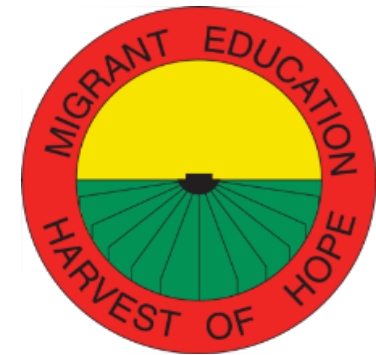


Title I, Part C Education of Migratory Children (MEP)

Closing FY17 and Planning for FY18

May 18, 2017

9:30 AM



Against the Odds!!!



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- I graduated from the University of South Florida this past weekend with my Bachelor of Science in Industrial Engineering. With your support I have studied abroad in Italy, London and Paris and I have completed 4 internships. I am moving to Washington, D.C. to start a new journey and career with a company called Accenture. I am very excited and looking forward to new experiences. After a year with Accenture I will go to graduate school to pursue a Master's in Industrial Engineering. Thank you so much for your support and I am forever grateful. If there is anything that you need from me, please let me know.*

Daniel Guzman-Ramos

<http://news.usf.edu/article/templates/?a=7835&z=220>

Against the Odds!!!



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- Law school
- Medicine
- Microbiologist

Former MEP students- making their way through college



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Former OSY/DO to High School Graduates



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Agenda



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- Closing of FY17
- District Comprehensive Needs Assessment
- Planning for FY18
- Updates and Reminders

Every Student Success Act (ESSA)



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- Reauthorization of the Elementary and Secondary Education Act of 1965
 - Every Student Succeeds Act (ESSA) of 2015
- Law will be in place by – 7/1/17
- US ED is providing regulations and guidance for implementation
- Title I C portion has some changes and revisions; more information will be provided at a later date.
 - Chapter II Identification & Recruitment (Final-March 30, 2017)
 - National Certificate of Eligibility (COE) (Final-May 16, 2017)
 - Priority for Services (PFS)
- FY17 – Title I C will continue with current requirements and procedures



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FY18 MEP Allocations

- MEP Funding Formula is based on 2015-2016 data
- LEA preliminary allocation may be re-evaluated due to recent changes on the USED allocation
- Final allocation notice in late July 2017 after SBOE approval
- LEA allocation breakdown:
 - Preschool, K-12, and OSY/DO/NE

Closing of FY17

Closing out of FY17 - Implementation Plans (IPs)



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- Summer IPs were due on 5/1/2017.
- School year IP evaluations must be submitted within the 2 weeks after plan ends.
- All IPs submitted and approved must have an IP evaluation even if IP was not implemented.
- Summer IP evaluations due as soon as plan is completed.
- School year and summer IP evaluation data is collected by numbers of migrant students meeting the goal - PFS and non-PFS.
- School year and summer IP evaluation data is prepared for GaDOE review in July 2017.
- IP Evaluation Link available on MEP website

Closing out of FY17 - Supplemental Services (SS)



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- Supplemental Services Online Portal closed May 12.
- Use the SS Tracking Form to document any new services provided between submission and the last day of school.
- If new codes provided, mail the SS Tracking Form to the regional office on the last day of school.
- Updates should be HIGHLIGHTED in yellow.



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Closing out of FY17 – Summer SS Collection

- **No SS Online** for summer; **paper report process**
- Early June, a blank SS report will be loaded to the portal; all participants listed as of date of report.
- New Participant Report will be loaded to the portal for your district each Monday – June/July.
- Add new summer arrivals to your SS report.
- Record any and all services provided.
- Mail to the regional office at the end of your summer services.

Summer Academic Services



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- Increased migration during May-July.
- Your district's participants may only be in the county for the summer – never enroll in school (NE).
- Provide services. Spread funds through the year so your summer participants are supported academically.

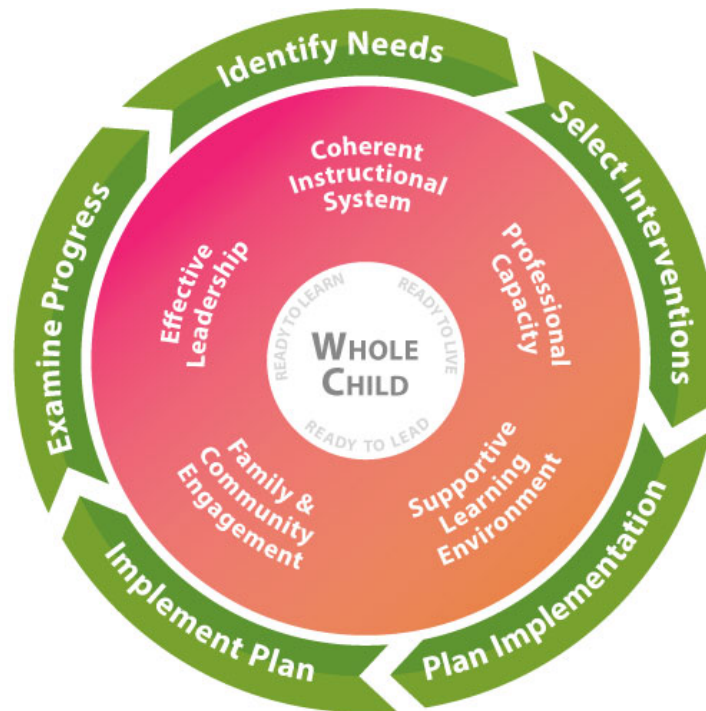
Planning for FY18

Title I Part C -MEP

Is part of the Georgia's Systems of Continuous Improvement 2017-2018



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Support Structures Essential for School Improvement



