

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

The seal of the Georgia Department of Education is a large, circular emblem in the background. It features the text "DEPARTMENT OF GEORGIA EDUCATION" around the perimeter. Inside, there is a smaller circle with "STATE OF GEORGIA" and "CONSTITUTION" around the top, and "1776" at the bottom. The center of the seal depicts a classical building with columns and a figure holding a scale, with the words "WISDOM", "JUSTICE", and "MODERATION" visible.

**2013 STATEWIDE
Comprehensive Needs Assessment
&
Service Delivery Plan
REPORT**

Prepared by:
Title I, Part C – Migrant Education Program
Georgia Department of Education
Atlanta, Georgia
March 2013
2nd Revision - December 2014

Georgia Department of Education - Migrant Education Program
Statewide Comprehensive Needs Assessment (CNA) & Service Delivery Plan (SDP)

TABLE OF CONTENTS

Executive Summary 1

2013 STATEWIDE COMPREHENSIVE NEEDS ASSESSMENT (CNA)

Section 1: Introduction & Overview

1.1 Purpose of the CNA 2

1.2 Legal Requirements 3

1.3 Background 3

1.4 Georgia MEP Organizational Hierarchy 5

1.5 State Demographics 8

1.6 Migratory Patterns in Georgia 8

1.7 Georgia MEP Student Profile 9

Section 2: Methodology

2.1 Overview 13

2.2 Preliminary Work 13

2.3 Phase I & II 14

Section 3: Results

3.1 Phase III 22

3.2 Achievement Gap Data 22

3.3 Survey Data 29

Section 4: Implications

4.1 Statewide Goals 42

4.2 Recommendations 43

4.3 Conclusion 47

2013 STATEWIDE SERVICE DELIVERY PLAN (SDP)

Section 5: Introduction & Overview

5.1 Background 48

5.2 Purpose 48

5.3 Distribution of Resources 50

Section 6: Performance Targets

6.1 No Child Left Behind (NCLB) Waiver52
6.2 College and Career Ready Performance Index (CCRPI).....52
6.3 State Performance Targets52
6.4 Migrant Student Performance Targets and Results54

Section 7: Project Planning and the Continuous Improvement Cycle (CIC)

7.1 Overview.....55
7.2 Continuous Improvement Cycle (CIC) for the Georgia MEP56

Section 8: Service Delivery

8.1 Service Delivery in the Six Goal Areas59
8.2 Service Delivery Strategies in Each Goal Area61
8.3 What About High School Graduation?68
8.4 What About Migrant Parents?69
8.5 Intrastate and Interstate Coordination of Services69

Section 9: Evaluation

9.1 General Evaluation of Program Projects and Services72
9.2 Evaluation Components72

Section 10: Additional Service Delivery Components

10.1 Identification and Recruitment75
10.2 Student Records Transfer Protocol78
10.3 Priority for Services79

Appendices.....81

2013 Statewide Comprehensive Needs Assessment and Service Delivery Plan

Executive Summary

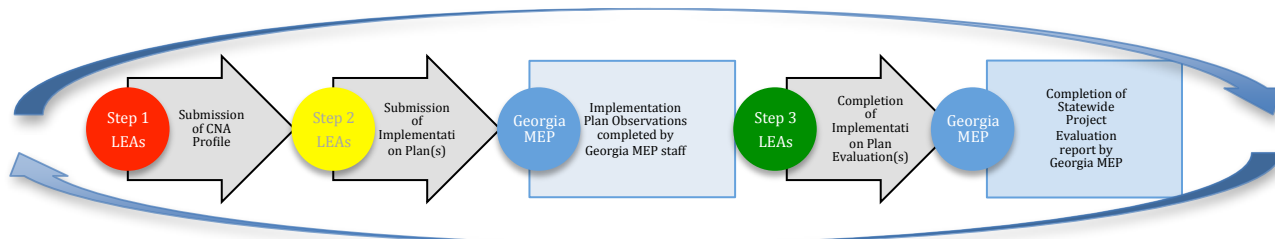
As required under Section 1306 of the Elementary and Secondary Education Act (ESEA), migrant education programs must complete a comprehensive needs assessment (CNA) which identifies the “special educational needs of migratory children” and provides “measurable program goals and outcomes” (Title I, Part C, Section 1306). In addition, the ESEA also requires that migrant education programs develop a Statewide Service Delivery Plan (SDP) for implementation. In order to comply with this program requirement, the Georgia Migrant Education Program (hereinafter “the Georgia MEP”) has committed time and effort into developing a process to gather data and determine needs in order to effectively serve the migrant population in Georgia. The Georgia MEP will follow a new comprehensive plan for how services are to be provided and delivered in order to meet the needs of the migrant students throughout the state.

The Georgia MEP completed its Statewide Comprehensive Needs Assessment (CNA) process between September 2012 and February 2013 which included statewide stakeholder surveys, assessment data reviews, stakeholder meetings, parent meetings, and webinars. The major findings of the Georgia MEP CNA include, but are not limited to:

- Migrant students in grades K-12 are lagging behind their peers in writing, English/language arts, reading and math proficiency scores.
- Migrant parents of pre-school age children are not fully engaged in developing strong educational support structures for their children in the home.
- Large numbers of migrant workers, ages 14-21, are working in agriculture and expressed their desire to learn English via new and innovative delivery methods.
- Migrant parents are concerned about their inability to be able to assist their children with homework and other academic activities.
- Migrant staff at the district level needs additional professional development opportunities in order to better serve migrant children and youth.

Based on these findings, the goals and strategies for the delivery of services are designed, implemented and measured within the Continuous Improvement Cycle (CIC) of the Georgia MEP.

Figure 2 Complete Continuous Improvement Cycle (CIC) of the Georgia MEP



The information resulting from this project planning process, along with migrant student performance on statewide assessments will be compiled and reviewed by the Georgia MEP at the end of each school year to determine service delivery effectiveness in the Statewide Project Plan Evaluation report within the framework of the CIC.



Dr. John D. Barge, State School Superintendent

March 2013

2013 Statewide Comprehensive Needs Assessment (CNA)

Georgia Migrant Education Program

"Making Education Work for All Georgians"

2066 Twin Towers East • 205 Jesse Hill Jr. Drive • Atlanta, GA 30334 • www.gadoe.org

An Equal Opportunity Employer

Section 1: Introduction & Overview

1.1 Purpose of the Migrant Education Program Comprehensive Needs Assessment

The primary purpose of the Georgia Migrant Education Program (Georgia MEP) is to help migrant children and youth overcome challenges due to mobility, cultural and language barriers, social isolation, and other difficulties associated with the migratory lifestyle, in order to help them succeed through the academic and or supplemental services provided to them. Under Title I, Part C - Education of Migratory Children of the Elementary and Secondary Education Act, state educational agencies must conduct a Comprehensive Needs Assessment (CNA). According to the Office of Migrant Education (OME), the CNA main purpose is to identify the current needs and priorities of migrant students and families, select appropriate strategies to meet those needs, implement services that reflect such strategies, and assess the degree to which planned services have been successful at meeting identified needs. In addition, it proposes successful strategies that can be incorporated to move the MEP closer to achieving Federal program and state performance goals.

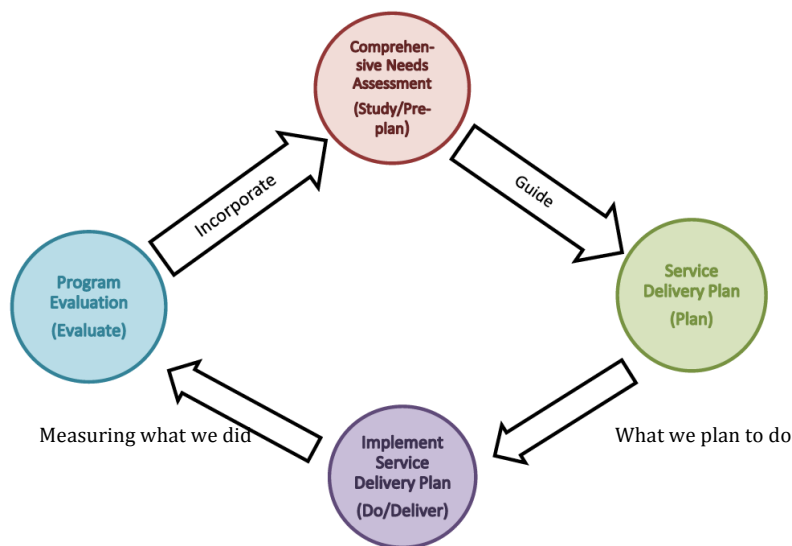


Figure 1 State Migrant Education Program Continuous Improvement Cycle (Office of Migrant Education, 2012)

OME describes the CNA as part of a Continuous Improvement Cycle (Figure 1) in which each component works in complete synergy with one another in that the identification of needs, service delivery, program implementation, and program evaluation build on the previous activity and informs the subsequent activity of the progress made.

This CNA report is loosely based on OME's *Comprehensive Needs Assessment Toolkit* five-step planning process¹ which is an expansion on the work of Witkin and Altschuld², and is compiled in a comprehensive manner optimized for the unique organizational structure and services provided by the Georgia MEP.

¹ OME's *Comprehensive Needs Assessment Toolkit* five-step planning process include: Preliminary work; Exploring What Is;

² Witkin, B.R., and Altschuld, J.W. (1995). *Planning and conducting needs assessments: A practical guide*. Thousand Oaks, CA: SAGE Publications.

1.2 Legal Requirements

The Elementary and Secondary Education Act (ESEA) requires that migrant education programs complete a comprehensive needs assessment (CNA) which identifies the “special educational needs of migratory children” and provides “measurable program goals and outcomes”³. In order to comply with this program requirement, the Georgia MEP has spent the past 6 months developing and updating the systematic process of data collection and analysis to effectively identify the needs of the migrant population in Georgia in order to serve and meet their needs in a more efficient and timely manner.

1.3 Background

In June of 2008, the Georgia MEP published its first statewide Comprehensive Needs Assessment Report⁴. This report was Georgia MEP’s first successful attempt at a comprehensive needs assessment process that truly identified the needs of migrant participants in the state in a logical manner conducive to the uniqueness of the Georgia MEP. The major findings of the 2008 report include:

- Migrant parents of pre-school age children are not fully engaged in developing strong educational support structures for their children in the home.
- Large numbers of migrant workers, ages 14-21, are working in agriculture and not pursuing any form of education.
- Migrant students in middle and high schools are not aware of the different types of graduation tracks or the requirements for each.
- Migrant parents are concerned about their inability to be able to assist their children with homework and other academic activities.
- Migrant parents are concerned about the lack of parental involvement/outreach from the school systems

The Georgia MEP continues to work tirelessly to maintain the level of accountability and program improvement it has set for itself. The Georgia MEP has committed itself to improving not only the way needs are identified but also how services are delivered and evaluated. The Georgia MEP Project Planning Cycle shown in figure 2 below serves as a more accurate and innovative framework by which districts can assess, implement, and evaluate their project plans throughout the academic year.



Figure 2 Georgia MEP Project Planning Cycle (Georgia Migrant Education Program)

³ Title I, Part C Section 1304 - state Applications; Services & Section 1306 - Comprehensive Needs Assessment and Service-Delivery; Authorized Activities.]

⁴ Final Report: Georgia Comprehensive Needs Assessment prepared by Title I, Part C – Migrant Education Program, Georgia Department of Education, June 2008.]

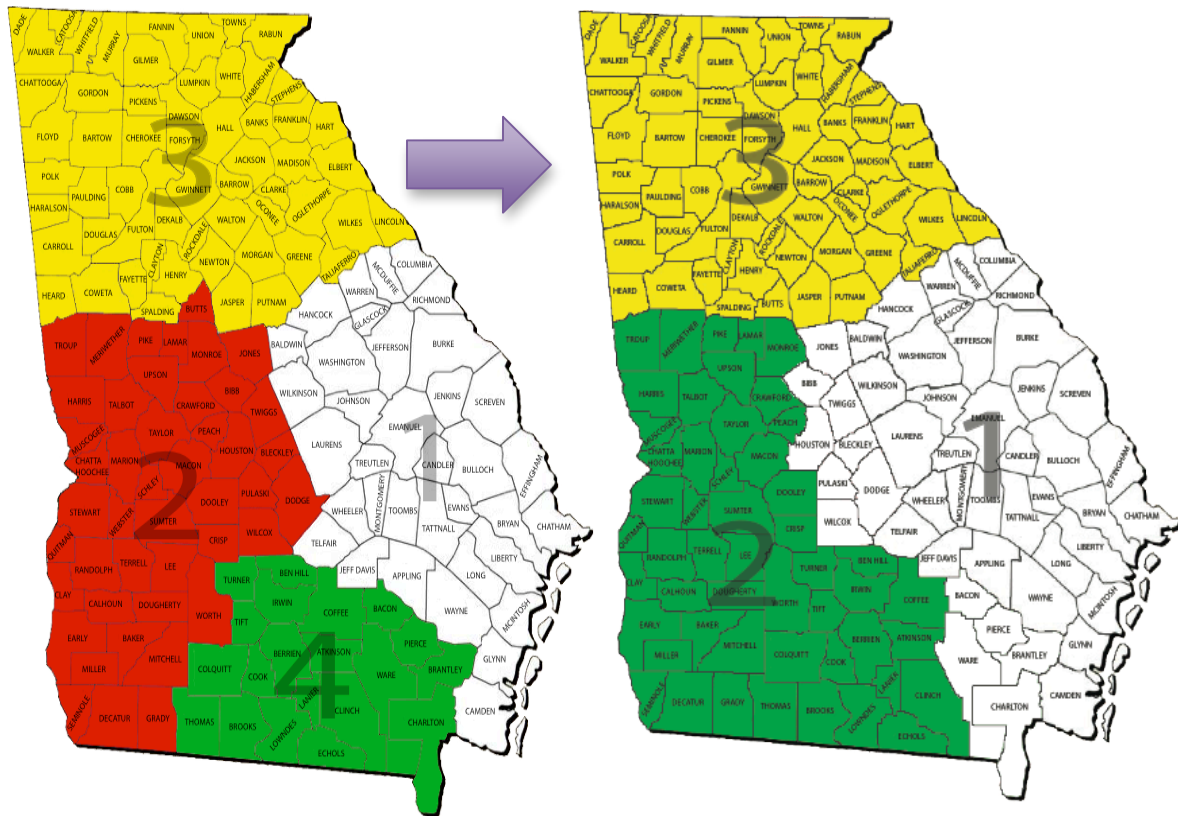
This cycle is designed to provide districts with an online reporting system that ensures a level of accountability and commitment to serving the needs of migrant participants in Georgia.

As a result, the Georgia MEP focused its efforts in streamlining the statewide CNA process during the 2012-2013 fiscal year by relying on effective online data collection methods. This allowed the state to bring the 2008 CNA report up to date in order to continue serving our migrant population as effective and efficiently as possible.

The next section provides a description of the current organizational hierarchy of the Georgia MEP.

1.4 Georgia MEP Organizational Hierarchy

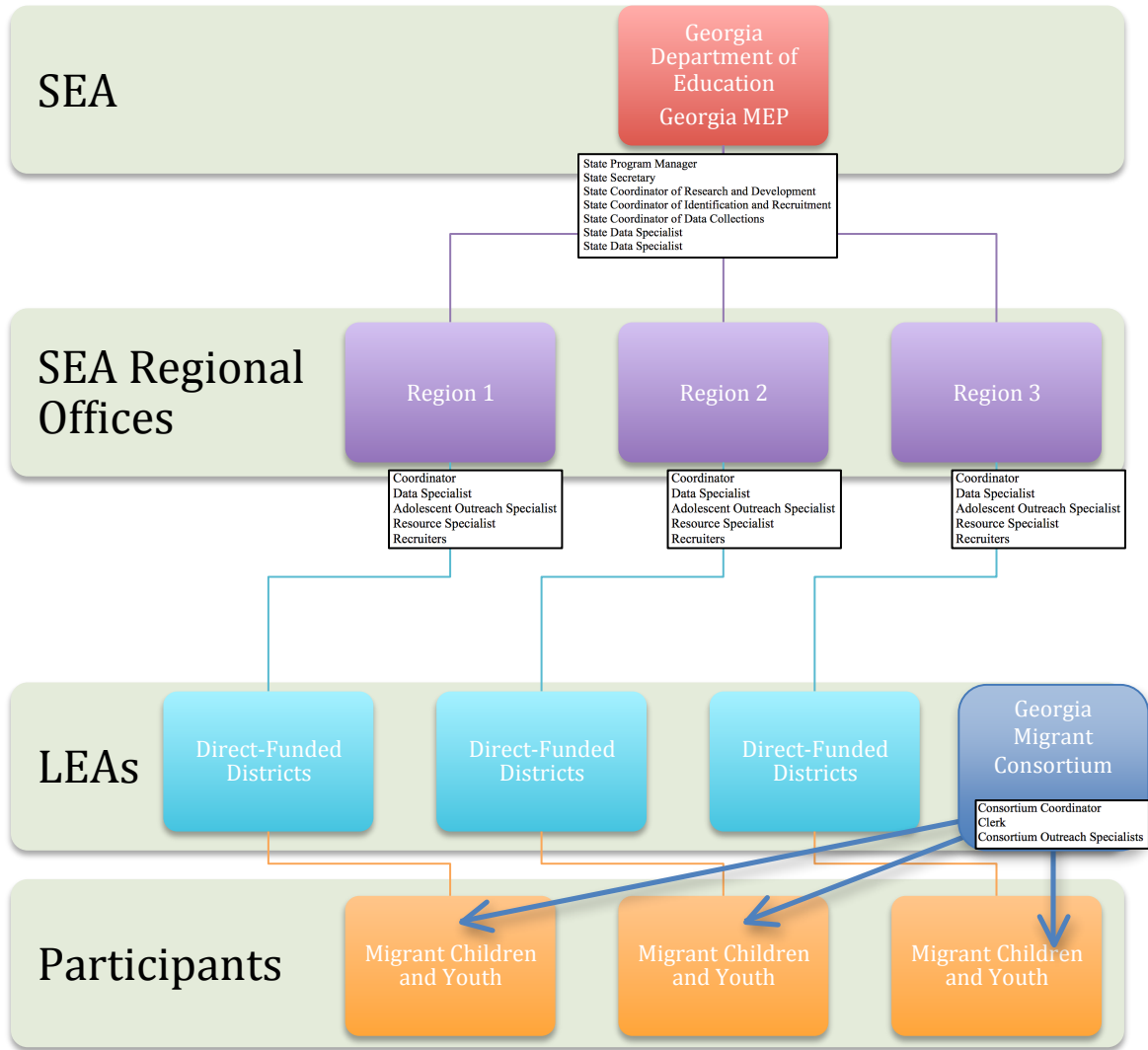
One of the changes that took place after the last statewide CNA was the redistribution of GaDOE service delivery areas. Beginning in 2009, the Georgia MEP identified the need to consolidate from four (4) regions down to three (3) regions. In order to provide the most effective support structure for districts, on July 1, 2010, region 2 and region 4 were consolidated into a single region, resulting in the state’s service delivery areas being divided into three (3) geographic locations.



Although there was a transition of regional MEP staff during this consolidation, all of the districts in the newly formed region did not experience any interruption of services of any kind and continued to be served as they did in the past by our regional staff. We anticipated that this regional merger would not create any concerns from our districts and, in the end, proved to be a successful transition for the program.

The following diagram provides a description of the current organizational hierarchy of the Georgia MEP. This information was essential to determine the best methodology for the current CNA.

Current Organizational Hierarchy of the Georgia MEP



The following Georgia MEP staff positions serve the entire state: program manager, data collections coordinator, identification and recruitment coordinator, and the program secretary. The former CNA coordinator position was consolidated under a new branch of the program: state research & development. This new coordinator position serves our program statewide and carries four major components for the Georgia MEP: comprehensive needs assessment, program implementation plans, program evaluation, and education technology. Each state administered regional office contains the following positions: regional coordinator, resource specialist(s), adolescent outreach specialist(s), data specialist, and recruiters. The Georgia MEP Consortium at Abraham Baldwin Agricultural College (ABAC) contains the following positions: consortium coordinator, office clerk, and consortium outreach specialists.

In terms of the organizational hierarchy within districts at their local MEP, the dynamics vary from district to district, especially when it comes to the number of eligible migrant participants and the allocations generated by them. Thus, LEAs receiving direct funding

are responsible for determining the most appropriate use of MEP funds (including administrators) and may or may not have MEP-funded staff within their district. However, not all LEAs receive direct MEP funding, which is based on a funding formula that follows the federal guidelines and includes the number and needs of the identified migrant eligible students in the school system, as well as the availability of other funding. Systems not receiving direct funding have their allocations administered by the Georgia MEP Consortium at ABAC, the fiscal agent. The Georgia MEP and the MEP consortium work together to determine the most appropriate use of MEP funds in those districts where the number of migrant participants is below the funding threshold.

The following section describes the migratory work activities in terms of the three regions and the average demographics of the migrant population in Georgia. These profile data were used to help identify statewide needs.

1.5 state Demographics

The migratory work profile provides a general understanding of Georgia’s regional differences and is fundamental in understanding the data reviewed during the CNA process. Georgia’s leading agricultural crops (with no noticeable changes since the 2008 CNA) include fruits (e.g., peaches, watermelons, apples, blueberries) and vegetables (e.g., onions, tomatoes, corn, cucumbers, cabbage, peppers), peanuts, pecans, soybeans, sorghum, pine straw, and cotton. The migratory work activity in Georgia varies distinctly from region to region. Region 2 (located in the southwestern part of the state) consistently has the largest number of migrant families in the state, with seasonal agriculture accounting for the majority of migratory work. Furthermore, the migrant families tend to live in migrant camps and predictably return year after year. Seasonal agricultural work is also dominant in Region 1 (located in the southeastern part of the state) but the migratory pattern is not as consistent or predictable as in Region 2. In Region 3 (located in the northern part of the state); poultry processing, vineyard activities, dairy farming, and forestry account for the majority of migratory work. The migrant families in this region tend to live in apartments, trailer parks, or other rented housing and do not display the predictability of the other two regions.

Table 1 and 2 below show both the total count and the ethnicity of eligible migrant participants from 2008 to 2012.

Table 1. Total Number of Migrant Participants Statewide from 2008-2012

Year	Total State Count
2008-2009	9,894
2009-2010	9,031
2010-2011	8,698
2011-2012	9,016

Source: GaDOE MEP COEstar Database

Table 2. Ethnicity of Eligible Migrant Participants 2008-2012

Participant Ethnicity	American Indian or Alaska Native	Asian	Black	Hispanic	White	Multiracial	Native Hawaiian or Pacific Islander
2008-2009	121	19	143	8396	1216	9	0
2009-2010	7	59	133	8664	168	0	0
2010-2011	27	63	97	8163	323	0	25
2011-2012	28	50	135	8484	314	3	2

Source: GaDOE MEP COEstar Database

1.6 Migratory Patterns in Georgia

As noted in the 2008 CNA report, for a large number of migrant families, the migratory journey starts in Florida with the citrus and vegetable seasons and then moves up north to Georgia for the various agricultural activities throughout the year. Other migrants traveling to Georgia to seek temporary employment in poultry processing plants primarily found in the northern part of the state. North and South Carolina are the next, and usually last stops, in the migratory journey before migrant workers head back to Florida where a new cycle begins again. It should be noted that a small number of migrant families do seek work in other states as far away as Texas, Michigan, New York, and Maine. A small number of migrant families travel directly from Mexico and Central America (primarily from Guatemala and Honduras) to Georgia in order to begin the migratory journey described above. The map below adapted from the National Migrant &

Seasonal Head Start Collaboration Office illustrates the migratory travel patterns in and out of Georgia.



1.7 Georgia MEP Student Profile

The purpose of the migrant student profile is to provide a general summary of the average migrant student in Georgia. This information was provided to state CNA stakeholders at the initial state level meeting in September 2012 and served as background information to delve deeper into the statewide CNA process. During each regional CNA meeting, stakeholders received the same background information and used it to develop initial concern statements about migrant children in Georgia that were then taken to the state CNA stakeholders for overall review and feedback. The same information was also presented to regional and state Parent Advisory Council (PAC) members during official meetings and their input, observations and feedback were taken into consideration throughout the development of this CNA report.

As reported in the 2008 CNA, because of the migratory pattern in Georgia, school-age children often continue to enroll in more than one school district, crossing both state and county school district lines during the course of the year. Additionally, migrant students lose some school days due to a lack of school records, report cards, immunization records and district residency verification requirements. This historical information along with

current migrant data was important in creating the new Georgia migrant student profile. The migrant student profile data serves as a picture of the average migrant student in the state.

Tables 3 and 4 provide an unduplicated count of migrant eligible participants in the state and an unduplicated count of migrant students identified as PFS, both disaggregated by state level. The number of participants has been dropping steadily since the 2006-07 year due a number of factors: the state economy, climate changes in Georgia (droughts), and the program’s quality control eligibility re-interviews conducted during the re-sign process. Additionally, recent changes in immigration law and enforcement (H.B. 87)⁵ in the state have driven away a small percentage of migrant families that generally used to come during Georgia’s peak agricultural seasons. According to the 2012 Report on Agriculture as Required by House Bill 87 by the Georgia Department of Agriculture, major themes for the listing of fewer employees seen in Appendix D include: poor economy, loss of revenue, and lack of available workers (due to immigration law, fewer workers willing to do work, etc.).⁶

Table 3. Count of Migrant Eligible Participants by Age/Grade in the State

Participant Counts by Age/Grade	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
2007-2008 Regular School Year	10124	730	857	554	479	435	442	372	344	380	285	341	231	142	112	4	4416
2007-2008 Summer School Year	1539	116	322	189	168	156	116	138	82	69	83	39	31	9	0	0	21
2008-2009 Regular School Year	9904	820	814	504	507	410	395	381	326	297	329	284	236	160	127	3	4311
2008-2009 Summer School Year	1582	184	295	175	167	129	159	109	108	92	69	43	24	9	1	0	18
2009-2010 Regular School Year	9031	882	904	513	484	467	403	358	343	302	304	306	247	183	163	6	3166
2009-2010 Summer School Year	1637	201	327	188	185	162	133	123	91	73	63	25	22	17	0	0	27
2010-2011 Regular School Year	8698	963	909	568	467	437	418	413	342	342	299	300	246	169	184	9	2632
2010-2011 Summer School Year	1630	169	348	193	164	155	168	125	88	73	49	26	22	10	3	0	37
2011-2012 Regular School Year	9016	1032	982	553	543	464	412	410	387	361	303	227	227	191	215	43	2589
2011-2012 Summer School Year	1808	275	350	221	196	159	145	142	94	57	36	51	34	26	3	8	11

Source: GaDOE MEP COEstar Database

Table 4. Priority for Service Count in the State from 2007 to 2012

Priority for Services by Grade	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
2007-2008 Regular School Year Priority for Services	2400	0	120	278	278	222	255	203	178	213	151	219	135	78	70	0	0
2007-2008 Summer School Year Priority for Services	509	0	87	80	66	53	44	56	27	18	31	20	22	5	0	0	0
2008-2009 Regular School Year Priority for Services	1689	0	227	218	157	155	156	116	132	106	123	139	92	42	26	0	0
2008-2009 Summer School Year Priority for Services	486	0	87	80	66	53	44	56	28	18	30	20	4	0	0	0	0
2009-2010 Regular School Year Priority for Services	1851	0	247	220	215	177	143	136	121	104	143	129	96	60	35	0	25
2009-2010 Summer School Year Priority for Services	374	0	49	57	58	35	48	25	35	18	15	23	7	4	0	0	0
2010-2011 Regular School Year Priority for Services	1930	0	239	222	216	195	163	129	136	110	126	162	113	60	40	0	19
2010-2011 Summer School Year Priority for Services	508	0	101	83	73	55	61	40	26	24	19	12	9	4	1	0	0
2011-2012 Regular School Year Priority for Services	1726	0	196	235	197	173	141	130	101	130	103	123	87	59	36	0	15
2011-2012 Summer School Year Priority for Services	457	0	73	89	70	56	48	37	28	16	7	19	8	6	0	0	0

Source: GaDOE MEP COEstar Database

⁵ Information from the Georgia General Assembly Legislation. For the most up-to-date version of H.B 87, visit <http://www.legis.ga.gov/legislation/en-US/display/32190>

⁶ Report on Agriculture Labor As Required by House Bill 87 - Georgia Department of Agriculture, January 2012

For the great majority of migrant participants in the state (see **Table 5** below), 2007 to 2012 data revealed that their last qualifying move had taken place in the preceding 0-12 months and from there the numbers dwindle down past the year mark.

Table 5. Last Qualifying Move 2007-2012

Last Qualifying Move	2007-2008																
	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
0-12 Months	5489	368	334	202	174	160	139	131	129	132	90	92	55	46	20	1	2947
12-24 Months	2567	181	258	147	98	112	118	93	89	108	91	113	84	34	29	2	825
24-36 Months	1609	91	146	104	123	74	106	81	64	72	58	81	50	32	39	1	452
36-48 Months	1148	90	119	101	84	89	79	67	62	68	46	55	42	30	24		192
Last Qualifying Move	2008-2009																
	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
0-12 Months	5530	438	339	177	173	168	150	150	116	106	118	90	64	50	30		2800
12-24 Months	2582	196	228	147	136	112	96	93	89	82	91	79	69	39	46	1	911
24-36 Months	1544	113	149	102	105	67	76	77	72	58	78	68	71	46	34		390
36-48 Months	1014	73	98	78	93	63	73	61	49	51	42	47	32	25	17	2	210
Last Qualifying Move	2009-2010																
	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
0-12 Months	4909	457	379	222	186	188	157	124	130	119	117	102	78	48	35	2	2019
12-24 Months	2361	210	264	122	103	122	114	104	92	76	74	79	65	55	60		650
24-36 Months	1495	128	154	98	103	96	77	72	66	67	58	66	52	43	44	2	331
36-48 Months	1021	87	107	71	92	61	55	58	55	40	55	59	52	37	24	2	166
Last Qualifying Move	2010-2011																
	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
0-12 Months	4089	507	321	208	166	160	138	165	118	133	103	103	88	49	43	1	1786
12-24 Months	2170	234	284	177	130	119	125	104	99	86	89	78	78	41	60	2	464
24-36 Months	1400	129	185	109	88	89	86	83	73	68	53	59	36	48	59	3	232
36-48 Months	1039	93	119	74	83	69	69	61	52	55	54	60	44	31	22	3	150
Last Qualifying Move	2011-2012																
	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
0-12 Months	4573	594	384	221	221	174	150	127	140	117	101	111	79	53	45	24	2032
12-24 Months	2083	219	271	150	147	132	114	128	124	98	99	85	72	57	65	13	309
24-36 Months	1432	126	200	109	111	95	90	90	71	81	66	67	50	47	65	4	160
36-48 Months	928	93	127	74	64	64	56	66	51	65	38	42	26	33	40	2	87

Source: GaDOE MEP COEstar Database

As with most of the data analyzed, migrant students in **Table 6** below were compared to non-migrant in the state. For each of the four academic years of data reported, migrant students were absent slightly less than non-migrant students across the state.

Table 6. Attendance Rates from 2007 to 2011

ATTENDANCE	0-5 days absent		6-15 days absent		15 + days absent	
	Migrant	NonMigrant	Migrant	NonMigrant	Migrant	NonMigrant
2007-2008	0.646	0.566	0.286	0.338	0.066	0.095
2008-2009	0.644	0.058	0.292	0.331	0.062	0.086
2009-2010	0.584	0.538	0.334	0.364	0.08	0.097
2010-2011	0.589	0.568	0.329	0.343	0.08	0.088

Source: GaDOE Data Collections

Unlike all students in Georgia, graduation rates for migrant students have been on the decline with the notable exception of a rate peak during the 2009-2010 school year, where it was reported that 60.5% of migrant students were graduating from Georgia high schools in comparison to 80.8% of all students. Several reasons account for this steady decline including dropping out of high school, not having enough credits to graduate on time, failing the Georgia Graduation High School Test (GHS GT), moving out of state

during the academic year, language barriers, social isolation, etc.

Table 7. Georgia Migrant Graduation Rates from 2008 to 2011

Graduation Rate	Migrant	Total # of Students	All Students	Total # of Students
2008-2009	50%	140	67.5%	131,012
2009-2010	65.5%	110	80.8%	113,364
2010-2011	49.2%	118	78.9%	111,570

Source: Governor’s Office of Student Achievement

In terms of language proficiency, about 53% of migrant students are classified as English Learners (EL) in Georgia. When comparing the data in table 3 against the number of migrant students identified as EL in grades K-12 in table 8, the figures reveal that the highest percentage of migrant ELs is in grades K-5 (39%) followed by ELs in grades 6-8 (36%) and finally ELs in grades 9-12 (31%).

