

**Florida Department of Education**  
**2014-2015 NCLB Monitoring Application**  
**Title I Part C, Education of Migratory Children [Migrant Education Program (MEP)]**

**Compliance Item AIC-1:** The Local Educational Agency (LEA) shall ensure that migrant students are assessed with the same challenging state academic content and student academic achievement standards that all children are expected to meet.

*Section 1304(b)(2), P.L.107-110*

**Finding(s)**

**The LEA should:**

- provide documentation verifying that at least 95 percent of migrant students are administered the FCAT2.0.
- provide migrant student data reports showing exemption status and alternative assessment data, as applicable.
- demonstrate that a comparative analysis of migrant student FCAT2.0 data to the average of non-migrant student FCAT2.0 data has been used to determine the achievement gaps of migrant students. Comparative analysis should reflect all LEA migrant students to non-migrant students and be disaggregated by grade for each group.

**Review Question(s)**

- How many migrant students have been identified in the LEA during the 2013-2014 school year?
- How many migrant students were eligible to take the FCAT2.0?
- What percentage of these students participated in the FCAT2.0? As applicable, please explain if less than 95% of migrant students took the FCAT2.0.
- What is the achievement gap between the LEA's migrant and non-migrant students in reading and mathematics?
- What percentage of migrant students met or exceeded the proficiency level on the FCAT2.0 in reading and mathematics?
- Are any migrant students exempted from taking the FCAT2.0? If so, why were they excluded and what criteria were used?
- Describe the methodology being used to gather migrant student data, including the kinds of migrant student data collected.

**Documents to Support Compliance**

- Evidence of the calculation of the participation rate of migrant students (suggested tool for documenting calculation: MEP Annual Evaluation Report (Student Outcome section) or Migrant Student Assessment/Achievement Data Chart)
  - Evidence that a comparative data analysis process was utilized to determine the achievement gap between migrant and non-migrant students (suggested tool for documenting data analysis: MEP Annual Evaluation Report (Student Outcome section) or Migrant Student Assessment/Achievement Data Chart)
  - As applicable, migrant student data reports showing exemption status and alternative assessment data
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**Compliance Item AIC-2:** The Local Educational Agency (LEA) shall conduct a comprehensive needs assessment in order to identify and address the special needs of migrant children in accordance with the state comprehensive needs assessment and comprehensive plan for service delivery.

*EDGAR 34 CFR 200.83; Section 1306(a)(1), P.L.107-110*

**Finding(s)**

**The LEA should:**

- conduct a needs assessment activity to identify and prioritize the needs of migrant children.
- provide documentation indicating the methodology and results of the needs assessment activity (summary of results).
- provide a revised program implementation plan based on the results of the needs assessment, as applicable.

**Review Question(s)**

- When did the LEA complete a program needs assessment activity as well as the written summary of needs assessment results during the 2013-2014 school-year?
- Please explain the methodology utilized and what were the results in all areas assessed?
- Describe how the LEA's needs assessment aligned with the areas of need identified through the state comprehensive needs assessment process (i.e. math proficiency, reading proficiency, school readiness and graduation rates).
- How have the academic and supportive needs of migrant children and Out-of-School Youth (OSY) been identified and prioritized as a result of the program needs assessment?
- If applicable, in what ways did the LEA change the program after the needs assessment? Describe how the LEA identified and documented the new plan of action to deliver targeted services that meet identified needs.

**Documents to Support Compliance**

- Written methodology used for needs assessment as described in the 2014-2015 project application
- Provide data used in the needs assessment including the following: K-12 educational data, survey data, private school/student request for services data, Pre-Kindergarten children data, Out-of-School Youth identification/recruitment/services data, Priority for Services student data, etc.
- Written summary of needs assessment results (i.e., Needs Assessment Summary Report)

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**Compliance Item BIC-1:** The Local Educational Agency (LEA) shall assist the state in determining the number of eligible migrant children aged 3 through 21, who reside in the state full-time and part-time, through procedures as the state may require.

*Section 1304(c)(7), P.L.107-110*

**Finding(s)**

**The LEA should:**

- provide written quality control procedures ensuring that the children being served in the Migrant Education Program (MEP) are eligible to receive such services.
- revise quality control procedures to include the action that must be taken when a child is found to be ineligible to receive MEP services.
- provide evidence of random re-interviews of migrant families that includes the number of children found to be ineligible and the response of the LEA, as applicable.
- provide LEA database report of all current identified migrant children.

