



Blount County Schools

Title I-C Migrant Plan 2026-2027

Mission Statement

The mission of the Blount County Schools Migrant Education Program is to identify, recruit, and provide high-quality supplemental educational and support services that enable eligible migratory children to overcome educational disruptions, meet Alabama's challenging academic standards, graduate prepared for college and careers, and successfully transition to postsecondary education, employment, and lifelong learning.

Purpose

The Migrant Education Program (MEP), authorized under Title I, Part C of the Every Student Succeeds Act (ESSA), provides supplemental educational and support services to eligible migratory children whose education has been interrupted by frequent moves associated with agricultural or fishing work.

Blount County Schools participates in a consortium with Oneonta City Schools to ensure efficient identification, recruitment, service delivery, and coordination of resources for eligible migrant students and their families.

The Migrant Education Program supplements, rather than replaces, services available through state, local, and other federal programs.

Program Goals

The Blount County Migrant Education Program will:

- Ensure eligible migratory children receive supplemental educational services based on identified academic needs.
- Identify and provide Priority for Service (PFS) students with additional academic support.
- Increase academic achievement in reading, mathematics, science, and English language proficiency.
- Improve school attendance and reduce chronic absenteeism.
- Increase graduation rates and College and Career Readiness.
- Increase family engagement and parent leadership.
- Improve kindergarten readiness for migrant preschool children.
- Coordinate educational, health, and social services for migrant families.
- Ensure timely transfer of educational records to reduce instructional interruptions.

Identification and Recruitment

The Federal Programs/Migrant Education staff will coordinate the district's ID&R process. Migrant home-school liaisons, recruiters, school personnel, and other designated staff may participate in identification and recruitment activities.

Responsibilities include:

- Reviewing available student and enrollment information for potential migrant indicators.
- Distributing and collecting Parent Employment Surveys.
- Following up on surveys that indicate possible agricultural or fishing-related employment or qualifying moves.
- Conducting family interviews when additional information is needed.

- Maintaining confidentiality of family and student information.
- Documenting recruitment contacts and activities.
- Working with families to obtain information necessary to determine eligibility.
- Completing and submitting Certificates of Eligibility (COEs) according to state requirements.
- Coordinating with the state Migrant Education Program regarding eligibility questions and records.
- Entering and maintaining required information in the state's migrant student information system.
- Using MSIX and other applicable systems to facilitate the transfer and continuity of student records when students move.

Blount County Schools will use multiple strategies to identify students who may potentially qualify for the MEP. Identification as a potential migrant student does not constitute an eligibility determination.

Potentially eligible students may be identified through:

A. Parent Employment Survey (see Appendix)

The Parent Employment Survey will be used as a primary district-wide screening tool. The survey may be distributed:

- During student enrollment and registration;
- At the beginning of each school year;
- To newly enrolled students throughout the school year;
- During parent and family engagement activities;
- Through migrant program outreach activities; and
- When otherwise appropriate based on information received by the school or district.

Surveys indicating possible qualifying agricultural or fishing employment, movement for such employment, or other potential migrant indicators will be referred to designated Migrant Education staff for follow-up.

B. School Staff Referrals

Teachers, counselors, administrators, registrars, social workers, nurses, attendance personnel, and other school staff may refer students who may be potentially eligible for migrant services.

Staff may make a referral when they become aware of:

- Frequent moves between school districts;
- A family's recent move for agricultural or fishing employment;
- Seasonal or temporary agricultural employment;
- Students who have recently entered the district from another state or school district;

- Family employment in crop production, harvesting, processing, dairy, livestock, fishing, or other potentially qualifying activities; or
- Other information suggesting that the student may meet the federal definition of a migratory child.

C. Enrollment and Student Records

District and school personnel may review enrollment and student records for indicators that warrant additional migrant screening.

Information such as previous schools attended, prior residence, dates of enrollment, mobility patterns, and parent employment information may assist staff in identifying students for follow-up.

D. Community and Family Outreach

The Migrant Education Program may conduct outreach through:

- Community organizations;
- Health and social service agencies;
- Local employers and agricultural organizations;
- Churches and community centers;
- Migrant-serving organizations;
- Parent events;
- School events;
- Summer programs;
- Social media and district communications; and
- Other community outreach opportunities.

Outreach activities will be conducted in a manner that is respectful of families and protects confidential student and family information.

E. Identification of Previously Eligible Students

The district will review available state and MSIX information when appropriate to determine whether a student has an existing migrant record or has previously been identified as a migratory child.

When a student transfers into the district with an existing migrant record, staff will review available records and coordinate with the sending program as necessary to support continuity of services.

