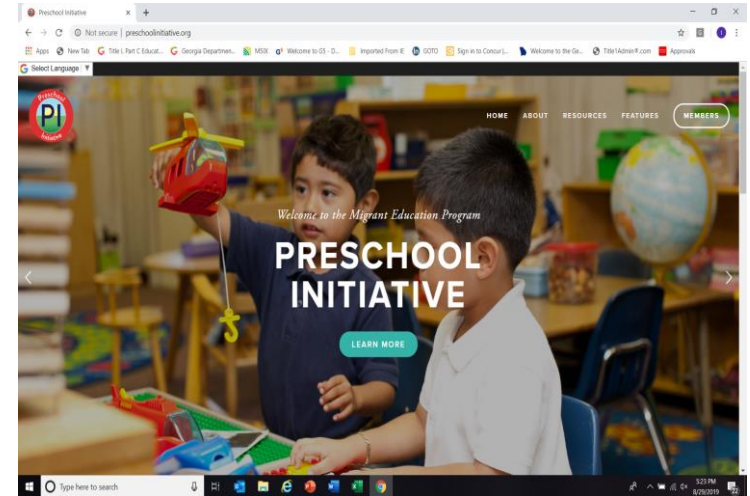
- Administrator
- Practitioner
- Student
- Home
- Contact Us

Welcome to Graduation and Outcomes for Success for OSY (GOSOSY)

GOSOSY is a Consortium Incentive Grant funded by the Office of Migrant Education (OME) at the United States Department of Education (USDE) to build capacity in states with a growing secondary-aged migrant out-of-school youth population.

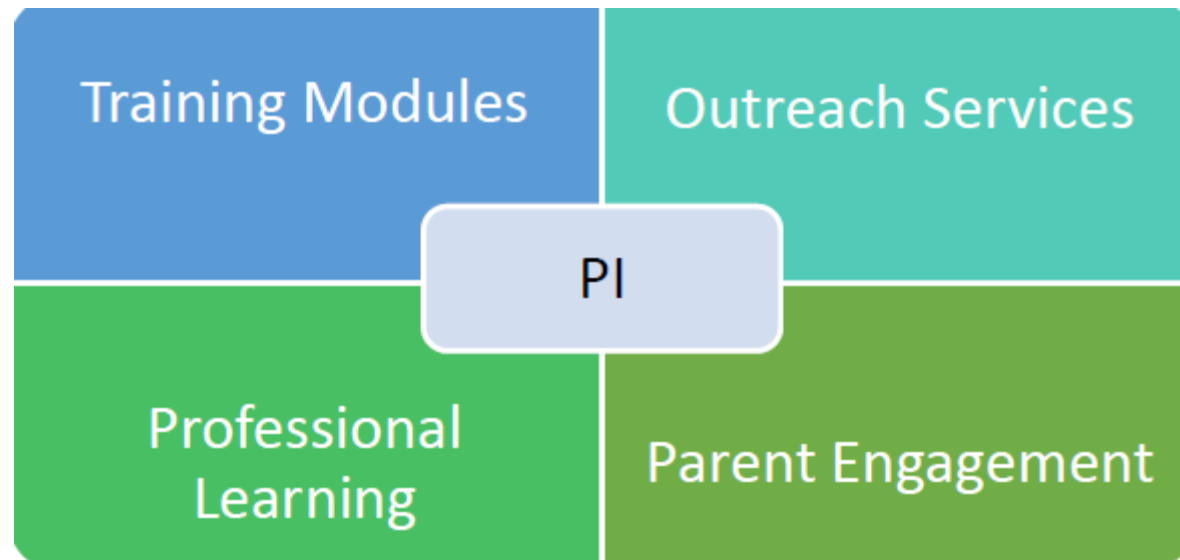


Learn how to work with OSY.



Preschool Initiative Consortium Incentive Grant (PI CIG)

Goal: Helping to improve the school readiness of migrant preschool children and to strengthen family engagement in early learning.



GOSOSY Consortium Grant

- Goal: To build capacity in states with a growing secondary-aged migrant out-of-school youth population.
- The state of Georgia collaborates with GOSOSY to develop materials, curriculum, assessments and professional development resources to better meet the needs of OSY in the State and beyond.

Local MEP Annual Program Evaluation

Each direct funded LEA is required to evaluate the impact of MEP funded services on the academic growth of migratory children and youth.