### Review Question(s)

- How does this LEA identify and recruit eligible migrant children?
- How is child eligibility determined and documented?
- What quality control procedures do you use to ensure the accuracy of eligibility determinations in your LEA?
- What are the re-interviewing protocols used by the LEA to follow quality control procedures?
- What are the quality control procedures to clearly address the action that must be taken when a child receiving MEP services has been determined to be ineligible to receive such services?
- How often does the LEA submit Certificates of Eligibility (COEs) to the state Identification & Recruitment (ID&R) office?
- Describe the process in which the MEP prepares for, uploads, and verifies data regarding migrant student counts during the Survey 5 reporting period.

### Documents to Support Compliance

- A sample school enrollment survey for parents (e.g. Student Residency Information Form, Occupational Survey, etc.) that includes questions on recent family moves/changes in residency and job-related questions associated with agriculture or fishing.
- A spreadsheet or log that indicates the number of migrant families re-interviewed along with the corresponding dates of the re-interviews
- At least two re-interview forms along with the completed original Certificate of Eligibility (COE)
- LEA database reports of all identified migrant children
- Written quality control protocols/procedures that ensure children being served in the MEP are eligible to receive such services and actions to be taken when: (1) a child is found to be ineligible; (2) it is determined that child eligibility expired; and (3) a child/family no longer wants to participate in program
- Written communication or state Identification & Recruitment (ID&R) COE Log indicating COEs were submitted according to state procedures
- **For those LEAs selected for onsite review**, at least 25 COEs, or less for smaller LEAs, will be randomly selected by Florida MEP staff and reviewed at the time of the monitoring visit

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**Compliance Item BIC-2:** The Local Educational Agency (LEA) shall promote interstate and intrastate coordination of services and ensure educational continuity by reporting comprehensive and accurate academic and health information for migratory children in a timely manner via the local and state student databases when children move from one school to another, whether or not such move occurs during the regular school year. The LEA shall also make student records available to another State Educational Agency (SEA) or LEA, within or outside of the state that requests the records at no cost to the requesting agency, if the request is made in order to meet the needs of a migratory child.

## **Finding(s)**

### **The LEA should:**

- standardize procedures (in writing) for processing migrant student educational and health data via the local student database.
- standardize procedures/processes (in writing) for the exchange of migrant student educational and health records. Process must include state developed standardized procedures for exchange of student records.
- provide documentation that captures evidence of communication with other Migrant Education Programs (MEPs) (intra/interstate) that identifies the student and purpose of communication as it relates to the exchange of student records.
- maintain a current LEA database of all identified migrant children.

### **Review Question(s)**

- How does the LEA report comprehensive and accurate academic and health information in a timely manner in the local student information database (when there is academic or health activity on the student)?
- Identify the school districts and/or states the LEA communicates with regularly regarding migrant students.
- What protocols and processes are in place to communicate with MEPs (intra/interstate) regarding coordination of services and the exchange of student records to ensure the educational continuity of shared migrant children?
- How does the LEA collaborate effectively with the local Management Information Systems (MIS)/ Information Technology (IT) department to ensure the transfer of student records to the Migrant Student Information Exchange (MSIX)?
- How often does the LEA transfer migrant student records to MSIX via Florida Automated System for the Transfer of Educational Records (F.A.S.T.E.R.)?

### **Documents to Support Compliance**

- Documentation of interstate and intrastate communication with other MEPs (e.g., e-mails, forms, communication logs, etc.) regarding exchanging of student records
- Written LEA processes/procedures for processing migrant student educational and health data via the local student database
- Written state processes/procedures for the exchange of migrant student educational and health records. (i.e., FMEP MSIX Processes and Procedures and FMIP Processes and Procedures)
- Evidence of LEA transmitting migrant student records to Migrant Student Information Exchange (MSIX) (i.e. Management Information System (MIS) generated MSIX transmission report) according to four MSIX timeframes

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**Compliance Item BIC-3:** The Local Educational Agency (LEA) shall give priority 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 achievement standards and whose education has been interrupted during the regular school year.

## **Finding(s)**

### **The LEA should:**

- provide a list of migrant children identified as Priority for Services (PFS) and include the indicators that targeted these students.
- provide evidence of the type of services being provided or facilitated to meet the high academic needs of these children.

### **Review Question(s)**

- How did the LEA identify Priority for Services (PFS) students?
- How many students were identified as PFS during the 2013-2014 and 2014-2015 school year?
- How did the LEA document providing Migrant Education Programs (MEP) services to PFS students before other migrant students?
- How often does the LEA assess and re-assess students as PFS during the school year?

