

Federal Program Monitoring

School Year 2017-2018

Title I, Part C

Education of Migratory Children

*The Elementary and Secondary Education Act of
1965, as amended by the Every Student Succeeds
Act of 2015*



**VIRGINIA MIGRANT
EDUCATION PROGRAM**

MAKING A DIFFERENCE IN THE LIVES OF MIGRANT CHILDREN

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**Virginia Department of Education
Division of Instruction
Office of Program Administration and Accountability
P.O. Box 2120
Richmond, VA 23218-2120**

Contact Information

Shyla Vesitis
Title I Specialist
Shyla.Vesitis@doe.virginia.gov
Phone: (804) 225-3711

I. INTRODUCTION

Monitoring the implementation of federal programs and the use of federal program funds is a required function of the Virginia Department of Education (VDOE). This document describes the purpose, rationale, and process used by the VDOE in monitoring the implementation of Title I, Part C, Education of Migratory Children programs.

Definition and Purpose of Monitoring

Monitoring is the regular and systematic examination of a local educational agency (LEA) administration and implementation of a federal education grant, contract, or cooperative agreement administered by the state. Monitoring of federal programs administered by the state is necessary to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Monitoring assesses the extent to which the state provides leadership and guidance for LEAs in implementing policies and procedures that comply with the statutes and regulations of Title I, Part C.

As a result of monitoring, the state is able to gather data about LEA needs and use that data to design technical assistance initiatives. Thus, monitoring serves not only as a means for helping LEAs achieve high-quality implementation of educational programs, it also helps the state to provide necessary support for LEAs. The state's monitoring activities are designed to focus on the results of the LEA's effort to implement critical requirements of the *Elementary and Secondary Education Act of 1965* (ESEA) using available resources and the flexibility provisions available to the LEAs.

The criteria used for the monitoring of Title I, Part C, address selected federal statutory requirements pursuant to the ESEA and Education Department General Administrative Regulations (EDGAR) 2 CFR 200.328.

II. MONITORING FOCUS AREAS

The state uses monitoring focus areas to determine the fidelity of implementation of federal programs and activities administered by LEAs. For Title I, Part C, monitoring focus areas have been developed in the following six categories: 1) Identification and Recruitment; 2) State and Student Assessment; 3) Program Services and Provision of Services; 4) Parent and Community Involvement; 5) Fiduciary; and 6) Recordkeeping. The monitoring focus areas provide guidance for the LEAs regarding the purpose and intended outcomes of monitoring by describing what is required to be monitored and providing the criteria for judging the quality of implementation.

Please note that the monitoring focus areas are written broadly to cover all the requirements of each topic. Documentation that LEAs can provide to show compliance with these requirements is listed for each monitoring focus area.

III. THE MONITORING PROCESS

Monitoring LEAs' implementation of programs provides an opportunity to examine how LEAs have instituted policies, systems, and procedures to ensure LEA and school compliance with the statute and regulations.

A. Description of the Monitoring Process

The monitoring of a LEA will take place through an on-site review. LEAs will be notified on an annual basis regarding whether they will be monitored by the state for that school year. LEAs are monitored on a three-year cycle for Title I, Part C.

1. Preparation for Monitoring

Prior to monitoring, the LEA may request a teleconference. Information provided during this teleconference will assist LEAs by providing background and technical assistance on the monitoring process as well as a review of the federal program monitoring document. Guidance regarding documentation required by the state during the monitoring process will also be provided.

2. On-site Monitoring

During the monitoring, VDOE staff will review documentation and LEA staff, parents, and other stakeholders as appropriate, will be interviewed. This interview strategy will allow information to be gathered from a variety of sources to better evaluate the LEA's implementation of the program.

B. Monitoring Team

A team of one or more state staff members will be assigned to conduct the on-site monitoring visit. The size of the team will vary depending on the size of the LEA and type of program administered.

C. Notification of Findings

After the monitoring, a letter sharing the results of the visit will be prepared. The letter will indicate whether the LEA was fully in compliance or whether the LEA has areas for which it is not in compliance. If a LEA received a letter of noncompliance, action steps and a timeline for completion will be indicated.