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- **Coherent Instructional System:** District and schools must have an established, shared instructional guidance structure....Migrant staff instructional guidance.
- **Effective Leadership:** A major support necessary for an effective instructional guidance structure is the leadership in the school and at the district level.... Migrant staff support.
- **Professional Capacity:** In addition to effective leadership, schools, to improve particularly in instruction, must have a coherent structure to develop the capacity of the professionals in the school.... Migrant staff professional development.
- **Supportive Learning Environment:** A school must design a structure that organizes all the efforts in the school to meet the differing needs of all students.... Include ALL Migrant participants.
- **Family & Community Engagement:** A school must have an intentional, explicit plan and processes for engaging the adults beyond the school house in the core instructional work of the school.... Migrant Parents and agencies working with migrant families.

Source: Organizing for School Improvement edited by Anthony Bryk (2010)

What is the CLIP for FY18?

Part I – Annually Approved LEA Consolidated Application (Plan) due on July 31, 2017



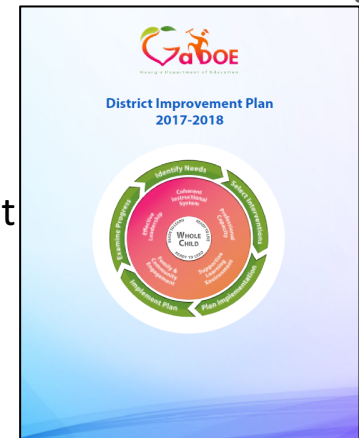
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District
CNA



Parent and
Family
Engagement
Policy



District
Improvement
Plan

FY17 Foster Care Transportation Plan

Local Educational Agency (LEA) _____
 Superintendent Name _____
 Mailing Address _____
 Physical Address (if different from above) _____
 City _____ Zip _____
 Foster Care Point of Contact (POC) Name _____ POC Email _____
 POC Mailing Address _____
 City _____ Zip _____
 POC Telephone _____ POC Fax _____

 Click here to enter a date.
 Superintendent Signature _____ Date _____
 Title: Name of Superintendent _____

Foster Care
Transportation
Plan

Georgia Department of Education (GaDOE)
 Title I Part C - Special Education Program (SEP)
 Local Identification and Assessment (LID&A) Plan

School District: _____
 School Year: 2017-2018

At this time, districts in Georgia follow the state and regional GaDOE SEP LID&A plan as outlined in the Georgia Special Education Program Identification and Assessment and Data Collection Handbook. The plan may be revised to meet the state and regional LID&A requirements aligned to the state and regional LID&A plan.

LID&A Planning and Implementation

- How will the district engage and coordinate local and non-rated (regular school year and summer) outside resources (e.g., mental and physical health services, after-school care, etc.) to support students with disabilities and their families? Please describe and include specific staff schedules, job posts, or appointment times, and use of the LID&A Assessment checklist.

- How will the district coordinate with regional and non-SEP staff to identify and connect potentially eligible students (blind, hearing impaired and non-hearing deaf) to Title I, and ensure Title I are completed in needed (within two days)?

- How will the district ensure timely eligible students' children and youth to determine if any existing services have changed and ensure Title I are completed as needed?

- How will the district ensure the regional service (RCS) is completed by all students during any school re-enrollment and back-to-school transitions in October, November, and identified for further follow-up to identify potentially eligible children and youth? Include a reference to tracking and/or checklist used to do this.

- How will the district coordinate with other agencies, organizations, and resources to build a recruitment network and identify potential eligible students' participation?

Local District LID&A Assessment Information

How will the district ensure the regional service (RCS) is completed by all students during any school re-enrollment and back-to-school transitions in October, November, and identified for further follow-up to identify potentially eligible children and youth? Include a reference to tracking and/or checklist used to do this.

