

Georgia Migrant Education Program HANDBOOK

Title I, Part C – Education of Migratory Children

July 31, 2022

Title I, Part C – Education of Migratory Children

Purpose of the Program

The purpose of the Education of Migratory Children Program (MEP) is to provide supplemental educational services to eligible migratory children (age three to their 22nd birthday) who have not attained either a high school diploma or High School Equivalency Diploma (GED). As defined in and in accordance with the state's Service Delivery Plan, all local educational agencies (LEAs) that have identified migratory children with unmet needs are expected to implement supplemental instructional and/or support services, during the regular school year and summer months, using funds awarded directly to the LEA by the Georgia Department of Education (Department) or available through the state Migratory Consortium at Abraham Baldwin Agricultural College (current fiscal agent). Eligible migratory students to be served include preschool age participants (home or facility based), students enrolled in grades K-12, and students aged 16-21 not enrolled in school (out-of-school youth) and dropouts. Due to the unique needs of migratory children and youth, direct funded LEAs and the ABAC consortium are required to closely monitor the needs of all participants residing in the district.

The Department has two regional offices and employees in all parts of the state who provide support for local MEP program implementation.

Disbursement of Funds

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

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, which are approved by the State Board of Education, are based on a formula. The formula has three sections that include:

1. Number of migratory children, P3-21 years of age (.5 each)
2. Needs of migratory children
 - a. Number of migratory children in grades three through eight who scored below proficiency on state assessments in Reading/Language Arts (.2 each)
 - b. Number of migratory children in grades three through eight who scored below proficiency on state assessments in Mathematics (.2 each)
 - c. Number of migratory children in grades nine through twelve 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 Kindergarten through twelve who are over-age for grade level by one or more years, working on course work below grade placement, or are credit deficient (.2 each)
3. Number of migratory children classified as having “Priority for Service” (.75 each)

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

Due to the inherent difficulties in establishing supplemental services in LEAs whose formula-based allocations are small, the Department has established \$15,000 as the minimum amount that it will approve for an LEA MEP allocation. LEAs falling below this threshold amount can request their allocations if they can substantiate, through needs assessment process findings, a need for a locally run MEP. Otherwise, LEAs generating under \$15,000 in a given year will have their allocations transferred to a separate consortium account that is managed by a fiscal agent receiving the funds through the State Board of Education in July - the notion being that the small migratory populations that are located in these LEAs can receive needed supplemental MEP services through an “on demand” level of service without the LEAs having to manage individual MEP allocations. The needs that are identified by local school districts throughout the fiscal year in these LEAs will be evaluated and supported by the consortium. Additionally, LEAs with no migratory students may request consortium support if eligible participants are identified during the school year.

For FY23, Abraham Baldwin Agricultural College (ABAC) will continue to serve as the MEP consortium fiscal agent and will adhere to the same requirements as school districts/LEAs receiving direct funding. For questions, please contact Margaret Taylor, GaDOE MEP Consortium Coordinator at (229) 402-0175, margaret.taylor@abac.edu or Marisela Trejo, GaDOE MEP Consortium Liaison at 404-561-7819, mtrejo@doe.k12.ga.us

Operating and Reporting Requirements of the Grant

The Title I, Part C – Education of Migratory Children Program (MEP) is a unique federal program in that it is run by the SEA. The SEA is held accountable for everything having to do with the services to our participants. Due to this, the Department is very involved in all aspects of the MEP at the district level and provides technical assistance, makes recommendations, and grants approval of service delivery initiatives in the LEA.

Title I Part C -MEP is part of the Georgia’s Systems of Continuous Improvement

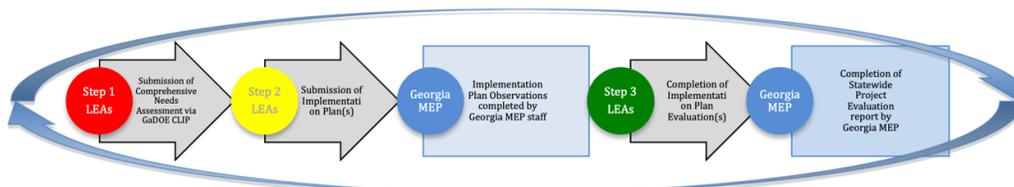


Georgia's local educational agency (LEA) Consolidated Application includes The Consolidated LEA Improvement Plan, or “CLIP”. The CLIP fulfills the need for a plan from LEAs to be collected by the Georgia Department of Education (GaDOE) to define how the LEAs will support their students when accepting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