Follow-Up and Family Interview (see Appendix)

When an initial screening indicates that a student may be eligible, the designated Migrant Education staff member will conduct follow-up with the parent, guardian, or other appropriate family member.

The interview will obtain information necessary to determine whether the student meets the federal eligibility requirements.

The recruiter will discuss, as appropriate:

1. The family's residence before the move;
2. The family's current residence;
3. The date of the move;
4. The reason for the move;
5. Whether the move was made due to economic necessity;
6. The type of agricultural or fishing work sought, obtained, or performed;
7. Who performed or sought the qualifying work;
8. Whether the child moved with, to join, or ahead of a parent, guardian, spouse, or other qualifying worker, as applicable;
9. School districts crossed as a result of the move;
10. The child's age and educational status; and
11. Other information necessary to establish eligibility.

The recruiter will ask questions in a manner that allows the family to provide complete and accurate information without assuming that a particular response makes the student eligible.

Determination of Eligibility

Following the family interview, the designated staff member will determine whether the student meets the federal requirements for a migratory child.

The eligibility determination will be based on the applicable federal and state requirements and the information obtained during the recruitment process.

A Parent Employment Survey, referral, or family interview alone does not establish MEP eligibility.

When the student meets the applicable eligibility requirements, the Migrant Education staff member will complete the Certificate of Eligibility (COE) in accordance with Alabama State Department of Education procedures.

The COE will document the information necessary to support the eligibility determination, including the applicable qualifying move and employment information.

Qualifying Arrival Date

Once eligibility has been established, the recruiter will identify and document the student's Qualifying Arrival Date (QAD) according to federal and state requirements.

The QAD is particularly important because it establishes the beginning of the student's MEP eligibility period.

The district will maintain the QAD in the appropriate migrant student record and state reporting system.

Priority for Service (PFS)

After eligibility has been established, the district will determine whether the student meets the criteria for **Priority for Services (PFS)**.

The district will consider:

- Whether the student has made a qualifying move within the applicable one-year period; and
- Whether the student is failing, or most at risk of failing, to meet challenging state academic standards, or has dropped out of school.

PFS determinations will be documented according to Alabama State Department of Education requirements.

Students identified as PFS will receive priority for MEP services consistent with the district's approved Migrant Education Program plan.

Recruitment of Students Who Move During the School Year

Migrant identification and recruitment will be an **ongoing process throughout the school year** rather than an activity limited to the beginning of the school year.

The Migrant Education staff will follow up on referrals received during the year and will conduct recruitment activities when families enter or leave the district.

Particular attention will be given to students who:

- Enroll after the beginning of the school year;
- Have attended multiple schools during the school year;
- Move across school district or state boundaries;
- Report seasonal or temporary agricultural employment;
- Are identified through community outreach; or
- Are referred by another school, district, or migrant program.

Recruitment of Preschool-Age Children and Out-of-School Youth

The district will make reasonable efforts to identify potentially eligible preschool-age children and out-of-school youth (OSY) who meet the applicable MEP eligibility requirements.

Identification strategies may include:

- Parent Employment Surveys;
- Community outreach;
- Health and social service agencies;
- Local community organizations;
- Migrant family referrals;
- Coordination with early childhood programs;
- Coordination with other migrant programs; and
- Direct family outreach.

When an eligible preschool child or OSY is identified, the district will determine appropriate services based on the student's needs and the requirements of the district's approved MEP program.

Eligible preschool-aged migrant children may receive:

- Early literacy materials
- Kindergarten readiness activities
- Parent-child learning activities
- Developmental screening referrals
- Transition support into kindergarten
- Family literacy resources

When identified, eligible Out-of-School Youth will receive referrals and support services which may include:

- Adult education
- GED preparation
- Workforce development
- English language instruction
- Postsecondary planning
- Community resources

Comprehensive Needs Assessment

The district annually conducts a Comprehensive Needs Assessment using:

- COE data
- State Migrant Needs Assessment
- ACAP
- WIDA ACCESS
- Aimsweb Plus
- i-Ready Diagnostic
- Attendance
- Graduation data
- English Learner data
- Parent surveys
- Student surveys
- Teacher surveys

- Parent Advisory Council recommendations

The District Improvement Team and Parent Advisory Council review the data annually to establish program priorities and revise services.

Coordination of Services

The Migrant Education Program coordinates services with:

- Title I, Part A
- Title II
- Title III
- Title IV, Part A
- Title IV, Part B
- McKinney-Vento Homeless Education
- Foster Care
- Special Education
- School counselors
- School nurses
- Child Nutrition Program
- Family Engagement Center
- Local health providers
- United Way
- Adult Education
- Community agencies

Coordination ensures students receive comprehensive services while avoiding duplication of federal funds.