Table 8. Migrant English Learners by Grade 2008-2011

English Learner	Grade K-5	Grade 6-8	Grade 9-12
2008-2009	1088	288	194
2009-2010	1288	353	337
2010-2011	1506	397	283

Source: GaDOE MEP COEstar Database

2012 Migrant Student Profile

Using all the available data on migrant participants at our disposal, the average migrant student in Georgia does not fit into a single profile but two: one being a student enrolled in school and the other one being an out-of-school youth (OSY) with the following identifiers* respectively:

Age	2 nd Grade – 8 yrs old	Out of School Youth – 17 yrs old
Gender	Male	Male
Ethnicity	Hispanic	Hispanic
Enrollment	Enrolled at beginning of year	Moves to GA in early November
English Proficiency	Tested and coded EL	Interested in English classes
Special Education	No	No
Economic Disadvantage Status	Not Available	Not Available
Mobility Patterns	Not Available	Not Available
Geography	Region 2 – Colquitt Co.	Region 2 – Colquitt Co.
Reading and Math Proficiency	Below proficiency	Below proficiency
Participation on State Assessments	Not Available	Not Available
Graduation Rate	Not Available	Not Available
Participation in Summer Programs	No	No
Student Employment Patterns	Not Available	Not Available
Core Course Completion Pattern, with emphasis on Algebra I and AP Enrollment	Not available	Not Available
Number of Qualifying Moves	Two moves per year	Three moves per year

*Data were obtained from 2012-2013 student information in COEstar, the statewide migrant student database that electronically stores eligibility and other pertinent information on migrant students, and the Georgia Department of Education student performance report data. It should be noted that the Georgia Department of Education state student performance report data does not include any data on schools with less than ten migrant students enrolled. This should be viewed as a caution in interpreting the data. It also had a significant impact on the methodology chosen to conduct the CNA, as discussed in the next section.

Section 2: Methodology

2.1 Overview

This Georgia MEP CNA process began in August 2012 and followed loosely the CNA model based on the work of Witkin and Altschuld⁷ and the new five-step process recommended by OME. The CNA was designed to develop an understanding of the unique educational needs of Georgia migrant participants and their families. Not only does this analysis of needs provide a solid foundation for the direction of the Georgia MEP's new service delivery plan (SDP), but it also supports the overall continuous program improvement cycle for the Georgia MEP recommended by OME. It is important to highlight that the needs analysis was adapted to the compressed timeframe for the completion of the CNA process (6 months) as well as the resources and structures available in the state of Georgia.

2.2 Preliminary Work

The CNA Management Team (Program Manager John Wight and state Research & Development Coordinator Omar Lopez) defined the structure for the CNA stakeholders groups (state and regional), delineated the various roles and responsibilities, and scheduled a calendar of meeting dates and timelines for tasks to be completed. Both the CNA management team and CNA stakeholders at the state and regional level were charged with:

- Guiding the needs assessment process;
- Setting priorities; and
- Making policy recommendations and internal process decisions that affect planning and implementation at the local, regional and state level for the Georgia MEP and its migrant participants.

CNA stakeholders at both the regional and state level were recommended by Georgia MEP state and local staff and invited to join through a letter of invitation (see appendices section). The size of the CNA stakeholders group reflected a broad range of stakeholders that included local MEP personnel and administrators, Georgia MEP staff, Title I and III Specialists, Assessment specialists, Special Education specialists, Georgia MEP Consortium staff, High School Equivalency Program (HEP) representatives, higher education representatives, preschool specialists, and migrant parents. After the stakeholders were confirmed to participate at either the regional or state level, a preliminary schedule of meeting agendas were developed.

Again, the primary purpose of the CNA is to guide the overall design of the Georgia MEP on a statewide basis as well as to assure that the findings during the CNA process are instrumental in the design, development and implementation of a new SDP which will:

⁷ Witkin, B.R., and Altschuld, J.W. (1995). *Planning and conducting needs assessments: A practical guide*. Thousand Oaks, CA: SAGE Publications.

- Help the Georgia MEP focus on the needs of migrant participants statewide;
- Set measurable program outcomes and how they meet the overall state’s performance targets;
- Establish the scope of services to be provided (academic and supplemental) by the Georgia MEP;
- Devise comprehensive and seamless means for the reporting of project plans and project plan evaluations by LEAs;
- Create a continuous cycle conducive to overall program improvement of the Georgia MEP.

2.3 Phase I and II

In order to maximize the time and resources available, particularly given the constraints for the CNA completion time, Phase I (Explore the “What Is”) and Phase II (Gather and Analyze Data) were unified as one seamless process. The purpose of the “What is” and “Gather and Analyze” Phases was to: 1. Review what already was known about the special educational needs of the target group as reported in the 2008 CNA as well as analyze the current data at hand; 2. Determine the focus and scope of the new CNA in Georgia and; 3. Provide thorough analysis and assessment of data instrumental to the decision-making process.

Statewide CNA Meeting – September 18, 2012

During the first state CNA meeting, the following topics were addressed:

- Review the CNA Process
- Review 2008 state CNA
- Migrant Student Profile from 2008 and current 2012 profile
- Summary of Student Characteristics
- Summary of Student Academic Achievement Performance Data
- Summary of Progress on state Goals
- Student Performance Review
- Current MEP Initiatives and Projects
- Survey Review

For the initial statewide CNA meeting, the majority of the time was focused on the analysis of the Georgia student achievement results, including: Criterion Referenced Competency Tests, Middle Grade Writing Assessment, Georgia High School Graduation Test, End of Course Tests, Georgia High School Writing Tests, and the High School Writing Assessment. The data analysis also included important pieces of data for migrant participants in terms of attendance, graduation rates, health, dental and nutrition services, preschool services and OSY services. In addition, the stakeholder group participated in various group activities geared toward providing input/feedback for the development of statewide surveys targeting faculty & staff, migrant students, migrant OSY and migrant parents.

Below is the Master Assessment Summary Data table utilized during the review process:

Table 9. CNA Master Assessment Data Summary

3rd Grade	2008			2009			2010			2011		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP
CRCT Reading	87.46%	92.54%	5.07%	89.69%	92.95%	3.26%	92.02%	94.26%	2.23%	90.85%	94.43%	3.57%
CRCT ELA	77.42%	87.14%	9.72%	78.35%	86.54%	8.19%	80.56%	87.58%	7.02%	82.62%	89.13%	6.51%
CRCT Math	58.40%	70.96%	12.55%	70.67%	77.97%	7.30%	76.05%	79.73%	3.68%	75.68%	81.21%	5.54%
4th Grade	2008			2009			2010			2011		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP
CRCT Reading	72.26%	87.52%	15.26%	76.83%	87.28%	10.46%	86.09%	89.18%	3.09%	80.19%	87.92%	7.72%
CRCT ELA	69.34%	86.24%	16.90%	73.82%	86.96%	13.14%	84.91%	87.71%	2.80%	76.85%	88.03%	11.18%
CRCT Math	56.79%	70.09%	13.31%	65.00%	74.32%	9.32%	74.09%	77.07%	2.98%	73.44%	81.10%	7.66%
5th Grade	2008			2009			2010			2011		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP
CRCT Reading	76.03%	92.93%	16.90%	86.74%	93.28%	6.54%	87.37%	94.29%	6.92%	93.08%	94.83%	1.75%
CRCT ELA	72.93%	90.00%	17.06%	81.82%	91.34%	9.53%	82.53%	91.82%	9.29%	88.17%	93.00%	4.83%
CRCT Math	71.17%	84.26%	13.09%	82.77%	87.44%	4.67%	80.73%	88.25%	7.52%	88.17%	91.90%	3.73%
Writing	57.40%	76.90%	19.50%	55.50%	77.90%	22.40%	57.90%	72.80%	14.90%	70.60%	80.50%	9.90%
6th Grade	2008			2009			2010			2011		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP
CRCT Reading	76.30%	91.43%	15.13%	78.28%	89.93%	11.65%	82.33%	91.00%	8.67%	87.91%	93.95%	6.04%
CRCT ELA	65.19%	87.41%	22.23%	77.38%	90.54%	13.16%	79.40%	91.77%	12.37%	84.50%	91.24%	6.74%
CRCT Math	52.57%	69.32%	16.75%	60.89%	74.92%	14.03%	65.68%	75.03%	9.35%	63.21%	76.48%	13.26%
7th Grade	2008			2009			2010			2011		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP
CRCT Reading	63.09%	88.11%	25.02%	75.10%	89.27%	14.17%	75.45%	89.50%	14.05%	76.96%	91.00%	14.04%
CRCT ELA	69.23%	89.76%	20.53%	75.90%	89.52%	13.61%	79.45%	91.59%	12.14%	82.95%	93.10%	10.15%
CRCT Math	64.32%	79.92%	15.61%	71.88%	83.78%	11.91%	75.00%	85.57%	10.57%	78.18%	89.40%	11.22%
8th Grade	2008			2009			2010			2011		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP
CRCT Reading	67.67%	93.60%	25.93%	80.22%	95.70%	15.48%	93.08%	96.55%	3.47%	89.77%	97.50%	7.74%
CRCT ELA	62.07%	89.58%	27.51%	71.43%	91.88%	20.45%	78.46%	92.22%	13.76%	82.16%	92.88%	10.72%
CRCT Math	64.02%	78.31%	14.29%	65.26%	79.99%	14.72%	76.21%	82.89%	6.68%	73.76%	86.41%	12.66%
Writing	46.79%	78.06%	31.27%	38.29%	74.89%	36.60%	57.74%	78.88%	21.14%	56.40%	82.78%	26.38%
High School	2008			2009			2010			2011		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP
EOCT 9 th Lit	42.54%	71.68%	29.14	46.7	76.49	29.79	51.04	79.55	28.51	57.87	82.18	24.3
EOCT AM Lit	59.09%	83.12%	24.03%	66.35%	85.63%	19.28%	74.44%	85.63%	11.20%	62.92%	87.72%	24.80%
EOCT Algebra	54.38%	55.88%	1.50%	37.38%	40.14%	2.76%	37.50%	36.90%	-0.60%	NA	NA	NA
EOCT GEO	50.70%	61.80%	11.10%	60.24%	48.68%	-11.56%	48.98%	40.26%	-8.72%	NA	NA	NA
Math I	NA	NA	NA	NA	NA	NA	42.11%	64.27%	22.16%	45.35%	61.07%	15.73%
Math II	NA	NA	NA	NA	NA	NA	37.96%	54.43%	16.48%	54.43%	57.18%	2.75%
HS Writing	77.46%	89.26%	11.80%	62.65%	91.31%	28.66%	80.00%	91.57%	11.57%	81.31%	95.57%	14.26%
GHSGT ELA	75.34%	90.42%	15.08%	73.81%	92.20%	18.39%	68.80%	90.00%	21.20%	74.65%	91.30%	16.65%
GHSGT Math	94.44%	92.95%	-1.50%	91.67%	95.02%	3.35%	84.80%	92.41%	7.61%	73.61%	86.57%	12.96%

Source: GaDOE Data Collections

During the new CNA process, it was also important to consider data sources other than student achievement data to determine the need areas of the migrant students. For example, academic achievement gap data does not include the out-of-school youth (OSY) migrant population which is a significant and difficult population to serve statewide. Supplemental services have to be provided rapidly after eligibility but due to the high mobility of this particular population, it continues to be, to this day, a difficult population to serve for the Georgia MEP. The table below summarizes any type of services provided to OSY including English language acquisition projects, referrals (GED, HEP), health and dental services.

Table 10. Services provided to OSY

	OSY Receiving Any Type of Service
2007-2008 Regular School Year Service	639
2007-2008 Summer School Year Service	15
2008-2009 Regular School Year Service	1307
2008-2009 Summer School Year Service	18
2009-2010 Regular School Year Service	821
2009-2010 Summer School Year Service	28
2010-2011 Regular School Year Service	979
2010-2011 Summer School Year Service	20
2011-2012 Regular School Year Service	891
2011-2012 Summer School Year Service	11

Source: GaDOE MEP COEstar Database

Preschool data was also provided and comprised mostly of the number of children receiving preschool services statewide, and while it may be somewhat limited, it was a good starting point for the discussion of services being provided and possible future services to be delivered to these migrant children.

Table 11. Preschool Services for Migrant Children

	Preschool Age Students Served
2007-2008 Facility Based Environment	323
2007-2008 Home Based Environment	53
2008-2009 Facility Based Environment	300
2008-2009 Home Based Environment	145
2009-2010 Facility Based Environment	342
2009-2010 Home Based Environment	255
2010-2011 Facility Based Environment	281
2010-2011 Home Based Environment	203
2011-2012 Facility Based Environment	312
2011-2012 Home Based Environment	176

Source: GaDOE MEP COEstar Database

Table 12. Preschool Services for Migrant Children in Reading and Math

	Preschool age students receiving reading instruction	Preschool age students receiving math instruction
2007-2008 Regular School Year Service	15	15
2007-2008 Summer School Year Service	36	36
2008-2009 Regular School Year Service	24	26
2008-2009 Summer School Year Service	69	13
2009-2010 Regular School Year Service	126	126
2009-2010 Summer School Year Service	85	85
2010-2011 Regular School Year Service	134	147
2010-2011 Summer School Year Service	158	142
2011-2012 Regular School Year Service	364	364
2011-2012 Summer School Year Service	65	65

Source: GaDOE MEP COEstar Database

Additionally, table 13 below provides a data summary breakdown of health, dental and nutritional services provided to migrant participants by grade/age

Table 13. Health, Dental and Nutritional Services Provided by Grade/Age

Participants by Grade/Age Receiving a Health Service	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
2007-2008 Year	203	14	35	19	20	26	17	12	13	13	13	9	8	2	1	0	1
2008-2009 Year	164	15	21	19	15	10	12	17	15	11	10	3	1	1	0	0	14
2009-2010 Year	222	23	25	20	24	20	19	16	11	7	5	7	8	3	2	0	32
2010-2011 Year	364	83	35	35	27	26	26	18	21	13	2	3	4	1	0	0	70
2011-2012 Year	599	136	55	51	50	35	44	34	36	24	4	9	10	2	4	0	103
Participants by Grade/Age Receiving a Dental Service																	
Participants by Grade/Age Receiving a Dental Service	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
2007-2008 Year	117	5	16	21	13	15	9	10	7	3	4	7	2	1	1	0	3
2008-2009 Year	68	3	8	7	10	4	5	6	9	5	5	1	3	1	0	0	1
2009-2010 Year	59	4	9	13	7	5	10	6	1	0	1	1	1	1	0	0	0
2010-2011 Year	20	2	2	2	0	2	1	2	4	0	3	0	2	0	0	0	0
2011-2012 Year	8	2	1	0	2	0	1	0	0	1	0	0	1	0	0	0	0
Participants by Grade/Age Receiving a Nutrition Service																	
Participants by Grade/Age Receiving a Nutrition Service	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
2007-2008 Year	594	101	92	89	63	55	40	33	36	23	18	16	17	7	3	0	1
2008-2009 Year	1025	205	121	103	99	73	94	63	67	71	55	38	19	10	5	0	2
2009-2010 Year	853	145	109	93	90	81	72	77	45	33	37	22	23	17	6	0	3
2010-2011 Year	1437	255	172	130	109	126	128	105	97	76	54	59	50	38	20	0	18
2011-2012 Year	1512	354	151	150	120	101	94	110	90	79	67	72	48	41	15	1	20

Source: GaDOE MEP COEstar Database

All of the data presented was instrumental in steering CNA stakeholders in the right direction at the first state meeting, providing an excellent starting point for the CNA process being conducted.

Regional CNA Meetings – November 7-9, 2012

The regional CNA meetings followed the same structure and activities in all 3 GaDOE Regional MEP office. During the first round of regional meetings, the following items were addressed:

- Establishing a Common Understanding of the Migrant Education Program
- Review the CNA Process
- Review 2008 state CNA Goals
- Review Migrant Student Profile for 2008 and 2012
- Review Assessment and Participant Data
- Review 2012 state Survey Data
- Identify Survey Key Points
- Brainstorm Concern statements

The regional stakeholders, being mostly comprised of experts knowledgeable and/or working directly with migrant participants, had the opportunity to go more in depth with the topics presented, including reviewing statewide survey data collected from September 26 thru October 26 and doing groundwork in the development of the initial concern statements.

The highlight of each regional meeting was the dissemination of the data obtained from the surveys completed statewide from September 26 to October 26, 2012. The surveys targeted four specific groups:

1. Faculty and Staff
2. Migrant Students
3. Migrant Out-of-School Youth (OSY)
4. Migrant Parents

Unlike in 2008, all the surveys were designed, developed, deployed and completed online, allowing the data collection and reporting to be a streamlined process. In instances where technology was limited or not available, the surveys were completed on paper and then manually entered into our online system. From the planning stages of the new CNA, the Georgia MEP intended to take advantage of all the technology available for survey design, deployment and collection and concluded that a month of intensive survey collection would yield plenty of data to be shared and analyzed during state and regional CNA meetings. Surveys were deployed through a direct email campaign to the attention of the Title I contact person for each LEA with migrant students. The emails contained the link to the online survey, specific instructions on who to survey, how to conduct the survey, and the deadline for all online submissions. If the surveys were completed on paper, LEAs were asked to forward those to the appropriate regional offices for manual entering.

The following table contains a summary of the survey collection process compared to the 2008 CNA process.

2012 CNA Survey Summary Table

2008 Statewide Comprehensive Needs Assessment (CNA) Surveys				
Survey Type	Total Surveys Distributed	Total Survey Respondents	Data Collection Period	Focus of Surveys
Migrant Students (Grades 4-12)	750	376	August 2006- June 2007	Parental Involvement, School Counselor Awareness, Employment after School
Migrant Parents	1,400	697	August 2006- June 2007	Educational Level, Parental Involvement, Educational Goals for Children
School Faculty and Staff	2,000	842	August 2006- June 2007	Program Limitations, Program Services
OSY	N/A	462	December 2007- February 2008	Direct questions of need including health, English, high school completion, GED, and family literacy

2012 Statewide Comprehensive Needs Assessment (CNA) Surveys				
Survey Type	Total Surveys Distributed	Total Survey Respondents	Data Collection Period	Focus of Survey
Migrant Students (Grades 4-12)	No quota. Distributed online (statewide) to all our funded and consortium districts	1033	September 26, 2012 to October 26, 2012	Parental Involvement, School Counselor Awareness, Employment after School
Migrant Parents	No quota. Distributed online (statewide) to all our funded and consortium districts	858	September 26, 2012 to October 26, 2012	Educational Level, Parental Involvement, Educational Goals for Children
School Faculty and Staff	No quota. Distributed online (statewide) to all our funded and consortium districts	2221	September 26, 2012 to October 26, 2012	Program Limitations, Program Services
OSY	No quota. Distributed online (statewide) to all our funded and consortium districts	119	September 26, 2012 to October 26, 2012	Direct questions of need including health, English, high school completion, GED, and access to mobile technology

The surveys for migrant faculty & staff, students, OSY and parents included both quantitative and qualitative questions and focused on obtaining non-academic data such as parental involvement, school counselor awareness, and program delivery feedback. The results of the survey data will be discussed in greater detail in the Results section of this report (Refer to the Appendices section for all survey documents). As with the 2008 CNA, caution should be used in the interpretation of the current survey data due to the fact that surveys were not collected from non-migrant students and parents. Due to time and resource constraints, the Georgia MEP focused survey dissemination on the migrant population only.

Statewide CNA Meeting (Online Webinar) – November 30, 2012

During this online meeting, state CNA stakeholders were updated on the progress of both the work at the regional CNA meetings and the survey results collected during September and October. The online meeting allowed for a forum where all stakeholders exchanged ideas and feedback, and they participated in discussions pertaining to the CNA process and its progress overall, with a specific emphasis on the survey results.

Regional CNA Meetings – December 10-13, 2012

The regional CNA meetings followed the same structure and activities in all 3 GaDOE Regional MEP offices. During this round of regional meetings, the following items were addressed:

- Re-Establishing a Common Understanding
- Review Minutes from Prior Meetings
- Concern statements Development
- Identify Solutions and Services

The major activity that proved labor intensive was the development of concern statements. Taking everything into consideration (academic data, non-academic data, survey results, and the 2008 CNA report), regional stakeholders were able to successfully create concern statements reflective of the current challenges facing migrant students, migrant staff and educators. They reflect the initial common trends found and are redacted to include the ideas presented by each of the regional CNA stakeholder groups.

Initial Common Trends

- Writing
- Math
- Preschool
- Services to OSY
- Professional Development
- Parents

Concern statements

- **Writing**
We are concerned that MEP students lack prerequisite skills to be successful at the writing Common Core Georgia Performance Standards.
- **Math**
We are concerned that MEP students need additional reinforcement for Math skills taught in school.
- **Preschool**
We are concerned that MEP children do not have the academic and social readiness skills to be adequately prepared to start school.
- **Services to OSY**
We are concerned that migrant out-of-school youth (OSY) participants need continued access to English Language acquisition opportunities, support services, and health services.
- **Professional Development**
We are concerned that MEP staff has limited access to job-embedded professional development opportunities designed for working with migrant participants for short periods of time.
- **Parents**
We are concerned that parents of migrant students lack the skills and knowledge to support their students at home, navigate the U.S. school system and are not aware of the implications of their children’s academic performance.

Statewide CNA Meeting (Online Webinar) – February 6, 2013

During this online meeting, state CNA stakeholders were updated on the current progress of the CNA from the last series of regional CNA meetings. Stakeholders were informed of the concern statements developed and finalized at the regional level and were asked for input and/or suggestions to adjust them. Attendees were also presented with a draft of the new state goals that the Georgia MEP developed in close collaboration with all stakeholders (regional members, state members, migrant parents and program specialist at the GaDOE). *These goals will be covered in detail during the Making Decisions section.* Planning, logistics and arrangements were also discussed in preparation for the last statewide CNA meeting that was to take place on February 15, 2013.

Statewide CNA Meeting – February 15, 2013

At the last meeting with the state CNA stakeholders, we focused on the newly drafted goals for the state and shared the goals rubric which details how each of the goals drafted falls under one of OME’s seven areas of concern⁸.

A lot of time was dedicated to discussing the transition from the CNA to the service delivery plan. The group addressed the following:

⁸ OME’s list of seven areas of concern unique to migrant students include: educational continuity; instructional time; school engagement; English language development; educational support in the home; health; and access to services.

- Review current Service Delivery Plan (SDP)
- Expert groups work on reviewing each new goal drafted
- Expert groups continue to work on each goal drafted and share progress
- State Goals Rubric
- Monitoring and Evaluation
- Next Steps - New SDP

Overall, CNA meetings at the regional and state level proved to be very successful, particularly when the work and expectations for each group were clearly delineated within the framework of the process and the timeframe allotted for it. This CNA process was designed to be fast-paced, effective, interactive, and a true collaborative effort among all groups and experts involved, yielding results that will surely benefit the migrant population in Georgia.

Section 3: Results

3.1 Phase III

The third phase, also known as the “making decisions” phase, focused on program planning and service delivery efforts impacting the quality and effectiveness of services provided to migrant participants in the state. CNA stakeholders analyzed the survey data that was gathered and began developing possible solutions and research-based strategies to effectively address the needs of migrant participants in Georgia.

The next section describes the student achievement gaps and survey results used in determining the new focus for the Georgia MEP in terms of its state goals for the 2013-2014 academic year.

3.2 Achievement Gap Data

CRCT Scores (Grades 3-8) and Writing Assessment (Grades 3, 8 and 11) Data
 Figures 1-4 indicate the achievement gaps in Reading, English/Language Arts (ELA), Math, and Writing of migrant students versus non-migrant students. CNA stakeholders used a trend analysis approach in order to make generalizations about the migrant student population in Georgia in regards to academic achievement gaps.

Figure 1. Reading CRCT Achievement Gaps 2008-2011
 (Migrant Vs. Non-Migrant Data)

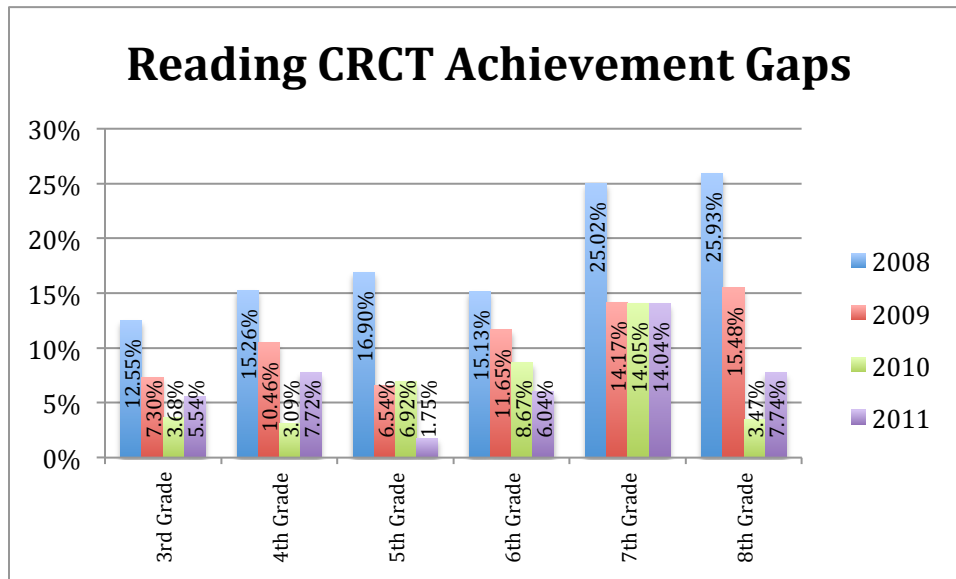


Figure 2. English/Language Arts (ELA) CRCT Achievement Gaps 2008-2011
(Migrant Vs. Non-Migrant Data)

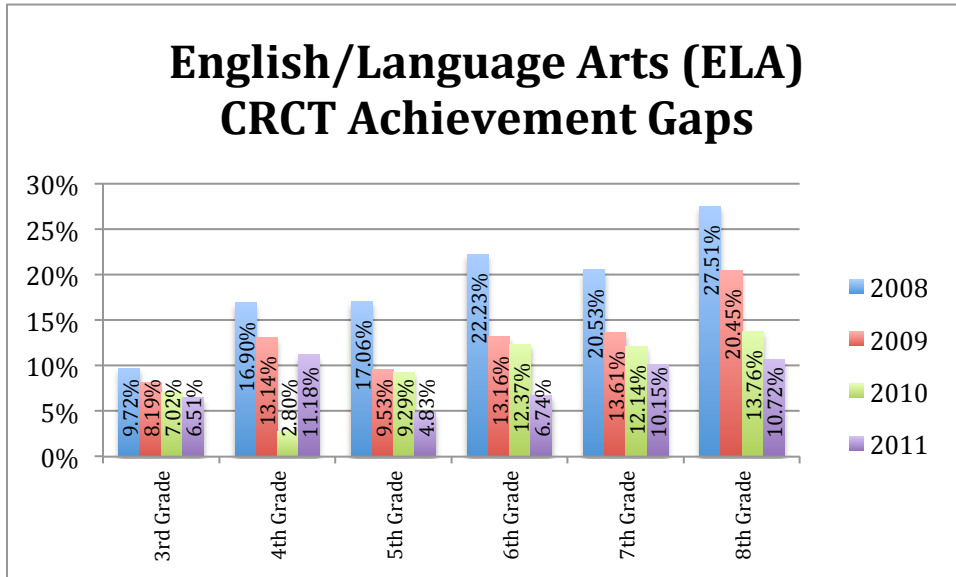
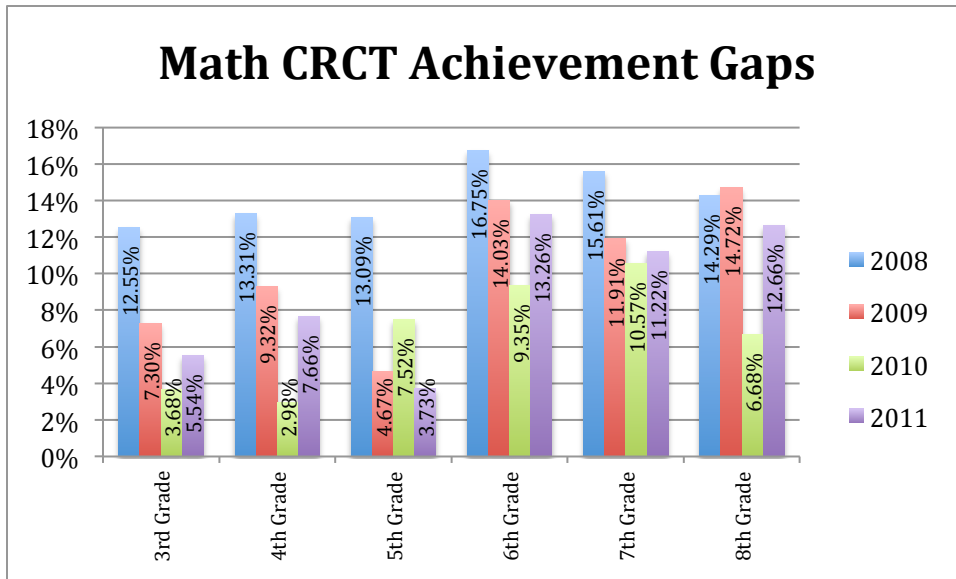


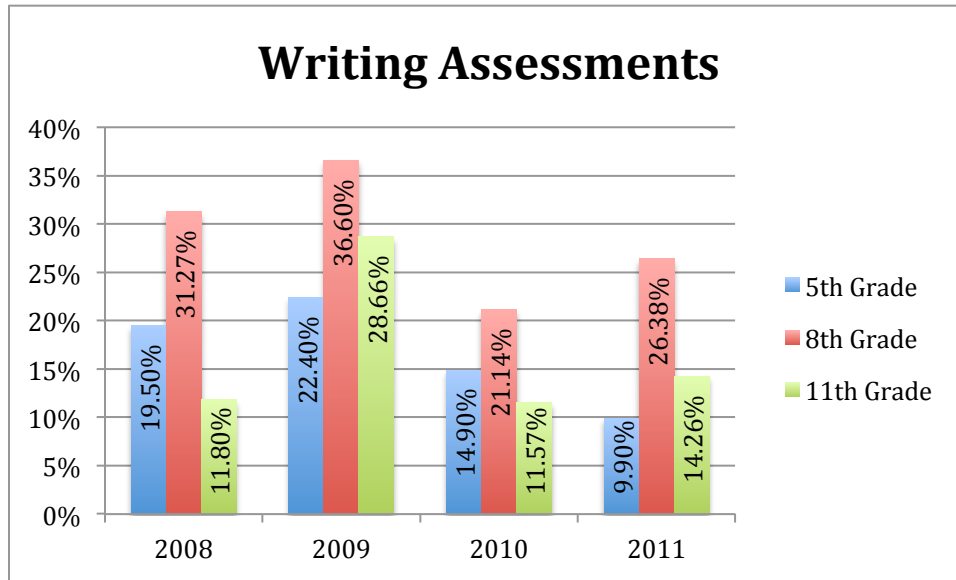
Figure 3. Math CRCT Achievement Gaps 2008-2011
(Migrant Vs. Non-Migrant Data)



For **Figure 1** and **Figure 2**, the 2008-2011 CRCT test scores indicate slight improvement for migrant students in grades 3 to 8 in reading and English/language arts (ELA). Reading showed the most improvement over time when compared to the achievement gap data reported in the 2008 CNA. Still, CNA stakeholders felt that, while there was an overall improvement in reading, this area should still be considered under the new focus of the state goals. Math, as shown in **Figure 3**, still is one of the areas where large gaps are found.

Figure 4. Writing Assessments Grades 3, 8 and 11, 2008-2011

(Migrant Vs. Non-Migrant Data)



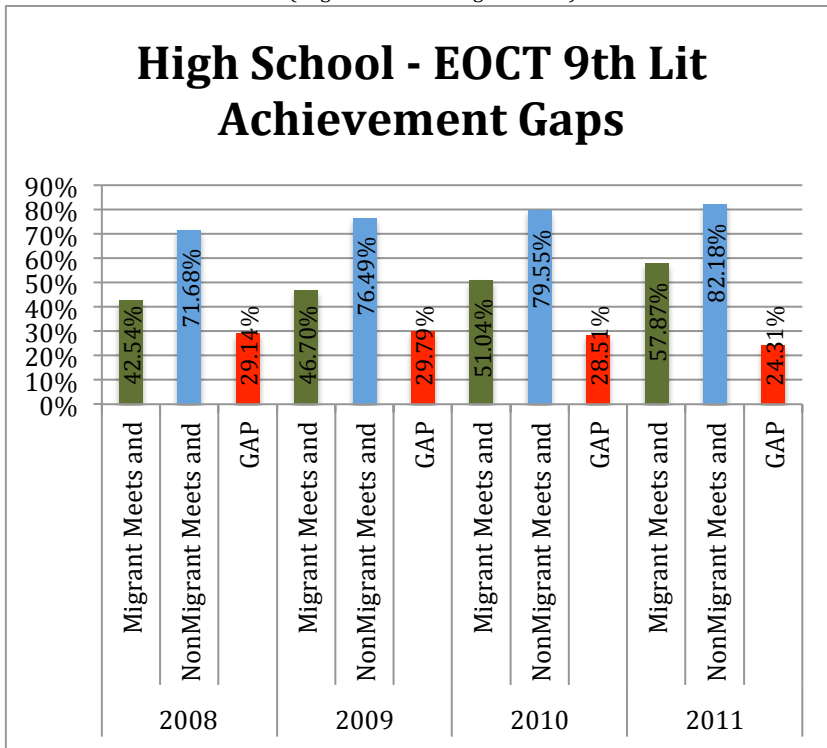
As shown in **Figure 4**, writing was an area where all CNA stakeholders agreed that particular consideration should be given so that this becomes a major area of focus under the new state goals. Migrant students in grades 3, 8 and 11 are lagging behind non-migrant in writing at an alarming rate

Middle and High School Assessment Data

Figures 5-13 indicate the achievement gaps in End-of-Course tests in Literature (9th Grade), American Literature, Algebra, Geometry, Math I and II, the Georgia High School Graduation Tests (GHS GT) in ELA and Math as well as the graduation rate of migrant students versus non-migrant. As with the 2008 CNA report, these figures present a continued achievement gap between migrant students and non-migrant students in all subject areas. Additionally, the numbers of migrant students taking the End-of-Course Tests continued to decrease due to several factors, such as not having enough credits accrued or moving out of state.