The purpose of the District Comprehensive Needs Assessment (CNA) and the District Improvement Plan (DIP) is to review current information (assessments, population shifts, student needs) from the school year that is ending and develop plans for the coming school year based on what is identified. The local CNA happens in the spring of each year and must consist of various stakeholders to include LEA staff, community representatives, and parents. The districts use the online Student Longitudinal Data System (SLDS) to submit their CLIP Online and/or the SCLIP option. Upon completion of the District Comprehensive Needs Assessment (CNA) and the District Improvement Plan (DIP) the LEA will begin developing the MEP Implementation Plans (IP) based on the academic needs identified during their CLIP process. The IP weblink is located on the GaDOE/MEP website. <https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Migrant-Education-Program.aspx>

The Georgia MEP follows the Georgia’s Systems of Continuous Improvement which guides the state in developing, implementing, and evaluating the impact of Title I, Part C funded services on eligible participants as part of a cycle. All services and initiatives are connected to the most recent Service Delivery Plan (SDP) which can be found on the GaDOE’s MEP Web site. All direct MEP funded districts and the Georgia MEP Consortium grant receipt -ABAC are required to connect their local projects to the SEA SDP.

Georgia’s Systems of Continuous Improvement of the Georgia MEP



The Department requires that direct funded LEAs submit documentation detailing their plan for using MEP funds to support migratory students. Their plan includes the completion of the District CNA, District Improvement Plan, the IDR plan, and the development of service delivery plans (MEP implementation plans) on a yearly basis.

Consolidation of Title I Part C funds in schoolwide programs

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

The Consolidation of Funds Manual contains more detailed information on what is required when an LEA consolidates Title I Part C funds under schoolwide programs. Link to the [CoF manual](#)

Implementation Plans: Development, Progress Monitoring, Observations, Adjusting Instruction, and Evaluation

The creation of implementation plans (IPs) is based on the academic needs identified in the District CNA and District Improvement Plan. Direct funded districts and the ABAC consortium follow these guidelines to create and submit plans online for approval from Department MEP.

Development:

- IPs are created based on the MEP Measurable Program Outcome (MPOs) (preschool, OSY/DO, reading, writing, and mathematics).
- IPs are created by grade band (Preschool, K-5, 6-8, 9-12, OSY and DO).
- IPs include an academic gap/needs statement explaining the purpose of the plan.
- IPs include a projected outcome used to determine the success of individuals within the plan and the plan overall.
- IPs must include a pre and post assessment that is directly connected to the MPO of the IP. This pre and post assessment is the tool that will determine growth and impact of the services that are directed to the IP. LEAs should create these formative assessments for quick and easy administration as

students move in and out of the district. ***The use of familiar data sources such as state assessments, class grades, and/or local benchmarks may not provide direct evidence of impact of MEP funded services.*** The preschool assessment (found on the Department website) will be used by all districts to measure growth of preschool age children and it should be indicated in the IP.

- IPs are submitted for approval at the start of the new school year (varies from district to district).
- The two regional coordinators will review, contact the LEA for revisions when needed, and approve through the FORMSTACK online process.
 - LEAs will receive an automated generated email confirming the IP is approved.
 - LEAs should keep the email and share it with the MEP staff in the district who will be implementing the plan (SSP, contracted tutors, summer program teachers, etc.). This will guide the tutor as they work towards meeting the outcome stated on each approved IP.

Progress Monitoring and Implementation Plan Observations:

- As IPs are implemented, the LEA must create plans to monitor progress of the services on-going during the year. A sample progress monitoring template is available on the MEP website.
- Department MEP staff complete IP Observations during the year (announced or unannounced). The local MEP contact complete observations for each IP and tutor (2 times a year or more is a best practice). The purpose of these observations is to assess the Fidelity of Implementation (FI) of the plans, identify effective practices, and identify areas of needed support. This will allow for changes, revisions, adjustments to occur ongoing during the implementation. Results of IP Observations are submitted online (link found on MEP website) by Department MEP staff and local staff and become part of the state's annual program evaluation and the local program evaluation process.
- After each observation, the observed SSP/tutor completes a brief survey designed to measure the fidelity of implementation of MEP services. This information is also included in the annual evaluation of the MEP.

Adjusting Instruction:

- In order to ensure the needs of migratory children are met as they move in and out of districts in Georgia, the LEAs must have a process to adjust instruction based on the ongoing results of the progress monitoring and observations.
- Adjustments to instruction include changing the frequency and intensity of support, changing the instructional strategy in use, revising, and changing tutoring schedules, and increased coordination with the classroom teacher.

