



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

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

School District: *Turner County School District*

School Year: *2019-2020*

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)?
The Local MEP Contact and the Local MEP Tutor(s) will meet three times/year (fall semester, winter semester, and summer) to review the ID&R plan and adjust recruitment plans. The regional recruiter will be contacted on a regular basis to assist with recruiting and identification. The winter semester meeting will include planning for and potentially revising the ID&R plan for the upcoming school term and planning for any summer activities.
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, visits to seasonal and temporary work sites such as; farms, packing sheds, and processing plants that work with poultry, beef, or wood. Include narrative that ensures the use of the ID&R Activities checklist to guarantee all ID&R activities are taking place at the appropriate time with required documentation.
The Local MEP Contact and the Local MEP Tutor(s), in collaboration with the regional recruiter, will work together to identify and recruit new families that includes preschool aged children, and out-of-school youth (OSY) by sharing information regarding agricultural activities taking place in the county. ID&R activities will be updated via the checklist, and will include visits to employers, camps, neighborhoods, and other gathering places in collaboration with the regional recruiter. The Turner County MEP Tutor will utilize flexible scheduling to meet the needs of identified migrant students. Due to the limited number of students, the Local MEP Tutor and the Local MEP Contact will meet periodically to review schedules and to make adjustments based on PFS students and additional migrant student needs expressed by teachers and administrators.
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)?
The Local MEP Tutor(s) will make needed contact with State Recruiter for ID & R coordination and will make contact with the family(ies) to interview in a timely manner. The Local MEP Tutor(s) will follow-up with each school registrar on a frequent basis to determine if any new students have enrolled in the school system. Contact will be made with PreK, HeadStart, and other preschool facilities to search for possible new migrant preschoolers. The Local MEP Contact and the Local MEP Tutor(s) will coordinate with the regional recruiter to find OSY. This is an on-going process. The COE will be completed in a timely manner preferably within the first two days of the school term. The State Recruiter will be contacted if the family is not found.
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?

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Recruiting practices are ongoing although there are specific situations that require immediate action. The Local MEP Tutor(s) will contact eligible migrant families during the resign process in August. The Local MEP Tutor(s) will also contact families that are scheduled to reach End of Eligibility to determine if a qualifying move has taken place within the previous 36 months. The Local MEP Tutor(s) will also contact families after designated school breaks. Assistance from regional staff will be requested as needed.

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.

The Local MEP Contact and the Local MEP Tutor(s) review the Occupational Surveys of all students. The Local MEP Contact will remind the schools of their responsibility of ensuring the Occupational Survey is completed by all students as part of the registration process at every school site and that it is part of the back-to-school registration package. The Principal of each site is responsible for ensuring that the school registrar is completing the survey for each new family enrolling in the district. The Occupational Survey is part of the back-to-school registration package and the Local MEP Contact will review and ensure that the current Occupational survey form being utilized. The Local MEP Tutor(s) will check with the registrars at each school on a weekly basis to review submitted Occupational Survey forms. Occupational Surveys with positive responses for Migrant participants will be followed up on within 2 days and state recruiter will be contacted

6. How will the district coordinate with other agencies, organizations, and resources to build a recruitment network and identify potentially eligible migratory participants?

The Local MEP Contact and Local MEP Tutor(s) will work collaboratively with the GaMEP Regional Recruiters, local migrant families, local farmers, and other local agencies (e.g., HeadStart, DFCS) to identify potential migrant participants. The Local Migrant Tutor(s) will visit agencies, including farms, on a periodic basis and will work with the Regional Recruiter to determine peak enrollment periods.

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).

The District will work with the County Extension Agency and the Regional Migrant Office to develop a current map highlighting key agricultural areas, a list of employers, and a list of farm related activities that occur in the area that will be maintained by the Local MEP contact. Updates will occur each semester or as additions/deletions are relayed to the Local MEP contact. An employer roster will be drafted that will include the business name, address, name and phone number of each contact person.

2. How will the district create and or maintain a local agricultural map that includes the areas/neighborhoods and labor camps where migratory families may reside? Please explain how this information will be updated during the year (each semester minimum).

The Local MEP Contact will maintain a map for the LEA. Updates will be made once each semester or as needed based on changes. On the map there will also be plotting of locations of migrant participant residences or areas where families may reside. The district will work with the County Extension Office and other area resources to ensure the map is as accurate and user friendly as possible.

3. What is the district's plan for contacting employers within its boundaries regarding hiring practices, crops and growing seasons in order to identify potentially new eligible migratory families?

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The Local MEP Contact will coordinate with the Local MEP Tutor(s), designated school staff, the Regional Recruiter(s), and the State Recruiter(s) in order to effectively and efficiently contact employers in the assigned areas each semester and to update information regarding peak hiring periods, crops and growing seasons, and to inquire about potential new migrant participants. Information will be added and updated each semester.

4. The district's list of agricultural activities, local agricultural map, residential map, and list of employers must be readily available to be shared with the GaDOE MEP staff throughout the current school year when requested and/or needed. Where will this information be stored in the district? (Please ensure to keep all this information current and on file).

The District's list of agricultural activities, local agricultural map, residential map and list of employers will be filed by the MEP Contact and will be stored at the District Office. The district's list of agricultural activities, local agricultural map, residential map, and list of employers will be designated as "Regional Identification and Recruitment."

DISCLAIMER

The Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook is the primary source of information for all aspects of ID&R.

Reminders

- All quality control procedures must follow the *Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook* quality control descriptors. Please visit: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/publications.aspx> and click on the *Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook* link.
- You may use the Georgia MEP State Agricultural Activities map as a starting point when creating your local agricultural map: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Identification-and-Recruitment.aspx>
- Remember that your local agricultural map must include information unique to your area and compliment the Georgia MEP State agricultural map with information not currently identified/found in it.

Agreement

I agree that all the information provided in this ID&R Plan is true and up-to-date to the best of my knowledge and will be readily available for the Georgia MEP staff for use, research, resources, and or monitoring purposes throughout the current school year.

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