CNA stakeholders used these data to make initial concern statements about the high school completion rate of migrant students, as well as a trend analysis approach in order to make generalizations about the migrant student population in Georgia in regard to academic achievement gaps.

Figure 5. High School End-of-Course Test in 9th Grade Literature
(Migrant Vs. Non-Migrant Data)



Examining **Figure 5** and **Figure 6**, CNA stakeholders noticed the gaps in both the EOCT in 9th Grade Literature and the EOCT in American Literature. This is not surprising given the connection between performance trends in Writing and these subject areas. Stakeholders requested that these data be considered when writing the state goals for the new CNA. This was a major highlight in the concern statements developed

by stakeholders. Some of them include:

- *We are concerned that migrant students are not receiving effective English language development instruction.*
- *We are concerned that migrant students with limited English proficiency cannot fully access content area instruction.*
- *We are concerned that migrant students do not have adequate access to quality instruction in Reading, ELA and Writing.*

Figure 6. High School End-of-Course in American Literature
(Migrant Vs. Non-Migrant Data)

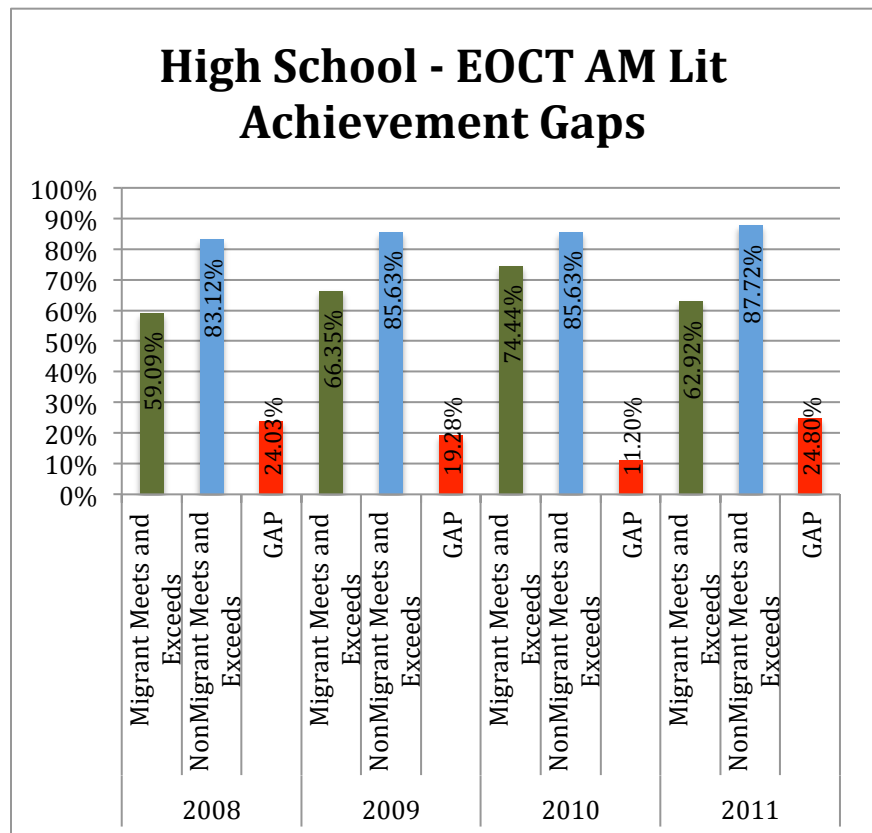


Figure 7. End-of-Course Test in Algebra
(Migrant Vs. Non-Migrant Data)

Unlike 9th Grade Literature and American Literature, the achievement gaps between migrant students and non-migrant students in Algebra is rather small as seen in **Figure 7**. Still, CNA stakeholders asked us to keep these gaps in mind during the new goal development.

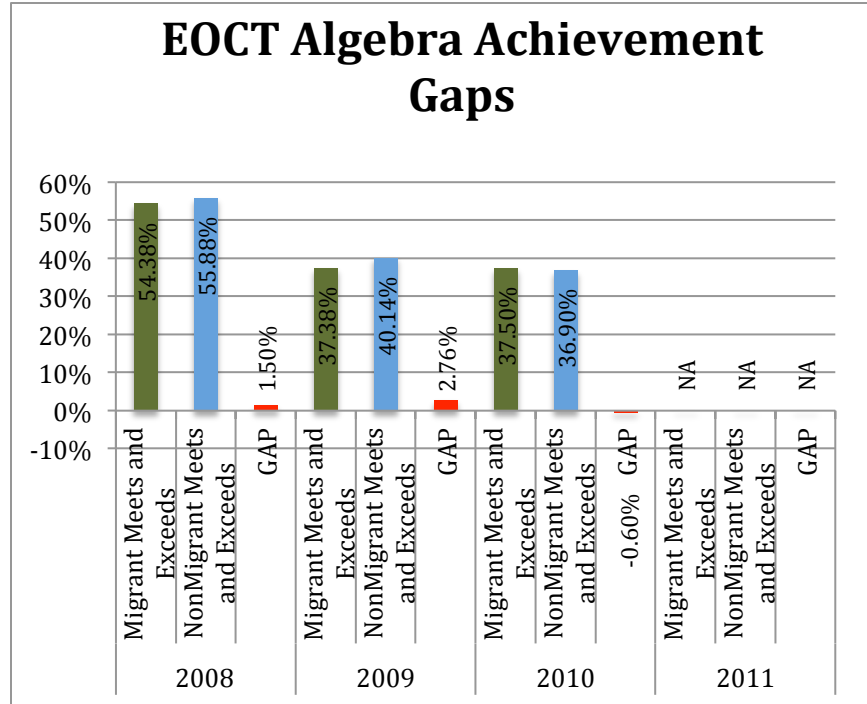
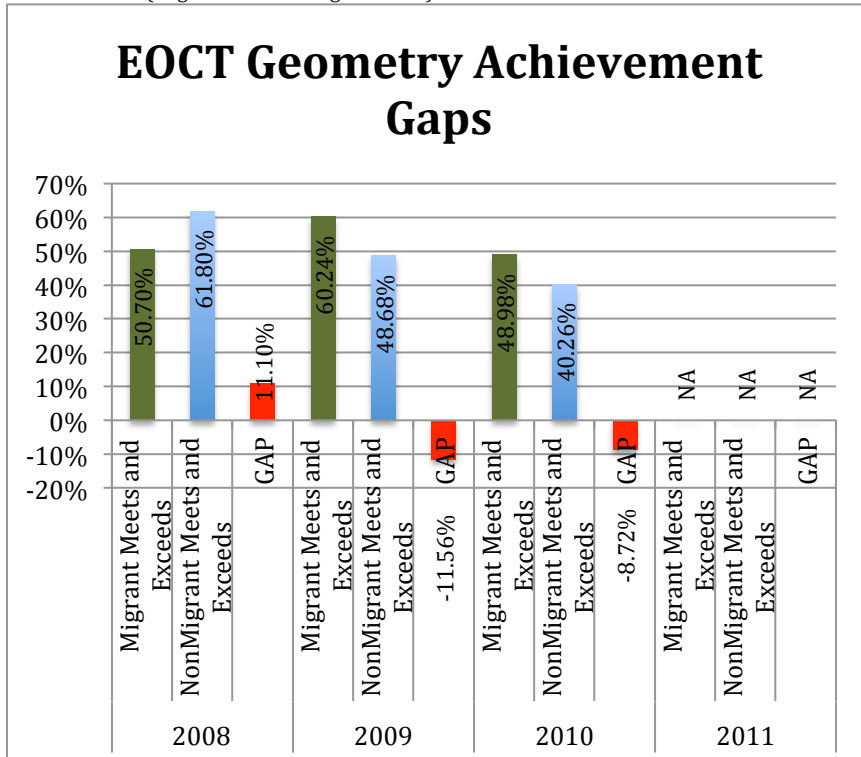


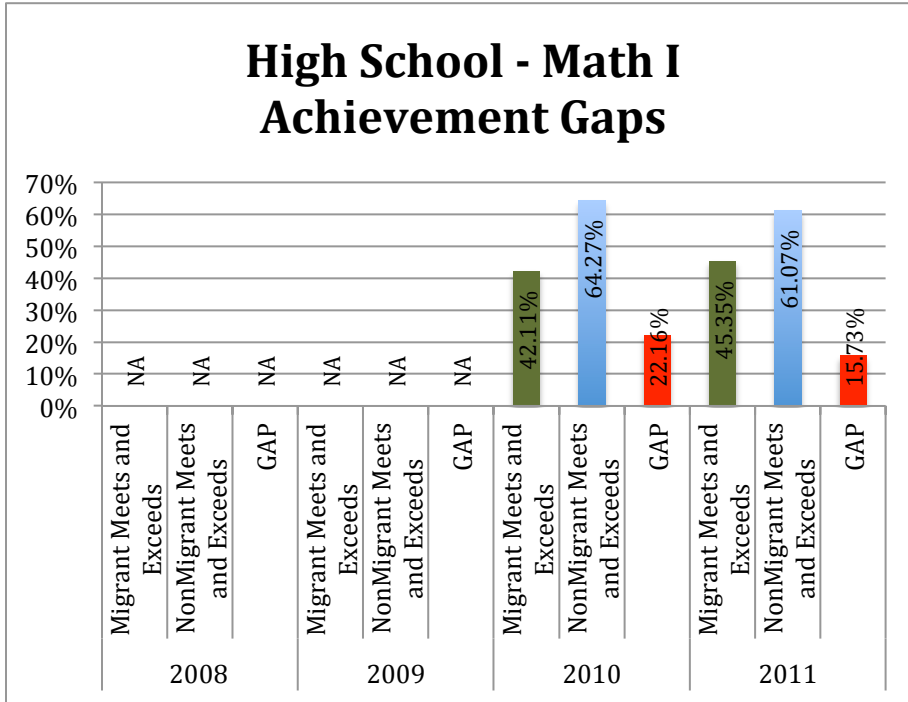
Figure 8. End-of-Course Test in Geometry
(Migrant Vs. Non-Migrant Data)



In **Figure 8**, the gap between migrant student and non-migrant students was at 11.10% during the 2007-2008 academic year. However, during the 2008-2009 and 2009-2010 academic year, stakeholders noticed that migrant students were outperforming non-migrant students in Geometry. While there was not any clear evidence as to why this trend may have occurred, it

seems, in this instance, the gaps, or lack thereof, were not the result of the usual variables affecting migrant students but possibly the result of good quality instruction during and after school hours.

Figure 9. High School Math I Achievement Gaps
(Migrant Vs. Non-Migrant Data)



Unlike Algebra and Geometry, migrant students transitioning to high school experience gaps in both Mathematics I and Mathematics II. Not unlike other subject areas in elementary, middle and high school, multiple reasons account for this trend including the transition of the state curriculum

to the Common Core Georgia Performance Standards.

Figure 10. High School Math II Achievement Gaps
(Migrant Vs. Non-Migrant Data)

CNA Stakeholders noted that, in their experience, students tend to do better on Mathematics II once they complete Mathematics I. This seems to apply to migrant students as well since the achievement gap is in a downward trend.

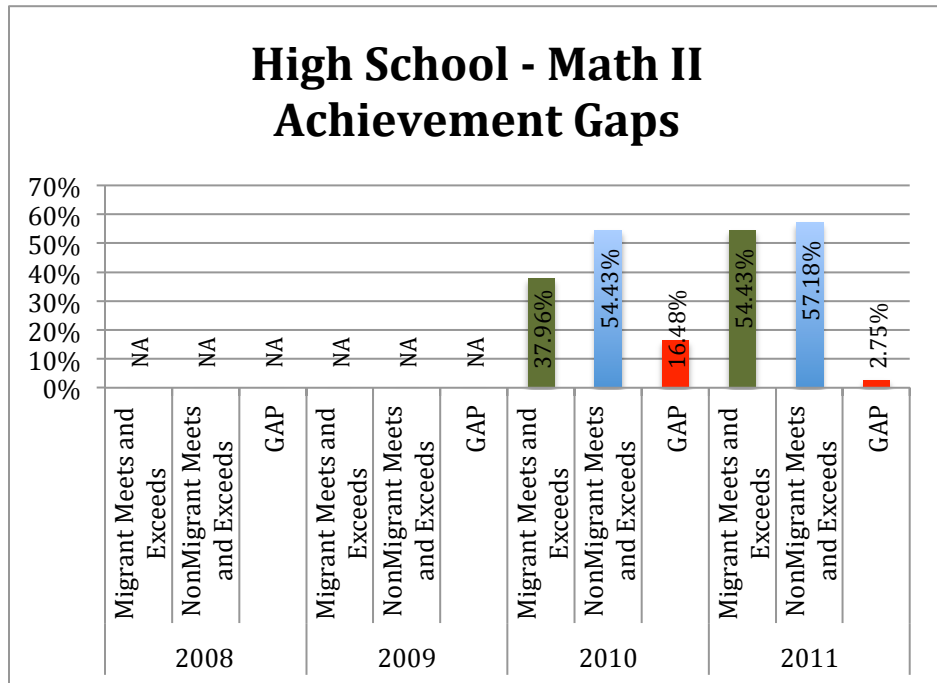


Figure 11. Georgia High School Graduation test (GHSGT) in ELA
(Migrant Vs. Non-Migrant Data)

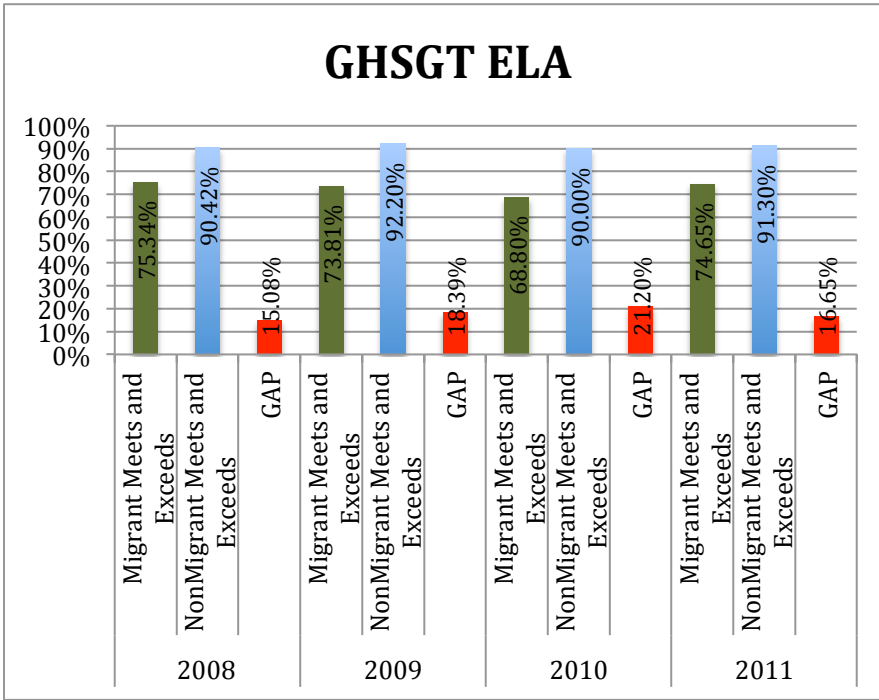


Figure 11 depicts four years of Georgia High School Graduation Test data. As seen in this chart, not only is the percentage of migrant students who failed the test steadily increasing, but also the number of migrant students who took the test also declined making the gap a clear area of concern for the

Georgia MEP. The 2010-11 data indicates a five-percentage point decline in the rate of failure. CNA stakeholders used these data to make initial concern statements about the low pass rate of migrant high school students on state tests.

Figure 12. Georgia High School Graduation test (GHSGT) in Math
(Migrant Vs. Non-Migrant Data)

Likewise, **Figure 12** indicates a steady increase on the rate of migrant students failing to pass the GHGT in Math in comparison to non-migrant students. With the exception of 2008, when migrant students were outperforming the non-migrant students group, GHSGT Math data shows their performance has been on the decline since 2009.

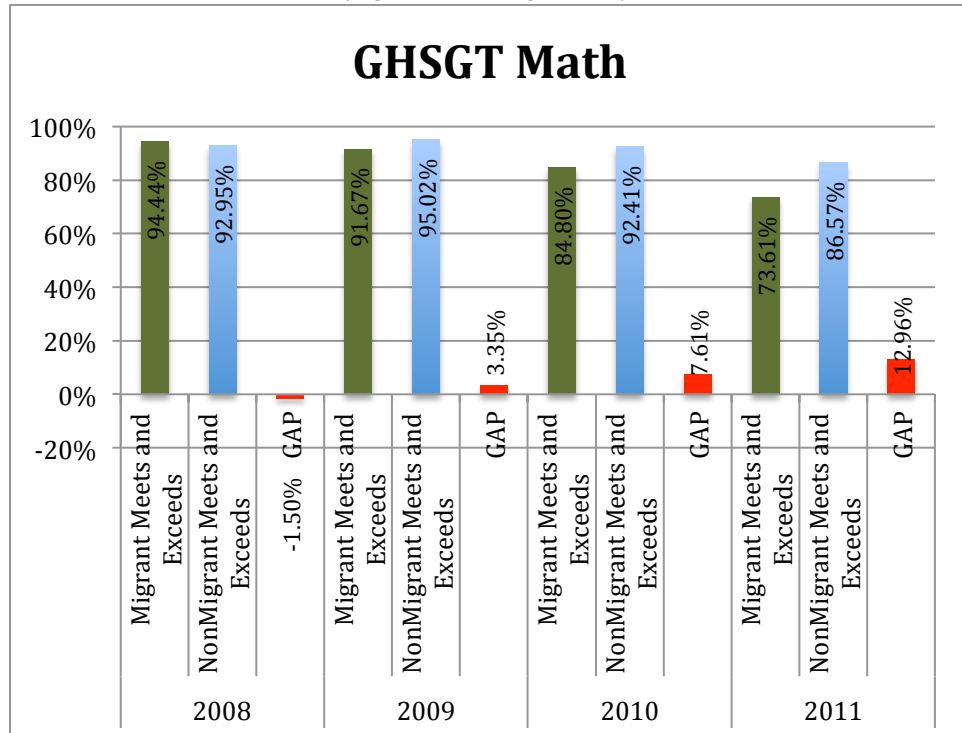
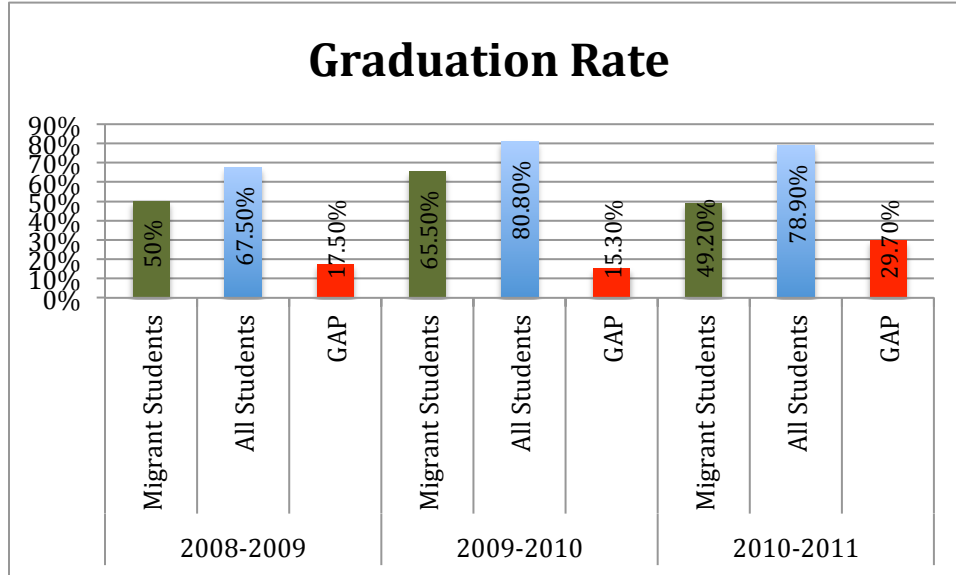


Figure 13. High School Graduation Rate Gaps
(Migrant Vs. All Students)



Migrant students are perhaps the most educationally disenfranchised group of students in our educational system. They are highly mobile and have diverse linguistic backgrounds, which pose challenges that our educational system is minimally prepared to address. As seen in Figure 13, migrant students continued to graduate at a lower rate than all students. While this gap saw a decrease from the 2008-2009 to the 2009-2010 academic year, the gap had a dramatic increase of about fourteen percentage points during the 2010-2011 academic year for an overall 29.70% gap.

Additionally, when interpreting and analyzing all these data figures, it is important to exercise caution in that the state of Georgia has been transitioning from one curriculum to another for at least the past ten years. The move from the old Quality Core Curriculum (QCC) to the Georgia Performance Standards (GPS) between 2005-2010 and then finally a new transition to the Common Core Georgia Performance Standards (CCGPS) in 2010 ended up increasing the rigor of all core subject areas in the state. As a result, when new assessments are put in place, it is not unusual to see scores dip for all students, including our migrant population.

3.3 Survey Data

Similar to the 2008 CNA process, stakeholders continued to be concerned that migrant participants in Georgia were not engaged in school. Participation in after school programs is usually low, and homework completion rates as well as school involvement were minimal. Likewise, services to preschool age children and OSY are hard to account for as most of the services provided are referrals to other programs and/or agencies. In order to determine whether or not these were all valid concerns, the Georgia MEP decided to survey faculty and staff, migrant students, out-of school youth (OSY), and migrant parents to determine additional program needs.

This section includes the survey results, both quantitative and qualitative, from a statewide perspective.

Faculty & Staff Survey

The following figures were compiled by the online data collection system in place for surveys. A total of 2,221 responses were collected for the Faculty & Staff survey. The following figures are representative of the major sections impacting the data analysis and review in addition to the decision-making process for the current CNA report.

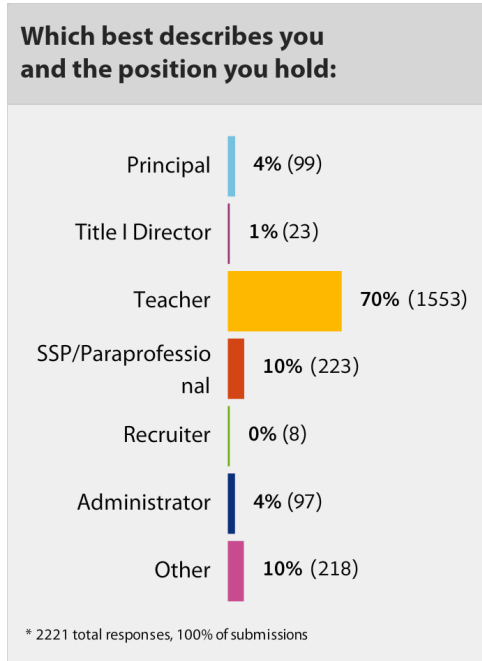


Figure 14. Faculty & Staff Survey - Position

As illustrated in Figure 14, 70% of the total responses collected in this survey came from teachers of migrant children.

Figure 15. Faculty & Staff Survey – Instructional Services

This multiple-choice question in **Figure 15** highlights the instructional services needed most at the school/district level. These are the top three in order of priority:

1. After-School Tutoring
2. In-School Tutoring
3. Summer Programs

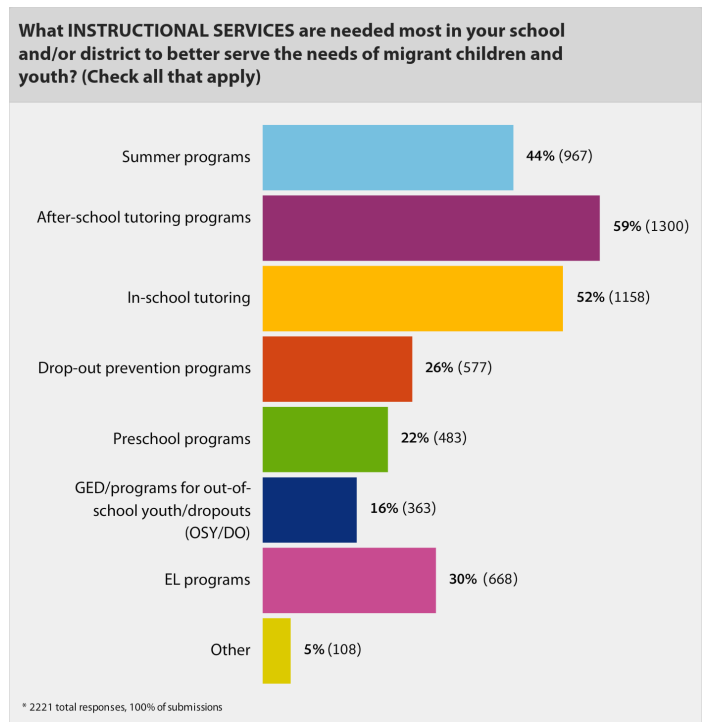
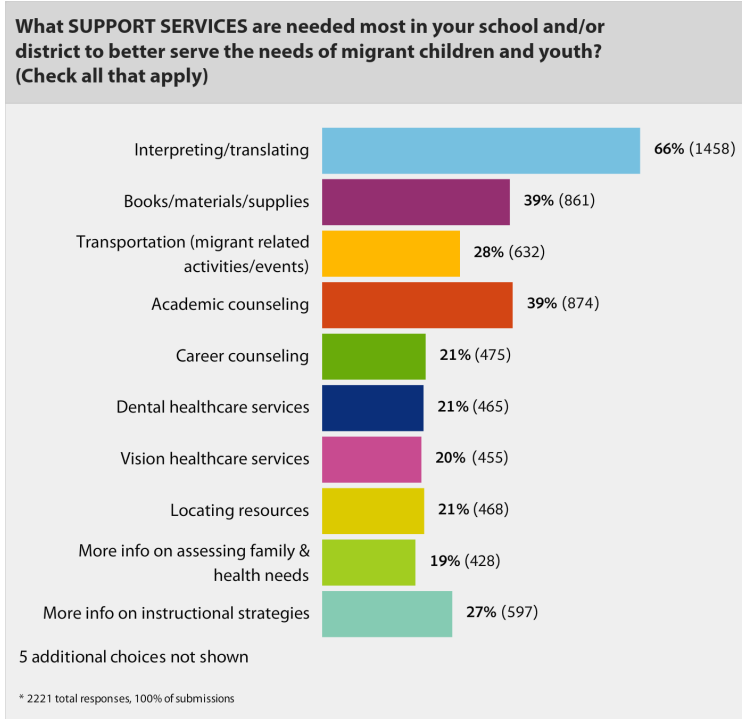


Figure 16. Faculty & Staff Survey – Support Services



This multiple-choice question in **Figure 16** highlights the support services needed most at the school/district level. These are the top three in order of priority:

1. Migrant related Interpreting/Translating
2. Books/Materials/Supplies and Academic Counseling
3. Transportation (migrant-related activities/events)

Figure 17. Faculty & Staff Survey – Professional Development

Given the unique nature and challenges of educating/working with migrant children, faculty & staff were asked (**Figure 17**) about professional development (PD) opportunities that would enhance their work with migrant children. The most requested PD topics suggested were:

1. Parental Involvement/Engagement
2. Student Assessment
3. Curriculum
4. Technology Training and Support

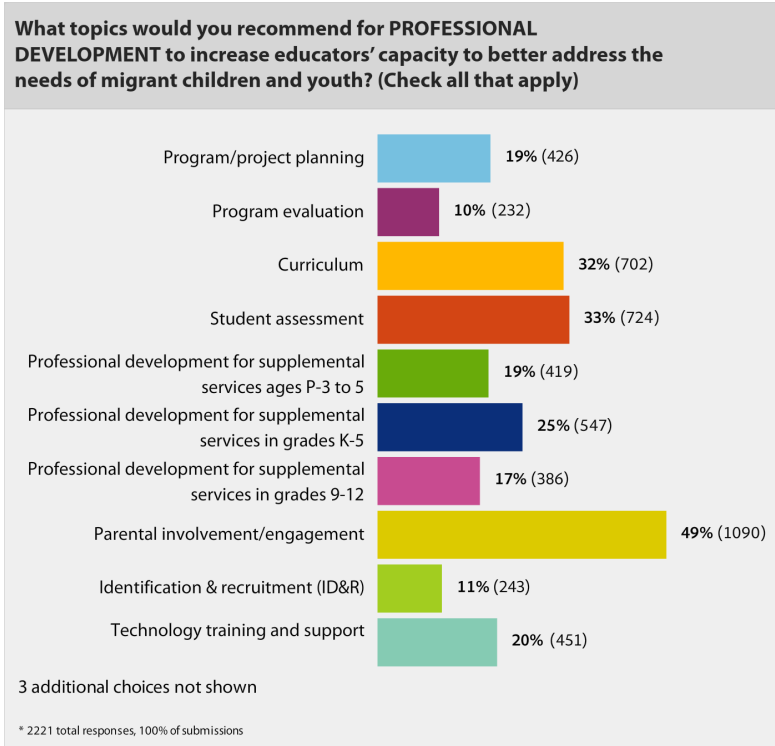
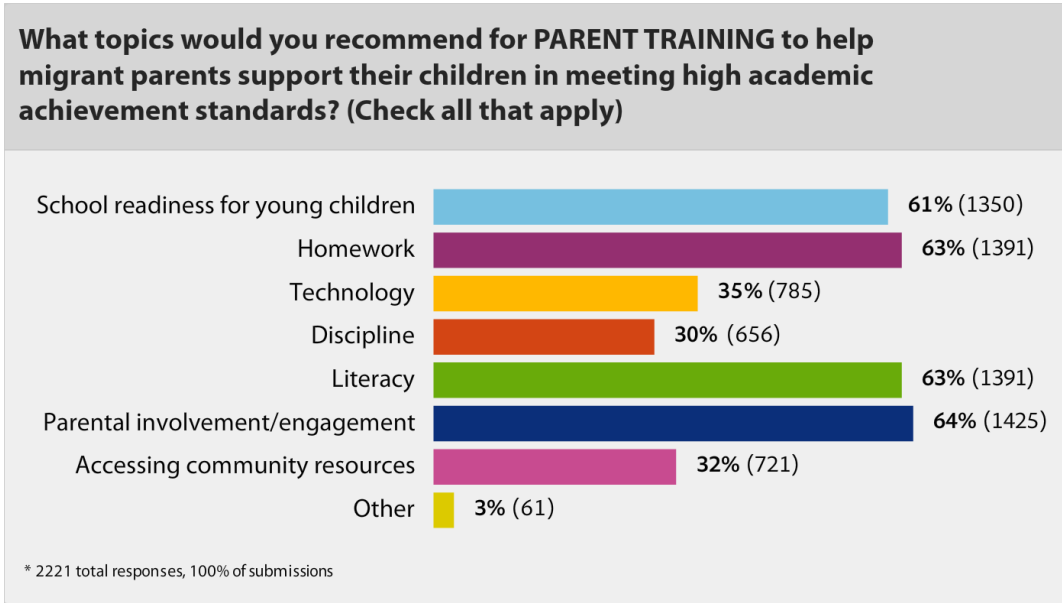


Figure 18. Faculty & Staff Survey – Parent Training



Given the historical nature of the limited parental support of migrant parents to their children, faculty and staff were asked what type of training would help close the gap in this area (**Figure 18**). Most of the responses were in the following areas:

1. Parent Involvement/Engagement
2. Literacy
3. Homework
4. School Readiness for Young Children

Figure 19. Faculty & Staff Survey – Georgia MEP

As seen in **Figure 19**, most faculty and staff indicated that one of the strengths of the Georgia MEP is its identification of needs process followed by supplemental academic services provided and summer programs offered.