Title I Part C,
ID&R Plan

Completing the CNA and Improvement Plan



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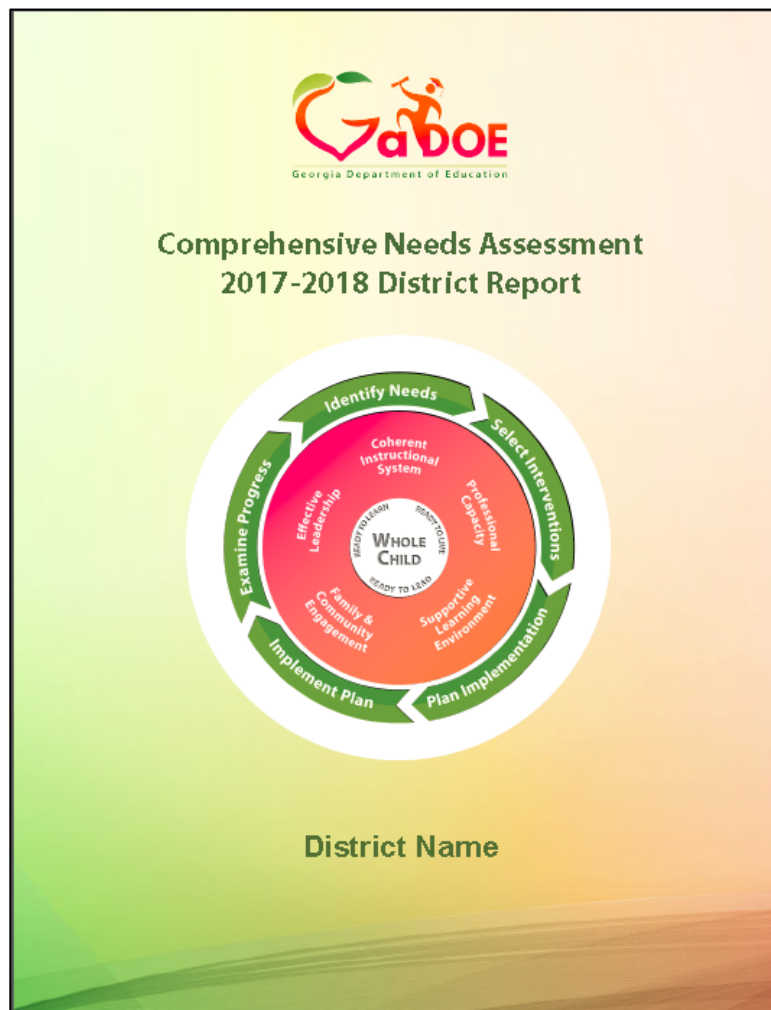
- All Federal programs coordinate together to complete this single district CNA
- MEP staff must be involved
- Meets the requirement of the needs assessment and service delivery plan (Sec. 1306)

Completing the FY18 District CNA



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- The District CNA process should be happening **NOW**



Completing the CNA and Improvement Plan



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The District CNA and District Improvement Plan must:

- Ensure the needs of migrant children and youth (preschool age, K-12 enrolled, out-of-school youth and drop-outs) are included in all parts of the district level CNA and District Improvement Plan:
 - Data Analysis: PFS vs Non-PFS, Migrant Vs. Non-Migrant, Drop-out rates, IP evaluations data outcomes, Preschool assessment data, etc.
 - Identification of Need: Local needs and State GaMEP MPOs
 - Service Delivery: MEP IPs... data and link to the MEP program evaluation
 - Coordination of Services: Inclusion on other local, state and federal
 - Parent and Family Engagement: PAC meetings and other parental engagement activities

**Migrant Students
Performance on the Preschool Pre-Assessment**

	<i>Count</i>	<i>Percentage</i>
<i>Children scoring 5 out of 72 points in Reading</i>		
<i>Children scoring 5 out of 27 points in Mathematics</i>		
Source: LEA formative assessment data.		



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Migrant Students

English Language Arts Comparison of Migrant Priority for Services and Non-Priority for Service Students

<i>Grade Band</i>	<i>Student Type</i>	<i>Total Tested</i>	<i>Beginning (%)</i>	<i>Developing (%)</i>	<i>Proficient (%)</i>	<i>Distinguished (%)</i>
Elementary	<i>Priority for Service</i>					
	<i>Non-Priority for Service</i>					
Middle	<i>Priority for Service</i>					
	<i>Non-Priority for Service</i>					
9th Grade Literature	<i>Priority for Service</i>					
	<i>Non-Priority for Service</i>					
American Literature	<i>Priority for Service</i>					
	<i>Non-Priority for Service</i>					
Source: LEA ELA Milestones (FY16).						