The program evaluation consists of the completion of:

- IP evaluations
- Monitoring classroom performance
- Observations to monitor fidelity of implementation
- Using local and state formative and summative assessment results to create a complete view of how migratory children and youth are performing academically.

Program Evaluation Summary

During the YYYY-YYYY school year, the following needs were identified for migratory children and youth in our district:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

During the _____ school year, the following Implementation Plans were implemented to support K-12 migrant students in our district:

Name of Plan	Grade Level Age Group	Number of PFS Children Served	Number of PFS children or youth on track and/or meeting or exceeding the projected outcome of the plan	Number of Non-PFS children or youth served	Number of Non-PFS children or youth on track and/or meeting or exceeding the projected outcome of the plan

During the _____ school year, the following Implementation Plans were implemented to support migrant preschool children, out-of-school youth, and drop-outs:

Name of Plan	Total Number of Participants	Number of PFS Children Served	Number of PFS children or youth on track and/or meeting or exceeding the projected outcome of the plan	Number of Non-PFS children or youth served	Number of Non-PFS children or youth on track and/or meeting or exceeding the projected outcome of the plan

Local MEP Annual Program Evaluation Template

MEP Database Update

MEP is transitioning to a new database during 2020-2021 school year.

More online training will be available soon.



MIS2000



Resigns

Re-sign Webinars		
	Date	Link
# 1	July 27, 2020	<u>https://attendee.gotowebinar.com/rt/308046804921048705</u> <u>2</u>
# 2	August 3 ,2020	<u>https://attendee.gotowebinar.com/rt/308046804921048705</u> <u>2</u>
# 3	August 10, 2020	<u>https://attendee.gotowebinar.com/rt/308046804921048705</u> <u>2</u>
# 4	August 17, 2020	<u>https://attendee.gotowebinar.com/rt/308046804921048705</u> <u>2</u>

Parent Advisory Council (PAC)

Parent Advisory Council Meeting Dates

Local PACs	Region 1 PACs	Region 2 PACS	State PACs
August 2020	9/25/2020	09/25/2020	10/02/2020
October-November 2020	01/22/2021	01/22/2021	01/29/2021
January-February 2021	03/12/2021	03/12/ 2021	04/02/2021

Parent Advisory Council (PAC)

- Funded LEAs are required to conduct three (3) PAC meetings during the year. Meetings can be online.
- Occur before the regional and state PAC meetings.
- The purpose of these meetings is to provide an opportunity for migratory parents to:
 - Review progress or results of supplemental services
 - Provide feedback and suggestions on these services,
 - Help plan for additional services for migratory children and youth.
- Local PAC representatives/officers attend the regional PAC meeting and they share programs and support initiatives with parents in other LEAs in their region.
- Regional PAC representatives/officers participate in the state PAC meeting and they provide feedback, suggestions, and guidance on statewide needs and initiatives to the Department MEP.
- The GaMEP website has sample agendas that LEAs should use to conduct local PACs.

Identification & Recruitment and Professional Development

Online IDR/DATA #1			
Statewide	Tuesday, August 11, 2020	8:30-4:00	Online
Online IDR/PD/DATA #2			
Statewide	Tuesday, December 1, 2020	8:30-4:00	Online
Online IDR/PD/DATA #3			
Statewide	Tuesday, April 20, 2021	8:30-4:00	Online

Mandatory meetings for direct funded MEP staff and ABAC Consortium staff.
IDR/PD/DATA trainings will be delivered via online by the GAMEP staff.



Remember to Use the Preschool Assessments



Educating Georgia's Future

Preschool Checklist of Basic School Readiness Skills

Child's Name _____

County _____

Note: Child may say the answer in Spanish, English, or other language if translator is present.

Using cut-out letters, show the child letters in random order. Mark all letters that the child correctly identifies (1 pt. each).

ALPHABET							
	Pre	Mid	Post		Pre	Mid	Post
Q				q			
W				w			
E				e			
R				r			
T				t			
Y				y			
U				u			
I				i			
O				o			
P				p			
A				a			
S				s			
D				d			
F				f			
G				g			
H				h			
J				j			
K				k			
L				l			
Z				z			
X				x			
C				c			
V				v			
B				b			
N				n			
M				m			
Total	___/26	___/26	___/26	Total	___/26	___/26	___/26

Using color cut-outs, show to the child in random order. Circle all colors that the child correctly identifies (1 pt. each).

