# Virginia Department of EducationFederal Program Monitoring for Title I, Part C, Education of Migratory Children

## 1.0: Identification and Recruitment

## [Sections 1301 and 2 CFR 200.328 of EDGAR]

### Guiding Question

### 1.0 a. Does the Migrant Education Program (MEP) have a systematic process in place for identifying new and existing migrant students, including birth to age 3, ages 3-5, grades K-12, and out-of-school youth that meets the following requirements:

### Ensures that recruitment takes place in identified locations in the LEA/regional program where migrant families can be found

* Ensures that recruiters utilize Virginia migration patterns and local crop timelines to determine peak recruitment times

#### Acceptable Evidence

* ID&R plan/manual **and**
* Recruiter logs **and**
* Map of regional program with locations highlighted **or**
* Correspondence/ collaboration with other agencies

#### Interview Questions

* How does the MEP identify and recruit eligible migrant children?
* Who has primary responsibility for the identification and recruitment (ID&R) of migrant children?
* What are the most common qualifying activities and what are the best times of the year to recruit?
* Where do most migrant families move from/to?
* Is the number of identified migrant students increasing or decreasing and why?

#### Migrant Education Program Response

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 1.0 b. Does the MEP ensure that recruiters are familiar with the eligibility criteria and accurately complete the Certificate of Eligibility (COE) in order to make eligibility determinations?

#### Acceptable Evidence

* Evidence of training provided to recruiters (i.e., agendas) **and**
* Documented procedures and timeline for completing the COE, submitting it to the state for signature, and entering it into MSDC **or**
* MEP ID&R plan/manual **or**
* Written quality control procedure for review/resolution of COEs **and**
* Completed COE samples **and**
* Evidence that the coordinator reviews COEs for validity, accuracy, completeness, logic of responses, thorough explanation of qualifying employment, adequacy of comments, signatures, and overall agreement with the eligibility determination

#### Interview Questions

* How often are the recruiters trained?
* Who conducts the training and what information is covered?
* Are all eligibility determinations made on the basis of a personal interview with a parent, guardian, or other responsible adult?
* How are the eligibility determinations reviewed and resolved?
* Are comments provided on the COE when required?
* What follow up is conducted when COEs are returned due to inaccurate information?

#### Migrant Education Program Response

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 1.0 c. Does the recruiter refer the family to other services, such as health, social services, etc., as needed?

#### Acceptable Evidence

* Referral form **and**
* Correspondence/ collaboration with other agencies

#### Interview Question

* What agencies does the MEP coordinate with when referring migrant families for other services?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 1.0 d. Does the MEP have a systematic process in place to ensure data entered into the Migrant Student Data Collection (MSDC) system is accurate and submitted in a timely manner?

###

#### Acceptable Evidence

* Data reports from MSDC and MSIX **and**
* Evidence of data crosschecks **and**
* Documented procedures for entering students in MSDC within 10 days of SEA approval of the COE  **and**
* Documented procedures and timeline for withdrawing students in MSDC

#### Interview Questions

* How frequently do data crosschecks occur and what is the process?
* How does the MEP transmit student records within the state and with other states?
* What is the process for correcting data entry errors?

#### Migrant Education Program Response

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 1.0 e. Have recruiters or designated staff been trained to use MSDC and the Migrant Student Information Exchange (MSIX) data?

#### Acceptable Evidence

* Evidence that all staff with MSIX access participated in annual MSIX Cybersecurity Training, and
* Evidence that all staff with MSDC access particvpated in VDOE sponsored training, **and**
* Evidence of participation in additional optional training for MSDC or MSIX, **and**
* Evidence of MEP specific professional development on MSDC and MSIX

#### Interview Question

* What kind of training has been provided for recruiters or designated staff with the use of the MSDC and the MSIX systems?

#### Migrant Education Program Response

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**State Educational Agency Response**

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**Sufficient Documentation**

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 1.0 f. Does the MEP keep an accurate list of eligible migrant students, including date found eligible, date eligibility expires, and priority for services (PFS) status?

#### Acceptable Evidence

##### List of migrant students and

##### Written quality control protocols/procedures that ensure that children being served in the MEP are eligible to receive such services and

##### MSDC/MSIX reports and

* Written quality control protocols/procedures with a timeline for how, when, and where student information will be updated to ensure the most accurate student information is available in MSDC/MSIX

#### Interview Questions

* How is an accurate list of eligible migrant students, including date found eligible, date eligibility expires, and PFS status maintained?
* How is it tracked if additional changes must be made throughout the year (additional residency verifications or changes in COS)?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

## 2.0: State and Student Assessment

## [Section 1111 of Title I, Part A]

### Guiding Question

### 2.0 a. Are all migrant students included in the Standards of Learning (SOL) assessments in reading/language arts, mathematics, and science?