3.2.5 TITLE I, PART C - EDUCATION of MIGRATORY CHILDREN

Did the LEA have migrant students enrolled or migrant participants (preschool, out-of-school youth, drop-outs) residing in the district in 2016-17?	<input type="checkbox"/>
-----------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------

How is the LEA assessing and serving its most mobile migratory children and youth who lack consistent class or state assessment scores?	
-----------------------------------------------------------------------------------------------------------------------------------------	--

How is the LEA designing services for its migratory children and youth who are only in the district for a short period of time (and those who may never enroll in the district)?	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

How is the LEA assessing and serving its out-of-school youth and drop-outs?	
-----------------------------------------------------------------------------	--

What is the greatest academic need for drop-outs, as identified through the out-of-school youth profile?	
----------------------------------------------------------------------------------------------------------	--



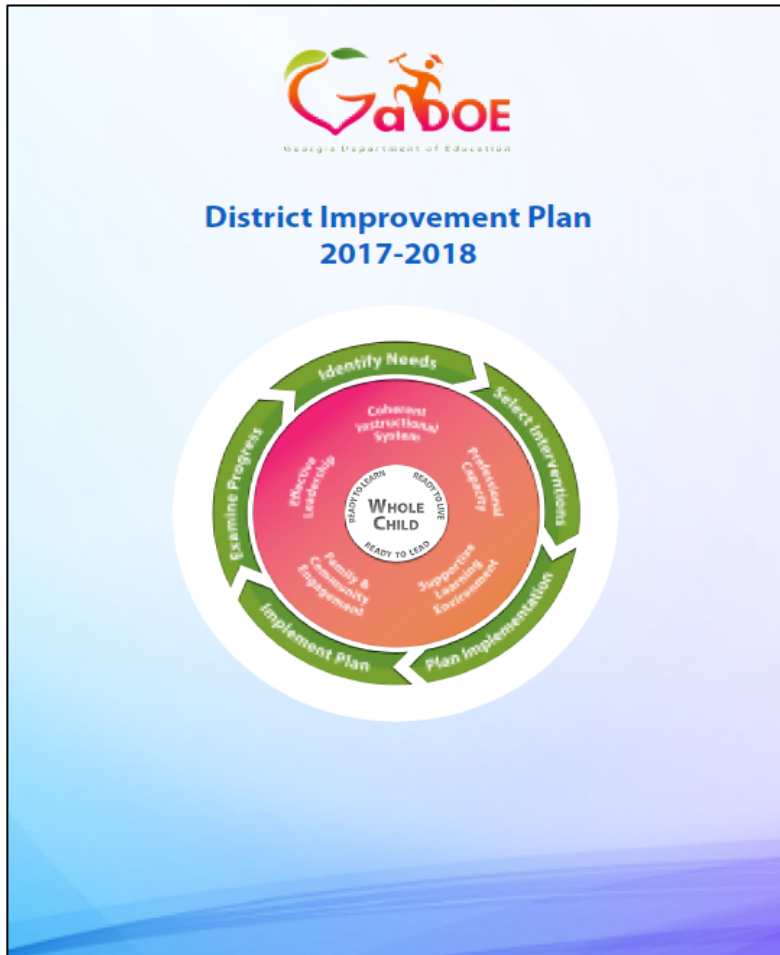
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Pages 77-78

District Improvement Plan



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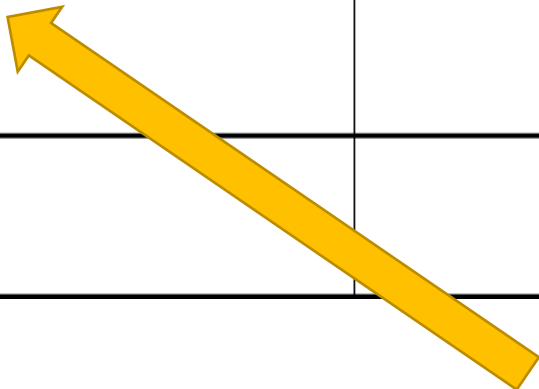
MEP is embedded
in all parts

District Improvement Plan Components



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COHERENT INSTRUCTIONAL SYSTEM			
GOAL			
Structure(s)			
<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	



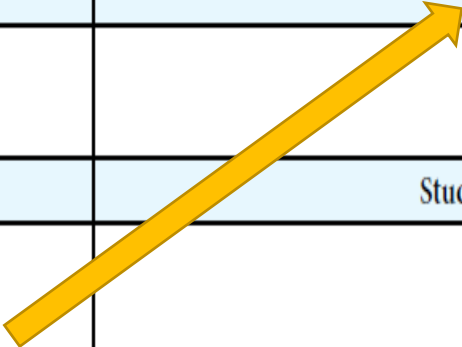
MEP children are included....

