



# CFSGA 2020-2021: Sample wording for Narratives in MEP Supplemental Information

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***CFSGA #5 - Outline the LEA's process of identifying and recruiting migrant children attending school. Be very specific outlining how the migrant liaison is informed of a potential migrant student that enrolls in school and the process that then continues to determine eligibility.***

New Students enrollment and Detailed COE Process:

1. Parent/guardian completes Parent Employment Survey at registration.
2. School registrar/secretary places the survey in the family liaison's mailbox when an answer indicates a potential migrant family.
3. Family liaison follows up with a telephone call and conducts a pre-screening interview with the parent/guardian.
4. Family liaison schedules a formal face-to-face interview at the convenience of the parent/guardian.
5. Family liaison determines eligibility for the migrant program.
6. Family liaison completes the Certificate of Eligibility (COE) with the help of the parent/guardian.
7. ECOE is submitted.
8. When approved the family liaison notifies the food services office of the student's Migrant status for free lunch.
9. Migrant family liaison enters immunization information into MSIS.
10. Family liaison determines if the student qualifies for priority for services status and records it in the spreadsheet and MSIS.
11. Family liaison determines if the student or families need any services and begins providing them.

Annual Verifications and re-qualifying families:

1. The Liaison contacts families throughout the year, giving priority to the families whose End of Eligibility (EOE) is soonest.
2. The liaison enters the Annual Verification in MSIS.
3. If, during the call, the family seems to have made a new qualifying move, the family liaison schedules a formal face-to-face interview at the convenience of the parent/guardian.
4. Go to step 5 of the process above and continue.

***CFSGA #6 - Outline the LEA's process of identifying and recruiting migrant children in the community who are not attending school (i.e., out-of-school youth (OSY), preschool, etc.).***

Recruiting hard-to-find students:

Based on training provided by the ISDE, the district works to identify out of school youth (OSY) for the migrant program in a number of ways. First, the family liaison visits farm offices to request permission to post signs promoting the program. Posters are also posted in numerous locations in the community in places where OSY might see them. Liaisons also visit with managers in trailer parks/apartments, posting signs when given permission. Establishing and maintaining these relationships helps with recruiting in families that do not have students in local schools. Finding one OSY can help us find others and the liaison asks the youth if other he/she knows of other youths in the work environment. Finally, one successful way that the family liaison has recruited OSY is by asking migrant families, about neighbors who might not have otherwise heard about the migrant program.

Community Partnerships:

The liaison participates in community events that include other agencies that serve migrant families. (S)he also attends community meetings of such agencies. The district collaborates with Migrant Seasonal Head Start (MSHS), signing an MOU, and shares recruiting information with MSHS. The liaison follows up with students coming from MSHS to ensure that they are in the migrant program if eligible. The liaisons work with all social services available to families, including health, governmental, and faith-based organizations, establishing relationships with these



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agencies and sharing migrant services information. Referrals to and from these agencies provide opportunities for recruiting new and returning families.

Other Recruiting Activities:

The district liaison, with the help of the migrant coordinator and the regional MEP coordinator work together to create additional opportunities for recruiting. For example, we work together to visit to local farms and employers. Migrant Summer School posters are given to liaisons to post in the community as a recruiting activity. Other activities are brainstormed and carried out throughout the year.

## ***#48. How will PFS students be served before other migrant students?***

PFS Migrant staff will monitor student progress in meeting academic standards by reviewing test scores and participating in school RTI or grade level meetings. PFS secondary students will be monitored for grades, credit accrual, attendance, and participation in extracurricular activities. Migrant staff will regularly contact parents regarding student progress and will facilitate parent participation in supporting their child's education.

## ***58. How often will the Migrant PAC meet?***

PAC Parent Leaders will meet every 6 weeks (or more often if needed for event planning). Parent events including EL and Migrant parents will happen twice per year in the fall and spring.

## ***59. Who will serve on the Migrant PAC?***

At a minimum, the PAC will include parents representing elementary, middle, and high school students, migrant family liaison, and migrant director. Building principals/teachers are invited to participate.

## ***63. Briefly describe how you will provide professional development to all staff.***

All staff will receive Migrant Basics at the fall back-to-school in-service meeting. It will cover eligibility, unique migrant needs (areas of concern), and how to meet those needs. Schools will receive lists with student names and PFS status. Schools are encouraged to request migrant staff to attend a staff meeting and provide additional information or answer questions.

## ***74. List other education, health, nutrition, and social services providers with whom the LEA will collaborate (e.g. government agencies, charities – including faith-based, not for profit companies, or others).***

Make this a complete list: Local library? Health Clinics? Dentists? Optometrists? Department of Labor? Health and Welfare? Community Council of Idaho? Charities? Churches? Food banks? Universities? Other agencies who support families or children?

## ***75. Describe how migrant program staff and other categorical program staff will collaborate in order to meet the unique needs of migrant students. (Example: A migrant student is struggling academically. How will the migrant program and other Title programs, such as Title 1-A, Title III or McKinney Vento, work together to provide support services?)***

Staff in all federal programs meet monthly to collaborate and plan for training, parent events, and to discuss students of concern. When a student has needs that can be supplied multiple programs (Title I-A, Title III, Title I-C, McKinney Vento), the team determines how best to deploy resources to support the child utilizing all programs appropriate. The liaison is consulted by building RTI teams and communicates with parents regarding interventions and student progress. Teachers and administrators reach out to the liaison to help bridge any communication gap between the parents and the school.