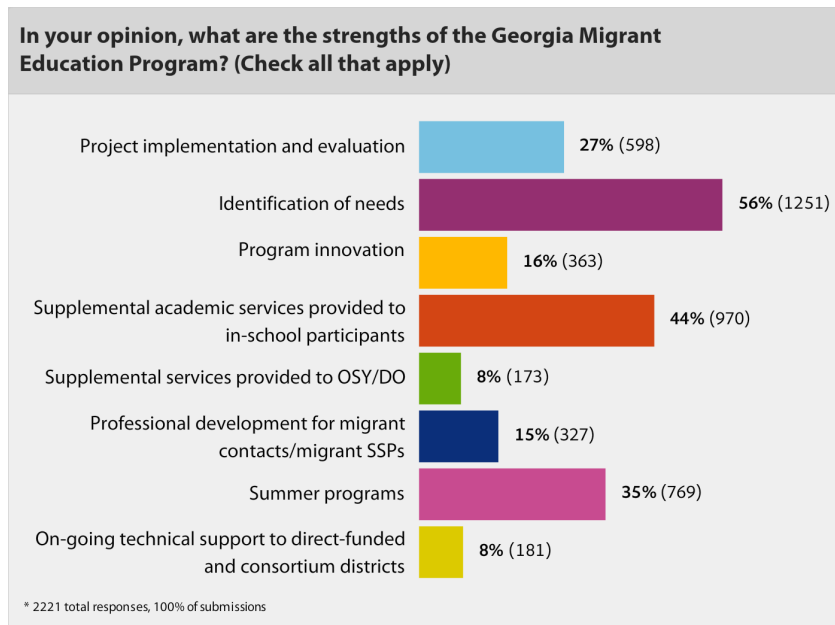
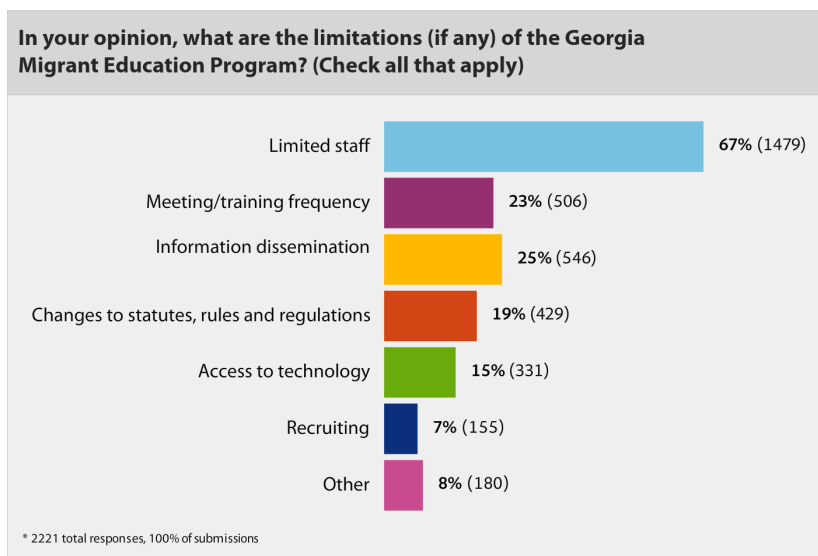


Figure 20. Faculty & Staff Survey – Georgia MEP

When asked about any limitations in the Georgia MEP as seen in **Figure 20**, most of the respondents indicated that limited staff (at 67%) was the most limiting aspect of the program followed by information dissemination (how we communicate with districts/schools) and meeting/training frequency.

Faculty and Staff Qualitative Responses

As with the 2008 CNA process, faculty and staff were surveyed to determine additional programming needs that were unable to be determined using only academic achievement gap data and migrant student and parent surveys. The perspective of the Georgia MEP and CNA stakeholders was that the perceived needs of the school system faculty and staff directly impact the success of the migrant students, and thus should be taken into consideration when making programmatic decisions.

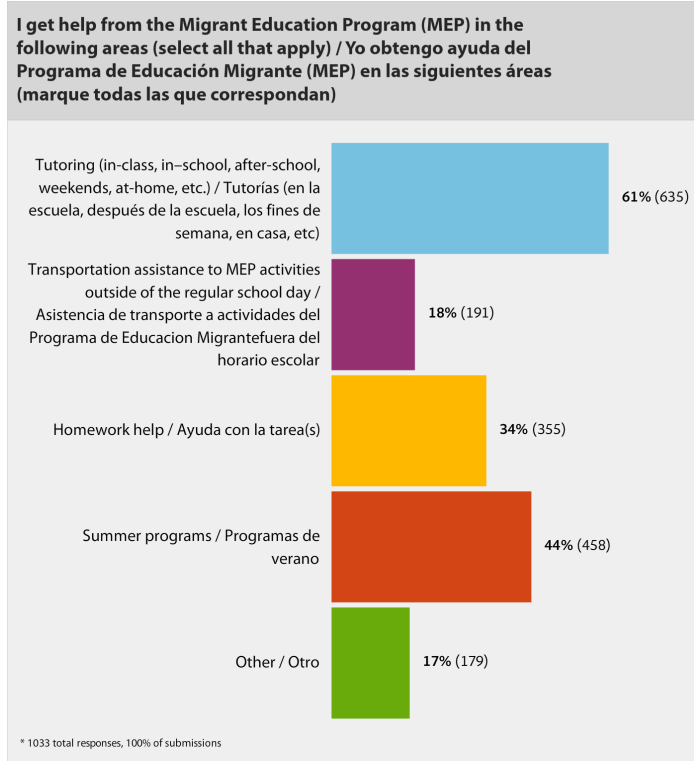
In your opinion, what is causing gaps in the education of migrant children and youth in your school district?

- Major need for transportation services – with parents – poor home/parent/school/teacher communication
- Language barriers seen as one of the most significant problem/challenge
- Need more info on migrant students/program to classroom teachers – Migrant vs. ESOL
- Need more staff to help migrant students
- How to find additional instructional time to provide academic support
- Majority requests interpretation/translation (Note: federal funds cannot provide for this and local monies must provide).
- Need for hands-on /visual materials
- Need for professional learning on best practices
- Build parent capacity to help increase move from “meetings” to teaching how to help and grow their own skills.
- Strengths in identifying needs and then providing such services

Migrant Student Survey

The following figures represent the data collected and qualitative responses of migrant students in grades 4th through 12th. Most of the students completed the survey online and were assisted (when needed) by migrant faculty and/or staff at the school/district level. A total of 1,033 responses were collected. 90% of all students surveyed indicated that they could read and write in English with 52% being identified as males and 48% as females. Most of the student responses came from elementary school students in the 4th and 5th grades (45%) followed by middle school students (33%) and high school students (22%).

Figure 21. Migrant Student Survey – Help from Georgia MEP



As seen in **Figure 21**, most of the students surveyed indicated that most of the help they receive from the Georgia MEP comes in the form of tutoring (either in-school, after-school, at-home and weekends) followed by summer programs and homework help.

Figure 22. Migrant Student Survey – Homework Time During the Week

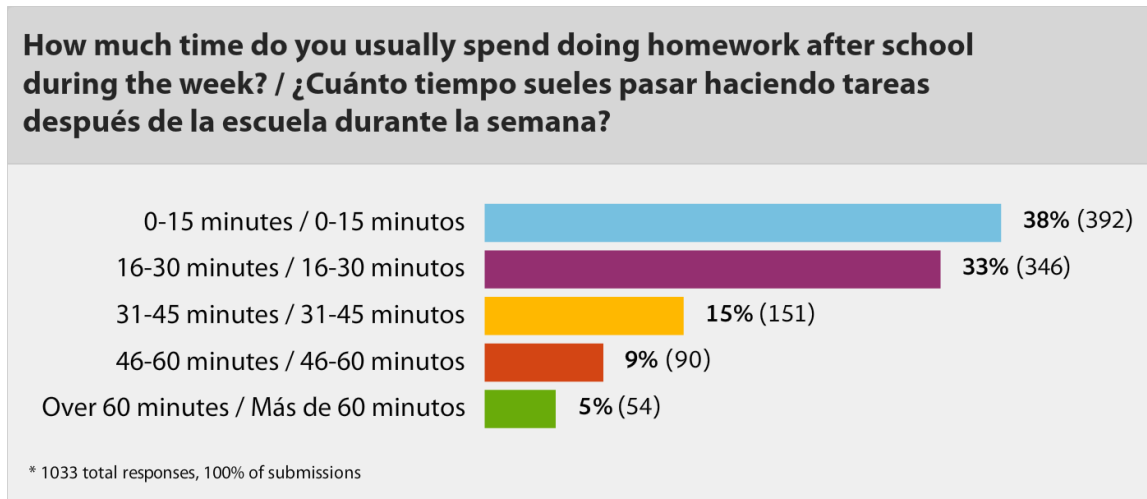
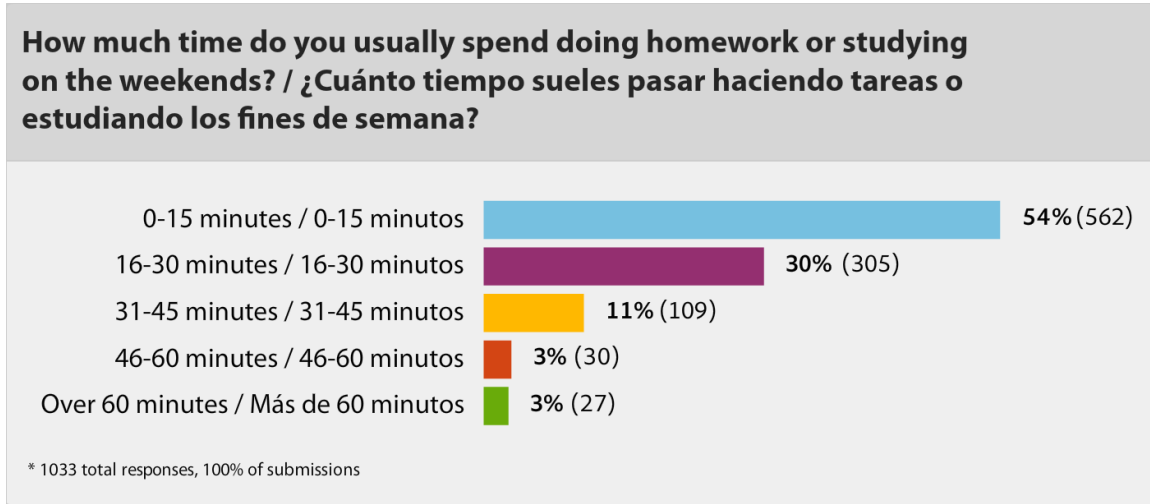
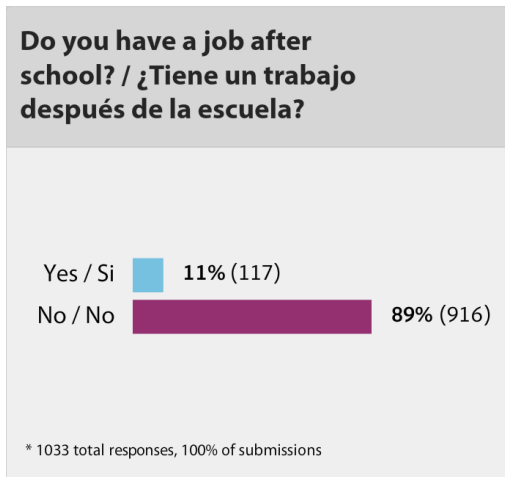


Figure 23. Migrant Student Survey – Homework Time During the Weekend



As shown in **Figure 22** and **Figure 23**, most migrant students indicated they spend 0-15 minutes doing homework during the week and weekend followed by 16-30 minutes spent both during the week and weekend.

Figure 24. Migrant Student Survey – After-School Employment



89% of the migrant students surveyed (**Figure 24**) indicated they did not hold any employment after school. For the other 11%, employment was not a direct means of livelihood for their families, as most held part-time jobs in the fast-food sector. Like the 2008 CNA results, this continued to be an unexpected outcome as an independent variable, but combined with the significant lack of parental involvement it became a primary indicator of the need to increase emotional and behavioral school engagement by both migrant students and parents.

Figure 25. Migrant Student Survey – School Counseling

Most migrant students were familiar with their school counselor and the majority (70%) indicated they knew who that person was in their school (**Figure 25**) and although this is an increase of seven percentage points over the 2008 CNA report, it is not indicative of migrant students seeking academic counseling and advising.

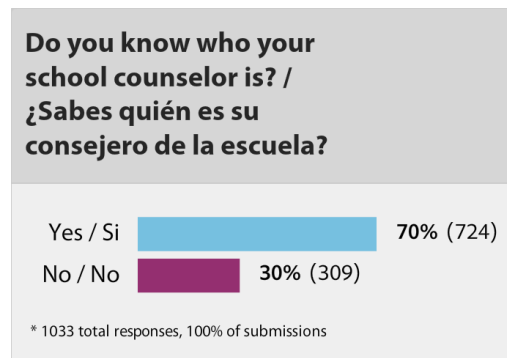
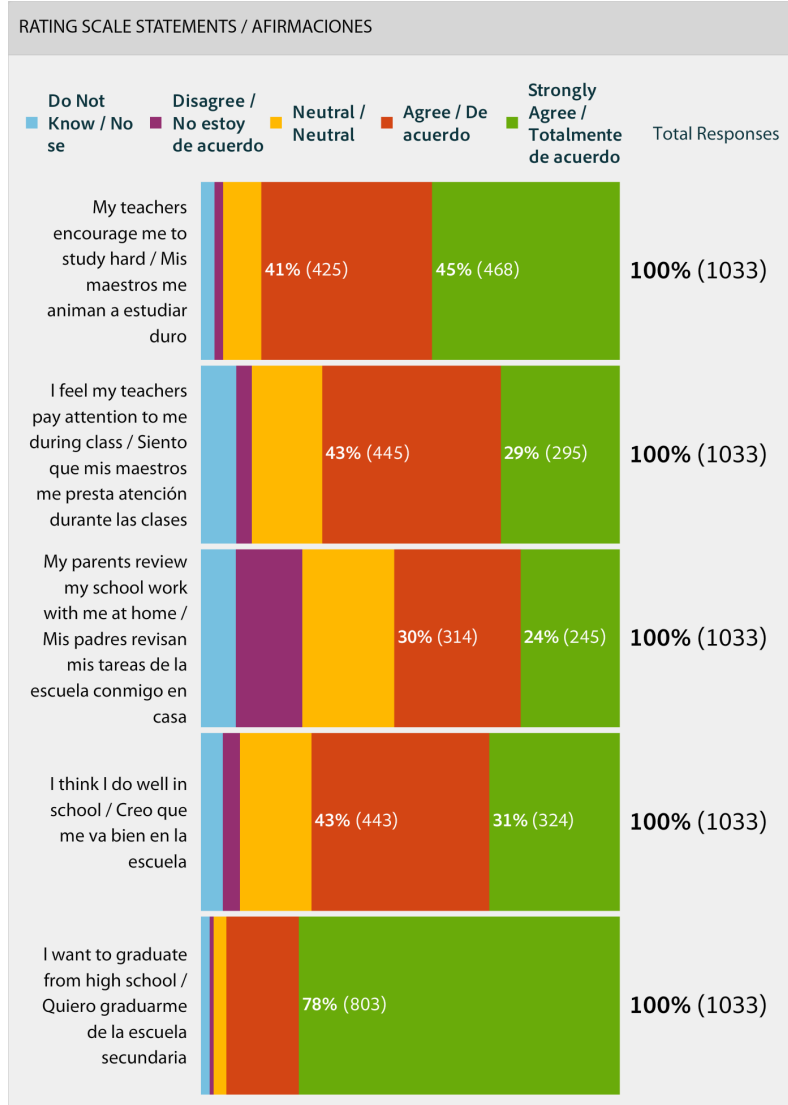


Figure 26. Migrant Student Survey – Rating Scale statements



In **Figure 26**, most migrant students agreed/strongly agreed they felt encouraged by their teachers (86%) and that they pay attention to them during class (72%). However, this is not the same for the lack of encouragement and homework review by parents at home (72%). Most of the student surveys indicated good levels of confidence when asked if they thought they did well in school (74%) as well as their overall desire to graduate from high school (78%).

Migrant Student Qualitative Responses

What are some other ways the Georgia MEP can help you? Please briefly describe.
 The top qualitative results given by the migrant students surveyed statewide are listed below.

- Help with homework
- Tutoring in math and reading

- Supplies and back packs
- Saturday school/After school programs (study skills, English classes, transportation)
- Postsecondary education (options, scholarships, FAFSA)
- Increased access to school personnel

Migrant Parents Survey

Figures 27-34 represent the responses of migrant parents surveyed throughout the state. A total of 858 were collected. Most of the responses were quantitative with the rest being qualitative in nature. The majority of parents surveyed indicated that they could speak and read in Spanish (89% and 88% respectively). Most of the responses came from female parents (75%) with the rest being male parents. 26% of parents indicated they could read in English while 25% indicated they could write in English. About 3% of all parents surveyed indicated they could read and write in languages other than Spanish and English.

Figure 27. Migrant Parents Survey – Years of Schooling

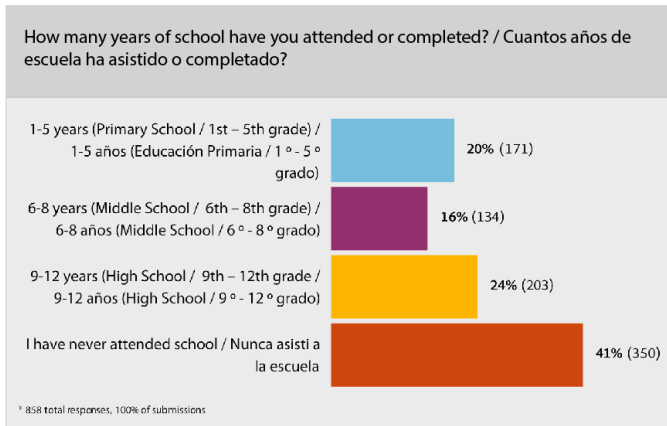


Figure 27 shows the majority of parents have never attended school (41%) with the rest indicating they either attended or completed high school (24%) followed by others indicating they either attended or completed primary school (20%).

As shown in Figure 28, migrant parents are aware of the value of a good education for their children. When asked about their future expectations for their children’s education, 42% indicated they wanted them to obtain an advanced degree with 29% indicating they expect their children to obtain a college degree.

Figure 28. Migrant Parents Survey – Expectations

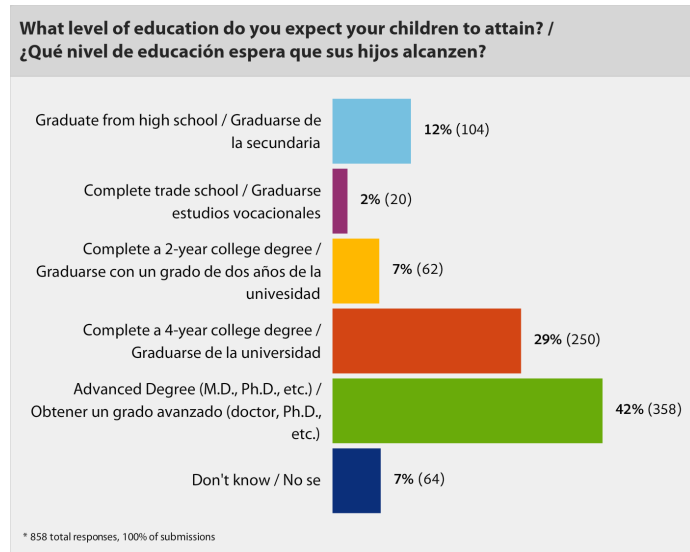
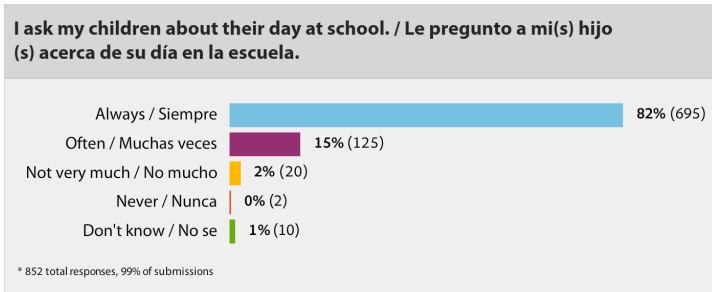
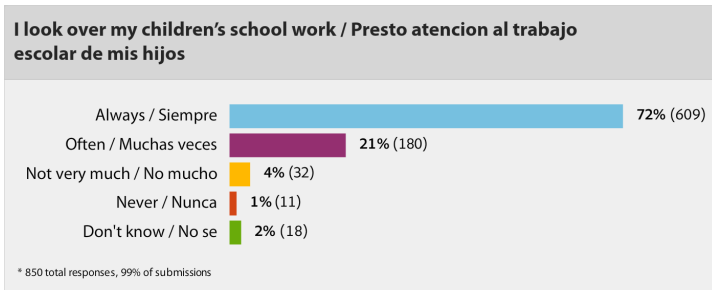


Figure 29. Migrant Parents Survey – Interest



As shown in **Figure 29**, 82% of migrant parents indicated that they ask their children about their day at school.

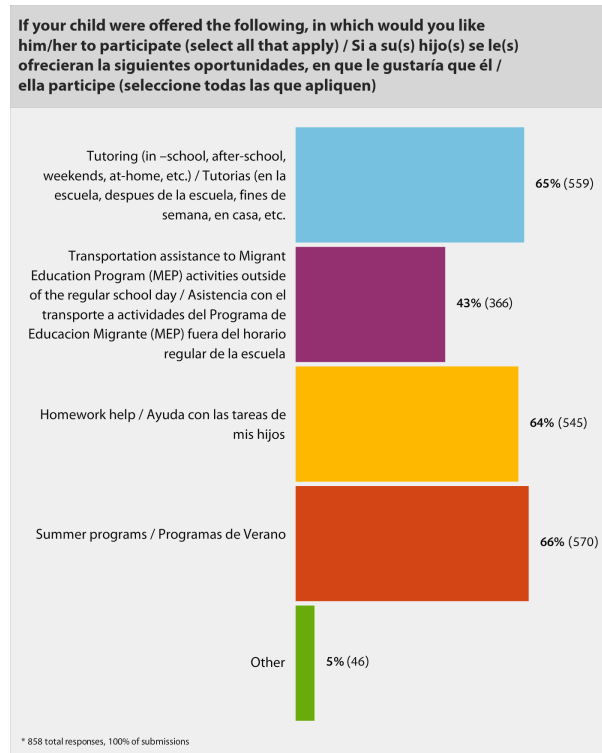
Figure 30. Migrant Parents Survey – Supervision



In **Figure 30**, 72% of migrant parents indicated that they looked over their children's schoolwork.

Figure 31. Migrant Parents Survey – Opportunities

When migrant parents were asked to select all the opportunities they would like their children to participate in if offered (**Figure 31**), 66% responded that they wanted their children to participate in summer programs followed by tutoring 65% of the time and homework help at 64%.



Migrant Parents Qualitative Responses

What additional needs do you have in order for your child to be successful in school? Briefly explain.

The top qualitative results given by the migrant parents surveyed statewide are listed below

- Focus on involving more fathers in the education of their children
- Help parents to learn English so they can be more involved in their children’s education
- Continue with current academic support (tutoring support, etc.)
- Interpreters for school events and meetings
- Parents show interest in participating in their child’s or children’s education
- Parents have high aspirations for children pursuing higher education and graduate/professional degrees
- English language skills are the principal need among parents
- Parents would like to learn how to help with homework at home
- Parents want to participate in school activities but have transportation limitations
- School correspondence is not always translated into home language
- Concerns about their children being bullied
- How to motivate their children to stay in school? (Parent workshops and strategies)
- Lack of computer/internet access at home

Migrant Out-of-School Youth (OSY) Survey

As with the 2008 CNA report, Georgia MEP and CNA Stakeholders determined that the out-of-school youth migrant population was an underserved group whose needs should be considered when making programmatic decisions. The survey for OSY concentrated mostly on quantitative questions aimed at capturing information that will help the Georgia MEP and CNA stakeholders make the best decisions to impact the quality of and timely services needed for this group. A total of 119 responses were collected for this group over a month. 91% of the OSY group surveyed were males who could read and write in Spanish and who had limited English proficiency. 55% of this group indicated that they have never attended school in the U.S., and another 27% indicated they attended high school in the U.S but dropped out. For some of the OSY surveyed who expressed they did not attend school in the U.S., they indicated that they either completed elementary (36%) or middle school (44%) in their home country. As shown

Figure 32. OSY Survey – Back to School

In **Figure 32**, most of them strongly agree/agree they have the desire to go back to school (69%) if given the opportunity.

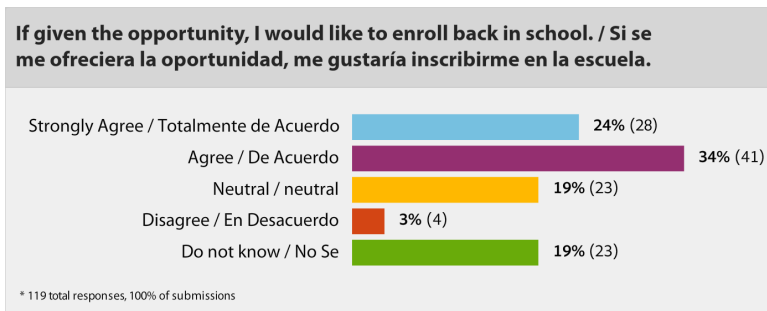
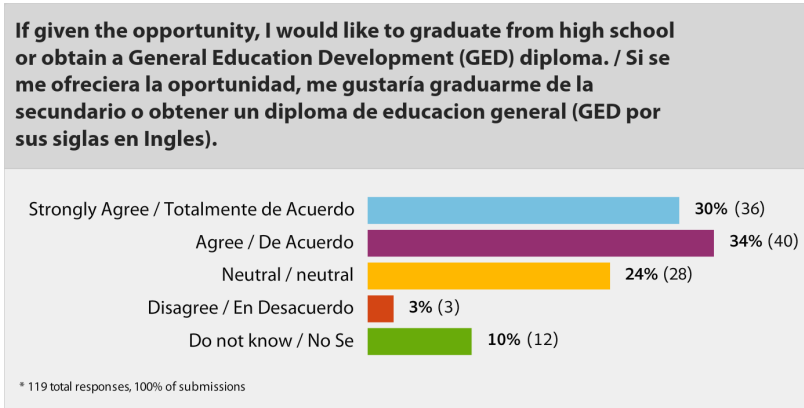


Figure 32. OSY Survey – GED Diploma



Likewise, 64% of OSY surveyed strongly agree/agree that they would like to obtain a GED diploma (Figure 32). Unfortunately, the GED, as with the desire to go back to school, present a barrier for OSY given their migratory lifestyle and high mobility. This is a

major barrier not only for the Georgia MEP but also for other migrant education programs nationwide.

Figure 33. OSY Survey – Additional Options

When asked about other options to engage in supplemental services (multiple choice option), 74% of the time OSY indicated that English language learning programs were a need along the GED diploma at 41% and the MP3/iPod English language learning lessons at 35%.

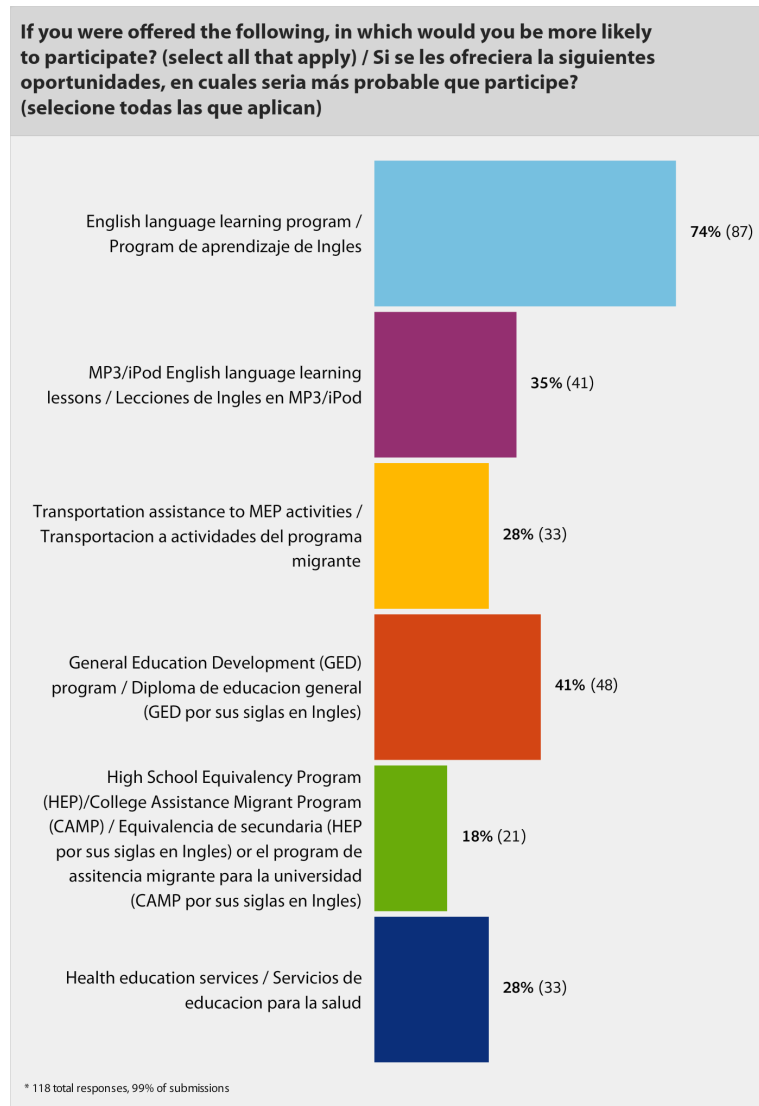
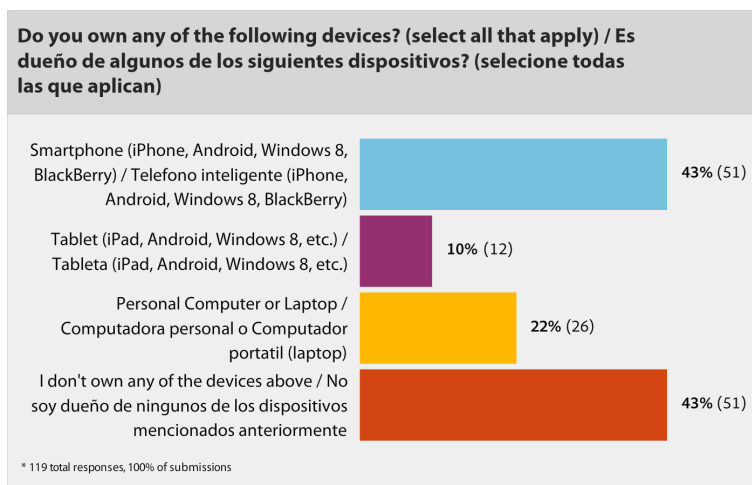


Figure 34. OSY Survey – Access to Technology

Due to the widespread use of mobile technology such as smartphones, touch devices, and tablets, the Georgia MEP and CNA stakeholders felt it was important to ask OSY about their access to these devices. The idea was that this question would assist the Georgia MEP in making new and innovative programmatic decisions that could improve the quality of services to be provided

through the use of technology already in the hands of OSY. The usual perception is that migrant participants, in particular OSY, do not have any access to technology. However, the survey conducted revealed (**Figure 34**) that a large percentage of migrant OSY (49%) owned either a smartphone, tablet or a personal computer. This has huge implications for future service delivery methods for OSY as the Georgia MEP seeks to enhance the quality of services provided soon after the identification and recruitment of OSY occurs.

OSY Qualitative Responses

How else can the Georgia MEP help with your educational needs?

The top qualitative results given by the migrant OSY surveyed statewide are listed below. Like in the 2008 CNA, The OSY survey data revealed an overwhelming need for English language instruction statewide.

- English language proficiency and instruction
- High school, GED, or English classes
- Use technology in creative ways that help with English language acquisition

Section 4 – Implications

4.1 statewide Goals

CNA stakeholders and the Georgia MEP evaluated the data gathered through the state performance reports, COEstar student database, and various surveys to make determinations and recommendations for service delivery efforts in the state.

Like the 2008 CNA, it was important for the current CNA to address the needs of migrant participants through measurable state goals in order to evaluate the effectiveness of project plans implemented and services provided by LEAs/ Georgia MEP Consortium. The goals were drafted within the seven areas of concern and the four goal areas⁹ established by OME, as well as the concern statements developed during the current CNA process and the results gathered from the surveys distributed. Thus, the Georgia MEP was responsible for drafting the new state goals and after sharing them with MEP staff, regional and state CNA stakeholders, and Parent Advisory Council (PAC) members, they were unanimously approved for implementation. The new state goals presented hereinafter are:

- Goal 1: Migrant students in elementary, middle and high school will improve their writing proficiency within the framework of the Common Core GPS English/Language Arts curriculum as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year.
- Goal 2: Migrant students in elementary, middle and high school will improve their Math proficiency within the framework of the Common Core GPS Mathematics curriculum as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year.
- Goal 3: The Georgia Migrant Education Program will improve school readiness by providing age-appropriate and effective at-home or facility-based projects that, at a minimum, address the five essential domains (language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development). Improvement will be measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year.
- Goal 4: The Georgia Migrant Education Program will continue to support current best practices to serving OSY/DO at the district level in addition to promoting new, comprehensive online resources that will foster English language acquisition, health and other relevant supplemental services for districts to use with migrant

The following four goals for migrant children were originally established by the Office of Migrant Education (OME): School Readiness; Reading Proficiency; Mathematics Proficiency and; High School Graduation

participants as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year.

Goal 5: Migrant students in elementary, middle and high school will continue to meet and/or exceed their proficiency in Reading within the framework of the Common Core GPS English/Language Arts curriculum as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year.

Goal 6: Georgia MEP SSP staff at the district level will improve their professional competencies when working with migrant participants for short periods of time by successfully completing at least four (4) online modules per academic year. This goal will be measured by online examinations, faculty/staff surveys, feedback from state & Regional CNA stakeholders in addition to demonstrating applied working knowledge in effective instruction in and outside the classroom as measured by state MEP staff observations.

4.2 Recommendations

CNA Stakeholders

1. Goals Within the Framework of the OME’s Seven Areas of Concern

CNA stakeholders agreed that, in order to have some direction in the program service delivery efforts, it was essential to create state MEP goals in relation to the OME’s Seven Areas of Concern and the data sources consulted for each goal.

Area	Factor	Concern Statement	Indicator	State MEP Goal
Writing	Instructional Time, <i>School Engagement</i> , English Language Development, Access to Services	We are concerned that MEP students lack prerequisite skills to be successful at the Common Core Georgia Performance Standards for Writing.	State Achievement Gap Data (Georgia’s performance-based writing assessments reports grades 3,5, 8 and 11) Feedback from State & Regional CNA stakeholders	Migrant students in elementary, middle and high school will improve their writing proficiency within the framework of the Common Core GPS English/Language Arts curriculum as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year.