District Improvement Plan Components



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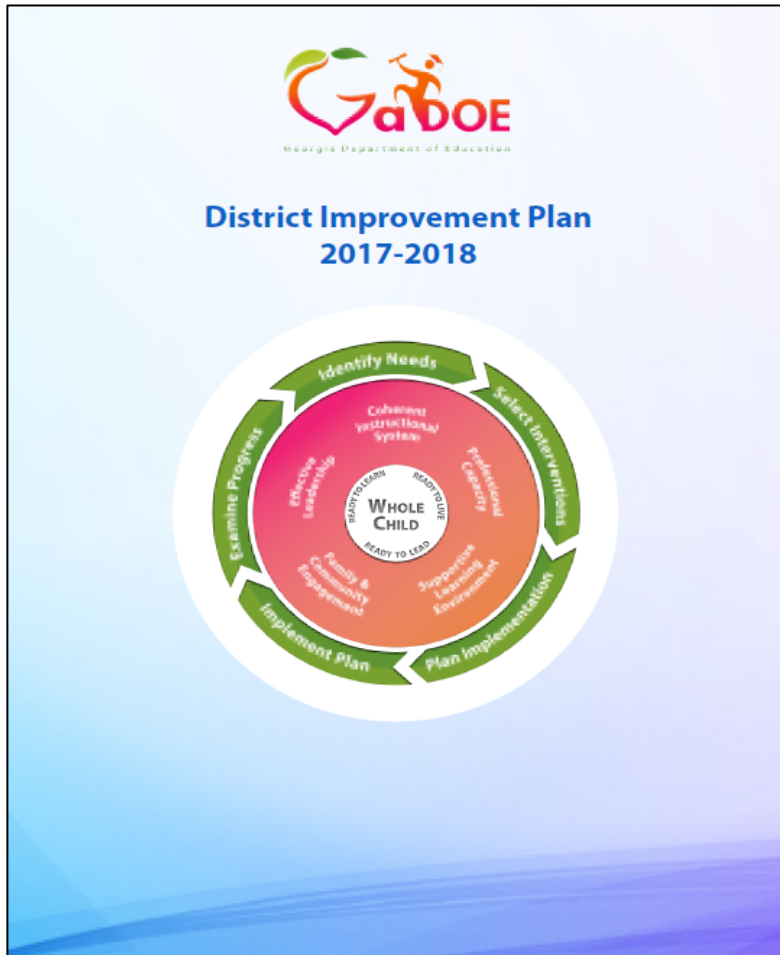
<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disability



District Improvement Plan Required Questions



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Section 4
MEP questions



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Title I, Part C

4.1

Describe how the district will promote interstate and intrastate coordination of services and educational continuity through:

- the use of the Title I, Part C Occupational Survey;
- the timely transfer of pertinent school records, including information on health, when children move from one school to another; and
- how the district will use the Migrant Student Information Exchange (MSIX). [Sec. 1308 (2)(A)]

We will look for:

- A description explaining how all schools use the occupational survey during new student registration and back-to-school registration for returning students
 - How documents will be completed, collected, and reviewed
 - How documents will be submitted for further action based on the directions on the bottom of the form



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Title I, Part C

4.1

Describe how the district will promote interstate and intrastate coordination of services and educational continuity through:

- the use of the Title I, Part C Occupational Survey;
- the timely transfer of pertinent school records, including information on health, when children move from one school to another; and
- how the district will use the Migrant Student Information Exchange (MSIX).

We will look for:

- A description of the district and school records transfer process for students moving in and out of the district
 - Description includes academic and health records
 - Description includes a timeline and process
 - Consortium LEAs include how coordination with the MEP Consortium staff at ABAC to support records transfer will occur, when needed.



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Title I, Part C

4.1

Describe how the district will promote interstate and intrastate coordination of services and educational continuity through:

- the use of the Title I, Part C Occupational Survey;
- the timely transfer of pertinent school records, including information on health, when children move from one school to another; and
- how the district will use the Migrant Student Information Exchange (MSIX).

We will look for:

- A description of how the Migrant Student Information Exchange (MSIX) will be used in the records transfer process (both interstate and intrastate).
 - Description includes who in the LEA (district or school) will access MSIX when migratory children and youth enroll
 - Description includes how the information in MSIX, when available, will be used for enrollment and course placement decisions for migratory children and youth



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Title I, Part C

4.m

Describe how the district will provide supplemental support services and outreach activities for migratory preschool children, out-of-school youth and drop-outs and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services.

[Sec. 1304(a)(b)(1) (A)(B)(C)(D)]

We will look for:

- Direct funded - narrative includes needs assessment, coordination of services, documentation of services, communication with families, and evaluation
 - Inclusion in other Federal programs and/or local initiatives
 - Assessment of needs for out-of-school youth; drop-outs; and preschool children
 - Outreach to families
 - Evaluation of funded services (regular school year and summer)
- Consortium – narrative includes coordination with the MEP Consortium at ABAC for service delivery



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Title I Part C – ID&R Plan

Identification and Recruitment (ID&R) Plan

- **ONLY** direct funded districts and ABAC must submit the ID&R plan for approval as part of the CLIP
- May 18 webinar to discuss ID&R plan development with direct funded districts

FY18 ID&R plan template is located on our website:

<https://www.gadoe.org/SchoolImprovement/Federal-Programs/Pages/Gamep-Forms-andDocuments.aspx>

The screenshot shows a form titled "Georgia Department of Education (GaDOE) Title I, Part C – Migrant Education Program (MEP) Local Identification and Recruitment (ID&R) Plan". It includes fields for "School District" and "School Year". Below these are instructions for school districts to follow the state and regional GaDOE MEP ID&R plan. The form is divided into two main sections: "I. ID&R Planning and Implementation" and "II. School District/Local Agricultural Information".