Supplemental Services

Eligible students may receive:

Academic Support

- Supplemental instructional materials
- Family literacy resources
- Extended learning opportunities
- Summer enrichment
- After-school tutoring (as funding allows)
- Preschool readiness activities
- College and career planning
- Graduation support

English Learner Support

Students who qualify may receive supplemental English language development services through coordination with Title III and district EL teachers.

Family Engagement

Families may participate in:

- Parent Advisory Council meetings
- Family literacy events
- Parent workshops
- College and Career information sessions
- Technology training
- Parent leadership opportunities
- Community resource events

Materials and communication will be provided in languages parents understand.

Health and Social Services

The district assists families with referrals for:

- Health care
- Vision
- Dental care
- Nutrition
- Clothing
- Housing resources
- Mental health services
- Community assistance

Professional Learning

Professional learning may be provided annually for teachers, administrators, counselors, and support personnel regarding:

- English Learner supports
- Family engagement strategies
- Cultural responsiveness
- Federal program requirements

Parent Advisory Council

The Migrant Parent Advisory Council meets annually to:

- Review the Comprehensive Needs Assessment
- Assist with planning services
- Review program evaluation data
- Recommend improvements
- Provide input regarding parent engagement activities

Translation and interpretation services are provided whenever needed.

Program Evaluation

The district will periodically evaluate the effectiveness of its ID&R process.

The review may include:

- Number of Parent Employment Surveys distributed and returned;
- Number of potential migrant referrals;
- Number of students interviewed;
- Number of COEs completed;
- Number of students determined eligible;
- Number of PFS students identified;
- Identification of preschool children and OSY;
- Recruitment activities conducted;
- Geographic areas and schools reached;
- Community partnerships;
- Students identified through referrals; and
- Areas where additional recruitment may be needed.

The district will use this information to strengthen recruitment strategies and reach potentially eligible families who may not have been identified through the regular enrollment process.

The Migrant Education Program will be evaluated annually using:

Student Outcomes

- ACAP
- WIDA ACCESS
- Graduation rate
- College and Career Readiness
- Attendance
- Chronic absenteeism

Family Outcomes

- Parent participation
- Parent surveys

Program Outcomes

- Number of students served
- Number of Priority for Service students served
- Number of preschool children served
- Number of Out-of-School Youth served
- Timeliness of record transfers
- Coordination with community agencies

Evaluation findings will be reviewed by the District Improvement Team and Parent Advisory Council and used to improve program effectiveness.

Transfer of Records

Blount County Schools participates in the Alabama Migrant Education Program and utilizes MIS2000 and other state-approved systems, including MSIX when applicable, to facilitate the timely transfer of educational and health records for eligible migrant students. The district follows Alabama Migrant Education Program procedures for the transfer, receipt, and maintenance of migrant student records.

Intrastate Transfers:

When an eligible migrant student transfers to or from another Alabama school district, Blount County Schools works with the receiving or sending LEA and the Alabama Migrant Education Program to facilitate the prompt transfer of the student's educational and health records. Relevant migrant program information is maintained and transferred through MIS2000 and other state-approved processes. Records are reviewed upon receipt to support appropriate grade placement, course placement, identification of instructional needs, and continuity of migrant services.

Interstate Transfers:

When an eligible migrant student transfers to or from a school district in another state, Blount County Schools utilizes MSIX, when applicable, in accordance with federal and state Migrant Education Program requirements. MSIX is used to facilitate the exchange of essential migrant student information across state lines, including educational history and other required records. The district works with the Alabama Migrant Education Program and the receiving or sending state/LEA to obtain and transmit records needed to support continuity of educational services.

Upon receiving a migrant student from another LEA, school personnel and the Migrant Education Program staff review available records and coordinate with the appropriate sending district or state to obtain any additional documentation needed. When a migrant student withdraws from Blount County Schools, appropriate records are transferred promptly to the receiving LEA in accordance with applicable state and federal requirements.

The district's Migrant Education Program staff monitor the transfer and receipt of records and maintain documentation in accordance with Alabama Migrant Education Program procedures. These practices support timely record exchange, minimize educational disruption, and help ensure that eligible migrant students receive appropriate placement and continued access to supplemental services regardless of whether the student transfers within Alabama or across state lines.

Continuous Improvement

The Migrant Education Program is committed to continuous improvement through annual review of student achievement data, stakeholder feedback, program

implementation, and federal requirements. Findings from the Comprehensive Needs Assessment and annual program evaluation will guide revisions to services, professional learning, and resource allocation to better meet the needs of migratory children and their families.

