



Dr. John D. Barge, State School Superintendent

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

School District: *Putnam County Charter School District*
School Year: *(2014-2015)*

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 MEP contact will meet three times during the year to monitor the Identification and Recruitment Plan. We plan to meet June 5, 2014, September 10, 2014 and January 15, 2015 and will use a sign-in sheet to document our communication. The June meeting will focus on a review of our recruitment throughout the previous school year and our plans for summer recruitment. We will use the Checklist of Activities to support Efficient and Accurate recruitment as a guide for the FY15 school year.
2. How will the district account for 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 staff schedules and peak periods of agricultural activity.
Putnam County does not have a peak season. Our SSP is constantly in contact with our dairies, egg farm and other local businesses to follow up and see if any additional families have moved into the District. Our SSP will keep a log of all visits to any and all businesses as part of our plan. Our SSP has flexible work hours during the regular school year and during the summer where she can visit during the school day or after hours. She will use the ID & R checklist to support efficient and accurate recruitment as she visits poultry plants, goes to neighborhoods door to door or visits agencies that serve the migrant population.
3. How will the district manage and coordinate MEP staff for identifying and contacting potentially eligible migrant families, targeting enrollees and non-enrollees (ages 0 to 21), and ensure COEs are completed as needed?
Our SSP is constantly in contact with our dairies, egg farm and other local businesses to follow up and see if any additional families have moved into the district. Our SSP will follow up with our Headstart Program for potential students and with the local technical college for potential out-of-school youth. Our SSP will keep a log of all visits to any and all schools as part of our plan. The MEP contact and the SSP also attend Headstart meetings as part of their partnership. Weekly communication will occur between the GaDOE regional recruiter and our local SSP weekly.
4. How will the district contact currently eligible migrant children and youth in order to determine if new qualifying moves have occurred and ensure COEs are completed as needed?
The District uses our re-sign process, local PAC meetings, school information packet and parent nights to talk to parents and identify any new moves. As part of our enrollment process and information packet, all students in the district are given the occupational survey and each school turns those in to the SSP for documentation. In addition, due to flexible hours of the SSP she will visit homes and families during school breaks and intersessions to identify any qualified moves.
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 migrant children and youth?
The MEP contact buys colored paper specifically for printing the occupational survey for all the schools and makes sure all schools include the survey as part of the enrollment packet. The MEP contact will print

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and email the most current occupational survey off of the migrant education website to all school data clerks during the month of June and will collect a packet of forms in August from each school to include in our documentation showing the correct occupational survey was included in student registration packets. During the first month of school the SSP collects the surveys from each school and organizes them for her recruitment process. Once received the student documents are divided into three categories. We first look for students who have checked an agricultural related activity and have arrived within the last three years. Next, we identify those students who have just arrived, but don't check any agricultural activity. The remainder are placed in the category of already having been in the District longer than three years.

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

Our SSP has already established a partnership with other agencies and continues to visit those for possible recruitment. We have established an employer roster with identified agencies within our county that employ migrant families or work with migrant families and we will up our employer roster twice a year.

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 already maintains a map highlighted with all agricultural related businesses in Putnam County and monitors the map each semester of the school year to make sure no other new businesses need to be added. We will monitor the map in September and January at the same time we monitor the total Identification and Recruitment Plan.

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

The District already maintains a map highlighted with all local neighborhoods and mobile home parks, which historically have housed migrant families. We included an attachment to our map that identifies roads and coordinates of these neighborhoods. We will monitor the map in September and January at the same time we monitor the total Identification and Recruitment Plan.

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 migrant families?

Our SSP has a good relationship with the owners and managers of the businesses and she stays in contact with them throughout the year to identify potentially new eligible migrant families.

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).

As part of our Title 1 monitoring, we maintain folders which include the documentation needed for Migrant Education. The maps, the Identification and Recruitment Plan, all logs and information are maintained in the folder at all times at the SSP office. At the end of the year, our Title 1 Director is given the folder and it is housed at the Central Office along with the folders from prior years for the specified time.

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->

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[Improvement/Federal-Programs/Pages/publications.aspx](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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Date created: *June 5, 2014, revised August 1, 2014*

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