Area	Factor	Concern Statement	Indicator	State MEP Goal
Math	Instructional Time, School Engagement, Access to Services	We are concerned that MEP students need additional reinforcement for Math skills taught in school.	State Achievement Gap Data Feedback from State & Regional CNA stakeholders	Migrant students in elementary, middle and high school will improve their Math proficiency within the framework of the Common Core GPS Mathematics curriculum as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year.

Area	Factor	Concern Statement	Indicator	State MEP Goal
Preschool	Access to Services, Educational Support in the Home	We are concerned that MEP children (ages 3 to 5) do not have the academic and social readiness skills to be adequately prepared to start school.	Parent Survey Faculty/Staff Survey Feedback from State & Regional CNA stakeholders	The Georgia Migrant Education Program will improve school readiness by providing age-appropriate and effective at-home or facility-based projects that, at a minimum, address the five essential domains (language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development). Improvement will be measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year.

Area	Factor	Concern Statement	Indicator	State MEP Goal
Out-of-School Youth (OSY)	Access to Services, English Language Development, Educational Continuity, Health	We are concerned that migrant Out-of-School Youth (OSY) participants need continued access to English Language acquisition opportunities, support services, and health services.	OSY Survey Feedback from State & Regional CNA stakeholders	The Georgia Migrant Education Program will continue to support current best practices to serving OSY/DO at the district level in addition to promoting new, comprehensive online resources that will foster English Language acquisition, health and other relevant supplemental services for districts to use with migrant participants as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year.

Area	Factor	Concern Statement	Indicator	State MEP Goal
Reading	Instructional Time, School Engagement, Access to Services	State achievement gap data revealed that migrant students met and exceeded the 2008 CNA goal for Reading in grades 4 thru 8. However, migrant students in high school did not increase their academic performance over time. Feedback from State and Regional CNA stakeholders emphasized the need to continue the quality of project plans targeting Reading in grades 4 thru 8 in order to maintain and or surpass current achievement performance levels and to meet and/or increase Reading proficiency at the high school level.	State Achievement Gap Data Feedback from State & Regional CNA stakeholders	Migrant students in elementary, middle and high school will continue to meet and/or exceed their proficiency in Reading within the framework of the Common Core GPS English/Language Arts curriculum as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year.

Area	Factor	Concern Statement	Indicator	State MEP Goal
Professional Development	<p>Changing demands for skilled paraprofessionals and teachers providing services to migrant participants.</p> <p>Instructional strategies and competencies for teaching migrant students.</p>	We are concerned that MEP SSP staff at the district level has limited access to job-embedded professional development opportunities designed for working with migrant participants for short periods of time.	<p>Faculty/Staff survey</p> <p>Feedback from State & Regional CNA stakeholders</p>	Georgia MEP SSP staff at the district level will improve their professional competencies when working with migrant participants for short periods of time by completing at least four (4) online modules per academic year and measured by online examinations, faculty/staff surveys, feedback from State & Regional CNA stakeholders in addition to demonstrating applied working knowledge in effective instruction in and outside the classroom as measured by State MEP staff observations.

The strategies selected through the CNA process will lead to changes in the state’s plan for delivery of MEP-funded services and also provide a means for evaluation.

2. Research-Based Strategies

Along with academic performance data and survey data, CNA stakeholders used research-based materials to drive the design and development of potential activities and projects to address these goals as well as to identify the services and solutions for each of the goals. These research-based materials Include:

- What Works Clearing House – *Improving Mathematical Problem Solving in Grades 4 Through 8* by the National Center for Education Evaluation and Regional Assistance (U.S. Department of Education)
- What Works Clearing House – *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades* by the National Center for Education Evaluation and Regional Assistance (U.S. Department of Education)
- What Works Clearing House – *Organizing Instruction and Study to Improve Student Learning* by the National Center for Education Evaluation and Regional Assistance (U.S. Department of Education)
- What Works Clearing House – *Improving Reading Comprehension in Kindergarten Through 3rd Grade* by the National Center for Education Evaluation and Regional Assistance (U.S. Department of Education)
- What Works Clearing House – *Helping Students Navigate the path to College: What High Schools Can Do* by the National Center for Education Evaluation and Regional Assistance (U.S. Department of Education)
- What Works Clearing House – *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* by the National Center for Education Evaluation and Regional Assistance (U.S. Department of Education)
- What Works Clearing House – *Teaching Elementary School Students to be Effective Writers* by the National Center for Education Evaluation and Regional Assistance (U.S. Department of Education)
- What Works Clearing House – *Dropout Prevention* by the National Center for Education Evaluation and Regional Assistance (U.S. Department of Education)

3. CNA Profile, Implementation Plans (IPs), and Implementation Plan Evaluations

CNA stakeholders also highlighted the need to tie the goals and projected outcomes to a unified measurement tool for the implementation and evaluation of service delivery projects at the LEA level. For the past three years, the Georgia MEP has worked to develop an online system by which LEAs can seamlessly report their project plans before the beginning of the school year. In doing so, the Georgia MEP refined and expanded the original IP to include three major components of effective program planning that all LEAs must follow: Completion of a CNA profile, submission of IP(s), completion of IP evaluations at the end of project cycle.



This online process is designed to be a triggered system, meaning, all LEAs must complete their CNA profiles before they can submit their project plan (IPs) and complete an IP evaluation at the end of the project cycle before they can plan for the upcoming year and budget for it.

The need for migrant project IPs was first identified as a result of the findings of the 2008 CNA process. Since the LEAs are providing the direct academic service delivery, either through direct funding or accessing available from the Georgia MEP consortium, the IP has evolved ever since its pilot inception in 2007 as the means to document both the need and the supplemental instructional services project that an LEA will be addressing and implementing during the regular school year and/or summer term.

By continuing to allow an LEA to detail the project(s) that will be implemented to deliver supplemental instructional services to migrant children and youth, the Georgia MEP will continue to identify instructional needs at the LEA and or design supplemental projects at the SEA level that, ultimately, best meet those needs. These plans serve to document and detail the project(s) that an LEA will be implementing to increase migrant student achievement and the number of quality supplemental services delivered for which migrant funds are being budgeted. IPs must address either academic achievement needs or supplemental service needs that have been identified and prioritized through a CNA

profile involving a committee of stakeholders, including migrant parents and evaluate the quality and effectiveness of such services provided at the end of the IP through an IP evaluation which allows LEAs to report data results to demonstrate their projects have met their projected measurable outcomes.

Migrant Parents

Most of the parent recommendations came from state Parent Advisory Council (PAC) meetings in 2012 and 2013, along with the Migrant Parents Survey responses gathered during the months of September-October 2012. These recommendations were gathered and prioritized by the state PAC and presented to CNA stakeholders at the regional and state meetings for consideration when determining the new statewide Georgia MEP goals (*Note: most of these recommendation remain the same since the last CNA conducted in 2008*):

- Migrant parents of pre-school age children are not fully engaged in developing strong educational support structures for their children in the home.
- Large numbers of migrant workers, ages 14-21, are working in agriculture and not pursuing any form of education.
- Migrant parents are concerned about their inability to be able to assist their children with homework and other academic activities.
- Migrant parents are concerned about the lack of parental involvement/outreach from the school systems.

4.3 Conclusion

The new CNA process in Georgia was successful in identifying the needs of the migrant students, in envisioning a new strategic plan for service delivery and in providing up-to-date data currently used to determine appropriate educational programming for migrant children and youth statewide. The CNA process involved innovative decision-making, strategic planning, and data driven research, culminating in a model designed to build upon the successes of the previous statewide CNA and to continue to improve the quality of services provided to migrant children and youth and ensure their academic success in the state of Georgia.



Dr. John D. Barge, State School Superintendent

March 2013

2013 Statewide Service Delivery Plan (SDP)

Georgia Migrant Education Program

"Making Education Work for All Georgians"

2066 Twin Towers East • 205 Jesse Hill Jr. Drive • Atlanta, GA 30334 • www.gadoe.org

An Equal Opportunity Employer

Section 5: Introduction & Overview

5.1 Background

Migrant students in Georgia are held to the same challenging academic standards in Reading, English/Language Arts, Writing, Math, and graduation that all students are expected to meet. The Elementary and Secondary Education Act (ESEA) does not require school districts to separate the migrant student population for evaluation purposes as it does for certain ethnicities and special populations. Migrant student academic performance data are used at the local and state level for program planning and design.

As required under Section 1306 of the reauthorized ESEA, the Georgia Migrant Education Program (Georgia MEP) has developed a statewide Service Delivery Plan (SDP) to be implemented during the 2013-2014 school year. This State plan is a current and comprehensive plan for how the services provided by the Georgia MEP and Local Educational Agencies (LEAs) are to be delivered in order to meet the needs of the migrant children and youth throughout the state.

5.2 Purpose

As highlighted in the 2009 statewide SDP, the purpose of the Georgia MEP is to continue to ensure that migrant children fully benefit from the same free public education provided to other children. More specifically, the purposes of the Georgia MEP are to:

- Support high-quality and comprehensive educational programs for migrant children and youth in order to reduce the educational disruption and other problems that result from repeated moves;
- Ensure that migrant children in school who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, state academic content, and student academic achievement standards;
- Ensure that migrant children are provided appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet and that migrant youth are offered relevant and effective academic opportunities as well as supplemental services to meet their needs;
- Design Georgia programs to help migrant children and youth overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment; and

- Ensure that migrant children and youth benefit from the state of Georgia and local systemic reforms.

The Georgia MEP strives to help migrant students overcome the challenges of mobility, limited English proficiency, and other difficulties associated with a migratory lifestyle in order to succeed in and outside of school.

The Georgia MEP statewide goals, created from our recent Comprehensive Needs Assessment, fit within the framework of the strategic vision of the Georgia Department of Education (GaDOE): *Making Education Work for All Georgians*.

The Georgia MEP Goals are:

1. Migrant students in elementary, middle, and high school will improve their writing proficiency within the framework of the Common Core Georgia Performance Standards (CCGPS) ELA curriculum.
2. Migrant students in elementary, middle and high school will improve their Math proficiency within the framework of the CCGPS Mathematics curriculum
3. The Georgia MEP will improve school readiness by providing age-appropriate and effective at-home or facility-based projects that, at a minimum, address the five essential domains (language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development).
4. The Georgia MEP will continue to support current best practices for serving out-of-school youth (OSY) at the district level in addition to promoting new, comprehensive online resources that will foster English language acquisition, health and other relevant supplemental services for districts to use with migrant participants.
5. Migrant students in elementary, middle and high school will continue to meet and/or exceed their proficiency in Reading within the framework of the CCGPS English/Language Arts curriculum.
6. Georgia MEP student services provider (SSP) staff at the district level will improve their professional competencies when working with migrant participants for short periods of time by completing at least four (4) online modules per academic year.

Additionally, the Georgia MEP goals are aligned to the Office of Migrant Education's (OME) Government Performance and Results Act (GPRA) national goals. These goals, known as GPRA's, are a national performance measure that OME will use to show Congress how the Title I, Part C Migrant Education Program benefits participants.

1. The percentage of MEP students who scored at or above proficient on their state's annual Reading/Language Arts assessments in grades 3-8.
2. The percentage of MEP students who scored at or above proficient on their state's annual Mathematics assessment in grades 3-8.
3. The percentage of MEP students who were enrolled in grades 7-12 and graduate or were promoted to the next grade level.
4. The percentage of MEP students who entered 11th grade that had received full credit for Algebra I or a higher Mathematics course.

5.3 Distribution of Resources

The crucial distinction between Title I, Part C – Education of Migratory Children and Title I, Part A – Basic State Grant Program is that federal funds for the MEP are allocated to the state education agency (SEA), the Georgia Department of Education. Title I, Part A federal funds are “pass through” funds. The funds are sent to the SEA for distribution to the qualifying schools in the state. MEP funds, however, are allocated directly to the SEA, and the state is completely responsible for determining how and where the funds are used to assist migrant children and youth statewide.

The Georgia Migrant Education Program is managed by the Georgia Department of Education (GaDOE). Day-to-day direct program services for migrant children and youth are provided by local school districts in Georgia, also commonly referred to as local educational agencies (LEAs). The GaDOE sub-grants the majority of its annual Title I, Part C funds directly to LEAs which provide the delivery of supplemental support services to eligible children and youth residing within their district boundaries. The funds are made available on the basis of their consolidated applications. The SEA requires that an LEA project supporting migrant children and youth be based on conclusions drawn from a summary of recent migrant student assessment data on statewide tests, student needs assessment profiles, its own LEA needs assessment, and documented input from migrant parents, school district administrators and classroom teachers.

The consolidated application process itself has three primary components that ultimately address all of the required programmatic elements of a Georgia MEP sub-grantee (LEA), and state MEP staff are responsible for monitoring and approving these three consolidated application components for the LEAs.

The first is a set of narrative responses that address ESEA requirements of multiple federal programs, including the MEP. The responses to these narrative descriptors are reviewed every year by the LEA and the state and updated as needed.

The second component of the application is a detailed budget. Operational funds are allocated on a one-year budget cycle that runs from July 1 of one calendar year through September of the next calendar year. After the ESEA descriptors are approved, the budget submitted for the next fiscal year is entered into the Grants Accounting Online Reporting System (GAORS) for processing. A notice of approval is sent to the LEA superintendent when the budget has been approved and the funds are ready for draw down. The SEA tracks the draw down status of funds quarterly to ensure that program services are being implemented as planned. LEA budgets may also be revised and amended as needed during a program year as outlined in the GaDOE Title Programs Handbook.

The third and final component of the consolidated application is a detailed MEP project implementation plan and project evaluation instrument. The implementation plans are for each MEP academic/support services project – and each must include information as to

how the LEA intends to meet MEP migrant student performance goals, indicators, and measurable targets based on the criteria established through the local needs assessment process, as well as those that will support the Georgia MEP statewide goals, indicators, and targets. Unlike the 2009 SDP, Implementation Plans (IPs) are now submitted via an online system dedicated to data collection for LEAs comprehensive needs assessment (CNA) profiles, IPs and IP evaluations, and while these three components are in direct correlation with LEAs budgets, they are separate from the annual budget submission process in the consolidated application.

MEP Funding

Due to the inherent difficulties in establishing meaningful supplemental services in LEAs whose formula-based allocations are small, the SEA has established \$15,000.00 as the minimum amount that it will approve for a direct LEA MEP allocation. LEAs falling below this threshold amount can request their allocations if they can substantiate a need for a MEP project – although data points to the fact that these LEAs have a very sporadic and unpredictable migrant eligible population for which a defined project is often difficult to develop. Otherwise, LEAs with allocations under \$15,000.00 in a given year will have their funds transferred to a separate account that is managed by the Georgia Migrant Education Program consortium fiscal agent, Abraham Baldwin Agricultural College (ABAC), who receives the funds through State Board approved allocations in July. The reason for this means of distribution is so that the small migrant populations that are located in these LEAs can receive needed supplemental MEP services through a level of service without the LEAs having to manage direct individual MEP allocations. The isolated needs that are identified throughout the fiscal year in these LEAs will be evaluated and/or determined by the Georgia MEP and ABAC.

In addition to the funding awarded annually to the LEAs and the additional fiscal agent for the MEP Consortium through the formula and State Board approval, the SEA also recognizes the critical need for on-going support, guidance, and monitoring of LEA and Georgia MEP consortium projects and therefore maintains three GaDOE regional MEP office locations – each of which is managed using monies from the federal program’s total annual allocation made to Georgia. The regional offices are instrumental in facilitating and monitoring the statewide use of the allocated funds. They are also responsible for guiding the continuous development and delivery of LEA services that meet both the identified program goals of the state’s CNA and resulting SDP.

The SEA annually determines the amount of funding required to provide statewide program support and operations and sets this money aside for this use in an account referred to within the SEA as “Program Funds”. Additionally, one percent of the total annual allocation must go into the SEA’s consolidated administration fund to cover a portion of the state program administrative expenses.

Section 6: Performance Targets

This section describes the performance targets established for all Georgia children and concludes with state assessment results for migrant students in Georgia.

6.1 No Child Left Behind (NCLB) Waiver

As of February 2012, Georgia has been granted a waiver from No Child Left Behind (NCLB). No longer is Georgia bound by the narrow definitions of success found in NCLB. The waiver enables the state to hold schools accountable and reward them for the work they do in all subjects and with all students.

In order to receive the waiver, the U.S. Department of Education required that states identify Title I Priority Schools, Focus Schools, and Reward Schools (details listed below). Achievement data from all core content areas and graduation rate data are used to identify Priority and Focus Schools, which replace the current Needs Improvement Schools designation. Reward Schools – which are determined based on Math, Reading and English Language Arts results – replaces the current Title I Distinguished Schools designation.

Georgia also identifies Alert Schools in three categories: Subgroup Alert Schools, Subject Alert Schools, and Graduation Alert Schools. These Alert Schools are identified based on a more detailed evaluation of subgroup performance and include non-Title I schools.

6.2 College and Career Ready Performance Index (CCRPI)

Georgia will begin using the College and Career Ready Performance Index (CCRPI) this school year for state accountability purposes. The CCRPI has multiple indicators to determine a school's performance, rather than using test scores given at one point in time. A numerical score out of 100% will be given to every school in the state and will be based on the following:

- Weighted average of:
 - Achievement
 - Achievement Gap Closure
 - Progress
- Achievement is the predominant factor
- Exceeding the Bar Indicators (may earn extra points for excellent work)

6.3 State Performance Targets

State performance targets are based on the NCLB Waiver as well as the CCRPI in Georgia. The following are the student performance targets for Georgia students in elementary, middle, and high school.

Student Performance in Reading/ELA and Math for Elementary, Middle and High School

The percentage of students scoring at the proficiency level *meets* or *exceeds* on state assessments in Reading/ELA and Math must increase from year to year regardless of baseline results. (See Table 1 and 2 below.)

Table 1 Performance Targets Based on 2011 Elementary and Middle CRCT Proficiency Rates (Includes CRCT-M and GAA)

CCRPI Level	Statewide Assessment	Student Group	2011 Proficiency Rate	2012 Performance Target	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target
Elementary / Middle	English Language Arts	State Target/All Students	90.7	91.5	92.3	93	93.8	94.6	95.4
		Asian/Pacific Islander	94.7	95.1	95.6	96	96.5	96.9	97.4
		Black	86.5	87.6	88.8	89.9	91	92.1	93.3
		Hispanic	89.5	90.4	91.3	92.1	93	93.9	94.8
		Alaskan/American Indian	91.5	92.2	92.9	93.6	94.3	95	95.8
		White	94.2	94.7	95.2	95.7	96.1	96.6	97.1
		Multi-Racial	93.3	93.9	94.4	95	95.5	96.1	96.7
		Students with Disabilities	70.7	73.1	75.6	78	80.5	82.9	85.4
		English Learners	80.9	82.5	84.1	85.7	87.3	88.9	90.5
		Economically Disadvantaged	86.8	87.9	89	90.1	91.2	92.3	93.4
Elementary / Middle	Mathematics	State Target/All Students	84.1	85.4	86.8	88.1	89.4	90.7	92.1
		Asian/Pacific Islander	93.5	94	94.6	95.1	95.7	96.2	96.8
		Black	75.8	77.8	79.8	81.9	83.9	85.9	87.9
		Hispanic	83.7	85.1	86.4	87.8	89.1	90.5	91.9
		Alaskan/American Indian	86.7	87.8	88.9	90	91.1	92.2	93.4
		White	90.4	91.2	92	92.8	93.6	94.4	95.2
		Multi-Racial	87.1	88.2	89.3	90.3	91.4	92.5	93.6
		Students with Disabilities	63.8	66.8	69.8	72.9	75.9	78.9	81.9
		English Learners	74.9	77	79.1	81.2	83.3	85.4	87.5
		Economically Disadvantaged	78	79.8	81.7	83.5	85.3	87.2	89
Elementary / Middle	Reading	State Target/All Students	92.8	93.4	94	94.6	95.2	95.8	96.4
		Asian/Pacific Islander	95	95.4	95.8	96.3	96.7	97.1	97.5
		Black	88.7	89.6	90.6	91.5	92.5	93.4	94.4
		Hispanic	92	92.7	93.3	94	94.7	95.3	96
		Alaskan/American Indian	94.8	95.2	95.7	96.1	96.5	97	97.4
		White	96.3	96.6	96.9	97.2	97.5	97.8	98.2
		Multi-Racial	95.4	95.8	96.2	96.6	96.9	97.3	97.7
		Students with Disabilities	75.4	77.5	79.5	81.6	83.6	85.7	87.7
		English Learners	84.8	86.1	87.3	88.6	89.9	91.1	92.4
		Economically Disadvantaged	89.6	90.5	91.3	92.2	93.1	93.9	94.8

Table 2 Performance Targets Based on 2011 EOCT Proficiency Rates (Includes GAA)

Statewide Assessment	Student Group	2011 Proficiency Rate	2012 Performance Target	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target
9th Grade Literature	State Target/All Students	82.2	83.7	85.2	86.7	88.1	89.6	91.1
	Alaskan/American Indian	82.9	84.3	85.8	87.2	88.6	90.0	91.5
	Asian/Pacific Islander	86.5	87.6	88.8	89.9	91.0	92.1	93.3
	Black	74.2	76.4	78.5	80.7	82.8	85.0	87.1
	Economically Disadvantaged	74.1	76.3	78.4	80.6	82.7	84.9	87.1
	Hispanic	76.4	78.4	80.3	82.3	84.3	86.2	88.2
	English Learners	45.7	50.2	54.8	59.3	63.8	68.3	72.9
	Multi-Racial	89.0	89.9	90.8	91.8	92.7	93.6	94.5
	Students with Disabilities	49.1	53.3	57.6	61.8	66.1	70.3	74.6
	White	89.7	90.6	91.4	92.3	93.1	94.0	94.9
American Literature	State Target/All Students	87.7	88.7	89.8	90.8	91.8	92.8	93.9
	Alaskan/American Indian	90.5	91.3	92.1	92.9	93.7	94.5	95.3
	Asian/Pacific Islander	92.0	92.7	93.3	94.0	94.7	95.3	96.0
	Black	82.2	83.7	85.2	86.7	88.1	89.6	91.1
	Economically Disadvantaged	81.8	83.3	84.8	86.4	87.9	89.4	90.9
	Hispanic	82.5	84.0	85.4	86.9	88.3	89.8	91.3
	English Learners	55.3	59.0	62.8	66.5	70.2	73.9	77.7
	Multi-Racial	91.1	91.8	92.6	93.3	94.1	94.8	95.6
	Students with Disabilities	55.2	58.9	62.7	66.4	70.1	73.9	77.6
	White	93.0	93.6	94.2	94.8	95.3	95.9	96.5

Mathematics I	State Target/All Students	61.3	64.5	67.8	71.0	74.2	77.4	80.7
	Alaskan/American Indian	61.8	65.0	68.2	71.4	74.5	77.7	80.9
	Asian/Pacific Islander	83.8	85.2	86.5	87.9	89.2	90.6	91.9
	Black	46.9	51.3	55.8	60.2	64.6	69.0	73.5
	Economically Disadvantaged	48.8	53.1	57.3	61.6	65.9	70.1	74.4
	Hispanic	55.8	59.5	63.2	66.9	70.5	74.2	77.9
	English Learners	38.7	43.8	48.9	54.0	59.1	64.2	69.4
	Multi-Racial	67.4	70.1	72.8	75.6	78.3	81.0	83.7
	Students with Disabilities	30.1	35.9	41.8	47.6	53.4	59.2	65.1
	White	72.9	75.2	77.4	79.7	81.9	84.2	86.5
Mathematics II	State Target/All Students	57.2	60.8	64.3	67.9	71.5	75.0	78.6
	Alaskan/American Indian	60.2	63.5	66.8	70.2	73.5	76.8	80.1
	Asian/Pacific Islander	82.3	83.8	85.3	86.7	88.2	89.7	91.2
	Black	40.8	45.7	50.7	55.6	60.5	65.5	70.4
	Economically Disadvantaged	43.7	48.4	53.1	57.8	62.5	67.2	71.9
	Hispanic	52.2	56.2	60.2	64.2	68.1	72.1	76.1
	English Learners	42.6	47.4	52.2	57.0	61.7	66.5	71.3
	Multi-Racial	62.8	65.9	69.0	72.1	75.2	78.3	81.4
	Students with Disabilities	25.2	31.4	37.7	43.9	50.1	56.4	62.6
	White	69.7	72.2	74.8	77.3	79.8	82.3	84.9

Graduation Rate

Georgia requires that each secondary school meet state standards regarding progress on its “graduation rate,” which will include performance above a statewide preset level or improved performance from the prior school year. (See Table 3 below.)

Table 3 Four-Year Cohort Graduation Rate Performance Targets

4-Year Cohort Graduation Rate Performance Targets							
	2011 Graduation Rate	2012 Graduation Target	2013 Graduation Target	2014 Graduation Target	2015 Graduation Target	2016 Graduation Target	2017 Graduation Target
State Target/All Students	67.4	70.1	72.8	75.6	78.3	81	83.7
American Indian / Alaskan	67.8	70.5	73.2	75.9	78.5	81.2	83.9
Asian / Pacific Islander	79.1	80.8	82.6	84.3	86.1	87.8	89.6
Black	59.8	63.2	66.5	69.9	73.2	76.6	79.9
Economically Disadvantaged	59.3	62.7	66.1	69.5	72.9	76.3	79.7
English Learners	32	37.7	43.3	49	54.7	60.3	66
Females	71.8	74.2	76.5	78.9	81.2	83.6	85.9
Hispanic	57.6	61.1	64.7	68.2	71.7	75.3	78.8
Male	63.3	66.4	69.4	72.5	75.5	78.6	81.7
Migrant	50	54.2	58.3	62.5	66.7	70.8	75
Multi-Racial	69.1	71.7	74.3	76.8	79.4	82	84.6
Students with Disabilities	29.8	35.7	41.5	47.4	53.2	59.1	64.9
White	75.5	77.5	79.6	81.6	83.7	85.7	87.8

6.4 Migrant Student Performance Targets and Results

Unlike the 2009 SDP report, the revised SDP will set the state performance targets for migrant students on par with the performance targets set for all students in CRCT Reading, English/Language Arts and Math (elementary and middle school level), EOCT in 9th Grade Literature, American Literature, Mathematics I and Mathematics II (high school level) and graduation rate performance targets in Georgia. So, as the all-student population makes progress (as established in the performance targets), so will migrant students statewide.

State-level academic performance data for migrant students is used by the Georgia MEP to ensure migrant student academic progress follows that of the all students’ performance targets in the state. These data are also used by the Georgia MEP to develop program policy and to target specific migrant education projects and interventions that will increase the academic achievement and success of migrant children and youth statewide.

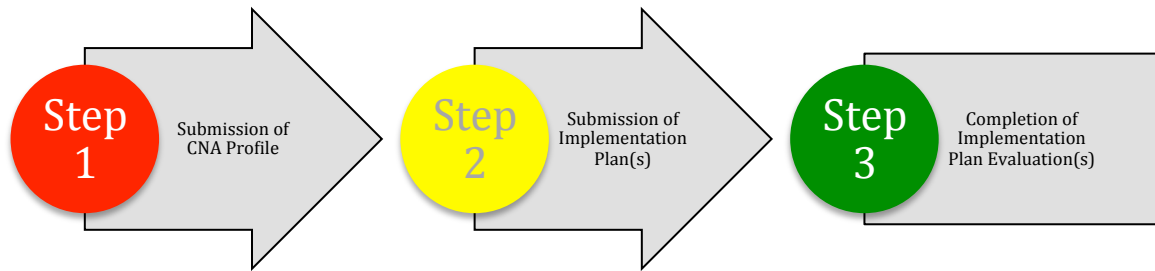
Section 7: Project Planning and the Continuous Improvement Cycle (CIC)

7.1 Overview

The strategies for delivery of services have been determined by setting a three-step project planning process that every LEA must follow in order to ensure fidelity in the Continuous Improvement Cycle (CIC) of the Georgia MEP. The three steps in the project planning process for LEAs involve:

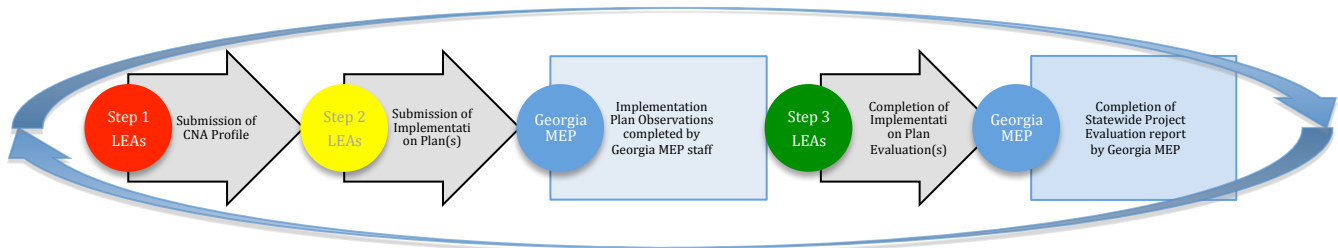
1. Submission of a CNA profile that captures the needs of the migrant population at the LEA level;
2. Submission of implementation plan(s) in order to establish academic support services to be provided with projected measurable outcome(s) and;
3. Completion of implementation plan evaluation(s) for each implementation plan submitted at the end of project cycle in order to validate actual measurable outcome(s) as projected on original implementation plan(s) submitted.

Figure 1 Project Planning Process for LEAs



All the data derived from the project planning process, along with implementation plan observations conducted by Georgia MEP staff and state performance data, will be compiled and reviewed by the Georgia MEP at the end of each school year to determine service delivery effectiveness in the Statewide Project Plan Evaluation Report within the framework of the CIC.

Figure 2 Complete Continuous Improvement Cycle (CIC) of the Georgia MEP



7.2 Continuous Improvement Cycle (CIC) for the Georgia MEP

1. Comprehensive Needs Assessment (CNA) Profile Form (LEAs)

The district-level Comprehensive Needs Assessment (CNA) profile form is designed to provide LEAs with a seamless online solution for reporting the local needs of eligible migrant participants in their districts at the beginning of the academic year. Since this is Step 1 in the three-step trigger process for LEA project planning, a single district-level CNA profile form must be completed before migrant implementation plans from the district can be submitted for approval.

LEAs are walked through a series of questions in the CNA profile form so that they can complete and upload documentation supporting the identified needs in their district. The questions in the form are designed with a skip logic feature that will trigger new and/or additional questions based on a previous answer. This will allow the state to capture an accurate picture of the needs of the MEP population in the district in order to ensure accountability, compliance and baseline data for overall fidelity. Once an LEA submits a complete CNA profile form, it will get an email notification containing the data submitted along with the online link to begin completing implementation plan(s).

Review Process: GaDOE regional MEP coordinators are in charge of reviewing the information submitted by LEAs and will either [Approve](#) or [Reject](#) a CNA Profile form based on the quality of its contents (all regional coordinators have been provided training to ensure consistency during the review process). State staff will also provide complete guidance and technical support to LEAs when asking them to complete, resubmit, amend or send additional supporting documentation for their CNA profile forms.

For a preview of the FY14 CNA profile form, please click [HERE](#)

2. Implementation Plan Form (LEAs)

The Implementation Plan (IP) form is designed to provide the district with a thorough process for completing their MEP project plans targeting academic services to be provided. The online interface resembles that of the CNA profile in terms of form and function and allows LEAs to complete and submit their IP forms in a user-friendly, easy-to-navigate way. A single form must be completed for each IP to be implemented in the district during the school year.

As with the CNA profile form, LEAs are walked through a series of questions through the IP form so that they can complete and upload documentation supporting their statements. The questions in the form are designed with skip logic which will trigger a new and/or additional questions based on a previous answer, ensuring the Georgia MEP captures projected IP project information in order to ensure LEA accountability and compliance as well as establishing baseline data for overall fidelity. Once an LEA submits a complete IP form, they will get an email notification containing the data submitted along with the online link to the IP evaluation form that is completed within two (2) weeks of the project end date as indicated in the original IP forms submitted. Any changes to an IP project start or end date by an LEA must be submitted in writing

via email to the respective GaDOE regional MEP coordinator thirty (30) days prior to the end date on the originally submitted IP project for proper review and approval. After a decision is made, the GaDOE staff will notify LEAs whether changes have been approved or rejected.

Review Process: GaDOE regional MEP coordinators are in charge of reviewing the information submitted by LEAs and will either **Approve** or **Reject** an IP based on the quality of its contents (all regional coordinators have been provided training to ensure consistency during the review process). State staff will also provide complete guidance and technical support to LEAs when asking them to complete, resubmit, amend or send additional supporting documentation to support their IP forms.

For a preview of the FY14 IP form, please click [HERE](#).

3. Implementation Plan Observation Form (Georgia MEP Staff)

This form is for Georgia MEP staff (adolescent outreach specialists or AOS and resource specialists or RS) use only and is designed to provide our personnel with an easy way to document their observations of MEP project plans during their visits to LEAs (both AOS and RS staff have been provided training to ensure consistency during the observation process). This interface allows Georgia MEP staff to easily complete and submit their IP observation results without the need to e-mail or upload document files to an online portal database and with the convenience of using any device to complete them (laptop, tablet, smartphone, and/or any other mobile device with an internet browser). IP observation forms are used to determine whether IPs are operating as planned and that services provided by LEAs are committed to furthering the academic achievement of migrant participants.