Pre ___/8	Mid ___/8	Post ___/8	

Using any book, give book to child and ask the following: (1 pt. each).

1. "Point to the front of the book."
2. (Open book) "Point to the words."

Pre ___/2 Mid ___/2 Post ___/2

Point to your body parts (or the child's) and ask child to identify each. Circle the parts that the child correctly identifies (1 pt. each).

Hair	Mouth	Eyes	Nose	Ears
Hands	Feet	Legs	Arms	Stomach

Pre ___/10 Mid ___/10 Post ___/10

Reading/Literacy Score

Pre ___/72 Date _____	Mid ___/72 Date _____	Post ___/72 Date _____
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Remember to Complete the OSY/DO Profiles

Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY)

OSY STUDENT PROFILE

Date:		MEP Project Region:		COE# or MEP ID:				
Name:			<input type="checkbox"/> Male <input type="checkbox"/> Female	Age:				
Address/Camp:		Phone:	Optional: How long is youth planning on being in the area?					
Has access to transportation: <input type="checkbox"/> Yes <input type="checkbox"/> No		Last grade attended? (Check)		When? Where?				
English oral language proficiency: <input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> 1 st grade/primero de primaria <input type="checkbox"/> 2 nd grade/segundo de primaria <input type="checkbox"/> 3 rd grade/tercero de primaria <input type="checkbox"/> 4 th grade/cuarto de primaria <input type="checkbox"/> 5 th grade/quinto de primaria <input type="checkbox"/> 6 th grade/sexta de primaria		<input type="checkbox"/> 7 th grade/primero de secundaria <input type="checkbox"/> 8 th grade/segundo de secundaria <input type="checkbox"/> 9 th grade/tercero de secundaria <input type="checkbox"/> 10 th grade/primer y segundo semestres de preparatoria (Bachillerato) <input type="checkbox"/> 11 th grade/tercer y cuarto semestres de preparatoria (Bachillerato) <input type="checkbox"/> 12 th grade/quinto y sexto semestres de preparatoria (Bachillerato)				
Home language: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other:		Health needs: <input type="checkbox"/> Medical <input type="checkbox"/> Vision <input type="checkbox"/> Dental <input type="checkbox"/> Urgent <input type="checkbox"/> Other:		Advocacy Needs: <input type="checkbox"/> Legal <input type="checkbox"/> Childcare <input type="checkbox"/> Translation/Interpretation <input type="checkbox"/> Other:				
Youth lives: <input type="checkbox"/> With a crew <input type="checkbox"/> With friends outside of work <input type="checkbox"/> With his/her parents/family <input type="checkbox"/> With spouse & kids <input type="checkbox"/> With kids <input type="checkbox"/> Alone		Reason for leaving school: <input type="checkbox"/> Lacking credits <input type="checkbox"/> Needed to work <input type="checkbox"/> Missed State test <input type="checkbox"/> Other:						
Expressed interests in: <input type="checkbox"/> Learning English <input type="checkbox"/> Job training <input type="checkbox"/> GED <input type="checkbox"/> Earning a diploma <input type="checkbox"/> Not sure <input type="checkbox"/> No interests <input type="checkbox"/> Other:		Availability: (Check)						
		Su	M	T	W	Th	F	Sa
		Morning						
		Afternoon						
		Evening						
At interview, youth received: <input type="checkbox"/> Educational materials <input type="checkbox"/> Support services <input type="checkbox"/> OSY welcome bag <input type="checkbox"/> Referral(s) (list in comments) <input type="checkbox"/> Other:		Youth is a candidate for: <div> <input type="checkbox"/> HS diploma <input type="checkbox"/> Pre GED/GED <input type="checkbox"/> HEP <input type="checkbox"/> Adult Basic Education <input type="checkbox"/> Other: </div> <div> <input type="checkbox"/> Health education <input type="checkbox"/> Job training <input type="checkbox"/> Career exploration <input type="checkbox"/> ESL </div> <div> <input type="checkbox"/> Life skills <input type="checkbox"/> PASS <input type="checkbox"/> MP3 player <input type="checkbox"/> CAMP </div>						
Comments:								

Reminders

Submit FY20

- ☐ Pending Supplemental Services reports (regular school year & summer)
- ☐ GAMEP Basic School Readiness Checklist for regular school year and summer (for summer **ONLY NEW Preschool Children** that were identified and were served during summer 2020)
- ☐ OSY Data (ONLY NEW that were identified and were served during second semester and summer 2019. Please use the “GOSOSY Reporting Form” fillable pdf document.