Evaluation:

- The academic outcome stated on the original approved IP must be evaluated. By doing so the local MEP will determine the effectiveness of the tutoring support, local MEP program evaluation and will guide the decision making as to how implement the projects in the upcoming school year.
- IP evaluations are completed online within two weeks of an IP ending date. The purpose of the evaluation is to identify the impact of the academic plan on student growth as measured by the post-assessment.
- IP evaluations are submitted online and reviewed by the two regional coordinators.
- The data from the IP evaluation is the basis for the Georgia MEP annual evaluation Summary at the state. This evaluation summary is submitted to the State Board of Education (SBOE) meeting that takes place in either June or July.
- Note: IPs typically end in late April or early May. This is to allow time for local Migrant staff to complete and submit their IP evaluations. This does not mean, however, that services to migratory children and youth end. Services must continue as close to the last day of school as possible.

Local 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.
- This program evaluation consists of the completion of IP evaluations, monitoring classroom performance, observations to monitor fidelity of implementation, and using local and state formative and summative assessment results to create a complete view of how migratory children and youth are performing. During the annual District CNA meeting and during local PAC meetings, local MEP contact should present this on-going program evaluation to stakeholders for review.
- The results of this evaluation are used to inform the design of service delivery for the following year.
- It is important to remember that many migratory children are not present in the LEA during state summative assessment windows or have just recently enrolled prior to these important assessment windows, resulting in a short amount of time exposed to the curriculum being assessed. Due to this transiency, the LEA should use a wide array of local progress monitoring information during this process (classroom performance, benchmarks, screeners, and pre/post information from the IPs).
- Additionally, when the LEA gathers performance information for review, the following data disaggregation must be included:
 - Comparison of migratory children to non-migratory children.
 - Comparison of PFS migratory children to non-PFS migratory children and non-migratory children.
 - Graduation rate

- Dropout rate
- The use of the Statewide Longitudinal Data System (SLDS) will be helpful in this program evaluation process.
- The full program evaluation procedures for the Georgia MEP are outlined in the Service Delivery Plan (SDP), located on the MEP Web site. School districts are encouraged to use the LEA Annual Program Evaluation Template found on the MEP website as guidance for data collection. [Program Evaluation Template.](#)

Designing MEP Services

In general, direct funded LEAs and the ABAC consortium must design services for preschool age children, K-12 enrolled students, out-of-school youth (OSY), and dropouts (DO) residing in the district. Based on the state service delivery plan and identified academic needs, service delivery may be in the form of inclusion services, pull-out services (not during CORE classes), before and after school tutoring, Saturday/weekend school or classes, virtual/remote tutoring, summer school, and home tutoring support.

Supplemental instructional services occurring during the school year and summer should include (but are not limited to):

- Providing home-based preschool readiness tutorial with preschool children and training to parents.
- Offering academic assistance to out-of-school youth who wish to pursue a GED diploma; provide English learning support/classes; and GED diploma study materials, etc.
- Providing supplemental tutorials for K-12 migratory students who are failing or at-risk of failing (inclusion, pull-out, one-on-one models, etc.).
- Providing summer school projects (either in schools or on a contracted basis) that offer both academic and enrichment opportunities.
- Advocating for and mentoring of migratory children and their families to prevent dropping out of school (primarily middle and high school students).
- Assisting with the preparation of migratory children in test-taking skills.
- Providing Scholastic Aptitude Test (SAT) examination or other post-secondary entrance examinations preparation.
- Assisting in constructing a portfolio for application for some vocational post-secondary training.

Schedules for Service Delivery

- Priority for Service (PFS) migratory participants must be served first. Smart scheduling will allow for all PFS and other students to be served with an academic support, as needs are identified.
- MEP schedules must be maximized and not confined by the regular school building bell schedule (please inform SSPs of this requirement during hiring). This means that some children may only need direct academic service one or

two days a week and others may need more. Services may also be provided at the times of the day/week when families or OSY and DO are available (evenings, weekends).