Blount County Schools

Timeline for Service Eligibility for Migrant Students

Step	Process	Documentation / Action	Student Status
1. Initial Identification	Student/family is identified as a potentially eligible migratory child through enrollment information, parent employment survey, school referral, community outreach, migrant recruiter contact, or other identification/recruitment activities.	Parent Employment Survey, referral, recruiter contact, or other ID&R documentation	Potentially eligible – screening needed
2. Family Contact & Screening	Migrant staff/recruiter contacts the family and conducts an interview to determine whether the student may meet the federal definition of a migratory child.	Parent/family interview; review of move and employment information	Under eligibility review
3. Determine Qualifying Move	Staff determines whether the move meets the federal definition: the move was due to economic necessity, from one residence to another, and across a qualifying school-district boundary, and was made to seek or obtain qualifying agricultural or fishing work.	Move information, dates, locations, and employment information.	Eligibility being determined
4. Determine Qualifying Employment	Staff verifies that the parent/student or qualifying worker engaged in, or sought, qualifying agricultural or fishing work as required by the eligibility criteria.	Employment information/documentation and interview responses	Eligibility being determined

5. Qualifying Arrival Date (QAD)	The QAD is established. Generally, this is the date the child and worker complete the qualifying move; special rules apply when the child and worker move separately.	QAD documented on COE/MSIX	36-month eligibility clock begins
6. Certificate of Eligibility (COE)	Once all eligibility criteria are met, the eligibility determination is documented on the Certificate of Eligibility. The COE records the basis for the determination and required student/move information.	COE is signed, reviewed, and approved	Officially determined eligible
7. State Department enters Migrant Student Information System / MSIX	Student's migrant record is entered into the state system and applicable information is submitted to MSIX.	State migrant database/MSIX record	Eligible migratory child
8. Service Needs Identified	Staff reviews academic, health, social, mobility, and other needs to determine appropriate supplemental MEP services.	Student needs assessment, service plan, school records, assessment data	Eligible and eligible for services as appropriate
9. Priority for Services (PFS) Review	Determine whether the student made a qualifying move within the previous one-year period and is failing, or most at risk of failing, challenging state academic standards, or has dropped out.	PFS determination/documentation	PFS, if criteria are met

10. Ongoing Eligibility & Services

Student continues to be eligible during the 36-month eligibility period unless eligibility ends earlier under applicable requirements.

Periodic record review, service documentation, updated student information

Eligible

11. 36-Month Eligibility Expiration

The student's MEP eligibility period generally ends **36 months after the QAD**, unless an earlier eligibility-ending event applies.

Eligibility expiration documented

No longer MEP eligible



**ALABAMA STATE DEPARTMENT OF EDUCATION
EMPLOYMENT SURVEY**

SCHOOL SYSTEM: Blount SCHOOL YEAR: _____

SCHOOL: _____ GRADE: _____

Dear Parents or Guardians:

Please, complete the following survey. The results of this survey will be used to determine if you are possibly eligible for the Migrant Education Program.

Student Name: _____

Name of Parent
or Guardian: _____

Address: _____

Home Telephone: _____ Cell Telephone: _____

1. Have you **moved** during the last 3 years **to work or to seek work** even if it was for a short period of time? ☐ Yes ☐ No

If so, what type work are you or your spouse doing now: _____

2. If you marked “yes” on question number 1, what city, state, or country did you move from?

3. Have you or your spouse **ever worked** in an activity directly related to any of the following?

Please **check (√)** all that apply:

- ☐ The production or process of harvests, milk products, poultry farms, poultry plants, cattle farms
- ☐ Fruit farms
- ☐ The cultivation or cutting of trees
- ☐ Work in nurseries or sod farms
- ☐ Fish or shrimp farms
- ☐ Worm farms
- ☐ Catching or processing seafood (shrimp, oysters, crabs, fish, etc.....)



**SECRETARIA DE EDUCACION DEL ESTADO DE ALABAMA
ENCUESTA DE EMPLEO**

SISTEMA ESCOLAR: Blount AÑO ESCOLAR: _____

ESCUELA: _____ GRADO: _____

Estimado Padre o Guardián,

Por favor de completar la siguiente encuesta. Los resultados de ésta encuesta serán usados para determinar si son posiblemente elegibles para el Programa de Educación para Migrantes.