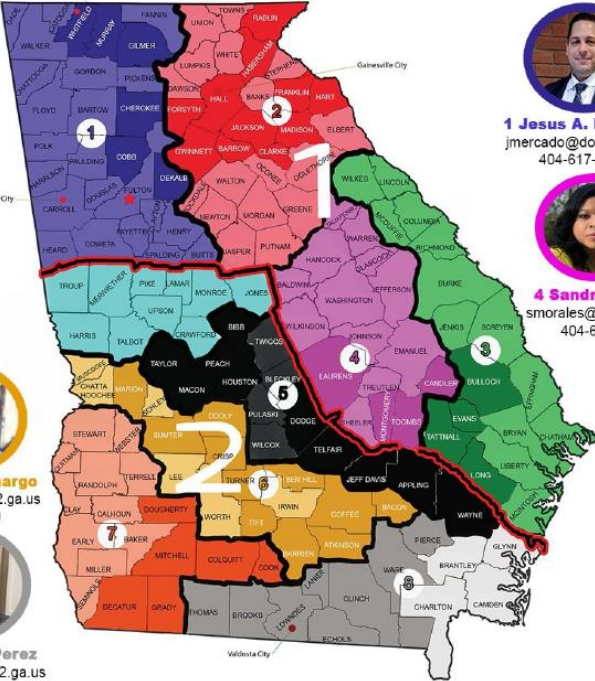
Coming soon


- ☐ Virtual College Experience Day Program
- ☐ Monthly MEP Virtual Learning Modules

The Recruiters Team


GEORGIA MIGRANT EDUCATION PROGRAM RECRUITERS

REGION 1







1 Jesus A. Mercado
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404-617-6836



2 Evelyn S. Arevalo
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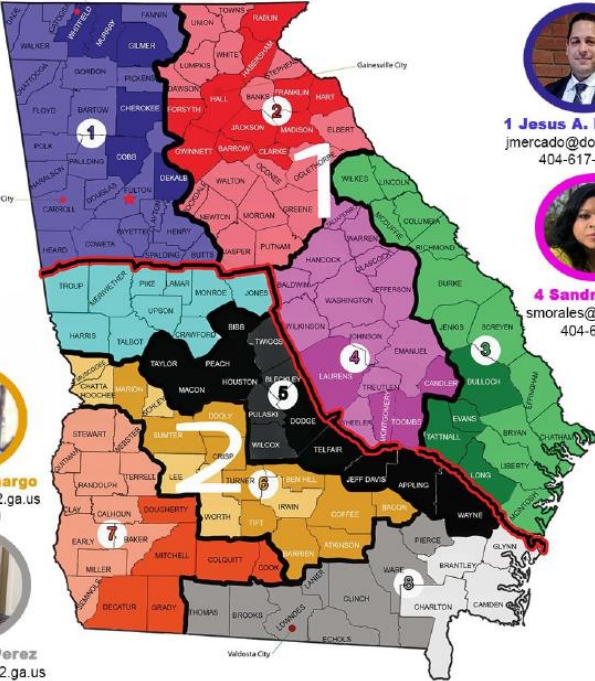



4 Sandra Morales
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3 Jorge Araque
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REGION 2







7 Grisdelia Dominguez
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6 Sylvia O. Camargo
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5 Fidelia Sanchez
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8 Edgar A. Perez
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Next...Professional Development: Writing Strategies that Work

- RS Support SSPs to equip them with resources related to the teaching and learning to MEP participants
- Exploring teaching strategies to effectively deliver academic supplemental services
 - In the school
 - At home
 - In the community
 - On line, etc.
 - Day time, evenings, and/or weekends,

Robert J. Marzano

Categories of Instructional Strategies That Affect Student Achievement

- **Identifying Similarities and Differences**
- **Summarizing and Note Taking**
- **Reinforcing Effort and Providing Recognition**
- **Homework and Practice**
- **Nonlinguistic Representations**
- **Questions, cues, and advance organizers**
- *Previewing – as an instructional strategy*
- *Goal Setting*
- *Depths of Knowledge*
- *Close Reading*

Questions?





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each and every child
in our state.

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