- Grouping of migratory students for service delivery, especially in districts with large migratory populations, is a necessity and a best practice.
- Inclusion support can be extremely beneficial if the MEP staff and the classroom teacher engage in conversation and planning before the class period. Based on student need, inclusion support schedules need to be flexible to allow for other students to be served. This means that the MEP staff does not need to be in the same classroom for the same period each day (based on the needs of the child/group). Fluid and flexible schedules are needed.
- Knowledge of the academic needs of each migratory student is required.
- Supplemental support services occurring during the school year and summer could include (but are not limited to):
 - Facilitating the school registration process; assisting in the retrieval of previous school records, including immunization records.
 - Arranging emergency medical and dental care services for health problems that affect classroom performance.
 - Providing opportunities for newly arriving migratory children to avoid a sense of social isolation and to connect with the students in their new schools.
 - Assisting migratory parents with training on such issues as nutrition, parenting skills, and basic literacy to encourage their active participation in the education process.
 - Conducting enrichment activities and training in leadership for migratory students.
 - Guiding migratory middle and secondary students and their families through the process of exploring their post-secondary options.
 - Assisting migratory students and families in finding and applying for scholarships.
 - Providing transportation to and from state MEP sponsored summer leadership programs and college programs

Coordinating and Documenting Services

Direct funded LEAs are responsible for tracking migratory funded and non-migratory funded services provided to eligible MEP participants. This is needed to complete required end of year reporting, as well as to ensure no migratory child in need of support has been missed. Since allocations are directly impacted by MEP participant counts, an LEA will have varying amounts of funds yearly. As stated before, these funds may not be sufficient to meet all supplemental academic and support needs of migratory children and youth. However, the coordination of

services with other local, state, and federal programs and agencies is critical for this disadvantaged population. MEP funded staff include these duties in their daily work. Additionally, keeping accurate data and notes on services provided to all migratory children is required.

- Supplemental Services (SS) Tracking Form. The SS Tracking Form (template on the Department website) is used by MEP staff to organize and document this information in accordance to the ***Georgia MEP Identification and Recruitment and Data Collections Handbook***. This form is collected by the Department MEP Data Collections staff at the end of 1st semester, 2nd semester, and summer programs.
- OSY/DO Profile. The OSY/DO profile is required, and it is found on the Department website. This profile is used for all OSY/DO to identify areas of need, interest, and availability for service delivery. Once an OSY/DO is identified, the district staff will meet with the participant and review options and set up a schedule for services. The Department will collect a copy of this profile periodically for data summary and evaluation purposes.

MEP Required Training

The Department requires that direct funded MEP staff and the ABAC consortium staff be trained to complete the various responsibilities and reports associated with this grant. During the year, LEA staff meets for required training sessions to address ID&R, data reporting topics and instructional professional development. Attendance at these meetings is mandatory and should be attended by MEP student service providers (SSP), recruiters, and MEP contacts in LEAs with no MEP funded staff. These meetings are held regionally. Additionally, the MEP will conduct webinars with LEAs to address other program requirements to include budgets, planning, and evaluation. MEP contacts and SSPs should attend these webinars. Finally, the MEP will utilize online modules to reinforce ID&R and Data Collection concepts and practices. These courses will supplement existing training dates and webinars.

Within five days of employment, MEP Contacts must notify the Regional Coordinator when a new migrant funded staff has been hired. New staff employed by the LEA or ABAC consortium will be trained as follows:

- The GAMEP is continuously developing/updating online training(s) for New LEA staff (full time, part time, short-term tutors). Newly hired staff are required to meet with a regional MEP staff or designee to briefly review the MEP Overview for New Staff and Contracted Personnel. This provides a general overview of the MEP in Georgia. This virtual training must be viewed within three days of a new employee starting in the LEA.

Within ten days of employment, the state MEP staff will meet via webinar with the new full time or part time staff, for an in-depth overview of their new role in the

MEP. This training typically lasts around 3 hours. (Short-term tutors do not attend this meeting.)

- Within 30 days of employment, new LEA MEP staff will complete the Title IC ID&R Initial Certification module(s) located at Georgia Learns PD Hub, ½ day of field base ID&R practice led by a regional recruiter and attend the Initial Data Training led by the State Data Coordinator or Regional Data Specialist.

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

Identification and Recruitment, Data, and PD Training #1			
Statewide	August 12, 2022	8:30 AM - 11:30 AM	Online
Identification and Recruitment, Data, and PD Training #2			
Statewide	March 1, 2023	8:30 AM - 11:30 AM	Online

**Each region will provide specific details of meetings closer to date of the meetings.*

MEP Staff Schedules

MEP funded staff must keep a schedule documenting academic services, recruitment, and support. A schedule template is available on the MEP Web site. Schedules should be fluid and flexible and designed to maximize the time staff are involved in direct service delivery. Based on the low and peak seasons in the LEA, flexible hours for recruitment must be included. The Department Resource Specialists collect schedules from MEP staff each semester or as updates are available. This is to support the MEP contact with ensuring time and schedules are being maximized and to ensure that all migrant participants are being supported academically while enrolled/residing in the district.

