

# Title I, C Migrant Education

LEA

Program Monitor

Date

Item	Description	Evidence	Determination	Actions Required	Comments
3.1	<p><b>Identified Needs</b>  <i>The LEA has addressed the special educational needs of migratory children (including preschool and Priority for Service) as identified in the State Service Delivery Plan and local needs assessment. Sec 1304(b)(1) and (d).</i></p>	<p><b>LEA Level</b>  <input type="checkbox"/> A. Submit a narrative description that notes the procedures the local program followed to identify the academic and support needs of migrant students (PK–12).  <input type="checkbox"/> B. Provide the percentage of migrant students served with MEP funds who met the Measurable Performance Outcomes in Reading, Math, School Readiness, and OSY/Graduation during the 2018–19 regular school year.  <input type="checkbox"/> C. Provide copy of completed Fidelity of Strategy Implementation 2018–19.</p> <p><b>Building Level</b>  <input type="checkbox"/> D. Provide sample documentation demonstrating school building administrators, teachers, and classified staff receive regular listings of eligible migrant students, including PFS. Describe how staff are informed of the services eligible migratory students may receive from the Migrant Education Program that is in alignment with the approved grant application for 2019–20.</p>	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited		
3.2	<p><b>Attendance</b>  <i>The LEA has policies or procedures in place to address the attendance patterns of migrant students. RCW 28A.225.010(d); WAC 392-401-030.</i></p>	<p><b>LEA Level</b>  <input type="checkbox"/> A. Provide a current listing of migrant students with 20 or more days absent.  <input type="checkbox"/> B. Copy of LEA policy or procedures regarding attendance and extended absence agreements ensuring the absence will not have an adverse impact on the student’s educational progress.</p>	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited		

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		<input type="checkbox"/> C. Sample copy of a completed extended absence agreement (if applicable). <input type="checkbox"/> D. Description of process the LEA implements for returning students to ensure the absence did not have an adverse impact on their education.			
3.3	<b>Professional Learning</b> <i>All LEA employees, including staff who provide ancillary support, have received professional development to enhance their ability to understand and appropriately respond to the needs of migratory students. Sec 1304(c)(7)(B).</i>	<b>LEA and Building Level</b> <input type="checkbox"/> A. Note the date(s) in which training to all school personnel occurred that focused on understanding the migratory student lifestyle and migratory patterns of the local educational agency. <input type="checkbox"/> B. Provide a professional learning calendar that reflects the items the LEA indicated it would provide in the approved grant application. <input type="checkbox"/> C. Provide a copy of sign-in sheets (for professional development provided within the LEA).	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited		
3.4	<b>I/R Time and Flexibility</b> <i>The Title I Part C Migrant Education Program LEA recruiter has sufficient time and flexibility to conduct identification and recruitment activities throughout the LEA boundaries. 34 CFR 200.89(c).</i>	<b>LEA Level</b> <input type="checkbox"/> A. Copy of individual recruiter migratory student Identification and Recruitment (I/R) Plan that includes: <ul style="list-style-type: none"> <li>• Mapping of recruitment boundaries.</li> <li>• Process to ensure staff access annual training to meet recruitment requirements and receive on-going training.</li> <li>• Plan includes I/R activities for peak recruitment periods including possibly hiring additional recruiters to conduct short-term recruitment; map or layout of locations to be targeted; and process to complete program revalidations.</li> <li>• Process to assess quality control to ensure consistency in identifying eligible migrant students.</li> </ul>	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited		