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

School District: [Enter your school district here](#)
School Year: [2017-2018](#)

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

I. ID&R Planning and Implementation

1. How often will the MEP contact meet with local ID&R staff (recruiters and supplemental service providers or SSPs) to monitor the implementation of this ID&R plan (minimum of once a semester and summer)?
[Enter your answer here](#)
2. How will the district manage and coordinate local staff year-round (regular school year and summer) ongoing recruitment efforts for enrolled and out-of-school youth (OSY) including pre-school aged children? Please describe and include flexible staff schedules, peak periods of agricultural activity, and use of the ID&R Activities checklist.
[Enter your answer here](#)
3. How will the district coordinate with regional and state MEP staff for identifying and contacting potentially eligible migratory families, targeting enrollees and non-enrollees (ages 0 to 21), and ensure COEs are completed as needed (within two days)?
[Enter your answer here](#)
4. How will the district contact currently eligible migratory children and youth to determine if new qualifying moves have occurred and ensure COEs are completed as needed?
[Enter your answer here](#)
5. How will the district ensure the occupational survey (which is completed by all students during new student registration and back-to-school registration) is gathered, reviewed, and prioritized for further follow up to identify potential migratory children and youth? Include a reference to training local school staff on the process.
[Enter your answer here](#)
6. How will the district coordinate with other agencies, organizations, and resources to build a recruitment network and identify potentially eligible migratory participants?
[Enter your answer here](#)

II. School District/Local Agricultural Information

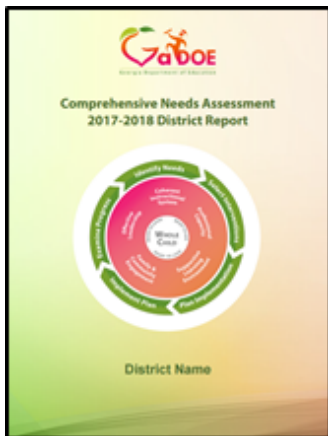
1. How will the district create and/or maintain a current local agricultural map containing profiles of employers, agricultural activities, crops and/or growing seasons in your area? Please explain how this information will be updated during the year (each semester minimum).
[Enter your answer here](#)

Connecting to our Implementation Plans (IP)

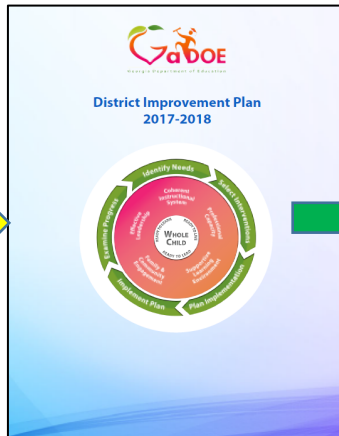


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District CNA




District Improvement Plan



MEP Implementation Plan

FY18 Implementation Plan (IP) Form



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
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About the Implementation Plan (IP) Form

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

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

[Save and Resume Later](#)

Progress

Powered by [Formstack](#)

Implementation Plan Forms



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FY18 Implementation Plan (IP) Form



Georgia Department of Education

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About the Implementation Plan (IP) Form

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

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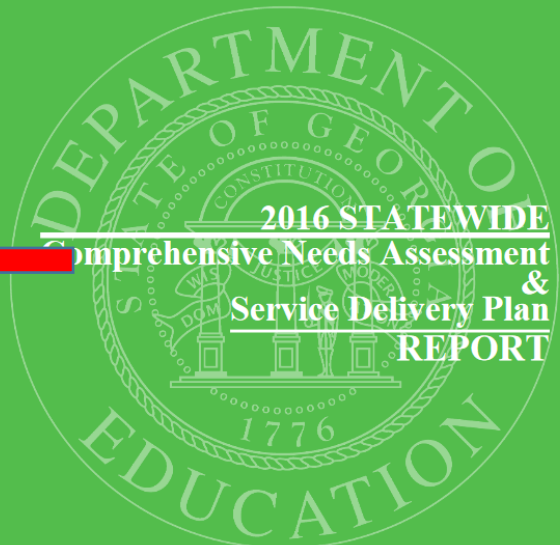
Save and Resume Later

Progress

Next »

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Title I, Part C Education of Migratory Children



Prepared by:
Title I, Part C - Migrant Education Program
Georgia Department of Education
Atlanta, Georgia
June 2016