Nombre del niño: _____

Nombre del padre
o guardián: _____

Dirección: _____

Teléfono: _____ Celular: _____

1. ¿Se ha mudado usted en los últimos tres años para trabajar o buscar trabajo aunque haya sido por un tiempo corto? ☐ Sí ☐ No

Si marcó Sí. ¿Que tipo de trabajo hace usted o su esposa(o) ahora?

2. Si marcó Sí en la pregunta número 1. ¿De que ciudad, estado o país vinieron?

3. ¿Usted o su esposa(o) trabajan o han trabajado en una actividad directamente relacionada a algunas de las siguientes? Por favor de marcar (✓) todos los aplicables:

- ☐ La producción o proceso de cosechas, productos de lechería, aves, polleras o ganado.
- ☐ Huertas de frutas.
- ☐ La cultivación o corte de árboles.
- ☐ Trabajo en Invernaderos o granjas de Césped
- ☐ Granjas de pescados o camarones
- ☐ Granjas de gusanos
- ☐ La pesca o proceso de mariscos (camarones, ostiones, cangrejos, pescados, etc...)

Alabama Basic Interview Pattern (BIP)

Capture 3 moves in the last 36 months from the Eligibility Interview Date (EID) to establish a Migratory Worker and Migratory Child.

COE Completed ☐ N ☐ Y # _____

School System: _____

Eligibility Interview Date (EID): _____

Name of interviewee:		Name of worker:	
CURRENT Move Date:	FROM Location:	TO Location:	
☐ Engaged OR ☐ Not engaged in Qualifying work during this move		Type of work done soon after the move:	
Length of temp employment:	Children moved ☐ AS, ☐ WITH, ☐ TO JOIN/PRECEDE the worker	Child(ren)'s move date:	
IF TO JOIN/PRECEDE Child(ren)'s FROM Location:		TO Location:	
Comments:			

Name of worker:		<i>Is this move within 36 months from the EID?</i> ☐ Y ☐ N	
PRIOR Move Date:	FROM Location:	TO Location:	
☐ Engaged OR ☐ Not engaged in Qualifying work during this move		Type of work done soon after the move:	
Length of temp employment:	Children moved ☐ AS, ☐ WITH, ☐ TO JOIN/PRECEDE the worker	Child(ren)'s move date:	
IF TO JOIN/PRECEDE Child(ren)'s FROM Location:		TO Location:	
Comments:			

Name of worker:		<i>Is this move within 36 months from the EID?</i> ☐ Y ☐ N	
PRIOR Move Date:	FROM Location:	TO Location:	
☐ Engaged OR ☐ Not engaged in Qualifying work during this move		Type of work done soon after the move:	
Length of temp employment:	Children moved ☐ AS, ☐ WITH, ☐ TO JOIN/PRECEDE the worker	Child(ren)'s move date:	
IF TO JOIN/PRECEDE Child(ren)'s FROM Location:		TO Location:	
Comments:			

Alabama Migrant Education Program

Priority for Services (PFS) Determination Checklist



The term "qualifying move" means a move due to economic necessity (A) from one residence to another residence; and (B) from one school district to another school district . (ESSA 2015 Sec. 1309 (5))

Section 1: Qualifying Move

1. _____ Has the migratory child made a qualifying move within the previous 1-year period?

If "No," stop. The migratory child does not qualify for Priority for Services (PFS).



If "Yes," proceed to sections 2 and 3 to determine Priority for Services (PFS) eligibility.



Section 2: Failing or most at risk of failing to meet challenging State academic standards.

(One checkmark may be required for PFS.)

1. _____ Grades K-2 Is the student below grade level in reading?
2. _____ Grades K-2 Is the student below grade level in math?
3. _____ Grades 3-8 Did the student score Level 1 or 2 on the ACAP?
4. _____ Grades 3-8 Did the student score "below grade level" on another state's assessment?
5. _____ Grades 3-8 Is the student failing one or more core classes?
6. _____ Grades 3-8 Did the student receive 2 or more D's or F's on the most recent report card?
7. _____ Grades 9-12 Is the student failing one or more courses required for graduation?
8. _____ Grade 11 Did the student fail one or more Work Keys assessments?
9. _____ Did the student miss 10 or more school days during the school year (August-June)?
10. _____ Has the student been retained in a grade?
11. _____ Is the student in a grade below same-age peers?
12. _____ Has the student failed one or more courses in high school?

Section 3: Drop out

(One checkmark may be required for PFS.)

13. _____ Ages 13-19 Is the student a "dropout"?

Section 4: PFS Determination (PFS or Not PFS must be marked).

_____ **PFS:** If Section 2 or Section 3 has one checkmark , student is PFS.

_____ **Not PFS:** If nothing is marked in Section 2 or Section 3, student is not PFS.