GaDOE MEP AOS and RS staff typically complete IP observations forms during their visits to LEAs. Results and feedback collected are used to provide a quick snapshot of a given project with the objectivism and constructive, positive feedback it deserves. The data collected during these observations are shared with district MEP staff.

4. Implementation Plan Evaluation (LEAs)

This is the final step for LEAs in their project implementation process. This form is designed to provide LEAs with a seamless solution for completing the evaluation of IPs in their districts. The online interface allows LEAs to easily complete and submit their IP evaluations along with all required supporting documentation to validate their projects in a user-friendly, easy-to-navigate manner. All LEAs must complete and submit (within two weeks after the end of the project cycle) a single IP evaluation form for every IP approved in their districts during the year (including summer).

Similar to the CNA profile form and the IP Form, the IP evaluation form interface walks LEAs through a series of questions so that they can complete and upload any and all documentation supporting their statements. The questions in the form are also designed with the skip logic feature which triggers a series of new and or additional questions based on a previous answer, ensuring the Georgia MEP captures the most accurate and

actual IP evaluation information in order to ensure LEA accountability and compliance as well as establishing the final data to be used for overall fidelity. IP evaluation forms must be completed within two (2) weeks after the project end date indicated by LEAs in their original IP forms submitted. This form follows a similar flow and pattern as the IP form and is meant to report final project plan data such as actual number of students served, actual number of days/weeks/months of service delivery, any variations from the original IPs submitted, as well as documentation to support the final results provided on their evaluations. Based on all this information, LEAs, in good faith, will report whether their IP outcomes met, exceeded, or did not meet goals. **Beginning with the 2014-2015 school year, LEAs will include specific performance results for Priority for Service (PFS) migrant children. This data will include the number of PFS migrant children served within an IP as well as the number of PFS migrant children meeting or exceeding the goal of the IP.**

Review Process: GaDOE regional MEP coordinators are in charge of reviewing the information submitted by LEAs and will either **Approve** or **Reject** IP evaluation forms based on the quality of their contents (all regional coordinators have been provided training to ensure consistency during the review process). GaDOE MEP staff will provide complete guidance and technical support to LEAs when asking them to complete, resubmit, amend or send additional supporting documentation to support their implementation plan evaluation forms.

5. Statewide Project Plan Evaluation (Georgia MEP)

This is the final step in the Georgia MEP's in Continuous Improvement Cycle. Many people believe that the evaluation process is about proving the success or failure of a program. This myth assumes that success is defined as implementing the perfect program and never having to hear from stakeholders, and thus the program will run itself perfectly. This doesn't happen in real life. Success is remaining open to continuing feedback and adjusting the program accordingly. Evaluation gives you this continuing feedback.

The Georgia MEP statewide project plan evaluation will:

- facilitate the Georgia MEP's thinking about what its program is all about, how it identifies its goals and how it will know if it has met its goals or not;
- produce data or verify results that can be used for effective service delivery methods and best practices; and
- fully examine, describe and continue to implement effective programs for duplication elsewhere in the state and nationwide.

As a result, the statewide project plan evaluation is designed to provide structured, statewide data about outcomes related to execution of the Georgia MEP statewide Service Delivery Plan (SDP). To this end, the Georgia MEP will, at the close of each academic year, analyze all the information reported by LEAs through the CNA profile, IPs, and IP evaluations in order to create a comprehensive report that uses all these data in addition to the state assessment data to determine the overall performance of migrant children and youth participating in project plans, best practices to follow, and where improvement is needed; thus, culminating the Continuous Improvement Cycle (CIC) of the Georgia MEP.

Section 8: Service Delivery

8.1 Service Delivery in the Six Goal Areas

The delivery of MEP services to migrant children and youth in Georgia must be in accordance with the Georgia MEP goals, which were identified during the most recent statewide CNA process. The broad nature of the MEP goals allow for service delivery projects that meet the identified, documented needs of migrant children and youth as they relate to the OME’s seven areas of concern as well as a newly identified area of concern at the LEA level (professional development) in Georgia.

Area	Factor	Concern Statement	Indicator	State MEP Goal
Writing	Instructional Time, <i>School Engagement</i> , English Language Development, Access to Services	We are concerned that MEP students lack prerequisite skills to be successful at the Common Core Georgia Performance Standards for Writing.	State Achievement Gap Data (Georgia’s performance-based writing assessments reports grades 3,5, 8 and 11) Feedback from State & Regional CNA stakeholders	Migrant students in elementary, middle and high school will improve their writing proficiency within the framework of the Common Core GPS English/Language Arts curriculum as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year.
Math	Instructional Time, School Engagement, Access to Services	We are concerned that MEP students need additional reinforcement for Math skills taught in school.	State Achievement Gap Data Feedback from State & Regional CNA stakeholders	Migrant students in elementary, middle and high school will improve their Math proficiency within the framework of the Common Core GPS Mathematics curriculum as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year.
Preschool	Access to Services, Educational Support in the Home	We are concerned that MEP children (ages 3 to 5) do not have the academic and social readiness skills to be adequately prepared to start school.	Parent Survey Faculty/Staff Survey Feedback from State & Regional CNA stakeholders	The Georgia Migrant Education Program will improve school readiness by providing age-appropriate and effective at-home or facility-based projects that, at a minimum, address the five essential domains (language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development). Improvement will be measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year.

Area	Factor	Concern Statement	Indicator	State MEP Goal
Out-of-School Youth (OSY)	Access to Services, English Language Development, Educational Continuity, Health	We are concerned that migrant Out-of-School Youth (OSY) participants need continued access to English Language acquisition opportunities, support services, and health services.	OSY Survey Feedback from State & Regional CNA stakeholders	The Georgia Migrant Education Program will continue to support current best practices to serving OSY/DO at the district level in addition to promoting new, comprehensive online resources that will foster English Language acquisition, health and other relevant supplemental services for districts to use with migrant participants as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year.

Area	Factor	Concern Statement	Indicator	State MEP Goal
Reading	Instructional Time, School Engagement, Access to Services	State achievement gap data revealed that migrant students met and exceeded the 2008 CNA goal for Reading in grades 4 thru 8. However, migrant students in high school did not increase their academic performance over time. Feedback from State and Regional CNA stakeholders emphasized the need to continue the quality of project plans targeting Reading in grades 4 thru 8 in order to maintain and or surpass current achievement performance levels and to meet and/or increase Reading proficiency at the high school level.	State Achievement Gap Data Feedback from State & Regional CNA stakeholders	Migrant students in elementary, middle and high school will continue to meet and/or exceed their proficiency in Reading within the framework of the Common Core GPS English/Language Arts curriculum as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year.

While the Professional Development goal (see table below) established during the recent CNA process does not fit within the particular framework of OME’s Seven Areas of Concern, it is crucial to not overlook the changing demands for skilled professionals and teachers providing services to migrant participants and how providing instructional strategies and competencies for teaching migrant children and youth ultimately play a direct role in giving migrant educators better tools to assist them in closing the migrant academic achievement gap.

Area	Factor	Concern Statement	Indicator	State MEP Goal
Professional Development	Changing demands for skilled paraprofessionals and teachers providing services to migrant participants. Instructional strategies and competencies for teaching migrant students.	We are concerned that MEP SSP staff at the district level has limited access to job-embedded professional development opportunities designed for working with migrant participants for short periods of time.	Faculty/Staff survey Feedback from State & Regional CNA stakeholders	Georgia MEP SSP staff at the district level will improve their professional competencies when working with migrant participants for short periods of time by completing at least four (4) online modules per academic year and measured by online examinations, faculty/staff surveys, feedback from State & Regional CNA stakeholders in addition to demonstrating applied working knowledge in effective instruction in and outside the classroom as measured by State MEP staff observations.

8.2 Service Delivery Strategies in Each Goal Area

One major shift from the previous SDP is the use of the implementation plan as the main measurement tool in LEA projects addressing migrant needs in the current SDP. What that means is that the use of CRCT, EOCT, and/or any other standardized state assessment is no longer the standard measurement tool in the projected outcomes of a plan, as there are too many variables that may have an impact outside of the supplemental services provided through the Migrant Education Program. As stated in the previous SDP, the goal of the migrant implementation plan is to document both the need and the supplemental instructional services project that an LEA will be addressing and implementing during the regular school year and/or summer term. Moving forward, LEAs will use local formative assessments (i.e.: pre and post tests, benchmarks, reading running records, rubrics) and any other local means to correlate their projected outcome to their implementation plans.

By allowing an LEA to detail the project that will be implemented to deliver supplemental instructional services to migrant children, the Georgia MEP will gain a better understanding of the identified instructional needs of our migrant children and youth in the LEA and throughout the state and the supplemental projects that best meet those needs within the framework of the current six statewide goals. These plans serve to document and detail the project(s) that an LEA will be implementing to increase migrant student achievement and for which migrant funds are being budgeted. These project plans must address academic achievement needs that have been identified and prioritized through not only the state CNA process, but also a local needs assessment process involving a committee of stakeholders, including migrant parents, and ultimately reported in the LEA's CNA profile form. Each implementation plan submitted includes the MEP goal area being addressed, the student grade level (elementary, middle, or high) or migrant group being served (Pre-K or OSY), type of supplemental service being provided (i.e. Tutoring, inclusion, after school program, etc.), identification of need/gap (narrative), data sources that justify the need/gap (narrative), the projected outcome (narrative), the resources and/or materials being used (research-based), the projected time/frequency of service delivery, and the staff involved in the supervision of the plan as well as the staff involved in the delivery of services.

The following tables present each of the statewide goal areas, the measurable program outcome, the Implementation Plan/Georgia MEP progress indicators as well as the Implementation Plan/Georgia MEP objective strategies.

WRITING

As described in the CNA report, writing was an area where all CNA stakeholders agreed that particular consideration should be given so that this becomes a major area of focus under the new state goals. Migrant students in grades 3, 8 and 11 are lagging behind non-migrant students in Writing at an alarming rate. Refer to the *Master Assessment Summary Data* table (Page 13) of the current CNA report of writing gaps as shown in state writing assessment data for grades 3, 8 and 11.

Performance Goal	Measurable Program Outcome	Implementation Plan/Georgia MEP Objective Progress Indicator
<p>Migrant students in elementary, middle, and high school will improve their writing proficiency within the framework of the CCGPS ELA Curriculum.</p>	<p>Migrant students in elementary, middle and high school will improve their writing proficiency within the framework of the Common Core GPS English/Language Arts curriculum as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year.</p>	<ul style="list-style-type: none"> • Writing portfolio • Formative assessments (pre assessments, post assessments, checklists, benchmarks) pertaining to specific IP project activities in writing. • Locally-developed writing rubrics and work samples • Implementation plan evaluations.
Implementation Plan/Georgia MEP Objective Strategies		
<ul style="list-style-type: none"> • Provide tutoring for students and teach writing explicitly during tutoring time. • Identify research-based writing strategies that should be used by supplemental service providers (SSPs) and provide professional development on these strategies. These strategies are connected to the GaDOE School Keys and include: graphic organizers, modeling, use of hands-on materials, and re-teaching. • Provide extended learning time and teach writing explicitly during this time. • Include writing as part of summer programs. • Explore online resources to teach writing. • Strategically group migrant students into classes to allow SSP to push-in to classroom for writing instruction. 		

MATHEMATICS

As a subgroup with its inherent reporting deficiencies (mobility, gaps in instruction, access to assessed curriculum), migrant students in grades 1 through 12 are still performing below their non-migrant peers on state assessments, as evidenced in the state’s *Master Assessment Summary Data* table (Page 13) of the current CNA report.

Performance Goal	Measurable Program Outcome	Implementation Plan/Georgia MEP Objective Progress Indicator
<p>Migrant students in elementary, middle and high school will improve their mathematics proficiency within the framework of the Common Core GPS Mathematics curriculum.</p>	<p>Migrant students in elementary, middle and high school will improve their Math proficiency within the framework of the Common Core GPS Mathematics curriculum as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year.</p>	<ul style="list-style-type: none"> • Formative assessments (pre assessments, post assessments, checklists, benchmarks) pertaining to specific IP project activities in math coursework (classroom and homework) • Implementation plan evaluations.
Implementation Plan/Georgia MEP Objective Strategies		
<ul style="list-style-type: none"> • Provide professional development and materials to LEA SSP staff on research-based mathematics strategies. • Provide tutoring (during and after school) based on identified needs in Mathematics in grades K-12. • Use the inclusion/co-teaching model specific to Mathematics instruction. • Provide training and resources to LEA SSP staff on effective mathematics instructional strategies for different tutoring settings and environments. These strategies are connected to the GaDOE School Keys and include: graphic organizers, modeling, use of hands-on materials, and re-teaching. • Create instructional protocols (checklist for SSPs/tutors to follow) for instruction and/or tutoring. 		

PRESCHOOL

A trend from both the 2008 and current CNA report is the significant number of migrant preschool children who do not have the readiness skills needed to be successful in school. Additionally, the parents of these children lack the literacy skills (home language and English) and knowledge needed to promote school readiness in their homes. According to both the previous and current CNA results, migrant parents are concerned that MEP children do not have the academic and social readiness skills to be adequately prepared to start school.

Performance Goal	Measurable Program Outcome	Implementation Plan/Georgia MEP Objective Progress Indicator
<p>The Georgia Migrant Education Program will improve school readiness by providing age-appropriate and effective at-home or facility-based projects that, at a minimum, address the five essential domains (language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development).</p>	<p>The Georgia Migrant Education Program will improve school readiness as measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year.</p>	<ul style="list-style-type: none"> • Formative assessments (benchmarks, pre assessments, post assessments, checklists) for migrant preschool students • Student portfolios and Work Samples • Implementation plan evaluations.
Implementation Plan/Georgia MEP Objective Strategies		
<ul style="list-style-type: none"> • Identify research-based strategies for school readiness and provide professional development to SSPs. These strategies are connected to the GaDOE School Keys and include: graphic organizers, modeling, use of hands-on materials, and re-teaching. • Support coordination of services/strategies with similar agencies and organizations (i.e.: Headstart, Telemon, Georgia PreK, Georgia Department of Early Care and Learning). • Use the GaDOE Parent Engagement Program resources/materials (Kindergarten transition toolkit). • Create early childhood program partnerships with technical colleges/universities. • Use preschool home visit and tutoring protocols. 		

OUT-OF-SCHOOL YOUTH (OSY)

As with the 2008 CNA report, current Georgia MEP and CNA stakeholders determined that the out-of-school youth migrant population is an underserved group whose needs should be considered when making programmatic decisions. The Georgia MEP, CNA stakeholders and migrant parents expressed their concern about migrant out-of-school youth (OSY) participants needing continued access to English language acquisition opportunities, support services, and health services (see OSY main concern statement on page 18 and OSY survey results on page 37 for further reference).

Performance Goal	Measurable Program Outcome	Implementation Plan/Georgia MEP Objective Progress Indicator
<p>The Georgia Migrant Education Program will continue to support current best practices to serving OSY/DO at the district level in addition to promoting new, comprehensive online resources that will foster English language acquisition, health and other relevant supplemental services for districts to use with migrant participants.</p>	<p>Improvement will be measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year.</p>	<ul style="list-style-type: none"> • Pre and Post assessments on English language acquisition initiatives or other supplemental services where information is provided • The number of OSY served in supplemental service categories • The number of OSY referred to a GED program, completing a GED, or re-enrolled in a school district • Implementation plan evaluations.
Implementation Plan/Georgia MEP Objective Strategies		
<ul style="list-style-type: none"> • Prompt identification of needs and delivery of relevant services (English language acquisition, or any other allowable supplemental services identified through local CNA). • Provide health information (pesticides, isolation, safety in the field, etc.). • Provide information on referral networks and services in the community. • Online resources for OSY with access to technology (laptops, smart phones, tablets, other mobile devices). • Create a delivery of services model based on learning modules (survival English skills) online. • Enhance current delivery of service model based on English development resources in print format. • Utilize English language acquisition projects on mobile devices with pre and post scores showing growth/learning. • Provide referral services/support for completion of a GED program and/or HEP. 		

READING

Unlike the reading gaps reported on the 2008 CNA, where most migrant students in grades 4 through 8 were falling behind their peers, migrant students have made huge leaps in this subject area. The gaps have declined significantly in comparison to the non-migrant population (Refer to the *Master Assessment Summary Data* table on page 13 of the current CNA report for migrant reading performance and gaps).

Performance Goal	Measurable Program Outcome	Implementation Plan/Georgia MEP Objective Progress Indicator
<p>Migrant students in elementary, middle and high school will continue to meet and/or exceed their proficiency in Reading within the framework of the Common Core GPS English/Language Arts curriculum.</p>	<p>Improvement will be measured by district-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year.</p>	<ul style="list-style-type: none"> • Formative assessments (pre assessments, post assessments, checklists, benchmarks, reading inventories, portfolios) pertaining to specific IP project activities • Implementation plan evaluations.
Implementation Plan/Georgia MEP Objective Strategies		
<ul style="list-style-type: none"> • Provide professional development for SSPs and tutors focusing on research-based reading strategies at all levels. These strategies are connected to the GaDOE School Keys and include: graphic organizers, modeling, use of hands-on materials, and re-teaching. • Participation in summer reading programs to reinforce materials/strategies learned throughout the regular school year. • Embed vocabulary development strategies during supplemental instruction (graphic organizers etc.). • Include higher order questioning and thinking skills during supplemental instruction. • Format options (graphic novels, young adult literature) and use leveled materials for reading instruction. • Provide technology usage (eBooks, online reading, and assessments) during supplemental instruction. • Provide training for parents to support reading at home (i.e.: choosing books, read aloud, “reading to” and “reading with” strategies). 		

PROFESSIONAL DEVELOPMENT

This goal was developed out of the unanimous statewide concern of the lack of professional development (PD) for migrant SSPs/tutors working directly with migrant children and youth. It is important not to overlook the changing demands for skilled professionals and teachers providing services to migrant participants and how supporting the development of effective research-based instructional strategies and practices for teaching migrant children and youth ultimately play a direct role in giving migrant educators better tools to assist them in closing the migrant academic achievement gap.

Refer to the current *Concern Statements* on page 18 as well as the *Faculty and Staff Survey* results on page 28 for more in-depth information.

Performance Goal	Measurable Program Outcome	Implementation Plan/Georgia MEP Objective Progress Indicator
<p>Georgia MEP SSP staff at the district level will improve their professional competencies when working with migrant participants for short periods of time by completing at least four (4) online modules per academic year.</p>	<p>Improvement will be measured by online examinations, faculty/staff surveys, and feedback from State & Regional CNA stakeholders in addition to demonstrating applied working knowledge in effective instruction in and outside the classroom as measured by State MEP staff observations.</p>	<ul style="list-style-type: none"> • Successful completion of assigned online modules to migrant SSPs/tutors through current Georgia MEP PD service provider • SSPs and tutors participation in school and district professional development opportunities • Observations of SSPs focused on transfer of learning to practice • Stakeholder surveys • SSP/Tutor self evaluations • Implementation plan evaluations
Implementation Plan/Georgia MEP Objective Strategies		
<ul style="list-style-type: none"> • Identify effective research-based instructional strategies and practices for professional developments that are evidenced based. • Progress monitoring (pre/post assessments) of PD online modules. Face-to-face training on tutoring strategies delivered by experts/specialists at the state level, Regional Education Service Agency (RESA), or school/ district level. • Webinars and video modules on effective instructional practices for tutoring and/or supplemental instructional settings. • Provide opportunities for SSPs to observe other instructors (modeling instructional strategies). • Provide cultural sensitivity training designed to work with migrant children and youth as well as families. 		

8.3 What About High School Graduation?

As a subgroup with its inherent reporting challenges, migrant students appear to be not graduating from high school at the same rate as all students. A significant number of migrant students continue to drop out of school before entering high school, and of those who do enter high school, few actually graduate. Additionally, those migrant students enrolled in a Georgia high school but ultimately graduating from another in another state

are often counted as drop-outs due to the difficulty of maintaining contact with this highly mobile population. The data provided by the *Georgia Governor’s Office of Student Achievement* point to the discrepancies between migrant students and all students. Although the graduation gap appeared to be on a slow decline in the 2008 CNA report data, many migrant students currently continue to struggle to succeed within the fray of high school graduation requirements.

Table 7. Georgia Migrant Graduation Rates from 2008 to 2011

Graduation Rate	Migrant	Total # of Students	All Students	Total # of Students
2008-2009	50%	140	67.5%	131,012
2009-2010	65.5%	110	80.8%	113,364
2010-2011	49.2%	118	78.9%	111,570

Source: Governor’s Office of Student Achievement

The 2008 CNA established a statewide goal that targeted high school graduation and required LEAs made an effort to close the high school graduation gap by implementing project plans impacting academic achievement and drop-out prevention. Most of the implementation plans submitted by LEAs throughout the course of four years targeted particular subject areas such as English/Language Arts, Reading, Writing and Math - where students were failing or at risk of failing. However, most LEAs could not demonstrate a direct correlation between their projected outcomes in these plans and the overall impact on high school graduation among migrant high school students. The Georgia MEP understands that high school graduation for highly mobile migrant students cannot be measured by a single state instrument, but by efforts targeting the multiple academic and other issues affecting graduation for this group. Thus, the lack of a specific high school graduation goal in the current CNA is not the result of overlooking the importance of this concern area but rather it is the ultimate goal of the Georgia MEP. And so, the Georgia MEP will continue to monitor, on a yearly basis, the overall progress of migrant students toward graduation and will work closely with LEAs to ensure their various project plans at the elementary, middle and high school level ultimately result in keeping students on track for graduation in Georgia or in other states. Additionally, the Georgia MEP, in collaboration with Georgia Southern University, Abraham Baldwin Agricultural College, Georgia Military College, the University of North Georgia, and the University of Georgia – Fanning Institute, will continue to expose migrant middle and high school students to college day experiences, summer college campus experiences, and leadership programs whose purpose is to not only encourage the academic success of migrant students in school but also foster interest in their pursuit of post-secondary education opportunities.

8.4 What about Migrant Parents?

The Georgia MEP facilitates local, regional, and state Parent Advisory Council (PAC) meetings, which take place three times per year. Prior to each state PAC meeting, the regional MEP offices host regional PAC meetings and prior to the regional PAC meetings, the LEAs conduct local PAC meetings. The purpose of these meetings is to allow PAC members to discuss pertinent issues with other migrant parents from the

district and region before bringing input to the state level. At the local and regional level, these gatherings also provide an opportunity for parent workshops and training on a variety of topics including supporting reading and mathematics at home, helping with homework, working with school personnel, and other issues facing migrant students.

The development, implementation, and evaluation of the SDP are vetted with the state and regional PACs. At each meeting, the PAC members are given updates on the progress of the Georgia MEP, and feedback is continuously requested from members. Some suggestions made by the state PAC in regard to increasing migrant parent participation include: making sure that families of migrant students know what to do to navigate the school system better once they arrive, creating a list of helpful social service resources and advocacy organizations that families can call on, and educating migrant parents on how to help their children with school work in the home. These suggestions made by the migrant parents have been taken into consideration in the new statewide goals and will be accomplished through various project plans for migrant students as well as some state-led initiatives.

Although migrant funds cannot be used in project plans serving migrant parents exclusively, they may still benefit from indirect services provided to their children and from parent involvement initiatives by the district. For instance, a project plan that targets school readiness or a plan that targets English language acquisition for migrant children and youth may allow migrant parents to participate if the projected outcome is such that the impact on parents will correlate to the success of migrant participants being served.

8.5 Intrastate and Interstate Coordination of Services

Interstate and intrastate coordination of the state MEP and its local projects with other relevant programs and local projects in the state and in other states is a priority of the Georgia MEP. Recognizing that MEP funds cannot address all of the needs for migrant students, local and state MEP staff consistently work with other programs, agencies, organizations, and foundations to coordinate services. The Georgia MEP is an academic supplemental program and coordination efforts, when needed, are focused on removing a wide array of obstacles or barriers to student success in school.

Intrastate Coordination

Georgia MEP staff at the state and local level are expected to involve themselves with other migrant educators and organizations across the state. MEP state staff is provided the opportunity to meet on a prescribed regular basis to discuss relevant issues and problem solving in order to support the work of the local program. This intrastate effort proves to strengthen the consistency of the program statewide and offers a larger degree of program standardization and cross-pollination of effective ideas and services.

The state and local MEP staff regularly coordinates with other GaDOE programs as well as other state, public, and private agencies who impact and work with the state's migrant children and youth population. Current collaborations include the Department of Labor, Hispanic Scholarship Fund, Telemon, Headstart, the High School Equivalency Program

(HEP), the College Assistance Migrant Program (CAMP), the Department of Family and Children’s Services, the Department of Early Care and Learning, and Migrant Farmworker Clinics around the state. The networks created by the state and local MEP staff are important connections in providing academic and supplemental service support to migrant students in Georgia. Georgia MEP state staff lead webinars, workshops and information sessions for professional organizations at the local and state levels and participate in meetings of community-based organizations that serve migrant families.

Interstate Coordination

The Georgia MEP state and local staff are an important link in the ability to effectively serve migrant children through the appropriate coordination of support services with other states. Many migrant students in Georgia move frequently between our state and Florida, as well as other states. MEP state and local staff work to the best of their ability to ensure a smooth transition for students.

The Georgia MEP currently participates in a nationwide records transfer protocol whereby eligible migrant students known to be relocating to another state are referred to the receiving state via the Migrant Student Information Exchange (MSIX) system. MSIX is a vital component to interstate coordination as it provides a timely sharing of academic records for migrant students.

The Georgia MEP is also a participating member in a Consortium Incentive Grant funded by the Office of Migrant Education at the U.S. Department of Education called Strategies, Opportunities and Services for Out-of-School Youth (SOSOSY). This group’s focus is to design, develop, and disseminate a system to identify and recruit, assess, and develop/deliver services to migrant out-of-school youth (OSY), provide professional development to support these activities, and institutionalize SOSOSY services into state plans to elevate the quantity and quality of services to this large, underserved population. Within this group, the Georgia MEP has set the bar for best practices utilized by other MEPs nationwide with contributions such as the Audio MP3 Project (AMP) for OSY and the Georgia MEP Toolkit which is a collection of online resources and tools for OSY and accessible via any computer and/or mobile device.

Georgia has students moving between our state and Mexico. These binational students have unique needs that include transfer documentation, language acquisition, and school adjustments. This happens in both directions of movement. The Georgia MEP is part of the Binational initiative with other states. The goal of this group is to support students moving between the U.S. and Mexico. Georgia will participate in the Binational Teacher Exchange program during the summer of 2013 and beyond to bring teachers from Mexico to our state to help us understand how to close the instructional and academic gaps for students attending school in both countries.

Section 9: Evaluation

Section 1304(c)(5) of the Elementary and Secondary Education Act (ESEA) requires states to conduct a program evaluation for the Migrant Education Program. The purpose of conducting an evaluation of the Georgia Migrant Education Program is to examine program effectiveness and results of implemented program activities.

9.1 General Evaluation of Program Projects and Services

The Georgia MEP will conduct a statewide summary evaluation of all program projects and services based on the guidance and suggestion delineated in the *Migrant Education Program Toolkit*¹ at the end of every academic year. In order to prepare for, conduct, and report on a statewide evaluation plan of the Georgia Title I, Part C Migrant Education Program, the Georgia MEP will:

- Conduct a review of current and existing data, data sources and related reports generated by the state, regional, and or local migrant projects;
- Disaggregate statewide assessment data and compare the progress of migrant students compare with non-migrant students; disaggregate statewide assessment data and compare migrant PFS students with non-PFS and non-migrant students'
- Review and compare the performance of migrant PFS students and migrant non-PFS students within the national Government Performance and Results Act (GPRA) measures;
- Conduct on-site visits at the local project levels for the purpose of conducting implementation plan observations and gathering additional facts and information relative to project plans and;
- Analyze the information gathered and create a written evaluation incorporating implications and recommendations for overall program improvement, marking the close of the Continuous Improvement Cycle (CIC) for the Georgia MEP.

9.2 Evaluation Components

1. Data Collection

The data collection and analysis tools used included: 1) information stored in COESTAR, which is the statewide migrant database created by TROMIK; 2) the information from the most recent Consolidated State Performance Report (CSPR) Parts I and II; 3) statewide assessment data and annual report card by the GaDOE; and 4) data collected through the CNA profile, implementation plan, implementation plan observations and implementation plan evaluation forms.

2. Implementation Plan Observations

As previously outlined, in order to determine whether an LEA implementation plan strategy is effective and to document its impact on migrant children, the Georgia MEP

Migrant Education Program Evaluation Toolkit: A Tool for State Migrant Directors, August, 2012 by the Office of Migrant Education (OME) For most recent version, visit <http://results.ed.gov/sites/results.ed.gov/files/pe-toolkit.pdf>

has developed a systematic method to monitor and evaluate each implementation plan submitted by an LEA.

3. Implementation Plan Evaluations

Implementation plan evaluations are summative evaluations in that they focus on the extent to which programs are delivered as intended and participants show growth based on the plan objective. This evaluation is done in order to determine project effectiveness, specifically, whether or not the anticipated goals and objectives of the project were met, identify areas in which children may need different MEP services, and ultimately improve future program planning. The project evaluations serve to document and detail the results of the project(s) that the LEA implemented to increase migrant student achievement through direct supplemental academic support, and for which migrant funds were budgeted and utilized.

4. Data Analysis

Program evaluation requires analyzing and interpreting data in order to make decisions about programs such as what project plans to implement, what project plans to continue, which project plans to improve, and how to improve them. The data analysis process will interpret both quantitative and qualitative data and will include implementation plan growth data and statewide assessment data.

5. Written Statewide Evaluation Report

State Migrant Education Programs (MEPs) are required by statute to develop a written evaluation of their MEPs and utilize the evaluations to guide program improvement. Again, the Georgia MEP will produce a complete written report every three (3) years which will include all the evaluation components (implementation plan evaluations, state assessment data, state performance targets, and participant summary data) in order to examine program effectiveness and results of implemented program activities.

After producing the evaluation report, it will be shared with State MEP stakeholders in order to reconvene the CNA and SDP committees to look at evaluation results related to the Measurable Program Outcomes (MPOs) for specific Georgia MEP services.

The Continuous Improvement Cycle (CIC) of the Georgia MEP

This is a modified version of OME’s Continuous Improvement Cycle described in the *Migrant Program Evaluation Toolkit* and represented in the figure below:



- The cycle begins with submission of the CNA profile form by LEAs.
- The cycle continues with submission of the Implementation Plan form(s) by LEAs.
- The cycle later moves on to Implementation Plan observations completed by the Georgia MEP.
- The cycle then moves on to submission of Implementation Plan evaluations by LEAs.
- The cycle finally ends with the completion of the Statewide Project Evaluation Report where program effectiveness and results of implemented program activities are examined and then recommendations by the Georgia MEP and its stakeholders are made for overall program improvement.

Section 10: Additional Service Delivery Components

10.1 Identification & Recruitment

The Title I, Part C Migrant Education Program (MEP), through this state identification and recruitment (ID&R) plan, will strive to meet and fully comply with all federal regulations and guidelines pertaining to the identification and recruitment of migrant children in the state.

To achieve this goal, the Georgia MEP establishes the following measurable objectives:

Objective 1: The state will ensure the quality and consistency of statewide recruitment through uniform training of all personnel working for the Georgia MEP in identification and recruitment. 70% of all personnel working for the Georgia MEP will be certified as “novice” recruiters on an annual basis.

Objective 2: The state will identify and recruit all eligible migrant children present in the state during each program year from September 1 to August 31. The state will analyze historical data, both on a month-to-month and annual basis, to compare migratory influx and enrollment trends to ensure that child identification and recruitment patterns remain logical and consistent.

Objective 3: The identification and recruitment of all eligible children will be completed within three months of their arrival in 70% of the cases.

Objective 4: The integrity of the migrant child roster will be of paramount importance to the Georgia MEP. Integrity will be measured through a strict quality control process with an annual misidentification rate under 4%.

Objective 5: At no time will the state, or any of its sub-grantees, establish any recruitment quotas or any procedure or rule that would act as a quota. The state will have zero tolerance for any situations anticipating an amount or percentile of children to be recruited.

Strategies

In order to meet the objectives of the state ID&R Plan, the following strategies will be used:

1. Recruitment Model

The state will use a combination recruitment model, which consists of both state and district level recruitment efforts. The state recruiters, employed by the GaDOE and assigned to one of three regions in the state, will be under the direct supervision of this state. District recruiters, hired by the school districts, will be monitored by both their district supervisors and the state staff. All recruiters will follow the Georgia MEP recruitment guidelines.

2. ID&R Training

Personnel working for the Georgia MEP, in any capacity, will attend three formal and other “as needed” informal trainings conducted throughout the year. Uniform training materials will be prepared by the state ID&R coordinator and will be based on the most

current versions of the following publications: Office of Migrant Education (OME) Non-Regulatory Guidance, GA ID&R Handbook, and GA ID&R Certification Manual. The trainings will focus on appropriately applying the state’s ID&R policies and procedures, as well as discussions regarding identified problem areas in the state’s ID&R efforts and work. Such cases will be identified based on an on-going analysis of the certificate of eligibility (COE) error reports maintained at by the state. They may also be identified during regular quality control monitoring procedures conducted by the state.

3. ID&R Certification

Personnel working for the Georgia MEP, in any capacity, will participate in the state’s ID&R certification process and complete, at a minimum, the required seat hours for “Novice” level certification. State recruiters, however, will successfully complete the highest certification level available at the time. All certification related policies and procedures will be documented in and made available through the Georgia MEP ID&R Certification Manual.