Comprehensive Needs Assessment 2017-2018 District Report



District Name



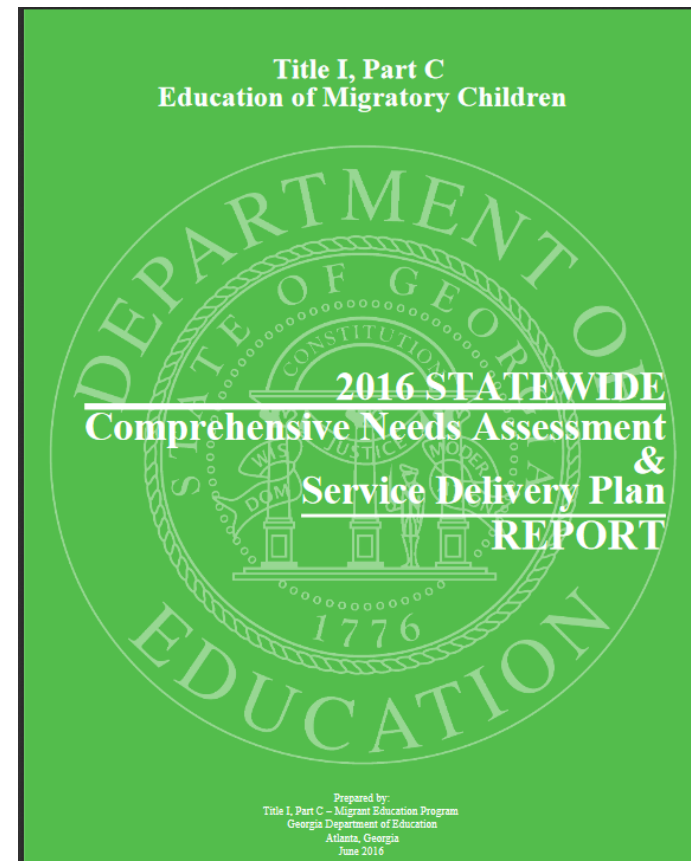
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MEP CNA & SDP

The Georgia Migrant Education Program will improve

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

MEP SDP: contains specific information about each MPO.





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MEP Implementation Goals

- Title I, Part C staff at the district level will improve their **professional competencies** when working with migratory participants in small group, home-based, or inclusion settings by participating in online courses and local training related to instructional duties and responsibilities and transferring professional development to these instructional settings.
- Migratory parents will be offered services that will impact successful **parental engagement** practices in order to assist their children to succeed in supplemental academic services provided by the MEP at the local or state level.



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MEP Implementation Goals

For Local MEP Staff

- Plan and deliver local **professional development** (online and/or in person) to SSPs in support to the instructional work with migratory participants.

For Parents

- Plan and provide support to parents of migrant children that will impact successful **parental engagement** practices.



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Planning for FY18

- Implementation Plans (IPs) should be created based on your District CNA and District Improvement Plan.
- Connected to MEP State's measurable program outcomes (MPO).
- Measuring progress:
 - Outcome must be measureable and connected to MPOs
 - MUST use Pre/post assessments; formative assessment to measure student progress based on the focus of the IP



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Planning for FY18

- IPs must reflect the migrant mobility patterns in your district(dates, frequency, time of service, etc.)
 - Consider large increases or decreases in MEP enrollments during certain months.
- Plan your staffing needs based on these mobility patterns - not just the school year calendar.
- Coordinate services with other LEA and community programs.
- Late spring and summer – GA sees a large influx of migrant families moving in to the state
 - Provide summer services
 - Include Preschool, OSY and DOs

Planning for FY18



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- Supplemental Services
 - Academic
 - Support } All migrant participants
- Schedules for staff
 - Flexible to include time to provide services before and after school, evenings, and/or weekends.
 - Flexible to include recruitment (based on local ID&R plan) at different times and days during the week and varying intensity based on monthly migration patterns
 - Include specific and intentional time for OSY, DOs and PS
 - SSPs - inclusion or pull-out as the delivery model – can be flexible and/or combined and decided in coordination with the classroom's teacher.
 - Tutoring – before and after school, and/or weekends.



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Planning for FY18

- Avoid making school day schedules that are not fluid and flexible:
 - PFS served first
 - Vary the number of times an SSP works with a child during the week
 - No required “seat-time” for supplemental services – duration and intensity of support can be adjusted to maximize impact of SSP on all participants in the district
 - If at all possible group migrant students to increase services to those needing support



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Planning for FY18

- Coordination of Services. Locate resources with other programs in the district or community
- District Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) Structures
- Ensure you know who is being served or not being served by the MEP at your LEA; know the reasons why or why not and DOCUMENT.
- Document services:
 - Local Supplemental Services Tracking Form
 - [Optional Services Documentation Package](#)



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Planning for FY18

Participants outside the K-12 school building

Preschool

- Enrolled in a PS/PK program is great. MEP can supplement that with tutoring or other support if needed.
 - [Preschool Checklist](#)
 - [Home-based Instruction Protocol](#)
- Before your last day of school send copies of any Preschool assessment tools where the post-test administration has been completed for preschoolers served by MEP programs.
- Mail these documents to:
Marisela Trejo
221 N. Robinson St.
Lenox, GA 31637



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Planning for FY18

OSY/DO

- Start with the OSY/DO profile
- Ensure the GOSOSY Student Services Plan is completed
- Follow the plan to deliver services
- Deliver services to the participant where they work/live or can gather.
- Difficult group to find and contact; most needy and “off the radar” group of youth. You can help them. We can help them.
- [GOSOSY](#) materials and resources



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Planning for FY18

Evaluating the district MEP

- Observe services
- Complete the fidelity of implementation
- Adjust focus or instruction (schedules)
- Monitor performance within the IPs, in the classroom, and on local assessments.
 - PFS compared to Non-PFS compared to non-Migrant
- Write narrative of your program evaluation (used for monitoring).
- Share results with parents at all PAC meetings, district leadership teams, and other stakeholders
- Celebrate success



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Updates and Reminders



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MEP Data Reporting

- Student records clean-up is in process
- Continue sending MSIX move notifications and departure forms at the same time.
- Send a separate notification for each child in a family with more than one.