Identification and Recruitment

The ***Georgia MEP Identification and Recruitment and Data Collections Handbook*** contains very detailed information in ID&R in direct funded and consortium LEAs. Direct funded LEAs and the ABAC consortium must complete a local Identification and Recruitment (ID&R) plan as part of the Federal Programs Consolidated Application each fiscal year. This ID&R plan is part of the five documents submitted for approval when the CLIP is submitted to the department for approval. The ID&R plan template is found on the Department MEP Web site: [ID&R plan template](#)

All school districts in Georgia (direct funded or consortium) must use the Occupational Survey during back-to-school registration for returning students and new student registration during the year. A sample of this document is at the end of this section. The directions on the bottom of this form require LEAs to fax the forms to the corresponding MEP regional offices. These directions must be followed to ensure all eligible participants are identified and recruited.

Data Collections and Reporting

The ***Georgia MEP Identification and Recruitment and Data Collections Handbook*** contains very detailed information on this important aspect of the MEP. The information below is only an excerpt and is included here to increase awareness. The Department requires direct funded LEAs and the ABAC consortium to complete program data reporting activities during the year. Local staff is trained by the state's staff to complete these reports. The data from these reports is collected at the state level in the MEP Database and ultimately is reported to the U.S. Department of Education in the Consolidated State Performance Report (CSPR). While most of our data for the CSPR is generated from the State MEP Database or Department Data Collections, direct funded LEAs and ABAC Consortium staff might be asked to provide data related to FTE and migratory funded personnel if the CSPR requires this data. This reporting process usually occurs in the summer. *Some of the data collected and reported through the CSPR may be subject to change.*

GaDOE Portal

A vital component of data reporting is to ensure that local student information systems (SIS) have migratory students accurately coded. MEP reports that LEAs are responsible for completing and verifying the Migrant Participant Report, Priority for Services reports, New Participant reports, Three-Year-Old report, and Regular School Year and Summer Supplemental Services reports. State MEP staff based in the regional offices will provide support to districts as they work with and complete these reports; however, it is the responsibility of the LEA to ensure deadlines are met and forms are filed as outlined in the ***Georgia MEP Identification and Recruitment and Data Collections Handbook***. MEP Reports are provided to LEAs (direct funded and ABAC consortium staff) through the Migratory Data Transfer site (MDTS) on the GADOE portal. The MEP contact, SSPs, and school nutrition personnel need district access to view and download these reports. Due to the sensitive nature of the information shared on this site, access is only provided to very few users in the district.

Re-Sign Process

The Georgia Migrant Education Program (MEP) cannot serve participants who are not properly identified as eligible for the program. Our Database contains student information and is updated annually through our re-sign process. During the re-sign process, the Georgia MEP verifies, updates, and checks the information in the MEP Database. School district migrant staff is responsible for completing this re-sign process. School districts should not start this re-sign process prior to the district's first day of school for the students. Services to migratory students should continue during this re-sign process as long as the LEA is confident that the child did not reach end of eligibility (EOE) since the last day of school. Training on the re-sign process is mandatory for ALL direct funded LEA staff and the ABAC Consortium staff.

Date	
July 28 th , 2022	

August 4th, 2022

Link to registration will be posted on the GaDOE
Community PL Events

Information Changes

- The GaMEP database is independent of any other database in the LEAs or at the Georgia Department of Education.
- MEP staff in LEAs must notify the regional office of changes with student information and students who have moved.
- The GaDOE MEP website has the information change/Departure form that must be completed and submitted to the regional offices as soon as a change occurs.
- MSIX online move notification must be submitted through MSIX for each student or family that moves out of the district.
- MEP staff in LEAs must notify the MEP State Data Coordinator when records/transcripts from another state or country for a secondary age student are received
- MEP staff in the LEAs will notified the MEP State Data Coordinator when a secondary student completes a course on the block, semester, or summer, grades and credits granted during the semester.
- MEP staff in the LEAs review the reports that are provided via the portal. Changes to student information may also be recorded on these forms and submitted to the regional offices.
- Following these guidelines will ensure our database, is accurate and up to date.

Priority for Service (PFS)

Under Section 1304 (d) of the ESEA (Priority for Services), Priority for Service is given to migratory children who have made a qualifying move within the previous one (1) year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; OR have dropped out of school.