4. Recruitment Support

All recruiters will be informed of and will have access to task specific support materials; for example, program information handouts, state and local contact information, bilingual support services information and any other assistance necessary for the normal fulfillment of their duties and responsibilities. The state ID&R coordinator in collaboration with the state MEP office will manage the availability, oversight and distribution of materials and assistance. In addition, the state ID&R coordinator will clearly communicate the support structures in place for all recruiters and will serve as the primary source for relevant information pertaining to ID&R policies and procedures. The state ID&R coordinator will be readily available to guide and support recruiters on eligibility issues and will serve as the point of contact for the resolution of such issues.

5. Quality Control

The Georgia MEP will uniformly implement quality control policies and procedures to ensure that all documentation related to child eligibility, beginning with the COE, contains true and accurate information. The end result of the various quality control policies and procedures will ensure, to an independent reviewer, that a sufficient amount of accountability and detail is in place and available to demonstrate a sound basis for the migrant eligibility determination being established and maintained.

The state’s ID&R quality control policies and procedures contain protocols that target the following five areas:

1. Ensuring the accuracy and rationality of initial child eligibility determinations as documented on the COE.
2. Assessing and resolving complicated and questionable initial child eligibility cases.
3. Child eligibility decision appeals process.
4. Evaluating and conducting public requests for child eligibility re-interviews.
5. Conducting prospective child eligibility re-interviewing.

6. ID&R Evaluation

The Georgia MEP will establish ID&R evaluation policies and procedures to measure and help ensure the state’s capacity to meet the federal requirement that all eligible children present in the state are identified, recruited and served. It is:

- **Analysis of Recruitment Reports:** The Georgia MEP will analyze current recruitment data against historical recruitment data. If major inconsistencies or changes in recruitment are found to exist, the causes will be analyzed and evaluated so that corrective action plans can be developed and implemented.

7. Resources

The Georgia MEP will develop, adopt, maintain and, where appropriate, distribute resources to ensure that the state complies with all applicable federal requirements related to ID&R. These resources will be used to ensure the timely and accurate recruitment of all eligible children who meet the federal definition of *migrant*. These resources will also be used to ensure and protect the integrity and legitimacy of all child rosters and child counts. State staff will be responsible for ensuring that all resources are accurate, current and made available to MEP staff as directed or needed. This includes, but is not limited to, the following resources developed by the Georgia MEP:

- **ID&R Handbook:** The Georgia ID&R Handbook is used by the Georgia MEP to ensure the availability and distribution of the state’s policies and procedures regarding the identification and recruitment of migrant children in Georgia. The handbook is revised, as needed, to reflect any changes in the MEP.
- **ID&R Certification Manual:** The Georgia ID&R Certification Manual is used by the Georgia MEP to instruct and inform all MEP staff on the state’s certification related policies and procedures. The manual is revised, as needed, to reflect any changes in the MEP.
- **OME Non-Regulatory Guidance:** The Georgia MEP bases its ID&R policies and procedures on this publication. It is made available to all personnel during the state’s initial ID&R training. All updates to federal guidance, either published through revisions to this publication or formally presented by OME elsewhere, will be the basis for the State’s ID&R policies and procedures.
- **Recruitment Maps:** Uniformly prepared county maps will be maintained by the state recruiters to indicate where migrant families in Georgia live and work. The maps will be housed in and updated annually (June 30) at the state and regional offices.
- **Regional Calendars with Seasonal Crops Activities:** Monthly calendars recording seasonal crop activities will be housed in and updated annually (June 30) at the state and regional offices. The activities recorded will contain the following minimum 3 data elements:
 1. Crop Name
 2. Production and Cultivation Timeline (Field Preparation, Planting, Harvesting, Packing)
 3. Geographical Locations to Support Recruitment Maps

- **Regional Profiles of Major Employers:** Profiles documenting employers of migrant agricultural workers will be housed in and updated annually (June 30) at the state and regional offices. Profiles will contain the following data elements:
 1. Name of Business
 2. Business Address
 3. Name and Phone Number of Contact Person
 4. Business Recruitment Practices for Prospective Employees
 5. Number of Migrant Positions Typically Employed per Season
- **State MEP Ethics Policy:** As employees of the Georgia Department of Education, the staff of the MEP adheres to and abides by the Department’s ethics policy. In addition, the state will develop and distribute an additional ethics policy directly addressing behavior and conduct within the Georgia MEP. It will be followed by all state and local MEP personnel.
- **State Recruitment Safety Policy:** The Georgia MEP will distribute and utilize a common set of safety policies pertaining to the activities surrounding the identification and recruitment of migrant children in the state. The policies will place emphasis on the awareness and the prevention of risks to the safety of Georgia MEP recruitment personnel.

10.2 Student Records Transfer Protocol

In *ESEA* Section 1308(b)(2), a mandate for the MEP is given: The U.S. Department of Education (USED) will develop a means of electronic linkage among the states in order to transfer the educational and health information records of migrant students electronically between the states. A list of essential data elements for each state to collect was developed by USED, and these data elements are included in the records that will be transferred between states. In Georgia, the essential data elements reside in two separate databases: COEstar and the state Student Record System at the GaDOE. The state MEP works with the Data Collection Unit of the GaDOE to share appropriate data for migrant students.

The official name of the national migrant student data exchange is the Migrant Student Information Exchange, or MSIX. Georgia uploads student demographic information to MSIX each week. Course history and assessment data is uploaded to MSIX on an annual basis. State and local staff is trained on the use of MSIX and how it benefits their duties and responsibilities. Starting in 2013, Georgia will be reviewing efforts to ensure MSIX is maximized statewide. The REACTS Team and the Georgia MEP will develop a three-year action plan to expand the use of MSIX to include school counselors and registrars in LEAs.

The MEP utilizes the following process to ensure that 1) all migrant students are coded as “migrant” in the student record by the local school, and 2) on subsequent moves within the state, migrant student ID numbers do not change.

1. The State MEP Data Collections office submits monthly to the local school a list of newly identified migrant students enrolled in that school during the

previous month. A school will only receive such a list if migrant students are identified in that school’s attendance area during that particular month.

2. The list will contain the migrant students’ names, and if the students already have Georgia Testing ID (GTID) numbers, the state data specialist will list the existing numbers. This may necessitate the school going back into the students’ records to correct ID numbers. At the same time, the school should also ensure that the students on the list are coded as “migrant” in student record.
3. Likewise, at any time during the regular school year, schools *must* contact the State MEP regional office for a recruiter/employee, if there is no locally trained staff, to interview the family and determine eligibility if it is believed that a new, enrolling student may be migrant. LEAs are required to utilize the MEP’s Occupational Survey form in the initial student registration packet for the identification of these potentially eligible students. A copy of the occupational survey form can be found in the appendix. If the student is declared eligible, the next monthly report will inform the school, which will then code that student “migrant” in student record. If the student is enrolling in a Georgia school for the first time, the school will supply the GTID number it has assigned to the student to the regional office. If the student was previously enrolled in a Georgia school, the regional office will furnish the school the existing ID number.
4. Schools should not code any student as “migrant” in student record without confirmation from the state MEP data collections office.

10.3 Priority for Services

Priority for services (PFS) is defined in Section 1304(d) of the statute and states that a program must give priority for services to migrant children: (1) who are failing, or most at risk of failing, to meet the state’s challenging state academic content standards and challenging state academic achievement standards, *and* (2) whose education has been interrupted during the regular school year. Under current guidance, only those migrant eligible children in kindergarten through grade 12 and select drop outs are eligible for this designation, and they must have the highest priority for services from the MEP.

Since the Georgia MEP staff members work primarily with its LEAs to deliver direct supplemental services to eligible children, it is the responsibility of the state and regional offices to manage and assist with the PFS identification process and the monitoring of services to PFS children. Among the key responsibilities of the regional offices are:

- To assist the program in maintaining complete and accurate PFS data in COEstar;
- To ensure that PFS student rosters generated by the state are delivered to the LEAs as instructed;
- To ensure that newly identified migrant children enrolled in kindergarten through grade 12, or those not enrolled but having completed the 9th grade within the past 48 months, have a PFSID form completed by the LEA within the timeframe and following the guidelines developed by the SEA, and;

- To ensure that the LEA submits updated and accurate rosters of enrolled PFS students as requested - both in the format required and on time.

APPENDICES

Appendices

Appendix A.....	Statewide CNA Committee Members
Appendix B.....	Georgia MEP Regional Services Areas Map
Appendix C.....	Superintendents MEP CNA 2012 Letter
Appendix D.....	FY13 CNA Faculty and Staff Survey
Appendix E.....	FY13 CNA Migrant Out of School Youth and Drop Out Survey
Appendix F.....	FY13 CNA Migrant Student Survey
Appendix G.....	FY13 CNA Parent Survey
Appendix H.....	State CNA Meeting Agenda September 18 2012
Appendix I.....	State CNA Meeting Agenda February 15 2013
Appendix J.....	Regional CNA Meeting Agenda November 2012
Appendix K.....	Regional CNA Meeting Agenda December 2012
Appendix L.....	CNA Master Assessment Data November 2012
Appendix M.....	CNA Participant Data Summary
Appendix N.....	Georgia MEP Occupational Survey Spanish-English March 2013

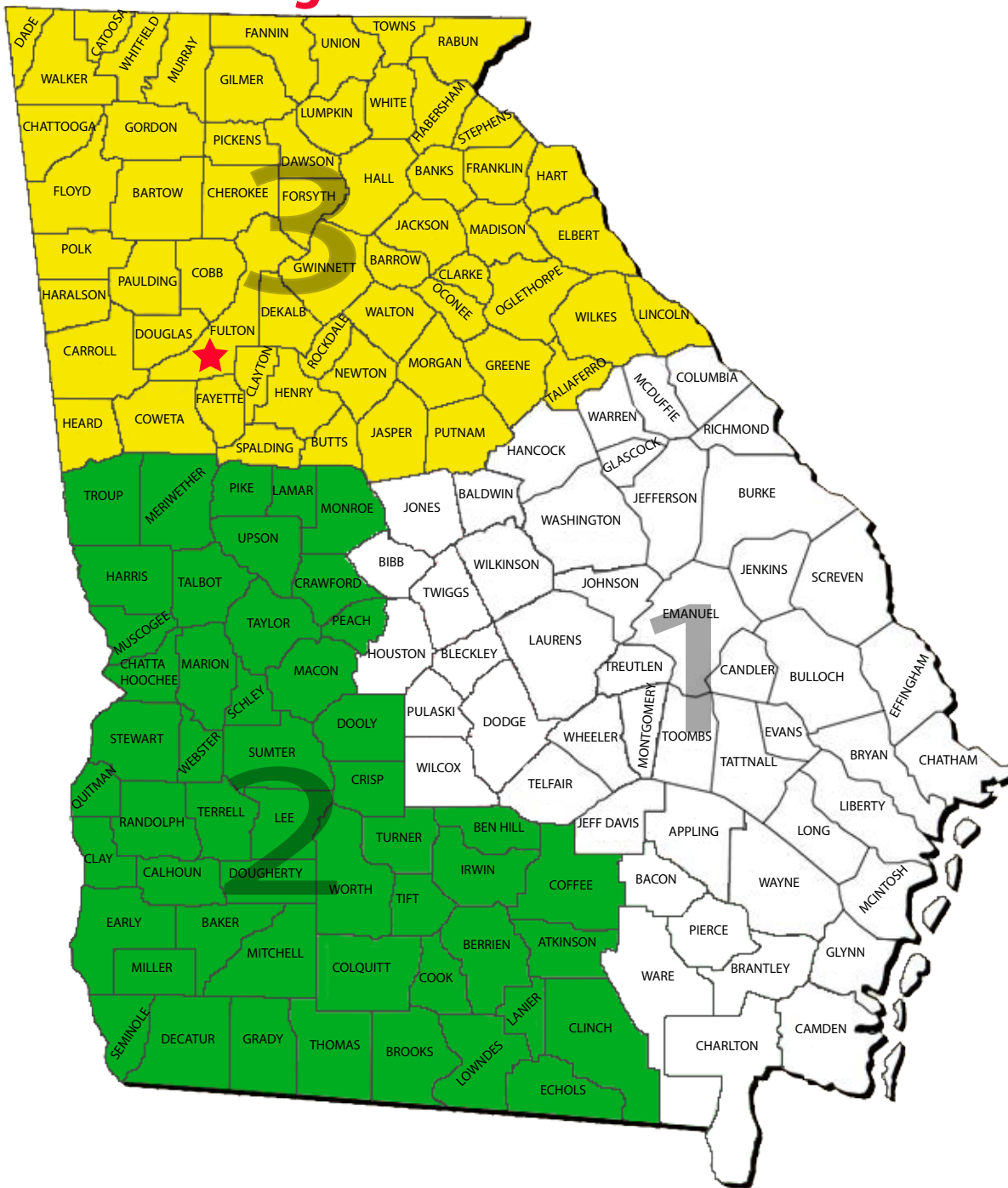
Statewide Comprehensive Needs Assessment Committee Members

Alba Cobos, Director of Admissions, Georgia Southern University
Alex Jordan, Georgia Learning Resources System
Alice Matthews, GaDOE MEP Regional Office Coordinator
Alicia Yanker, GaDOE MEP Recruiter
Alma Stevenson, Professor, Georgia Southern University
Angelique Austin, Counselor, Coffee County
April Aldridge, MEP Contact, Decatur County
Bernardo Sanchez-Vesga, GaDOE MEP ID&R Coordinator
Bonnie Larson-Brogdon, GaDOE MEP Resource Specialist
Cadeisha Cooper, MEP Contact, Candler County
Candy Gonzalez, Student Service Provider, Tattnall County
Carmen Paz, Parent, Tift County
Carmen Wilkinson, Telemo Corporation
Carolina Darbisi, University of Georgia – Fanning Institute
Carolyn Brown, MEP Contact, Sumter County
Charles Barker, GaDOE Homeless Specialist
Cheryl Metzler, MEP Contact, Toombs County
Cheryl Thomasson, MEP Contact, Murray County
Chris Caputi, Teacher, Dalton City
Consuelo Varn, Student Service Provider, Berrien County
Craig Geers, GaDOE Director of Outreach Programs
Dee Davis, GaDOE Director of Assessment Research and Development
Donna Marquez, Telemo Corporation
Eduardo Salazar, Migrant Parent
Erica Glenn, GaDOE Homeless Specialist
Evelyn Arevalo, GaDOE MEP Recruiter
Gloriela Hunter, Student Service Provider, Evans County
Grace McElven, GaDOE Title I Area Specialist
Hilda Reyes, Student Service Provider, Gainesville City
Israel Cortez, GaDOE MEP Regional Office Coordinator
Israel Vazquez, Student Service Provider, Macon County
Jackie Rose, ESOL Teacher, Thomas County
James Everson, GaDOE Title I Area Specialist
James Harrell, Principal, Coffee County
Jan Stevenson, GaDOE Special Education Specialist
Janice Haker, Georgia Department of Early Care and Learning
Javier Gonzalez, Director of Outreach Programs at Abraham Baldwin Agricultural College
Jennifer Birdsong, MEP Contact, Houston County
Jesus Mercado, GaDOE MEP Recruiter
John Wight, GaDOE MEP Program Manager
Joy Cowart, ESOL Teacher, Lowndes County
Juanita Avalor, Parent, Wayne County
Judith Wold, Professor, Emory University School of Nursing
Judy Spurgeon, MEP Contact, Oglethorpe County
Karey Williams, Principal, Whitfield County
Kathleen Pafford, Student Service Provider, Echols County
Kathy Jolly, MEP Contact, Forsyth County
Keith Wilkey, Social Worker, Evans County
Ken Banter, MEP Contact, Peach County

Statewide Comprehensive Needs Assessment Committee Members (Continued)

Kim Rampley, Teacher, Lanier County
Kim Tutt, Teacher, Echols County
La Tonya Smith, GaDOE MEP Resource Specialist
Laurie White, ESOL Teacher, Telfair County
Lillian Hughes, MEP Contact, Colquitt County
Lisa Baker, Telemon Corporation
Lucy Harralson, Student Service Provider, Bacon County
Margarita Munoz, GaDOE MEP Regional Office Coordinator
Maria Serrano, Parent, Tattnall County
Marina Runyon, Student Service Provider, Polk County
Marisela Trejo, GaDOE MEP Adolescent Outreach Specialist
Martha McCarthy, Teacher, Pierce County
Mary Ann Lira, Student Service Provider, Candler County
Maureen Yearta, MEP Contact, Colquitt County
Amy Lacher, GaDOE Title III Specialist
Michelle Sandrock, GaDOE Parent Engagement Program Manager
Miriam Ndaayezwi, GaDOE MEP Resource Specialist
Monica Garcia, MEP Contact, Hall County
Nancy Trujillo, GaDOE MEP Adolescent Outreach Specialist
Nate Schult, GaDOE Parent Engagement Specialist
Norma Cortes, MEP Contact, Appling County
Olga Contreras, High School Equivalency Program at ABAC
Omar Lopez-Nunez, GaDOE MEP Research and Development Coordinator
Oralia McCoy, Student Service Provider, Clarke County
Oscar Cardenas, GaDOE MEP Adolescent Outreach Specialist
Randy Phillips, GaDOE Title I Area Specialist
Regina Purvis, MEP Contact, Cook County
Rhonda Andrews, MEP Contact, Habersham County
Rosalba Talpia, Student Service Provider, Habersham County
Sabrina Godinez, GaDOE MEP Adolescent Outreach Specialist
Samantha Keyfauber, Teacher, Evans County
Sandra Ferguson, MEP Contact, Dooly County
Sandra Perry, Hall County, ESOL Coordinator
Sandra Reyes, Telemon Corporation
Sara Junco, Student Service Provider, Clarke County
Scott Houston, Assistant Principal, Whitfield County
Sheril Smith, GaDOE Assessment Research and Development Specialist
Sherry Moody, Telemon Corporation
Susan Joyce-Stone, GaDOE MEP Data Collections Coordinator
Susanna McDonald, Teacher, Decatur County
Sylvia Camargo, GaDOE MEP Recruiter
Tami McClain, Teacher, Dalton City
Vonda Fenn, Georgia MEP Consortium Coordinator at ABAC
Yesica Avendano, GaDOE MEP Data Specialist

Georgia Migrant Education Program Regional Services Areas



1 GaDOE Region 1 MEP Office
Toll Free 1-800-621-5217

2 GaDOE Region 2 MEP Office
Toll Free 1-866-505-3182

3 GaDOE Region 3 MEP Office
Toll Free 1-800-648-0892

GA GaDOE Migrant Education Program
Main 404-463-1857

To: Superintendents

From: Avis King
Deputy Superintendent

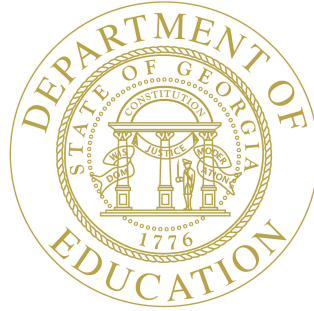
Subject: Title I, Part C - Migrant Education Program Comprehensive Needs Assessment 2012

The Elementary and Secondary Education Act (ESEA), as amended by No Child Left Behind (NCLB), requires states to conduct a Comprehensive Needs Assessment (CNA) for the Migrant Education Program (MEP). During the 2012-2013 school year, the Title I, Part C - Migrant Education Program in Georgia will be completing a statewide update of its 2008 Comprehensive Needs Assessment. Through this process, we will determine the current gaps impacting academic achievement in our migrant population. The results of this CNA will be shared with your school district and will be the foundation for an update of the MEP Statewide Service Delivery Plan. During this update process, we will review our program goals and identify the services that best meet those goals.

This CNA will include feedback from migrant participants, parents, school staff, district staff, and other community/agency partners. Staff in your district may be asked to participate in meetings, complete surveys, or help migrant participants and families complete surveys. This approach will allow us to gather feedback from a wide sample of stakeholders in the state.

We look forward to working with staff around the state to design effective services to support the needs of migrant children and youth.

If you have any questions, please contact John Wight, Title I Part C – Migrant Education Program Manager (jwight@doe.k12.ga.us; 404-463-1857).



2012-2013 Statewide Comprehensive Needs Assessment Update MIGRANT EDUCATION FACULTY & STAFF SURVEY

The purpose of this survey is to better understand the needs of faculty and staff who work directly with migrant children and youth. Survey questions focus on the challenges you face in meeting the educational needs of migrant students and families in your school systems. This information will provide the Georgia Migrant Education Program with a comprehensive assessment of the needs of the local staff working directly with migrant children and youth in Georgia. This survey will provide important information for the Georgia Migrant Education Program on how to support your efforts in addressing migrant education more effectively.

Thank you for taking the time to complete this survey!

[Click Next below to continue](#)

NOTE: This survey is to be completed ONLY by faculty and staff who work directly with and provide services to migrant children and youth.

Which best describes you and the position you hold:

- Principal
- Title I Director
- Teacher
- SSP/Paraprofessional
- Recruiter
- Administrator
- Other

What INSTRUCTIONAL SERVICES are needed most in your school and/or district to better serve the needs of migrant children and youth? (Check all that apply)

- Summer programs
- After-school tutoring programs
- In-school tutoring
- Drop-out prevention programs
- Preschool programs
- GED/programs for out-of-school youth/dropouts (OSY/DO)
- EL programs
- Other

What SUPPORT SERVICES are needed most in your school and/or district to better serve the needs of migrant children and youth?
(Check all that apply)

- Interpreting/translating
 - Advocacy
 - Books/materials/supplies
 - Clothing distribution
 - Transportation (migrant related activities/events)
 - General counseling
 - Academic counseling
 - Career counseling
 - Dental healthcare services
 - Vision healthcare services
 - Locating resources
 - More info on assessing family & health needs
 - More info on records transfer
 - More info on instructional strategies
 - Other
-

What topics would you recommend for PROFESSIONAL DEVELOPMENT to increase educators' capacity to better address the needs of migrant children and youth? (Check all that apply)

- Program/project planning
- Program evaluation
- Curriculum
- Student assessment
- Professional development for supplemental services ages P-3 to 5
- Professional development for supplemental services in grades K-5
- Professional development for supplemental services in grades 9-12
- Professional development for supplemental services for OSY/DO
- Parental involvement/engagement
- Identification & recruitment (ID&R)
- Data collections training
- Technology training and support
- Other

What topics would you recommend for PARENT TRAINING to help migrant parents support their children in meeting high academic achievement standards? (Check all that apply)

- School readiness for young children
- Homework
- Technology
- Discipline
- Literacy
- Parental involvement/engagement
- Accessing community resources
- Other

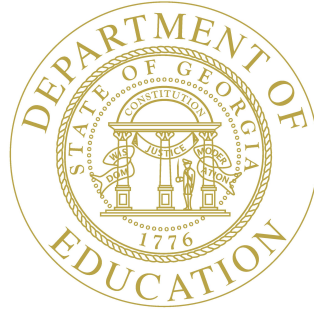
In your opinion, what are the strengths of the Georgia Migrant Education Program? (Check all that apply)

- Project implementation and evaluation
- Identification of needs
- Program innovation
- Supplemental academic services provided to in-school participants
- Supplemental services provided to OSY/DO
- Professional development for migrant contacts/migrant SSPs
- Summer programs
- On-going technical support to direct-funded and consortium districts

In your opinion, what are the limitations (if any) of the Georgia Migrant Education Program? (Check all that apply)

- Limited staff
- Meeting/training frequency
- Information dissemination
- Changes to statutes, rules and regulations
- Access to technology
- Recruiting
- Other

In your opinion, what is causing gaps in the education of migrant children and youth in your school or district?



2012-2013 Statewide Comprehensive Needs Assessment Update
MIGRANT EDUCATION OUT-OF-SCHOOL YOUTH (OSY) and Dropout (DO) SURVEY /
2012-2013 Actualización de Necesidades Estatales del Programa de Educación Migrante
ENCUESTA DE Jovenes Migrantes Fuera de la Escuela (OSY/DO)

The purpose of this survey is to better understand the needs of migrant out-of-school youth (OSY) and dropouts (DO). Survey questions focus on the issues and challenges that you face at work and in your community. This information will provide the Georgia Migrant Education Program with a comprehensive assessment of the needs of the migrant children and youth in Georgia. /

El propósito de esta encuesta es entender mejor las necesidades de los jóvenes migrantes fuera de la escuela (OSY/DO por sus siglas en Inglés). Las preguntas en esta encuesta se centran en los problemas y desafíos que enfrentas en tu trabajo y comunidad. Esta información proporcionará el Programa de Educación Migrante Georgia con un panorama de las necesidades de los niños y jóvenes migrantes en Georgia.

Thank you for taking the time to complete this survey! /

Gracias por tomarse el tiempo para completar esta encuesta!

Please indicate your sex / Por favor, indique su sexo

Male / Masculino

Female / Femenino

Language / Idioma

Select all the answers that apply below. Use "Other" to indicate languages you are able to read and/or write that are not listed /

Seleccione todas las respuestas que se apliquen a continuación. Utilice "Otros" para indicar los idiomas que son capaces de leer y / o escribir que no figuran.

I can read /

Yo puedo leer en

English / Inglés

Spanish / Español

Other / Otro

I can write /

Yo puedo escribir en

English / Inglés

Spanish / Español

Other / Otro

How many years of school have you attended or completed in the U.S.? /

¿Cuántos años de escuela ha asistido o completado en Estados Unidos?

1-5 years (Primary School / 1st – 5th grade) / 1-5 años (Educación Primaria / 1^o - 5^o grado)

6-8 years (Middle School / 6th – 8th grade) / 6-8 años (Middle School / 6^o - 8^o grado)

9-12 years (High School / 9th – 12th grade) / 9-12 años (High School / 9^o - 12^o grado)

I have not attended school in the U.S. / Nunca he asistido a la escuela en los Estados Unidos

Georgia Department of Education – Migrant Education Program
If born outside the U.S., how many years of school have you attended or completed in the country of origin?
¿Si nació fuera de los Estados Unidos, cuántos años de escuela ha asistido o completado en el país de origen?

- 1-5 years (Primary School / 1st – 5th grade) / 1-5 años (Educación Primaria / 1 ° - 5 ° grado)
- 6-8 years (Middle School / 6th – 8th grade) / 6-8 años (Middle School / 6 ° - 8 ° grado)
- 9-12 years (High School / 9th – 12th grade) / 9-12 años (High School / 9 ° - 12 ° grado)

Educational Opportunities / Oportunidades Educativas

Please select the response that best describes the statements below or answers the question. /

Por favor seleccione la respuesta que mejor describe las siguientes declaraciones o responde a la pregunta hecha.

If given the opportunity, I would like to enroll back in school. /

Si se me ofreciera la oportunidad, me gustaría inscribirme en la escuela.

- Strongly Agree / Totalmente de Acuerdo
- Agree / De Acuerdo
- Neutral / neutral
- Disagree / En Desacuerdo
- Do not know / No Se

If given the opportunity, I would like to graduate from high school or obtain a General Education Development (GED) diploma. /

Si se me ofreciera la oportunidad, me gustaría graduarme de la secundaria o obtener un diploma de educación general (GED por sus siglas en Ingles).

- Strongly Agree / Totalmente de Acuerdo
- Agree / De Acuerdo
- Neutral / neutral
- Disagree / En Desacuerdo
- Do not know / No Se

If you were offered the following, in which would you be more likely to participate? (select all that apply) /

Si se les ofreciera la siguientes oportunidades, en cuales sería más probable que participe? (seleccione todas las que aplican)

- English language learning program / Program de aprendizaje de Ingles
- MP3/iPod English language learning lessons / Lecciones de Ingles en MP3/iPod
- Transportation assistance to MEP activities / Transportacion a actividades del programa migrante
- General Education Development (GED) program / Diploma de educación general (GED por sus siglas en Ingles)
- High School Equivalency Program (HEP)/College Assistance Migrant Program (CAMP) / Equivalencia de secundaria (HEP por sus siglas en Ingles) or el program de asistencia migrante para la universidad (CAMP por sus siglas en Ingles)
- Health education services / Servicios de educación para la salud

Access to Technology / Acceso a la tecnología

Do you own any of the following devices? (select all that apply) /

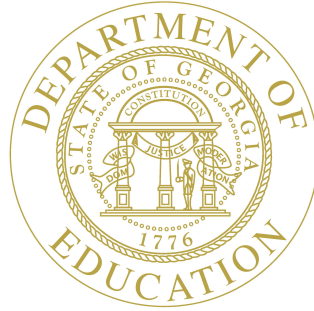
Es dueño de algunos de los siguientes dispositivos? (seleccione todas las que aplican)

- Smartphone (iPhone, Android, Windows 8, BlackBerry) / Telefono inteligente (iPhone, Android, Windows 8, BlackBerry)
- Tablet (iPad, Android, Windows 8, etc.) / Tableta (iPad, Android, Windows 8, etc.)
- Personal Computer or Laptop / Computadora personal o Computador portatil (laptop)
- I don't own any of the devices above / No soy dueño de ningunos de los dispositivos mencionados anteriormente

Educational Needs/ Necesidades Educativas

How else can the Georgia Migrant Education Program (MEP) help with your educational needs? /

Que mas puede hacer el Program de Educación Migrante de Georgia (MEP por sus siglas en Ingles) para ayudarte con tus necesidades educativas?



**2012-2013 Statewide Comprehensive Needs Assessment Update
MIGRANT EDUCATION STUDENT SURVEY /**

**2012-2013 Actualización de Necesidades Estatales del Programa de Educación Migrante
ENCUESTA DE ESTUDIANTES MIGRANTES**

The purpose of this survey is to better understand the needs of migrant students in your district. Survey questions focus on the issues and challenges migrant students face regarding their education. This information will provide the Georgia Migrant Education Program with a comprehensive assessment of the needs of the migrant children and youth in Georgia. /

El propósito de esta encuesta es entender mejor las necesidades de los estudiantes migrantes en su distrito. Las preguntas en esta encuesta se centran en los problemas y desafíos que enfrentan los estudiantes migrantes con respecto a su educación. Esta información proporcionará el Programa de Educación Migrante Georgia con un panorama de las necesidades de los niños y jóvenes migrantes en Georgia.

Thank you for taking the time to complete this survey! /

Gracias por tomarse el tiempo para completar esta encuesta!

Please indicate your sex / Por favor, indique su sexo

Male / Masculino

Female / Femenino

Language / Idioma

Select all the answers that apply below. Use "Other" to indicate languages you are able to read and/or write that are not listed /

Seleccione todas las respuestas que se apliquen a continuación. Utilice "Otros" para indicar los idiomas que son capaces de leer y / o escribir que no figuran.

I can read /

Yo puedo leer en

English / Ingles

Spanish / Español

Other / Otro

I can write /

Yo puedo escribir en

English / Ingles

Spanish / Español

Other / Otro

Education / Educación

How many years of school have you attended or completed? /

¿Cuántos años de escuela ha asistido o completado?

1-5 years (Primary School / 1st – 5th grade) / 1-5 años (Educación Primaria / 1 ° - 5 ° grado)

6-8 years (Middle School / 6th – 8th grade) / 6-8 años (Middle School / 6 ° - 8 ° grado)

9-12 years (High School / 9th – 12th grade) / 9-12 años (High School / 9 ° - 12 ° grado)

Homework / Tareas

How much time do you usually spend doing homework after school during the week? /

¿Cuánto tiempo sueles pasar haciendo tareas después de la escuela durante la semana?

0-15 minutes / 0-15 minutos

16-30 minutes / 16-30 minutos

31-45 minutes / 31-45 minutos

46-60 minutes / 46-60 minutos

Over 60 minutes / Más de 60 minutos

How much time do you usually spend doing homework or studying on the weekends? /

¿Cuánto tiempo sueles pasar haciendo tareas o estudiando los fines de semana?

0-15 minutes / 0-15 minutos

16-30 minutes / 16-30 minutos

31-45 minutes / 31-45 minutos

46-60 minutes / 46-60 minutos

Over 60 minutes / Más de 60 minutos

Work / Trabajo

Do you have a job after school? /

¿Tiene un trabajo después de la escuela?

Yes / Si

No / No

What type of work do you do? /

¿Qué tipo de trabajo haces?

How many hours per week do you work? /

¿Cuántas horas por semana trabajas?

0-5 hours / 0-5 horas

6-10 hours / 6-10 horas

11-15 hours / 11-15 horas

16-20 hours / 16-20 horas

More than 20 hours / Más de 20 horas

School / Escuela

The following statements rate the quality of the services provided to you by your school and/or the Migrant Education Program. Please select your level of agreement in each of the following statements.

Las siguientes preguntas y afirmaciones a continuación nos ayudaran a identificar la calidad de los servicios prestados en tu escuela y / o el Programa de Educación Migrante. Por favor seleccione el nivel de acuerdo en cada una de las siguientes afirmaciones.

Do you know who your school counselor is? /

¿Sabes quién es su consejero de la escuela?