MSIX

https://msix.ed.gov/msix/#/login

Most Visited Getting Started Log in to Concur | Co... Migrant Education Pr...

msix

Migrant Student Information Exchange

Username

Password

SIGN IN

[Sign In Help](#)

REQUEST AN ACCOUNT RESOURCES CONTACT

National Preschool Consortium Incentive Grant (CIG)



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Preschool Checklist of Basic School Readiness Skills

Child's Name _____

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

READING/LANGUAGE DEVELOPMENT

Preschool Assessment tools where the post-test administration has been completed for your preschoolers

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

ALPHABET					
	Pre	Post		Pre	Post
Q			q		
W			w		
E			e		
R			r		
T			t		
Y			y		
U			u		
I			i		
O			o		
P			p		
A			a		
S			s		

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



Pre ___/8

Post ___/8

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

1. "Point to the front of the book."

National OSY Consortium Incentive Grant (CIG)



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OSY profiles & the GOSOSY Data summary page completed

GOSOSY Data Collection - Fall 2016

Gender			Access To Transportation			At Interview OSY Received		OSY Is Candidate For:	
Total Male:	#DIV/0!	Yes	#DIV/0!	Educational Materials	#DIV/0!	HS Diploma	#DIV/0!		
Total Female:	#DIV/0!	No	#DIV/0!	Support Services	#DIV/0!	Pre-HSED/HSED	#DIV/0!		
Total:	0	Total:	0	OSY Welcome Bag	#DIV/0!	HEP	#DIV/0!		
				Referral(s) / Please List	#DIV/0!	Adult Basic Education	#DIV/0!		
Total Ages		Home Language		Other	#DIV/0!	Health Education	#DIV/0!		
14 yrs:	#DIV/0!	English	#DIV/0!	Total:	0	Job Training	#DIV/0!		
15 yrs:	#DIV/0!	Spanish	#DIV/0!	Housing: Youth Lives With:		Career Exploration	#DIV/0!		
16 yrs:	#DIV/0!	Other	#DIV/0!	Crew	#DIV/0!	ESL	#DIV/0!		
17 yrs:	#DIV/0!	Total:	0	Friends Outside Of Work	#DIV/0!	Life Skills	#DIV/0!		
18 yrs:	#DIV/0!			Parents/Family	#DIV/0!	PASS	#DIV/0!		
19 yrs:	#DIV/0!	English Oral Language Proficiency		Spouse/Children	#DIV/0!	MP3 Player	#DIV/0!		
20 yrs:	#DIV/0!	Yes	0 #DIV/0!	Alone With Children	#DIV/0!	CAMP	#DIV/0!		
21 yrs:	#DIV/0!	No	0 #DIV/0!	Other	#DIV/0!	Other	#DIV/0!		
Total:	0	Total:	0	Total:	0	Total:	0		
Last Grade Attended		Advocacy Needs		How long is youth planning on being in the area?		Health Needs			
None:	#DIV/0!	Legal	#DIV/0!	< 1 month	#DIV/0!	Medical	#DIV/0!		
3rd:	#DIV/0!	Childcare	#DIV/0!	1-3 months	#DIV/0!	Vision	#DIV/0!		
4th:	#DIV/0!	Translation	#DIV/0!	3-6 months	#DIV/0!	Dental	#DIV/0!		
5th:	#DIV/0!	Interpretation	#DIV/0!	6-12 months	#DIV/0!	Urgent	#DIV/0!		
6th:	#DIV/0!	Other	#DIV/0!	> 12 months	#DIV/0!	Other	#DIV/0!		
7th:	#DIV/0!	Total:	0	Not Sure	#DIV/0!	Total:	0		
8th:	#DIV/0!								
9th:	#DIV/0!	Reasons For Leaving School		Total:	0				



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FY18 Mini-Conference

Region 1 North	August 8	TBD
Region 1 South	August 10	First District RESA
Region 2	August 09	Coastal Plains RESA

GaDOE Federal Programs Conference



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Federal Programs Annual Conference

ESSA: All About Improving Schools

June 20, 2017: New Director's Workshop
June 21-22, 2017: Main Conference

GEORGIA INTERNATIONAL CONVENTION CENTER
2000 CONVENTION CENTER CONCOURSE, ATLANTA, GA 30337



Georgia Department of Education



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