Direct funded districts are responsible for ensuring the needs of PFS children (K-12th grade) and drop out students are met through MEP funded services or other programs and resources. Direct funded districts are required to complete training and documentation addressing the PFS status of migratory as outlined in the ***Georgia MEP Identification and Recruitment and Data Collections Handbook***. It is also important that teachers and administrators are aware of the meaning of PFS and which migratory children and youth have the PFS designation. As part of the PFS identification process, the MEP contact or MEP staff in the school district must notify teachers and administrators of migratory children with PFS status. A sample notification template is included on the MEP website.

Records Transfer and the Migratory Student Information Exchange (MSIX)

To minimize the impact of school interruption and change of schools on migratory children and youth, all school districts in Georgia are required to ensure the academic records of migratory children are transferred between schools and states as quickly as

possible. Each district follows its established policy and protocol to complete this requirement. Additionally, the U.S. Department of Education sponsors a national records transfer initiative designed to address the transfer of student records. It is called the Migratory Student Information Exchange or MSIX. MSIX is the technology that allows States to share educational and health information on migratory children who travel from state to state and who as a result, have student records in multiple states' information systems. MSIX works in concert with the existing migratory student information systems that states currently use to manage their migratory data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide. MEP funded staff use MSIX all year long. It is important that all MEP funded staff have an account. Additionally, other district staff involved with student registration and grade/course placement may request an account.

- Within 48 hours of a newly identified migratory student being identified in the district, the migratory staff must access MSIX to find any relevant information that will help the school personnel place the child in grade level, course, and/or program.
- As students move out of the district, MEP staff will submit a move notification within MSIX to allow the potential receiving school district or state to find the migratory family and continue support and services.
- As students move into the district, MEP staff will submit a move notification within MSIX to notify the sending school district or state that the child has arrived and that records are needed. All school districts in Georgia use MSIX when addressing the needs of migratory children and youth during enrollment and class placement. For information on MSIX and securing an account, please visit the Department's MEP Web site: [Request for MSIX account](#)

School Nutrition Reports

Each August, the Department MEP Data Collections Coordinator will send a report to the districts via the GaDOE portal. This report shows the migratory children who were enrolled in the district at the end of the prior school year. The school nutrition staff should use this report to code migratory students' eligible for free lunch. When the updated current enrollment report is provided in September, the school nutrition staff should ensure coding matches this updated report.

Immunization and Other Health Records

Immunization and other health records must be on file at the LEA. Georgia is required to report to the Migratory Student Information Exchange (MSIX) that these records are available at the local district. This is to ensure immunization and other health records are quickly available for migratory students enrolling in schools. In order to meet, the US ED requirement for student immunization and other health records, LEAs report the immunization by adding a flag through the Migrant Participant Report (MPR) and New Participant Report (NPR). Those reports should be sent to the regional office ~~via mail or~~ via GaDOE portal email to the regional data specialist for MEP Database data entry updates.

Parent Advisory Council (PAC)

Each direct funded LEA is required to conduct three (3) PAC meetings during the year. Typically, these occur several weeks 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, and help plan for additional services for migratory children and youth. Then, the local PAC representatives/officers from this local PAC attend the regional PAC meeting where they share programs and support initiatives with parents in other LEAs in their region. Finally, the regional PAC representatives/officers participate in the state PAC meeting where 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. These materials were created by the members of the State PAC for use by local school districts. These dates will help direct funded LEAs and the ABAC-GaMEP Consortium to plan for their local PAC meetings:

Parent Advisory Council Meeting Dates			
Local	Region 1	Region 2	State
August- September	September 23, 2022	September 23, 2022	October 7 th , 2022
February-March	March 10, 2023	March 1, 2023	March 24 th , 2023

Additional information on PAC meetings, including the by-laws, can be found on the Department’s MEP website.

Professional Development

Many academic supplemental services are provided by student service providers (SSP) in the LEA. Professional development on effective instructional practices to use with migratory students should be provided to SSPs by the direct-funded LEA. This must include participation in school, district, or RESA professional development activities with teachers. The GaMEP also provides access to online professional development resources-PD Now. This site contains various modules that SSPs can use to improve their knowledge and skills related to instructional practices. SSPs in their first year are required to complete five (5) core PDNow! courses. RS will assign courses to SSPs in their second year based on observed needs. Starting with their third year, SSPs are encouraged to take PDNow! courses based on their interest, IP observations, identified area of personal growth and as they align to their work with the participants they serve. State MEP staff working with the LEA will provide training to ensure LEA staff is aware of this requirement.