#### Acceptable Evidence

* Evidence of a process to ensure that all migrant students take the SOL assessments in reading/language arts, science, and mathematics, following state assessment guidelines **or**
* Division school quality reports **or**
* Student assessment samples

#### Interview Question

* What process is used by the MEP to ensure that all migrant students are included in the SOL assessments in reading/language arts, mathematics, and science?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 2.0 b. Are migrant students who are also identified as English Learners (EL) offered accommodations on the Standards of Learning assessments?

*\*N/A for Regional Programs*

#### Acceptable Evidence

* Evidence that all migrant EL students are permitted the allowable accommodations and exemptions on the SOL assessments **and**
* If applicable, EL migrant student data reports showing exemption status and alternative assessment data

#### Interview Question

* What process is used by the MEP to ensure that migrant students who are also identified as ELs are offered accommodations on the SOL assessments?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 2.0 c. Are all migrant students who are also identified as LEP annually assessed with a state-approved English language proficiency assessment?

*\*N/A for Regional Programs*

#### Acceptable Evidence

##### Evidence that all migrant students who are also identified as EL are assessed annually with a state-approved English language proficiency (ELP) assessment

#### Interview Question

#### What is the process for ensuring that all migrant students who are also identified as EL are annually assessed with a state-approved English language proficiency assessment?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

**2.0 d. Does the MEP use results from statewide assessments to make decisions about the migrant program?**

#### Acceptable Evidence

* Evidence that test scores were used to develop the MEP service delivery plan **and**
* Evidence that a comparative data analysis process was utilized to determine the achievement gap between migrant and nonmigrant students **and**
* Evidence that steps to reduce the achievement gap are implemented through the MEP’s Service Delivery Plan

#### Interview Question

* How does the MEP use results from statewide assessments to make decisions about the migrant program?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

## 3.0: Program Services and Provision of Services

## [Section 1304(b) and 1306(a) of Title I, Part C, and 2 CFR 200.328 of EDGAR]

### Guiding Question

### 3.0 a. Does the MEP have a comprehensive migrant education program that is based on a comprehensive needs assessment and that has been developed with the involvement of all migrant personnel and the community?

#### Acceptable Evidence

* Needs assessment **and**
* Service Delivery Plan **and**
* Title I, Part C, application

#### Interview Question

* How does the MEP identify the educational and support needs of migrant children?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 3.0 b. Does the migrant education program ensure the program design helps migrant students overcome educational disruptions, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school and prepare students to make the successful transition to postsecondary education and employment?

#### Acceptable Evidence

* Service Delivery Plan **or**
* Evidence of written strategies by the MEP that address the seven (7) major areas of concern: educational continuity; instructional time; school engagement; English language development; education support in the home; health; and access to services

#### Interview Question

* How does the MEP ensure that the program design helps migrant students overcome educational disruptions, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school and prepare students to make the successful transition to postsecondary education and employment?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 3.0 c. Does the MEP ensure that the services provided to migrant students are outlined in the ESEA Title I, Part C, application for the current school year?

#### Acceptable Evidence

* Title I, Part C, application **and**
* Signed application cover sheet

#### Interview Question

* Are the services provided to migrant students outlined in the ESEA Title I, Part C, application for the current school year?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 3.0 d. Do the selected activities in the application align to the specified measurable objectives?

**Acceptable Evidence**

* Evidence-based activities aligned with measurable objectives **or**
* Reimbursement requests **or**
* Title I, Part C, program evaluation

#### Interview Question

* What activities are used to support the measurable objectives within the application?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### 3.0 e. Is the program evaluated on a yearly basis and are programs and services revised based on the results of the evaluation?

#### Acceptable Evidence

* Title I, Part C, program evaluation **and**
* State and local assessment data; graduation rate; dropout rates; parent surveys **and**
* Program changes implemented as a result of the program evaluation

#### Interview Questions

* How are the results of the evaluation conveyed and to whom?
* To what degree is the updated data used for program implementation?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 3.0 f. Does the MEP ensure that priority for migrant services is given to migrant students who are failing, or most at risk of failing, to meet the state’s challenging academic content standards and challenging student academic standards, and who have moved within the last year?

#### Acceptable Evidence

* List of priority for service students and services they are receiving (include the indicators that targeted these students and their highest academic need) **and**
* Written quality control protocols/procedures that ensure that children being served in the MEP are eligible to receive such services

#### Interview Question

* Describe the process of how migrant children with the greatest need are identified?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 3.0 g. Does the MEP coordinate and integrate Title I, Part C, services with other educational programs in the division and/or regional migrant education program?

