



Migrant Education Office Federal Program Monitoring Technical Assistance Presentation 2015–16

August 4 and 12, 2015



CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction



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Welcome!

Introductions of California Department of Education (CDE) Migrant Education Office (MEO) staff who will be conducting On-site and Online Federal Program Monitoring (FPM) reviews:

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Presentation Objectives

Participants will gain knowledge and understanding of:

- Most frequent non-compliant Migrant Education Program (MEP) items
- Legal Migrant Education (ME) requirements that are monitored through the FPM process
- Required documents to present as evidence of compliance
- Essential MEP objectives as outlined in the MEP/FPM “Instrument”



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Federal Program Monitoring

- State and federal laws require the CDE to monitor MEPs in local educational agencies (LEAs) through the FPM process (Section 200.84).
- The MEP monitoring instrument is used by the CDE reviewers and by the LEAs to monitor and self-monitor for state and federal requirements and compliance.



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California Department of Education/Migrant Education Office Responsibility

The CDE MEO is charged with ensuring that the laws, regulations, and guidelines of the United States Department of Education, Office of Migrant Education are complied with by both the State and all participating LEAs.



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Instrument Categories

Category I	Involvement
Category II	Governance and Administration
Category III	Funding
Category IV	Standards, Assessment, and Accountability
Category V	Staffing and Professional Development
Category VI	Opportunity and Equal Educational Access
Category VII	Teaching and Learning
Category VIII	Identification, Recruitment, Quality Control



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On-site Instrument Items

- Category I: Two (2) Items
- Category II: Four (4) Items
- Category III: Three (3) Items
- Category IV: One (1) Item
- Category V: One (1) Item
- Category VI: Two (2) Items
- Category VII: One (1) Item
- Category VIII: One (1) Item



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Online Reviews

- I-1 Parent Advisory Councils
- I-2 Consultation with Private Schools
- II-3 Migrant Region Services
- II-5 Implements and Monitors LEA Plan
- III-7 Use of Funds
- III-8 Supplement, Not Supplant
- IV-10 Evaluation, Assessment, Effectiveness
- V-11 Staffing
- VI-12 Equal Opportunity
- VII-14 Educational and Other Services
- VIII-15 Identification, Recruitment, and Quality Control



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Most Frequent Non-Compliant Migrant Education On-site Findings for 2014–15

Finding Number	Finding Description (most frequent findings)
II-03	Migrant Regional Services
II-05	Implements and Monitors LEA Plan
III-08	Supplement Not Supplant
IV-10	Evaluation, Assessment, and Effectiveness
VII-14	Educational and Other Services



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Most Frequent Non-Compliant Migrant Education Online Findings for 2014–15

Finding Number	Finding Description (most frequent findings)
III-07	Use of Funds
III-08	Supplement, Not Supplant
IV-10	Evaluation, Assessment, and Effectiveness
V-11	Staffing
VII-14	Educational and Other Services



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I-ME 01: Parent Advisory Councils

District and regional parent advisory councils (PACs) fulfill their responsibilities to:

- (a) Establish MEP goals, objectives, priorities.
- (b) Review annual needs assessments, program activities for each school, and individualized educational plans.
- (c) Advise on the selection, development, and reassignment of MEP staff.
- (d) Be actively involved in the planning and negotiation of Regional Applications (RA) and Service Agreements.



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I-ME 01: Parent Advisory Councils (continued)

- 1.1: Members of the advisory council were elected by parents of migrant students at a general meeting to which all parents of pupils enrolled in the migrant program were invited.

- 1.2: The composition of the council is determined by the parents of children enrolled in the migrant program.



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I-ME 01: Parent Advisory Councils (continued)

- 1.3: At least two-thirds of the migrant program parent council consists of parents of migrant children.
- 1.4: The LEA trains parent councils to carry out their responsibilities.
- 1.5: The RA and District Service Agreement (DSA) are presented to parents in a format and language understandable to them.



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I-ME 01: Parent Advisory Councils Evidence: Documents

- ME PAC Officer Election COE numbers
- ME PAC Officer Election Meeting Agenda, Minutes, and Sign-in Sheet
- ME PAC Officer Election Roster
- ME PAC Bylaws
- ME PAC Meeting Calendar
- ME PAC Roster with COE



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I-ME 02:

Consultation with Private Schools

For Elementary and Secondary Education Act (ESEA) programs, the LEA consulted with appropriate private school officials during the development of the program concerning:

- (a) Identification of students' needs
- (b and j) What services will be offered for eligible students
- (c and f) Service and program delivery options
- (d) Assessment and improvement of services



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I-ME 02: Consultation with Private Schools (continued)

- (e) The size and scope of services and the proportion of funds allocated
- (g) Reasons for not using a contractor preferred by private school officials
- (h) The method and sources of data to determine the number of low-income private school students from eligible attendance areas
- (i) The right to complain to the CDE



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I-ME 02: Consultation with Private Schools Evidence: Documents

- Affirmation signed by participating schools
- Dated notice of ESEA eligibility to private schools in LEA and adjacent LEAs
- LEA Plan



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II-ME 03: Migrant Region Services

The migrant region provides:

- Technical assistance to LEAs according to the service agreement.
- Interagency coordination that improves services to migrant students.
- Direct services required by the service agreement.