FEDERAL PROGRAM MONITORING FOR TITLE I, PART C

1. Identification and Recruitment

[Sections 1301 and 2 CFR 200.328 of EDGAR]

Guiding Questions <u>LEA</u>	Probing Questions <u>Interview</u>	Acceptable LEA Evidence <u>Documentation</u>	LEA Response	Is sufficient documentation provided?
a. Does the LEA 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?	<ul style="list-style-type: none"> • How does the LEA identify and recruit eligible migrant children? • Who has primary responsibility for the identification and recruitment (ID&R) of migrant children? 	<ul style="list-style-type: none"> • Title I, Part C, application • ID&R plan/manual • Recruiter logs 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
b. Does the LEA ensure that recruitment takes place in identified locations in the division/regional program where migrant families can be found?	<ul style="list-style-type: none"> • What agencies does the LEA coordinate with to determine where migrant families reside? 	<ul style="list-style-type: none"> • Recruiter logs • Map of regional program with locations highlighted • ID&R plan/manual • Correspondence/ collaboration with other agencies 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
c. Does the LEA ensure that recruiters utilize Virginia migration patterns and local crop timelines to determine peak recruitment times?	<ul style="list-style-type: none"> • 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? Why? 	<ul style="list-style-type: none"> • Recruiter logs • Map of regional program with farm/business highlighted • ID&R plan/manual 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Guiding Questions <u>LEA</u>	Probing Questions <u>Interview</u>	Acceptable LEA Evidence <u>Documentation</u>	LEA Response	Is sufficient documentation provided?
d. Does the LEA ensure that the national Certificate of Eligibility (COE) is used to determine eligibility?	<ul style="list-style-type: none"> How is child eligibility determined and documented? 	<ul style="list-style-type: none"> Completed COEs ID&R plan/manual 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
e. Does the LEA ensure that recruiters are familiar with the eligibility criteria and use it to make eligibility determinations?	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Evidence of training provided to recruiters (i.e., agendas) Written quality control procedure for review/resolution of COEs ID&R plan/manual Evidence that the coordinator reviews COEs for validity, accuracy, completeness, logic of responses, thorough explanation of qualifying employment, adequacy of comments, and overall agreement with the eligibility determination 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
f. Does the recruiter refer the family to other services, such as health, social services, etc., as needed?	<ul style="list-style-type: none"> What agencies does the LEA coordinate with when referring migrant families for other services? 	<ul style="list-style-type: none"> Referral form Withdrawal form Correspondence/collaboration with other agencies 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

FEDERAL PROGRAM MONITORING FOR TITLE I, PART C
2. State and Student Assessment

[Section 1111 of Title I, Part A]

<p align="center">Guiding Questions LEA</p>	<p align="center">Probing Questions Interview</p>	<p align="center">Acceptable LEA Evidence Documentation</p>	<p align="center">LEA Response</p>	<p align="center">Is sufficient documentation provided?</p>
<p>a. Are all migrant students included in the Standards of Learning (SOL) assessments in reading/language arts, mathematics, and science?</p>	<ul style="list-style-type: none"> Describe the process of how the LEA ensures that all migrant students are included in the SOL assessments in reading/language arts, mathematics, and science. 	<ul style="list-style-type: none"> 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 Division report card samples; student assessment samples 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>
<p>b. Are migrant students who are also identified as English Learners (EL) offered accommodations on the Standards of Learning assessments?</p>	<ul style="list-style-type: none"> Describe the process of how the LEA ensures that migrant students who are also identified as ELs are offered accommodations on the SOL assessments. 	<ul style="list-style-type: none"> Evidence that all migrant EL students are permitted the allowable accommodations and exemptions on the SOL assessments If applicable, EL migrant student data reports showing exemption status and alternative assessment data 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>
<p>c. Are all migrant students who are also identified as LEP annually assessed with a state-approved English language proficiency assessment?</p>	<ul style="list-style-type: none"> What is the process for ensuring that all migrant students who are also identified as EL annually assessed with a state-approved English language proficiency assessment? 	<ul style="list-style-type: none"> Evidence that all migrant students who are also identified as EL are assessed annually with a state-approved English language proficiency (ELP) assessment 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

Guiding Questions <u>LEA</u>	Probing Questions <u>Interview</u>	Acceptable LEA Evidence <u>Documentation</u>	LEA Response	Is sufficient documentation provided?
d. Does the MEP use results from statewide assessments to make decisions about the migrant program?	<ul style="list-style-type: none"> How does the LEA use results from statewide assessments to make decisions about the migrant program? 	<ul style="list-style-type: none"> Evidence that test scores were used to develop the service delivery plan Evidence that a comparative data analysis process was utilized to determine the achievement gap between migrant and nonmigrant students Service Delivery Plan 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