#### Acceptable Evidence

* Title I, Part C, application **and**
* Evidence of coordination

#### Interview Questions

* Describe the process for how the MEP coordinates and integrates Title I, Part C, services with other educational programs in the division and/or regional migrant education program.
* How are other regional programs/resources used to support the needs of migrant students and families?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

## 4.0: Parent and Community Involvement

## [Section 1116 of Title I, Part A, and Sections 1304(c)(3) and 1306(a)(1)(B)(ii) of Title I, Part C]

### Guiding Question

### 4.0 a. Does the MEP conduct parental involvement activities for migrant families at the division/regional level?

#### Acceptable Evidence

* Meeting agendas **and**
* Parent surveys **and**
* Divisionwide calendar **or**
* School calendars

#### Interview Question

* What are the results of the parental involvement activities for migrant families at the division/regional level?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 4.0 b. Does the MEP ensure that an effective means of communication to parents of LEP migrant students, in a language they can understand to the extent practicable, has been accomplished?

###

#### Acceptable Evidence

* Letters and flyers **or**
* Log of parent contact

#### Interview Question

* How does the MEP ensure that an effective means of outreach to parents of LEP migrant students has been accomplished?
* What methods of communication are most useful to contact parents?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 4.0 c. Do parents from the MEP participate in the statewide Parent Advisory Council (PAC) that consults on planning, implementing, and evaluating MEP activities?

###

#### Acceptable Evidence

* List of PAC members **and**
* Meeting agendas **and**
* Migrant parent advisory council (MPAC) evaluation methodology and/or instrument **or**
* MPAC bylaws/guidelines

#### Interview Question

* What decision making role do parents have for choosing resources, program design, and activities?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 4.0 d. Does the MEP ensure that parental information is provided in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand?

###

#### Acceptable Evidence

* Evidence of parental information provided in an understandable and uniform format **and**
* Evidence of translated materials **and**
* Evidence of access to interpretation for programmatic purposes

#### Interview Question

* How does the MEP ensure that parental information is provided in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand?
* What sources are used to provide oral interpretation for families for programmatic purposes?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

## 5.0 Fiduciary

## [1117 of Title I, Part A; 1306 of Title I, Part C; and 2 CFR 200.328]

### Guiding Question

### 5.0 a. Does the MEP comply with the supplement, not supplant provisions of Title I, Part C?

###

#### Acceptable Evidence

* Title I, Part C, application **and**
* Reimbursements

#### Interview Question

* How does the MEP comply with the supplement, not supplant provisions of Title I, Part C?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 5.0 b. Does the MEP comply with the nonpublic private school provisions of Title I, Part A?

###

#### Acceptable Evidence

* Title I, Part C, application
* Correspondence with nonpublic private school(s)

#### Interview Question

* How does the MEP comply with the private school provisions of Title I, Part A?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 5.0 c. For each prorated migrant staff member, does the MEP maintain an appropriate log (time and effort record) that documents the time actually spent by the staff on Title I, Part C, activities?

#### Acceptable Evidence

* List of Title I, Part C, funded positions **and**
* Certificate of Pay **and/or**
* Personnel Activity Report

#### Interview Question

#### How does the Title I, Part C, staff work exclusively on Title I, Part C, activities?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 5.0 d. Is the MEP equipment inventory up-to-date?

#### Acceptable Evidence

* Inventory list **and**
* Records of the Disposal of Title I, Part C, inventory

#### Interview Question

#### How is equipment distributed and maintained?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

## 6.0 Recordkeeping

## [Section 76.730 and 76.731 of EDGAR]

### Guiding Question

### 6.0 a. Are student records sent to the next school division within the state or to another state immediately upon request, or before requested if the next division is known, and is a move notice submitted in MSIX?

###

#### Acceptable Evidence

* Evidence of records sent and received by other school divisions and states
* Evidence of move notices having been entered into MSIX

#### Interview Question

* How does the MEP ensure that student reports are sent to the next school division within the state or to another state immediately upon request, or before requested if the next division is known?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 6.0 b. Are records requested from the migrant student’s previous school?

#### Acceptable Evidence

* Evidence of record requests sent to previous schools

#### Interview Question

* What is the process for requesting records from the migrant student’s previous school?

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

### Guiding Question

### 6.0 c. Has the MEP submitted all required reports to the Virginia Department of Education for Title I, Part C?

#### Acceptable Evidence

##### Applications

##### Reimbursement requests

##### Amendments

* Budget transfers
* Documentation related to participation in Migrant Parent Empowerment Consortium (MPEC)
* COEs
* Comprehensive Needs Assessment documentation
* Evaluation data

#### Migrant Education Program Response

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#### State Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]