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II-ME 03: Migrant Region Services Evidence: Documents

- LEA Plan
- ME DSA
- ME records of Professional Development Activities for Teachers and Staff as outlined in the DSA/RA



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II-ME 03: Migrant Region Services Evidence: Documents (continued)

- ME records of technical assistance and interagency coordination activities with Federal Program Coordinators; agendas, minutes, and sign-in sheet
- ME RA



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II-ME 04: District Services

The district provides:

- Services in compliance with state and federal law (comprehensive, supplemental)
- Information to parents
- Support to instructional staff



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II-ME 04: District Services Evidence: Documents

- List of ME Students being served by grade level
- ME DSA
- ME Program Needs Assessment
- Single Plan for Student Achievement (SPSA)
- ME letters and notices to parents



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II-ME 04: District Services Document Evidence (continued)

- ME letters and notices to parents in necessary languages as determined by the School Language Census
- ME list of all students in the district by school and grade level (hard copy only)



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II-ME 05: Implements/Monitors LEA Plan

An LEA operating ESEA programs implements and monitors the approved LEA plan.



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II-ME 05: Implements/Monitors Local Education Agency Plan Evidence: Documents

- LEA Plan
- LEA Plan that includes ME narrative with student data, services, and program goals
- ME evaluation reports
- SPSA



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II-ME 06: Inventory

For all categorical programs, the LEA maintains an inventory record for each piece of equipment with an acquisition cost of \$500 or more per unit that is purchased with state and/or federal funds.

6.1: The school district has conducted a physical check of the inventory of equipment with the past two years and has reconciled the result with inventory records.



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II-ME 06: Inventory (continued)

The record describes the acquisition by:

Type, model, serial number, funding source, acquisition date, cost, location, and current condition, transfer, replacement, or disposition of obsolete or unusable equipment.



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II-ME 06: Inventory Evidence: Documents

ME Equipment inventory records



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III-ME 07: Use of Funds

The migrant region and LEA use Migrant Education funds only for allowable activities and equipment.



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III-ME 07: Use of Funds Evidence: Documents

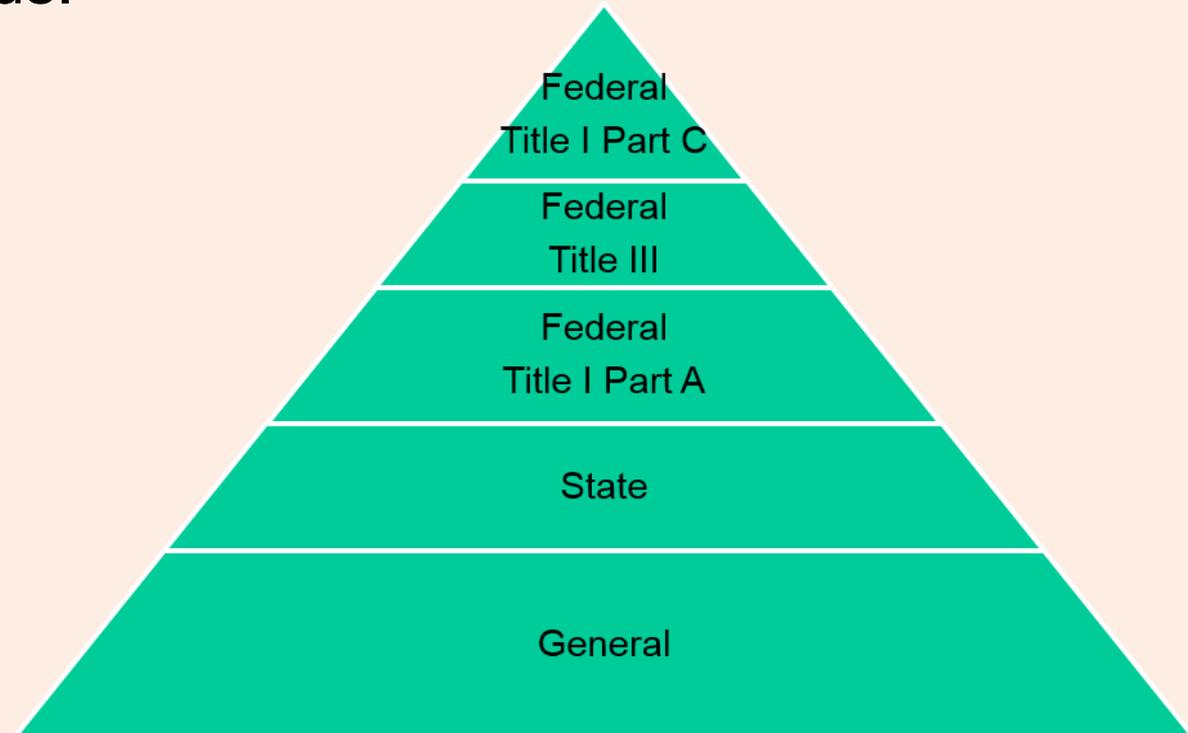
- General Ledger
- ME DSA
- ME Personnel Activity Reports (PAR)