FEDERAL PROGRAM MONITORING FOR TITLE I, PART C

3. Program Services and Provision of Services

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

<p align="center">Guiding Questions LEA</p>	<p align="center">Probing Questions Interview</p>	<p align="center">Acceptable LEA Evidence Documentation</p>	<p align="center">LEA Response</p>	<p align="center">Is sufficient documentation provided?</p>
<p>a. Does the LEA 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?</p>	<ul style="list-style-type: none"> • How does the LEA identify the educational and support needs of migrant children? 	<ul style="list-style-type: none"> • Needs assessment • Service Delivery Plan • Title I, Part C, application 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>
<p>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?</p>	<ul style="list-style-type: none"> • How does the LEA 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? 	<ul style="list-style-type: none"> • Needs assessment • Title I, Part C, application • Service Delivery Plan • 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 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p><u>Comments</u></p>

Guiding Questions <u>LEA</u>	Probing Questions <u>Interview</u>	Acceptable LEA Evidence <u>Documentation</u>	LEA Response	Is sufficient documentation provided?
c. Does the LEA ensure that the services provided to migrant students are outlined in the ESEA Title I, Part C, application for the current school year?	<ul style="list-style-type: none"> Are the services provided to migrant students outlined in the ESEA Title I, Part C, application for the current school year? 	<ul style="list-style-type: none"> Title I, Part C, application Service Delivery Plan 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
d. Is the program evaluated on a yearly basis and programs and services revised based on the results of the evaluation?	<ul style="list-style-type: none"> How are the results of the evaluation conveyed? To what degree is the updated data used for program implementation? 	<ul style="list-style-type: none"> Title I, Part C, program evaluation Service Delivery Plan State and local assessment data; dropout rates; parent surveys 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
e. How does the division use program evaluation data to continually improve the program?	<ul style="list-style-type: none"> How are the results of the evaluation used to understand and improve instructional methods and student and school performance? 	<ul style="list-style-type: none"> Data analysis Evaluation of program implementation (successful strategies/programs continued and unsuccessful strategies/programs discontinued) Service Delivery Plan 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
f. Does the LEA 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 whose	<ul style="list-style-type: none"> Describe the process of how migrant children with the greatest need are identified? 	<ul style="list-style-type: none"> List of priority for service students and services they are receiving (include the indicators that targeted these students and their 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Guiding Questions <u>LEA</u>	Probing Questions <u>Interview</u>	Acceptable LEA Evidence <u>Documentation</u>	LEA Response	Is sufficient documentation provided?
education has been interrupted during the school year?		highest academic need) <ul style="list-style-type: none"> Written quality control protocols/procedures that ensure that children being served in the MEP are eligible to receive such services 		
g. How does the LEA ensure that students served under the Continuation of Services provision are accurately reported to the Virginia Department of Education?	<ul style="list-style-type: none"> Describe the process for how the LEA ensures that students served under the COS provision are accurately reported to the Virginia Department of Education. 	<ul style="list-style-type: none"> Certificates of Eligibility Withdrawal forms MSDC reports 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
h. Does the LEA coordinate and integrate Title I, Part C, services with other educational programs in the division and/or regional migrant education program?	<ul style="list-style-type: none"> Describe the process for how the LEA coordinates and integrates Title I, Part C, services with other educational programs in the division and/or regional migrant education program. 	<ul style="list-style-type: none"> Title I, Part C, application Evidence of coordination 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
i. Does the LEA keep an accurate list of eligible migrant students, including date found eligible, date eligibility expires, and priority for services (PFS) status?	<ul style="list-style-type: none"> How is an accurate list of eligible migrant students, including date found eligible, date eligibility expires, and PFS status maintained? 	<ul style="list-style-type: none"> List of migrant students Written quality control protocols/procedures that ensure that children being served in the MEP are eligible to receive such services MSDC reports 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