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		<ul style="list-style-type: none"> <li>• Process to evaluate achievement of plan and I/R efforts.</li> <li><input type="checkbox"/> B. Copy of recruiter log demonstrating recruitment activities.</li> <li><input type="checkbox"/> C. Copy of Certificate of Eligibility (COE) Generation report.</li> <li><input type="checkbox"/> D. Copy of MSIS Data Reporting Activities noting the number of COEs revalidated.</li> <li><input type="checkbox"/> E. Copy of letter sent by the Migrant Student Data, Recruitment, and Support office of its most recent COE Re-interview results.</li> <li><input type="checkbox"/> F. Confirmation from MSDRS that the recruiter(s) have participated in annual required training.</li> </ul>			
3.5	<p><b>Records Clerk Time and Flexibility</b>  <i>The LEA's program records clerk is provided sufficient time to report the services migrant students have received into the migrant student database system (MSIS). Sec 1308 (b)(2)(A).</i></p>	<p><b>LEA Level</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A. Copy of MSIS District Reporting Summary.</li> <li><input type="checkbox"/> B. Copy of records clerk schedule demonstrating timeline for collection of data and system reporting.</li> <li><input type="checkbox"/> C. Confirmation from MSDRS that the records clerk(s) have participated in annual required training.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compliant</li> <li><input type="checkbox"/> Action Plan Approved</li> <li><input type="checkbox"/> Evidence Needed</li> <li><input type="checkbox"/> Noncompliant</li> <li><input type="checkbox"/> N/A</li> <li><input type="checkbox"/> N/A – Limited</li> </ul>		
3.6	<p><b>MGS/MSA Activities</b>  <i>The LEA's Migrant Education Program Graduation Specialist and/or Student Advocate ensure services provided meet the identified needs of migrant students, including dropout, in alignment with state developed job descriptions. Sec 1304(b)(1).</i></p>	<p><b>LEA Level</b>  <b>Graduation Specialist</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A. Provide copy of activity sheet reflecting efforts to address the seven activities noted in approved grant application including dropouts.</li> <li><input type="checkbox"/> B. Provide the percentage rate of migrant students served by the MGS during the 2018–19 school year (if applicable) who graduated or promoted to the next grade level.</li> </ul> <p><b>LEA Level</b>  <b>Student Advocate</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation of selection process and log activity sheet</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compliant</li> <li><input type="checkbox"/> Action Plan Approved</li> <li><input type="checkbox"/> Evidence Needed</li> <li><input type="checkbox"/> Noncompliant</li> <li><input type="checkbox"/> N/A</li> <li><input type="checkbox"/> N/A – Limited</li> </ul>		

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		demonstrating staff is meeting the identified needs of migrant students including dropouts.			
3.7	<b>Parent Advisory Council</b> <i>The LEA consults with the Parent Advisory Council (PAC) in the planning and operation of the local program. Sec 1304(c)(3).</i>	<b>LEA Level</b> <input type="checkbox"/> A. Listing of parent advisory council members and a copy of meeting minutes with date indicating when PAC member selection occurred. <input type="checkbox"/> B. Copies of Certificate of Eligibility indicating the parent's child(ren) are eligible for the program at the time of election/appointment to the council. <input type="checkbox"/> C. Copy of minutes/notes of meeting where program planning took place.	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited		
3.8	<b>Academic Services</b> <i>Activities charged are allowable. Uniform Guidance CFR 200.29</i>	<b>LEA Level</b> <input type="checkbox"/> A. Submit a sample of schedule of MEP-funded staff who provide academic support and the listing of migratory students served noting content area that is in alignment with approved grant application.	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited		
3.9	<b>High School Graduation</b> <i>The LEA provides wrap around support for migratory secondary-age students with multi-tiered systems of support. State Service Delivery Plan 2017–2020</i>	<b>LEA Level</b> <input type="checkbox"/> A. Provide the percentage of migratory students on course to graduate within their expected year of graduation. <input type="checkbox"/> B. Provide the percentage of migratory students Grades 9–12 receiving MEP program services.	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited		
3.10	<b>Out-of-School Youth</b> <i>The LEA provides outreach to Out-of-School Youth and dropouts, ages 16–21, to increase participation in MEP services and advocacy to other available resources. State Service Delivery Plan 2017–2020</i>	<b>LEA Level</b> <input type="checkbox"/> A. Provide a listing of migratory students identified as out-of-school (ages 16–21) and drop out. <input type="checkbox"/> B. Describe the process used to identify the needs and provide services to OSY and dropout migratory students. <input type="checkbox"/> C. Provide MSIS Supplemental Services Report for OSY and Dropouts.	<input type="checkbox"/> Compliant <input type="checkbox"/> Action Plan Approved <input type="checkbox"/> Evidence Needed <input type="checkbox"/> Noncompliant <input type="checkbox"/> N/A <input type="checkbox"/> N/A – Limited		