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III-ME 08: Supplement not Supplant

For the MEP, the LEA uses funds only to supplement, and not supplant, state and local funds.





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III-ME 08: Supplement not Supplant Evidence: Documents

- LEA Plan
- ME DSA
- ME Expenditure Report
- MEP Expenditure Reports
- SPSA
- Master School Schedule



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III-ME 08: Supplement not Supplant Evidence: Documents (continued)

- ME duty statements; regular school and summer school
- ME LEA summer school records
- ME lesson plans for before and after class and/or Saturday school programs
- ME RA
- ME regular and summer school daily schedules₃₃



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III-ME 9: Salaries and Wages

The LEA properly assesses administrative charges for direct or indirect costs of federal funds for salaries and wages in proportion to an allowable quantity and duties of the employee.

9.1 Each employee paid in part from a single cost objective and in part from other revenue, or an employee paid from multiple cost objectives, completes a PAR each pay period, or an approved sampling method is used.



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III-ME 9: Salaries and Wages Evidence: Documents

- ME Expenditure Reports
- ME Payroll Records
- ME PARs
- ME Duty Statements regular year and summer school
- ME Time Accounting Records



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IV-ME 10: Evaluation, Assessment, and Effectiveness

The migrant region and LEA measure migrant student progress against the desired outcomes of the MEP and state academic content standards.



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IV-ME 10: Evaluation, Assessment, and Effectiveness (continued)

- 10.1 The LEA completes an individual assessment of the educational and health needs of each migrant student within 30 days of enrollment (and updates annually).
- 10.2 The LEA identifies and addresses the needs of migrant children in coordination with other categorical programs.
- 10.3 The LEA identifies and addresses the needs of migrant children through measurable program goals and outcomes.



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IV-ME 10: Evaluation, Assessment, and Effectiveness (continued)

- 10.4 The LEA and migrant region use academic assessment results and other pertinent data to improve the academic achievement of students.
- 10.5 The LEA and migrant region evaluate and determine the effectiveness of their programs and projects in providing migrant students with the opportunity to meet the same challenging State content and performance standards.



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IV-ME 10: Evaluation, Assessment, and Effectiveness Evidence: Documents

- LEA Plan (Associated)
- ME DSA
- ME Program Needs Assessment
- SPSA



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IV-ME 10: Evaluation, Assessment, and Effectiveness Evidence: Documents (continued)

- ME Individual Needs Assessment form
- ME Pre and Post formative assessment per the DSA
- ME records of coordination with other state and federal programs



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V-ME 11: Staffing

The migrant region and LEA provide professional development programs and support for teachers and other program staff members.

- 11.1: MEP summer school staff members are properly credentialed and have cultural training and understanding of the special needs of migrant children (ESEA Section 1119)



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V-ME 11: Staffing Evidence: Documents

- ME roster who provide MEP services; regular school year and summer school
- ME records of technical assistance and professional development activities; agendas, and sign-in sheets
- ME staff credentials; regular year and summer school



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VI-ME 12: Equal Opportunity

The migrant region and LEA provide migrant children with the opportunity to meet state academic content and achievement standards.

- 12.1 The migrant region and LEA provide services required by state and federal laws or regulations.
- 12.2 The LEA provides to migrant program schools general fund services comparable to those provided to other schools.
- 12.3 The migrant region and LEA provide educational continuity for migrant students through the timely transfer of educational and health records.



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VI-ME 12: Equal Opportunity Evidence: Documents

- ME DSA
- ME samples of migrant students cumulative records (hard copy)
- ME sample of transfer records from MSIX data system
- ME samples of migrant students' class/master schedules



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VI-ME 13: Private Schools

For participating private schools, the LEA provides equitable educational services and benefits to address the needs of eligible school students, their teachers, and their families.

- (a) Educational services are provided in a timely manner.
- (b) The LEA expends equal per-pupil amounts for educational services and other benefits for eligible private and public school students.
- (c) Education services provided by the LEA are secular, neutral, and nonideological.
- (d) Teachers of Title I and Title III students in private schools participate on an equitable basis in professional development activities.