FEDERAL PROGRAM MONITORING FOR TITLE I, PART C

4. 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 Questions <u>LEA</u>	Probing Questions <u>Interview</u>	Acceptable LEA Evidence <u>Documentation</u>	LEA Response	Is sufficient documentation provided?
a. Does the LEA conduct parental involvement activities for migrant families at the division/regional level?	<ul style="list-style-type: none"> What are the results of the parental involvement activities for migrant families at the division/regional level? 	<ul style="list-style-type: none"> Meeting agendas Divisionwide calendar School calendars Evidence of other resources available to parents Parent surveys 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
b. Does the LEA ensure that an effective means of outreach to parents of LEP migrant students has been accomplished?	<ul style="list-style-type: none"> How does the LEA ensure that an effective means of outreach to parents of LEP migrant students has been accomplished? 	<ul style="list-style-type: none"> Title I, Part C, application Letters and flyers Log of parent contact Correspondence/ collaboration with Parent Information and Resource Center (PIRC) 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
c. Does the LEA have a migrant parent advisory council (MPAC) that it consults with on planning, implementing and evaluating MEP activities?	<ul style="list-style-type: none"> What decision making role do parents have for choosing resources, program design, and activities? 	<ul style="list-style-type: none"> List of PAC members Migrant parent advisory council (MPAC) evaluation methodology and/or instrument MPAC bylaws/guidelines Meeting agendas Calendar of meeting times 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
d. Does the LEA ensure that parental information is provided in an understandable and	<ul style="list-style-type: none"> How does the LEA ensure that parental information is provided in an 	<ul style="list-style-type: none"> Evidence of parental information provided in an understandable and 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Guiding Questions <u>LEA</u>	Probing Questions <u>Interview</u>	Acceptable LEA Evidence <u>Documentation</u>	LEA Response	Is sufficient documentation provided?
uniform format and, to the extent practicable, in a language that the parents can understand?	understandable and uniform format and, to the extent practicable, in a language that the parents can understand?	uniform format <ul style="list-style-type: none"> • Evidence of translated materials 		

FEDERAL PROGRAM MONITORING FOR TITLE I, PART C

5. Fiduciary

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

Guiding Questions <u>LEA</u>	Probing Questions <u>Interview</u>	Acceptable LEA Evidence <u>Documentation</u>	LEA Response	Is sufficient documentation provided?
a. Does the LEA comply with the supplement, not supplant provisions of Title I, Part C?	<ul style="list-style-type: none"> How does the LEA comply with the supplement, not supplant provisions of Title I, Part C? 	<ul style="list-style-type: none"> Title I, Part C, application Budget Reimbursements 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
b. Does the LEA comply with the nonpublic private school provisions of Title I, Part A?	<ul style="list-style-type: none"> How does the LEA comply with the private school provisions of Title I, Part A? 	<ul style="list-style-type: none"> Title I, Part C, application Correspondence with nonpublic private school(s) 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
c. Is the LEA/school able to demonstrate that Title I, Part C, funds have been used for the specific purpose of serving priority for service students first?	<ul style="list-style-type: none"> How does the LEA ensure that Title I, Part C, funds are used for the specific purpose of serving priority for service students first? 	<ul style="list-style-type: none"> Title I, Part C, application Budget MSDC reports List of PFS students 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
d. For each prorated migrant staff member, does the LEA maintain an appropriate log (time and effort record) that documents the time actually spent by the staff on Title I, Part C, activities?	<ul style="list-style-type: none"> How does the Title I, Part C, staff work exclusively in Title I, Part C, activities? 	<ul style="list-style-type: none"> Title I, Part C, funded positions Certificate of Pay Personnel Activity Report Title I, Part C, application 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
e. Does the LEA's budget process demonstrate appropriate Title I, Part C, program planning and implementation consistent with identified migrant student needs in the Migrant Education Program?	<ul style="list-style-type: none"> How are decisions made about what materials and equipment are to be purchased? 	<ul style="list-style-type: none"> Title I, Part C, application Budget Reimbursements Inventory records 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Guiding Questions <u>LEA</u>	Probing Questions <u>Interview</u>	Acceptable LEA Evidence <u>Documentation</u>	LEA Response	Is sufficient documentation provided?
f. Is the MEP equipment inventory up-to-date?	<ul style="list-style-type: none"> How is equipment distributed and maintained? 	<ul style="list-style-type: none"> Inventory list Disposal of Title I, Part C, inventory records 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

FEDERAL PROGRAM MONITORING FOR TITLE I, PART C
6. Recordkeeping

[Section 76.730 and 76.731 of EDGAR]