Yes / Si

No / No

	Do Not Know / No se	Disagree / No estoy de acuerdo	Neutral / Neutral	Agree / De acuerdo	Strongly Agree / Totalmente de acuerdo
My teachers encourage me to study hard / <i>Mis maestros me animan a estudiar duro</i>					
I feel my teachers pay attention to me during class / <i>Siento que mis maestros me presta atención durante las clases</i>					
My parents review my school work with me at home / <i>Mis padres revisan mis tareas de la escuela conmigo en casa</i>					
I think I do well in school / <i>Creo que me va bien en la escuela</i>					
I want to graduate from high school / <i>Quiero graduarme de la escuela secundaria</i>					

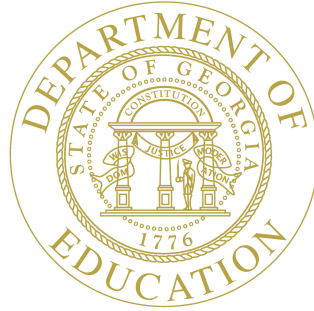
I get help from the Migrant Education Program (MEP) in the following areas (select all that apply) /

Yo obtengo ayuda del Programa de Educación Migrante (MEP) en las siguientes áreas (marque todas las que correspondan)

- Tutoring (in-class, in-school, after-school, weekends, at-home, etc.) / Tutorías (en la escuela, después de la escuela, los fines de semana, en casa, etc)
- Transportation assistance to MEP activities outside of the regular school day / Asistencia de transporte a actividades del Programa de Educación Migrante fuera del horario escolar
- Homework help / Ayuda con la tarea(s)
- Summer programs / Programas de verano
- Other / Otro

What are some other ways the MEP can help you? Please briefly describe below. /

¿En que otra manera el Program de Educacion Migrante te puede ayudar? Describe brevemente a continuación.



**2012-2013 Statewide Comprehensive Needs Assessment Update
MIGRANT EDUCATION PARENT SURVEY**

**2012-2013 Actualización de Necesidades Estatales del Programa de Educación Migrante
ENCUESTA DE PADRES MIGRANTES**

The purpose of this survey is to better understand the needs of migrant parents as they relate to student academic success. Survey questions focus on issues and challenges you face regarding your child's education. This information will provide the Georgia Migrant Education Program with a comprehensive assessment of the needs of the migrant children and youth in Georgia. /

El propósito de esta encuesta es entender mejor las necesidades de los padres migrantes y su relación con el éxito académico de los estudiantes migrantes. Preguntas de la encuesta se centran en los problemas y desafíos que enfrenta con respecto a la educación de su hijo. Esta información proporcionará el Programa de Educación Migrante Georgia con un panorama de las necesidades de los niños y jóvenes migrantes en Georgia.

Thank you for taking the time to complete this survey! /

Gracias por tomarse el tiempo para completar esta encuesta!

Please indicate your sex / Por favor, indique su sexo

Male / Masculino

Female / Femenino

Language / Idioma

Select all the answers that apply below. Use "Other" to indicate languages you are able to read and/or write that are not listed /

Seleccione todas las respuestas que se apliquen a continuación. Utilice "Otros" para indicar los idiomas que son capaces de leer y / o escribir que no figuran.

I can read /

Yo puedo leer en

English / Ingles

Spanish / Español

Other / Otro

I can write /

Yo puedo escribir en

English / Ingles

Spanish / Español

Other / Otro

Educational Background / **Formacion Educativa**

How many years of school have you attended or completed? /

¿Cuántos años de escuela ha asistido o completado en Estados Unidos?

1-5 years (Primary School / 1st – 5th grade) / 1-5 años (Educación Primaria / 1 ° - 5 ° grado)

6-8 years (Middle School / 6th – 8th grade) / 6-8 años (Middle School / 6 ° - 8 ° grado)

9-12 years (High School / 9th – 12th grade) / 9-12 años (High School / 9 ° - 12 ° grado)

I have never attended school / Nunca asisti a la escuela

What level of education do you expect your children to attain? /
¿Qué nivel de educación espera que sus hijos alcancen?

- Graduate from high school / Graduarse de la secundaria
 - Complete trade school / Graduarse estudios vocacionales
 - Complete a 2-year college degree / Graduarse con un grado de dos años de la universidad
 - Complete a 4-year college degree / Graduarse de la universidad
 - Advanced Degree (M.D., Ph.D., etc.) / Obtener un grado avanzado (doctor, Ph.D., etc.)
 - Don't know / No se
-

Parental/School Involvement / *Participacion de Padres en la Escuela*

Please select the response that best completes the statements below. /
Por favor seleccione la respuesta que mejor complete las siguientes declaraciones.

I look over my children's school work / Presto atencion al trabajo escolar de mis hijos

- Always / Siempre
- Often / A veces
- Not very much / No mucho
- Never / Nunca
- Don't know / No se

I ask my children about their day at school. /
Le pregunto a mi(s) hijo(s) acerca de su día en la escuela.

- Always / Siempre
- Often / A veces
- Not very much / No mucho
- Never / Nunca
- Don't know / No se

I am involved in activities at my children's school. /
Participo en actividades de mi(s) hijo(s) en la escuela.

- Always / Siempre
- Often / A veces
- Not very much / No mucho
- Never / Nunca
- Don't know / No se

Educational Opportunities / *Oportunidades Educativas*

Please select the response that best completes the statements below /
Por favor seleccione la respuesta que mejor complete las siguiente declaracion

If your child were offered the following, in which would you like him/her to participate (select all that apply) /
Si a su(s) hijo(s) se le(s) ofrecieran la siguientes oportunidades, en que le gustaría que él / ella participe (seleccione todas las que apliquen)

- Tutoring (in –school, after-school, weekends, at-home, etc.) / Tutorias (en la escuela, despues de la escuela, fines de semana, en casa, etc.
 - Transportation assistance to Migrant Education Program (MEP) activities outside of the regular school day / Asistencia con el transporte a actividades del Programa de Educacion Migrante (MEP) fuera del horario regular de la escuela
 - Homework help / Ayuda con las tareas de mis hijos
 - Summer programs / Programas de Verano
 - Other
-

What additional needs do you have in order for your child to be successful in school? Briefly explain below.
Qué otras necesidades tiene usted para poder ayudar a que su(s) hijo(s) tenga(n) éxito en la escuela? Explique brevemente a continuación

Title I, Part C – Migrant Education Program
Statewide Comprehensive Needs Assessment (CNA)
Statewide Committee Meeting
Macon State College
Macon, Georgia
September 18, 2012

AGENDA

8:30 – 9:00	Arrival and Sign In
9:00 – 12:00	Purpose of the Day Review the CNA Process Review 2008 State CNA Migrant Student Profile 2008 2012
12:00 – 1:00	Lunch provided
1:00 – 4:00	Summary of Student Characteristics Summary of Student Performance Summary of Progress on State Goals Student Performance MEP Initiatives and Projects Survey Review
4:00	Adjourn

Title I, Part C – Migrant Education Program
Statewide Comprehensive Needs Assessment (CNA)
School and Community Stakeholders Meeting
Macon State College
Macon, Georgia
February 15, 2013

AGENDA

8:30 – 9:00	Arrival and Sign In
9:00 – 12:00	Purpose of the Day
	Review Current Service Delivery Plan
	Expert Groups
12:00 – 1:00	Lunch provided
1:00 – 3:00	Expert Groups Continue and Share Progress
	Reading Goal
	Monitoring and Evaluation
	Next Steps
3:00	Adjourn

Title I, Part C – Migrant Education Program
 Statewide Comprehensive Needs Assessment (CNA)
 Regional Committee Meeting

Region 1 – LOMEA
 November 8, 2012
 First District RESA

Region 2 – SPMEA
 November 7, 2012
 Coastal Plains RESA

Region 3 – PMEA
 November 9, 2012
 Forsyth County BOE

AGENDA

8:30 – 9:00	Arrival and Sign In
9:00 – 12:00	Purpose of the Day Establishing a Common Understanding Review the CNA Process Review 2008 State CNA Goals Review Migrant Student Profile for 2008 and 2012 Review Assessment and Participant Data
12:00 – 1:00	Lunch provided
1:00 – 3:00	Review 2012 State Survey Data Identify Key Points Brainstorm Concern Statements
3:00	Adjourn

Title I, Part C – Migrant Education Program
Statewide Comprehensive Needs Assessment (CNA)
Regional Committee Meeting

Region 1 – LOMEA
December 10, 2012
First District RESA

Region 2 – SPMEA
December 11, 2012
Coastal Plains RESA

Region 3 – PMEA
December 13, 2012
Forsyth County BOE

AGENDA

8:30 – 9:00	Arrival and Sign In
9:00 – 12:00	Purpose of the Day Re-Establishing a Common Understanding Review Minutes from Prior Meetings Concern Statements
12:00 – 1:00	Lunch provided
1:00 – 3:00	Identify Solutions and Services
3:00	Adjourn

3rd Grade	2008			2009			2010			2011		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP
CRCT Reading	87.46%	92.54%	5.07%	89.69%	92.95%	3.26%	92.02%	94.26%	2.23%	90.85%	94.43%	3.57%
CRCT ELA	77.42%	87.14%	9.72%	78.35%	86.54%	8.19%	80.56%	87.58%	7.02%	82.62%	89.13%	6.51%
CRCT Math	58.40%	70.96%	12.55%	70.67%	77.97%	7.30%	76.05%	79.73%	3.68%	75.68%	81.21%	5.54%

4th Grade	2008			2009			2010			2011		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP
CRCT Reading	72.26%	87.52%	15.26%	76.83%	87.28%	10.46%	86.09%	89.18%	3.09%	80.19%	87.92%	7.72%
CRCT ELA	69.34%	86.24%	16.90%	73.82%	86.96%	13.14%	84.91%	87.71%	2.80%	76.85%	88.03%	11.18%
CRCT Math	56.79%	70.09%	13.31%	65.00%	74.32%	9.32%	74.09%	77.07%	2.98%	73.44%	81.10%	7.66%

5th Grade	2008			2009			2010			2011		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP
CRCT Reading	76.03%	92.93%	16.90%	86.74%	93.28%	6.54%	87.37%	94.29%	6.92%	93.08%	94.83%	1.75%
CRCT ELA	72.93%	90.00%	17.06%	81.82%	91.34%	9.53%	82.53%	91.82%	9.29%	88.17%	93.00%	4.83%
CRCT Math	71.17%	84.26%	13.09%	82.77%	87.44%	4.67%	80.73%	88.25%	7.52%	88.17%	91.90%	3.73%
Writing	57.40%	76.90%	19.50%	55.50%	77.90%	22.40%	57.90%	72.80%	14.90%	70.60%	80.50%	9.90%

6th Grade	2008			2009			2010			2011		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP
CRCT Reading	76.30%	91.43%	15.13%	78.28%	89.93%	11.65%	82.33%	91.00%	8.67%	87.91%	93.95%	6.04%
CRCT ELA	65.19%	87.41%	22.23%	77.38%	90.54%	13.16%	79.40%	91.77%	12.37%	84.50%	91.24%	6.74%
CRCT Math	52.57%	69.32%	16.75%	60.89%	74.92%	14.03%	65.68%	75.03%	9.35%	63.21%	76.48%	13.26%

7th Grade	2008			2009			2010			2011		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP
CRCT Reading	63.09%	88.11%	25.02%	75.10%	89.27%	14.17%	75.45%	89.50%	14.05%	76.96%	91.00%	14.04%
CRCT ELA	69.23%	89.76%	20.53%	75.90%	89.52%	13.61%	79.45%	91.59%	12.14%	82.95%	93.10%	10.15%
CRCT Math	64.32%	79.92%	15.61%	71.88%	83.78%	11.91%	75.00%	85.57%	10.57%	78.18%	89.40%	11.22%

8th Grade	2008			2009			2010			2011		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP
CRCT Reading	67.67%	93.60%	25.93%	80.22%	95.70%	15.48%	93.08%	96.55%	3.47%	89.77%	97.50%	7.74%
CRCT ELA	62.07%	89.58%	27.51%	71.43%	91.88%	20.45%	78.46%	92.22%	13.76%	82.16%	92.88%	10.72%
CRCT Math	64.02%	78.31%	14.29%	65.26%	79.99%	14.72%	76.21%	82.89%	6.68%	73.76%	86.41%	12.66%
Writing	46.79%	78.06%	31.27%	38.29%	74.89%	36.60%	57.74%	78.88%	21.14%	56.40%	82.78%	26.38%

High School	2008			2009			2010			2011		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP
EOCT 9 th Lit	42.54%	71.68%	29.14	46.7	76.49	29.79	51.04	79.55	28.51	57.87	82.18	24.3
EOCT AM Lit	59.09%	83.12%	24.03%	66.35%	85.63%	19.28%	74.44%	85.63%	11.20%	62.92%	87.72%	24.80%
EOCT Algebra	54.38%	55.88%	1.50%	37.38%	40.14%	2.76%	37.50%	36.90%	-0.60%	NA	NA	NA
EOCT GEO	50.70%	61.80%	11.10%	60.24%	48.68%	-11.56%	48.98%	40.26%	-8.72%	NA	NA	NA
Math I	NA	NA	NA	NA	NA	NA	42.11%	64.27%	22.16%	45.35%	61.07%	15.73%
Math II	NA	NA	NA	NA	NA	NA	37.96%	54.43%	16.48%	54.43%	57.18%	2.75%
HS Writing	77.46%	89.26%	11.80%	62.65%	91.31%	28.66%	80.00%	91.57%	11.57%	81.31%	95.57%	14.26%
GHSGT ELA	75.34%	90.42%	15.08%	73.81%	92.20%	18.39%	68.80%	90.00%	21.20%	74.65%	91.30%	16.65%
GHSGT Math	94.44%	92.95%	-1.50%	91.67%	95.02%	3.35%	84.80%	92.41%	7.61%	73.61%	86.57%	12.96%

Source: GaDOE Data Collections



Table 1. Total Number of Migrant Participants Statewide from 2008-2012

Year	Total State Count
2008-2009	9,894
2009-2010	9,031
2010-2011	8,698
2011-2012	9,016

Source: GaDOE MEP COEstar Database

Appendix M

Table 2. Ethnicity of Eligible Migrant Participants 2008-2012

Participant Ethnicity	American Indian or Alaska Native	Asian	Black	Hispanic	White	Multiracial	Native Hawaiian or Pacific Islander
2008-2009	121	19	143	8396	1216	9	0
2009-2010	7	59	133	8664	168	0	0
2010-2011	27	63	97	8163	323	0	25
2011-2012	28	50	135	8484	314	3	2

Source: GaDOE MEP COEstar Database

Table 3. Count of Migrant Eligible Participants by Age/Grade in the State

Participant Counts by Age/Grade	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
2007-2008 Regular School Year	10124	730	857	554	479	435	442	372	344	380	285	341	231	142	112	4	4416
2007-2008 Summer School Year	1539	116	322	189	168	156	116	138	82	69	83	39	31	9	0	0	21
2008-2009 Regular School Year	9904	820	814	504	507	410	395	381	326	297	329	284	236	160	127	3	4311
2008-2009 Summer School Year	1582	184	295	175	167	129	159	109	108	92	69	43	24	9	1	0	18
2009-2010 Regular School Year	9031	882	904	513	484	467	403	358	343	302	304	306	247	183	163	6	3166
2009-2010 Summer School Year	1637	201	327	188	185	162	133	123	91	73	63	25	22	17	0	0	27
2010-2011 Regular School Year	8698	963	909	568	467	437	418	413	342	342	299	300	246	169	184	9	2632
2010-2011 Summer School Year	1630	169	348	193	164	155	168	125	88	73	49	26	22	10	3	0	37
2011-2012 Regular School Year	9016	1032	982	553	543	464	412	410	387	361	303	227	227	191	215	43	2589
2011-2012 Summer School Year	1808	275	350	221	196	159	145	142	94	57	36	51	34	26	3	8	11

Source: GaDOE MEP COEstar Database

Table 4. Priority for Service Count in the State from 2007 to 2012

Priority for Services by Grade	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
2007-2008 Regular School Year Priority for Services	2400	0	120	278	278	222	255	203	178	213	151	219	135	78	70	0	0
2007-2008 Summer School Year Priority for Services	509	0	87	80	66	53	44	56	27	18	31	20	22	5	0	0	0
2008-2009 Regular School Year Priority for Services	1689	0	227	218	157	155	156	116	132	106	123	139	92	42	26	0	0
2008-2009 Summer School Year Priority for Services	486	0	87	80	66	53	44	56	28	18	30	20	4	0	0	0	0
2009-2010 Regular School Year Priority for Services	1851	0	247	220	215	177	143	136	121	104	143	129	96	60	35	0	25
2009-2010 Summer School Year Priority for Services	374	0	49	57	58	35	48	25	35	18	15	23	7	4	0	0	0
2010-2011 Regular School Year Priority for Services	1930	0	239	222	216	195	163	129	136	110	126	162	113	60	40	0	19
2010-2011 Summer School Year Priority for Services	508	0	101	83	73	55	61	40	26	24	19	12	9	4	1	0	0
2011-2012 Regular School Year Priority for Services	1726	0	196	235	197	173	141	130	101	130	103	123	87	59	36	0	15
2011-2012 Summer School Year Priority for Services	457	0	73	89	70	56	48	37	28	16	7	19	8	6	0	0	0

Source: GaDOE MEP COEstar Database

Table 5. Last Qualifying Move 2007-2012

Last Qualifying Move	2007-2008																
	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
0-12 Months	5489	368	334	202	174	160	139	131	129	132	90	92	55	46	20	1	2947
12-24 Months	2567	181	258	147	98	112	118	93	89	108	91	113	84	34	29	2	825
24-36 Months	1609	91	146	104	123	74	106	81	64	72	58	81	50	32	39	1	452
36-48 Months	1148	90	119	101	84	89	79	67	62	68	46	55	42	30	24		192
Last Qualifying Move	2008-2009																
	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
0-12 Months	5530	438	339	177	173	168	150	150	116	106	118	90	64	50	30		2800
12-24 Months	2582	196	228	147	136	112	96	93	89	82	91	79	69	39	46	1	911
24-36 Months	1544	113	149	102	105	67	76	77	72	58	78	68	71	46	34		390
36-48 Months	1014	73	98	78	93	63	73	61	49	51	42	47	32	25	17	2	210
Last Qualifying Move	2009-2010																
	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
0-12 Months	4909	457	379	222	186	188	157	124	130	119	117	102	78	48	35	2	2019
12-24 Months	2361	210	264	122	103	122	114	104	92	76	74	79	65	55	60		650
24-36 Months	1495	128	154	98	103	96	77	72	66	67	58	66	52	43	44	2	331
36-48 Months	1021	87	107	71	92	61	55	58	55	40	55	59	52	37	24	2	166
Last Qualifying Move	2010-2011																
	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
0-12 Months	4089	507	321	208	166	160	138	165	118	133	103	103	88	49	43	1	1786
12-24 Months	2170	234	284	177	130	119	125	104	99	86	89	78	78	41	60	2	464
24-36 Months	1400	129	185	109	88	89	86	83	73	68	53	59	36	48	59	3	232
36-48 Months	1039	93	119	74	83	69	69	61	52	55	54	60	44	31	22	3	150
Last Qualifying Move	2011-2012																
	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
0-12 Months	4573	594	384	221	221	174	150	127	140	117	101	111	79	53	45	24	2032
12-24 Months	2083	219	271	150	147	132	114	128	124	98	99	85	72	57	65	13	309
24-36 Months	1432	126	200	109	111	95	90	90	71	81	66	67	50	47	65	4	160
36-48 Months	928	93	127	74	64	64	56	66	51	65	38	42	26	33	40	2	87

Source: GaDOE MEP COEstar Database

Table 6. Attendance Rates from 2007 to 2011

ATTENDANCE	0-5 days absent		6-15 days absent		15 + days absent	
	Migrant	NonMigrant	Migrant	NonMigrant	Migrant	NonMigrant
2007-2008	0.646	0.566	0.286	0.338	0.066	0.095
2008-2009	0.644	0.058	0.292	0.331	0.062	0.086
2009-2010	0.584	0.538	0.334	0.364	0.08	0.097
2010-2011	0.589	0.568	0.329	0.343	0.08	0.088

Source: GaDOE Data Collections

Table 7. Georgia Migrant Graduation Rates from 2008 to 2011

Graduation Rate	Migrant	Total # of Students	All Students	Total # of Students
2008-2009	50%	140	67.5%	131,012
2009-2010	65.5%	110	80.8%	113,364
2010-2011	49.2%	118	78.9%	111,570

Source: Governor's Office of Student Achievement

Table 8. Migrant English Learners by Grade 2008-2011

English Learner	Grade K-5	Grade 6-8	Grade 9-12
2008-2009	1088	288	194
2009-2010	1288	353	337
2010-2011	1506	397	283

Source: GaDOE MEP COEstar Database

Table 9. Assessment Data Summary 2008-2011

3rd Grade	2008			2009			2010			2011		
	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP	Migrant Meets and Exceeds	NonMigrant Meets and Exceeds	GAP
CRCT Reading	87.46%	92.54%	5.07%	89.69%	92.95%	3.26%	92.02%	94.26%	2.23%	90.85%	94.43%	3.57%
CRCT ELA	77.42%	87.14%	9.72%	78.35%	86.54%	8.19%	80.56%	87.58%	7.02%	82.62%	89.13%	6.51%
CRCT Math	58.40%	70.96%	12.55%	70.67%	77.97%	7.30%	76.05%	79.73%	3.68%	75.68%	81.21%	5.54%
4th Grade	2008			2009			2010			2011		
CRCT Reading	72.26%	87.52%	15.26%	76.83%	87.28%	10.46%	86.09%	89.18%	3.09%	80.19%	87.92%	7.72%
CRCT ELA	69.34%	86.24%	16.90%	73.82%	86.96%	13.14%	84.91%	87.71%	2.80%	76.85%	88.03%	11.18%
CRCT Math	56.79%	70.09%	13.31%	65.00%	74.32%	9.32%	74.09%	77.07%	2.98%	73.44%	81.10%	7.66%
5th Grade	2008			2009			2010			2011		
CRCT Reading	76.03%	92.93%	16.90%	86.74%	93.28%	6.54%	87.37%	94.29%	6.92%	93.08%	94.83%	1.75%
CRCT ELA	72.93%	90.00%	17.06%	81.82%	91.34%	9.53%	82.53%	91.82%	9.29%	88.17%	93.00%	4.83%
CRCT Math	71.17%	84.26%	13.09%	82.77%	87.44%	4.67%	80.73%	88.25%	7.52%	88.17%	91.90%	3.73%
6th Grade	2008			2009			2010			2011		
CRCT Reading	76.30%	91.43%	15.13%	78.28%	89.93%	11.65%	82.33%	91.00%	8.67%	87.91%	93.95%	6.04%
CRCT ELA	65.19%	87.41%	22.23%	77.38%	90.54%	13.16%	79.40%	91.77%	12.37%	84.50%	91.24%	6.74%
CRCT Math	52.57%	69.32%	16.75%	60.89%	74.92%	14.03%	65.68%	75.03%	9.35%	63.21%	76.48%	13.26%
7th Grade	2008			2009			2010			2011		
CRCT Reading	63.09%	88.11%	25.02%	75.10%	89.27%	14.17%	75.45%	89.50%	14.05%	76.96%	91.00%	14.04%
CRCT ELA	69.23%	89.76%	20.53%	75.90%	89.52%	13.61%	79.45%	91.59%	12.14%	82.95%	93.10%	10.15%
CRCT Math	64.32%	79.92%	15.61%	71.88%	83.78%	11.91%	75.00%	85.57%	10.57%	78.18%	89.40%	11.22%
8th Grade	2008			2009			2010			2011		
CRCT Reading	67.67%	93.60%	25.93%	80.22%	95.70%	15.48%	93.08%	96.55%	3.47%	89.77%	97.50%	7.74%
CRCT ELA	62.07%	89.58%	27.51%	71.43%	91.88%	20.45%	78.46%	92.22%	13.76%	82.16%	92.88%	10.72%
CRCT Math	64.02%	78.31%	14.29%	65.26%	79.99%	14.72%	76.21%	82.89%	6.68%	73.76%	86.41%	12.66%
Writing	46.79%	78.06%	31.27%	38.29%	74.89%	36.60%	57.74%	78.88%	21.14%	56.40%	82.78%	26.38%
High School	2008			2009			2010			2011		
EOCT 9 th Lit	42.54%	71.68%	29.14	46.7	76.49	29.79	51.04	79.55	28.51	57.87	82.18	24.3
EOCT AM Lit	59.09%	83.12%	24.03%	66.35%	85.63%	19.28%	74.44%	85.63%	11.20%	62.92%	87.72%	24.80%
EOCT Algebra	54.38%	55.88%	1.50%	37.38%	40.14%	2.76%	37.50%	36.90%	-0.60%	NA	NA	NA
EOCT GEO	50.70%	61.80%	11.10%	60.24%	48.68%	-11.56%	48.98%	40.26%	-8.72%	NA	NA	NA
Math I	NA	NA	NA	NA	NA	NA	42.11%	64.27%	22.16%	45.35%	61.07%	15.73%
Math II	NA	NA	NA	NA	NA	NA	37.96%	54.43%	16.48%	54.43%	57.18%	2.75%
HS Writing	77.46%	89.26%	11.80%	62.65%	91.31%	28.66%	80.00%	91.57%	11.57%	81.31%	95.57%	14.26%
GHS GT ELA	75.34%	90.42%	15.08%	73.81%	92.20%	18.39%	68.80%	90.00%	21.20%	74.65%	91.30%	16.65%
GHS GT Math	94.44%	92.95%	-1.50%	91.67%	95.02%	3.35%	84.80%	92.41%	7.61%	73.61%	86.57%	12.96%

Source: GaDOE MEP COEstar Database

Table 10. Services provided to OSY

	OSY Receiving Any Type of Service
2007-2008 Regular School Year Service	639
2007-2008 Summer School Year Service	15
2008-2009 Regular School Year Service	1307
2008-2009 Summer School Year Service	18
2009-2010 Regular School Year Service	821
2009-2010 Summer School Year Service	28
2010-2011 Regular School Year Service	979
2010-2011 Summer School Year Service	20
2011-2012 Regular School Year Service	891
2011-2012 Summer School Year Service	11

Source: GaDOE MEP COEstar Database

Table 11. Preschool Services for Migrant Children

	Preschool Age Students Served
2007-2008 Facility Based Environment	323
2007-2008 Home Based Environment	53
2008-2009 Facility Based Environment	300
2008-2009 Home Based Environment	145
2009-2010 Facility Based Environment	342
2009-2010 Home Based Environment	255
2010-2011 Facility Based Environment	281
2010-2011 Home Based Environment	203
2011-2012 Facility Based Environment	312
2011-2012 Home Based Environment	176

Source: GaDOE MEP COEstar Database

Table 12. Preschool Services for Migrant Children in Reading and Math

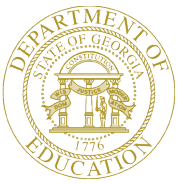
	Preschool age students receiving reading instruction	Preschool age students receiving math instruction
2007-2008 Regular School Year Service	15	15
2007-2008 Summer School Year Service	36	36
2008-2009 Regular School Year Service	24	26
2008-2009 Summer School Year Service	69	13
2009-2010 Regular School Year Service	126	126
2009-2010 Summer School Year Service	85	85
2010-2011 Regular School Year Service	134	147
2010-2011 Summer School Year Service	158	142
2011-2012 Regular School Year Service	364	364
2011-2012 Summer School Year Service	65	65

Source: GaDOE MEP COEstar Database

Table 13. Health, Dental and Nutritional Services Provided by Grade/Age

Participants by Grade/Age Receiving a Health Service	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
2007-2008 Year	203	14	35	19	20	26	17	12	13	13	13	9	8	2	1	0	1
2008-2009 Year	164	15	21	19	15	10	12	17	15	11	10	3	1	1	0	0	14
2009-2010 Year	222	23	25	20	24	20	19	16	11	7	5	7	8	3	2	0	32
2010-2011 Year	364	83	35	35	27	26	26	18	21	13	2	3	4	1	0	0	70
2011-2012 Year	599	136	55	51	50	35	44	34	36	24	4	9	10	2	4	0	103
Participants by Grade/Age Receiving a Dental Service	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
2007-2008 Year	117	5	16	21	13	15	9	10	7	3	4	7	2	1	1	0	3
2008-2009 Year	68	3	8	7	10	4	5	6	9	5	5	1	3	1	0	0	1
2009-2010 Year	59	4	9	13	7	5	10	6	1	0	1	1	1	1	0	0	0
2010-2011 Year	20	2	2	2	0	2	1	2	4	0	3	0	2	0	0	0	0
2011-2012 Year	8	2	1	0	2	0	1	0	0	1	0	0	1	0	0	0	0
Participants by Grade/Age Receiving a Nutrition Service	Total	3-5 yr	K	01	02	03	04	05	06	07	08	09	10	11	12	UG	YA
2007-2008 Year	594	101	92	89	63	55	40	33	36	23	18	16	17	7	3	0	1
2008-2009 Year	1025	205	121	103	99	73	94	63	67	71	55	38	19	10	5	0	2
2009-2010 Year	853	145	109	93	90	81	72	77	45	33	37	22	23	17	6	0	3
2010-2011 Year	1437	255	172	130	109	126	128	105	97	76	54	59	50	38	20	0	18
2011-2012 Year	1512	354	151	150	120	101	94	110	90	79	67	72	48	41	15	1	20

Source: GaDOE MEP COEstar Database



Appendix N

Dr. John D. Barge, State School Superintendent

School District: _____

Date Completed: _____

Encuesta Ocupacional para Padres

Por favor llene este formulario para determinar si sus hijos califican para recibir servicios a través del Programa de Título I, Parte C

¿Ustedes se han movido para trabajar en otra ciudad, condado, o estado, en los últimos tres (3) años? Sí No

Si su respuesta es “Sí”, ¿en qué fecha llegaron a la ciudad/pueblo donde viven actualmente? _____

¿Alguien de su familia trabaja, ha trabajado, o tiene la intención de trabajar, en una de las siguientes actividades en forma permanente o temporal o ha hecho este tipo de trabajo en los últimos tres años? (Marque todos los que apliquen)

- 1) Agricultura; plantando/cosechando vegetales o frutas como tomates, calabazas, uvas, cebollas, fresas, arándanos, etc.
- 2) Plantando o cortando árboles/juntando agujas de pino (*pine straw*)
- 3) Procesando /empacando productos agrícolas
- 4) Lechería o ganadería
- 5) Empacadoras o procesadoras de carne/pollo o mariscos
- 6) Pescando o criando pescado
- 7) Otra actividad. Por Favor especifique en cuál: _____

Nombre de los Estudiantes	Nombre de la Escuela	Grado
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Nombre de los padres o guardianes legales: _____

Dirección donde vive: _____

Ciudad: _____ Estado: _____ Código Postal: _____ Teléfono: _____

¡Muchas Gracias!

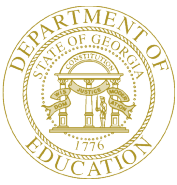
Por favor regrese este formulario a la escuela

Las respuestas a este formulario van a ayudar a determinar si sus hijos califican para recibir servicios a través del programa de Título I, Parte C.

Note for the school/district: When **both** (Yes) “Si” **and** one or more of the boxes from 1 to 7 is/are checked, please give this form to the migrant liaison or migrant contact for your school/district. Please file original in student’s records. Non-funded (consortium) systems should fax occupational parent surveys to Migrant Education Agency (MEA) serving your district. For additional questions regarding this form, please call the MEA serving your district:

- Region 1 – Live Oak MEA, P.O. Box 780, 201 West Lee Street Brooklet, GA 30415
Toll Free (800) 621-5217 Fax (912) 842-5440
- Region 2 – Southern Pine MEA, 221 N. Robinson Street, Lenox, GA 31637
Toll Free (866) 505-3182 Fax (229) 546-3251
- Region 3 – Piedmont MEA, 1414 Twin Towers West, 205 Jesse Hill Jr. Drive SE, Atlanta, GA 30334
Toll Free (800) 648-0892 Fax (770) 359-4827

“Making Education Work for All Georgians”



Dr. John D. Barge, State School Superintendent

School District: _____

Date Completed: _____

Parent Occupational Survey

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

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

If so, what is the date your family arrived in the city/town you reside? _____

Has anyone in your immediate family been involved in one of the following occupations, either full or part-time or temporarily during the last three (3) years? (Check all that apply)

- 1) Agriculture; planting/picking vegetables or fruits such as tomatoes, squash, grapes, onions, strawberries, blueberries, etc.
- 2) Planting, growing, or cutting trees (pulpwood)/raking pine straw
- 3) Processing/packing agricultural products
- 4) Dairy/Poultry/Livestock
- 5) Meatpacking/Meat processing/Seafood
- 6) Fishing or fish farms
- 7) Other (Please specify occupation): _____

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

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

Current Address: _____

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

Thank You!

Please return this form to the school

The answers to this survey will help determine if your child(ren) are eligible to receive supplemental services from the Title I, Part C Program.

Note for the school/district: When **both** "yes" **and** one or more of the boxes from 1 to 7 is/are checked, please give this form to the migrant liaison or migrant contact for your school/district. Please file original in student's records. Non-funded (consortium) systems should fax occupational parent surveys to Migrant Education Agency (MEA) serving your district. For additional questions regarding this form, please call the MEA serving your district:

- Region 1 – Live Oak MEA, P.O. Box 780, 201 West Lee Street Brooklet, GA 30415
Toll Free (800) 621-5217 Fax (912) 842-5440
- Region 2 – Southern Pine MEA, 221 N. Robinson Street, Lenox, GA 31637
Toll Free (866) 505-3182 Fax (229) 546-3251
- Region 3 – Piedmont MEA, 1414 Twin Towers West, 205 Jesse Hill Jr. Drive SE, Atlanta, GA 30334
Toll Free (800) 648-0892 Fax (770) 359-4827

"Making Education Work for All Georgians"