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VI-ME 13: Private Schools Evidence: Documents

- Dated notice to ESEA eligibility to private schools in LEA and adjacent LEAs
- ME multi-funded staff time and funding records for private schools
- ME Private School PAC Announcement
- ME Private School PAC Bylaws



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VI-ME 13: Private Schools Evidence: Documents (continued)

- ME Private School PAC meeting agendas, minutes, and sign-in sheets
- ME Private School Roster
- ME Professional Development Plan for Private School staff
- ME Third-party service provider contracts



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VII-ME 14: Educational and Other Services

The LEA provides migrant children with the full range of services available from appropriate local, state, and federal education programs.



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VII-ME 14: Educational and Other Services (continued)

- 14.1 The migrant region and LEA provide a comprehensive, supplementary program to meet the educational, health, and related needs of participating students, as described in the service agreement.



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VII-ME 14: Educational and Other Services (continued)

14.2 The migrant region and LEA give priority for service to migrant children who are failing to meet state academic content standards and whose education was interrupted during the regular school year.



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VII-ME 14: Educational and Other Services (continued)

- 14.3 The migrant region and LEA coordinate migrant education services with other state and federal programs.
- 14.4 The migrant region and LEA provide a brief individual learning plan, listing services to be provided, to parents annually or on enrollment.
- 14.5 The migrant region and LEA maintain migrant student records for Kindergarten through grade twelve students, or copies, in the student cumulative record.



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VII-ME 14: Educational and Other Services Evidence: Documents

- LEA Plan
- MEP Sample Certificate of Eligibility (Associated)
- MEP Samples of Migrant Students' Cumulative Records (Associated) (hard copies)
- SPSA



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VII-ME 14: Educational and Other Services Evidence: Documents (continued)

- Meeting Agendas, Minutes, and Sign-In Sheets Indicating Coordination of Programs (Associated)
- MEP Class or Course Placement Records
- MEP Samples of Migrant Students' ILPs



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VIII-ME 15: Identification, Recruitment, and Quality Control

For the districts, this domain and related items are reviewed only if the district provides Identification and Recruitment (I&R) services. Otherwise, the MEP region, which is responsible for this type of services, will be reviewed as follows.



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VIII-ME 15: Identification, Recruitment, and Quality Control (continued)

The LEA has established and implemented a system of quality controls for the proper I&R of eligible migratory children.



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VIII-ME 15: Identification, Recruitment, and Quality Control (continued)

- 15.1 The migrant region and LEA provide comprehensive training to ensure that recruiters and other staff involved in determining eligibility and in conducting quality control procedures know the requirements for accurately determining and documenting child eligibility under the MEP.



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VIII-ME 15: Identification, Recruitment, and Quality Control (continued)

- 15.2 The region and LEA have implemented a system that provides for the supervision and annual review and evaluation of the I&R practices of individual recruiters.

- 15.3 The region and LEA have implemented a formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all local operating agencies.



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VIII-ME 15: Identification, Recruitment, and Quality Control (continued)

- 15.4 The region and LEA have implemented a process by which an examination by qualified individuals of each COE to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services.
- 15.5 The migrant region and LEA have implemented a process to validate that eligibility determinations were properly made, including conduction prospective re-interviewing .



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VIII-ME 15: Identification, Recruitment, and Quality Control (continued)

- 15.6 The migrant region and LEA have implemented a documentation process that supports the implementation of this quality control system and of a record of actions taken to improve the system where periodic reviews and evaluations indicate the need to do so.
- 15.7 The migrant region and LEA have a process for implementing corrective action if the SEA finds COEs that do not sufficiently document a child's eligibility for the MEP, or in response to internal audit findings, or monitoring.



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VIII-ME 15: Identification and Recruitment Evidence: Documents

- Agendas, calendars, and sign-in sheets for trainings
- Annual re-interview and verification records
- COE verification records
- Correction action records
- Expenditure reports
- Payroll records



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VIII-ME 15: Identification and Recruitment Evidence: Documents (continued)

- PARs
- Duty statements
- Time accounting records
- ME annual evaluation of I&R staff
- Records of supervision of recruiters



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Odds and Ends . . .

- Reminder: If a document is written in Spanish, a verbatim English translation must accompany it (both in CMT and on-site).
- Reminder: Change CMT status to “Submit” after all documents are uploaded.
- This Power Point presentation will soon be available online.



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Questions?





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Need More Information?

CDE Overview of Migrant Education in California web page:

<http://www.cde.ca.gov/sp/me/mt/overview.asp>

CDE Compliance Monitoring web page:

<http://www.cde.ca.gov/ta/cr/>



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