Guiding Questions <u>LEA</u>	Probing Questions <u>Interview</u>	Acceptable LEA Evidence <u>Documentation</u>	LEA Response	Is sufficient documentation provided?
a. Does the LEA have a systematic process in place to ensure that information used to determine eligibility is accurate, and only those children found eligible for migrant services are served?	<ul style="list-style-type: none"> How is the eligibility determinations reviewed and resolved? 	<ul style="list-style-type: none"> Certificates of Eligibility List of students served Evidence that the coordinator reviews COEs for validity, accuracy, completeness, logic of responses, thorough explanation of qualifying employment, adequacy of comments, and overall agreement with the eligibility determination 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
b. Does the LEA have a systematic process in place to ensure data entered into the Migrant Student Data Collection (MSDC) system is accurate?	<ul style="list-style-type: none"> How does the LEA transmit student records within the state and with other states? What is the process for correcting data entry errors? 	<ul style="list-style-type: none"> Certificates of Eligibility List of students served Data reports from MSDC Evidence of data crosschecks MSIX user reports 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
c. Does the LEA have a systematic process in place to monitor the ID&R practices of recruiters?	<ul style="list-style-type: none"> Do they work year-round or only in the summer? What other types of job responsibilities do recruiters have? 	<ul style="list-style-type: none"> Recruiter log Local policies and procedures Job description Employee evaluations 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Guiding Questions <u>LEA</u>	Probing Questions <u>Interview</u>	Acceptable LEA Evidence <u>Documentation</u>	LEA Response	Is sufficient documentation provided?
d. Are COEs entered into the MSDC system in a timely manner?	<ul style="list-style-type: none"> What is the process for ensuring that COEs are entered into the MSDC system in a timely manner? 	<ul style="list-style-type: none"> Certificates of Eligibility Evidence that COEs are tracked, reviewed, signed off by coordinator Data reports from MSDC 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
e. Are withdrawal forms entered into the MSDC system in a timely manner?	<ul style="list-style-type: none"> What is the process for ensuring withdrawal forms are entered into the MSDC system in a timely manner? 	<ul style="list-style-type: none"> Withdrawal forms Evidence that withdrawal forms are tracked Data reports from MSDC 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
f. Have recruiters or designated staff been trained to use the view only access to MSDC and the Migrant Student Information Exchange (MSIX) data?	<ul style="list-style-type: none"> What kind of training has been provided for recruiters or designated staff with the use of the MSDC and the MSIX systems? 	<ul style="list-style-type: none"> Evidence of staff development on MSDC and MSIX 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
g. Do recruiters work with schools to ensure eligible migrant students are flagged as migrant in the local student information system?	<ul style="list-style-type: none"> How does the LEA work with schools to ensure eligible migrant students are flagged as migrant in the local student information system? 	<ul style="list-style-type: none"> Evidence of contact with local schools to ensure ongoing communication (i.e., correspondence with schools) Correct data in local student information systems Data reports from MSDC 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>

Guiding Questions <u>LEA</u>	Probing Questions <u>Interview</u>	Acceptable LEA Evidence <u>Documentation</u>	LEA Response	Is sufficient documentation provided?
h. 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?	<ul style="list-style-type: none"> How does the LEA 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? 	<ul style="list-style-type: none"> Evidence of records sent and received by other school divisions and states Data reports from MSDC Data reports from MSIX 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
i. Are records requested from the migrant student's previous school?	<ul style="list-style-type: none"> Describe the process for requesting records from the migrant student's previous school? 	<ul style="list-style-type: none"> Evidence of record requests sent to previous schools Data reports from MSIX 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
j. Has the LEA submitted all required reports to the Virginia Department of Education for Title I, Part C?	<ul style="list-style-type: none"> What process does the LEA use to evaluate required reports due to the Virginia Department of Education prior to submittal? 	<ul style="list-style-type: none"> Applications Reimbursement requests Amendments Evaluation report Comprehensive Needs Assessment PAC Survey Results 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>
k. Does the LEA maintain appropriate Title I, Part C, records in a central location?	<ul style="list-style-type: none"> How does the LEA ensure Title I, Part C, records are maintained in a central location? 	<ul style="list-style-type: none"> Applications School files Central administration files Finance records Other files 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <u>Comments</u>