Fiscal Requirements

The Department requires that an LEA (or ABAC consortium) receiving Migrant Education Program (MEP) funds (direct funded) submit a completion report to the

Grants Accounting section of the Department by October 30 for the most recently completed fiscal year. The report is submitted online using the Grants Accounting Online Reporting System (GAORS). Grants Accounting will then verify expenditures and calculate carryover for the program manager. Given the mobility and the unforeseen variables associated with agricultural work, a certain degree of uncertainty is inherent in addressing the needs of migratory children and youth. The Department understands this reality, and therefore, consults with its LEAs/ABAC consortium annually in determining whether to reallocate all or only a partial amount of the carryover funds.

New fiscal year budgets are due to the Department for approval by September 1st of each year. Title I, Part C follows the same fiscal requirements and procedures of other Title programs outlined in the Overarching Federal Program Handbook. The regional coordinators and the program manager will review each budget and budget amendment prior to approval.

Inventory

Direct funded LEAs are required to maintain inventory records for MEP purchased items.

Special Considerations:

Grant funds may be used to benefit migratory children. They may not be used to support projects of general aid to populations that include non-migratory children without the specific approval of the Department program manager. Expenditures may be incurred in any of the functions in the State Chart of Accounts, except for capital outlay, which is limited to approved equipment purchases. The Department may retain a portion or all program funds beyond the one percent administrative set-aside allowed by the federal statute to accomplish statewide functions unique to the MEP or to operate the program directly from the state level.

Documents and Forms

The following documents are used by direct funded LEAs to implement the MEP in their district. These documents are located on the MEP website in the Helpful Links section: [GAMEP Forms and Documents](#)

- LEA Annual Program Evaluation Template
- Occupational Survey Forms
- Identification and Recruitment Plan Template
- Identification and Recruitment Activities Checklist
- Supplemental Services Tracking Form
- Sample SSP/Recruiter Job Duties

- SSP/Recruiter Weekly Schedule Template
- SSP/Recruiter Phone Contact Log sample
- Priority for Service (PFS) Teacher/Administrator Notification Template
- OSY Profile Form
- OSY EL Assessment
- OSY Intervention Matrix
- Preschool Readiness Skills Checklist
- Preschool Home Visit Tutoring Protocol
- Preschool Home Visit Plan
- MEP Funded Certified Staff Approval Form
- MEP Funded Field Trip Approval Form
- SSP/Recruiter Weekly Schedule Package
- Optional Services Documentation Package
- Implementation Plan (IP) Monitoring Package
- Information change/Departure Form Local Parent Advisory Council (PAC) Agenda Template

The Department's MEP provides a variety of resources to support service delivery to K-12 enrolled students, preschool children, out-of-school youth (OSY) and dropouts. These resources are available on the Department's MEP Web site:

- <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Migratory-Education-Program.aspx>

Education of Migratory Children Program - Occupational Survey

All school districts in Georgia (MEP direct funded or MEP consortium districts and all charter schools) must use the Occupational Survey during back-to-school registration for returning students and new student registration during the year. This survey is a fundamental component of the ID&R process at the district level. This document is found on the Department's MEP Web site: [Georgia MEP Occupational Survey Form](#)

Below is an example of the English version of the Occupational Survey (a Spanish version of this form is also available in the Georgia MEP website). Occupational Surveys in languages other than English and Spanish will be provided upon request.

Georgia Department of Education (GaDOE)
Title I, Part C – Education of Migratory Children
Local Identification and Recruitment (ID&R) Plan

School District: [Enter your school district here](#)

School Year: 2022-2023

All school districts in Georgia follow the state and regional GaDOE MEP ID&R plan as outlined in the Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook. The plan below describes how the school district will implement ID&R requirements aligned to the state and regional ID&R plans.

I. ID&R Planning and Implementation

1. How often will the MEP contact meet with local ID&R staff (recruiters and supplemental service providers or SSPs) to monitor the implementation of this ID&R plan (minimum of once a semester and summer)?
[Enter your answer here](#)
2. Describe how will the district manage and coordinate year-round (regular school year and summer) and ongoing recruitment efforts for enrolled and out-of-school youth (OSY) including pre-school aged children? Describe how staff's schedules will be flexible during peak periods of agricultural activity, visits to seasonal and temporary work sites such as; farms, packing sheds, and meat processing plants; such as poultry, beef, or lumber mills. Include narrative that ensures the use of the ID&R Activities checklist to guarantee all ID&R activities are taking place at the appropriate time with required documentation.
[Enter your answer here](#)
3. How will the district coordinate with regional and state MEP staff for identifying and contacting potentially eligible migratory families, targeting enrollees and non-enrollees (ages 0 to 21), and ensure COEs are completed as needed (within two days)?
[Enter your answer here](#)
4. How will the district contact currently eligible migratory children and youth to determine if new qualifying moves have occurred and ensure COEs are completed as needed?
[Enter your answer here](#)
5. How will the district ensure the occupational survey (which is completed by all students during new student registration and back-to-school registration) is gathered, reviewed, and prioritized for further follow up to identify potential migratory children and youth? Include a reference to training local school staff on the process.
[Enter your answer here](#)
6. How will the district coordinate with other agencies, organizations, and/or gather resources to build a recruitment network to identify potentially eligible migratory participants?
[Enter your answer here](#)

January 28, 2022

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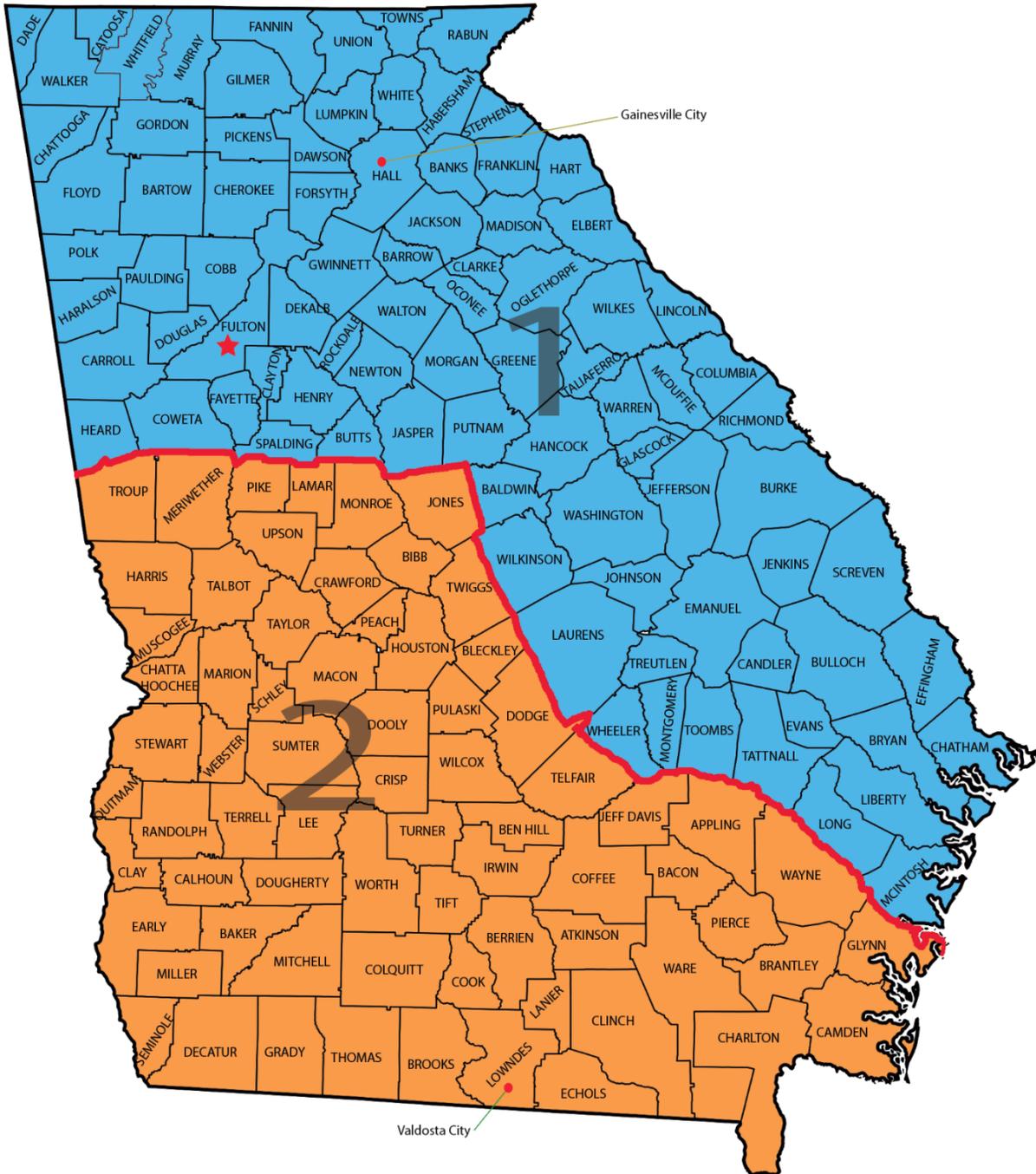
Richard Woods, *Georgia's School Superintendent*

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Georgia MEP Regional Service Areas



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