### **Documents to Support Compliance**

- Priority for Services (PFS) Action Plan, if more detailed than in the project application
  - Log that:
    - lists all of the children identified as PFS in 2013-2014 and 2014-2015, which includes PFS criteria & indicators as to how student qualifies as PFS; and
    - includes the types of services provided and/or facilitated to meet the academic needs of students
  - LEA 2014-2015 Management Information System/Information Technology (MIS/IT) report indicating PFS students identified in local database, at minimum report needs to identify student name, grade, and PFS status.
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**Compliance Item BIC-4:** The Local Educational Agency (LEA) shall continue to provide services until the end of the school term to a child who ceases to be a migrant child during such term or for one additional year in the absence of comparable services or through credit accrual programs for high school students until graduation.

*Sections 1304(e), P.L.107-110*

## **Finding(s)**

### **The LEA should:**

- provide a list of former migrant students meeting the criteria for continuation of services indicating the capacity in which these students are receiving services, as applicable.
- provide documentation that no other comparable services were available or accessible.

### **Review Question(s)**

- At what point in time does the MEP make determinations for a student's Continuation of Services (COS) status?
- When considering services for a COS student, what data and/or documentation does MEP use to determine the students COS status?
- How are students who are eligible for COS tracked?

- How many students were identified as COS during the 2013-2014 and 2014-2015 school year?
- How did the LEA ensure that no other comparable services were available or accessible prior to offering services to COS identified students?
- In what capacity did the LEA offer services to these students?

### **Documents to Support Compliance**

- Evidence of a Needs Assessment completed on a child that was deemed COS (i.e., academic and/or support service needs data)
- If applicable, log for 2013-2014 **and** 2014-2015 that lists all of the students eligible for continuation of services including the corresponding Continuation of Services (COS) code for each student and the services those students received
- Evidence that no other comparable services were available or accessible (e.g. email communication, letter, etc.)

**Compliance Item BIC-5:** The Local Educational Agency (LEA), in accordance with the state comprehensive plan for service delivery and consistent with the approved project application, shall implement the described plan to develop or enhance efforts to raise graduation rates by addressing the unique needs of middle and secondary migrant children. Particular emphasis should also be given to the hiring of a secondary advocate who addresses factors related to educational discontinuity, credit accrual, and school engagement.

*Section 1306(a)(1)(C); Florida Migrant Education Program (MEP) Comprehensive Needs Assessment (CNA) and State Service Delivery Plan (SDP)*

### **Finding(s)**

#### **The LEA should:**

- provide evidence of consulting with or hiring a secondary advocate to assist migrant children in accessing services and programs to facilitate promotion or graduation, as applicable.
- provide a list of at least ten children, or less for a smaller LEA, receiving secondary assistance, indicating the capacity in which these children are receiving services, as applicable.
- in the absence of a secondary advocate, provide evidence of professional development to MEP staff on resources and strategies to assist middle and secondary migrant students to graduate.

### **Review Question(s)**

- ***Please note a certified secondary advocate for this compliance item refers to one possessing a Florida certification in the subject areas of Guidance and Counseling (grades PK-12) and/or Educational Leadership.\****  
Describe the ways in which the MEP consults with district/school secondary advocates in grades 6-12 (e.g. school guidance counselors) where migrant students are enrolled in order to promote the graduation of these students.
- If the MEP has a secondary advocate\*, describe the ways in which the advocate assists middle and secondary migrant children to graduate.
- In the absence of a certified MEP secondary advocate\*, how does the MEP provide and/or facilitate training to MEP staff on resources and strategies to assist middle and secondary migrant children to graduate?

- In the absence of a certified MEP secondary advocate\*, how does the staff utilize the resources and/or strategies acquired through training to assist middle and secondary students in graduating?
- Do the curricula of tutorial programs provide strategic, content-based instruction to secondary aged students? Please explain.
- Are tutorial programs provided by the MEP supervised in direct proximity to or facilitated by a highly qualified teacher? Please explain.
- What are the credit accrual programs and/or curriculum (e.g., Portable Assisted Study Sequence (PASS), Mini PASS, EdOptions, etc.) provided to migrant students who are behind and need to accrue additional credits toward graduation?
- How is student progress toward graduating monitored?

### **Documents to Support Compliance**

- Evidence of secondary advocate certification\* for MEP and/or non-MEP secondary advocates (i.e., Florida Teacher Certification)
- Evidence of the MEP's consultation with the secondary advocate\* (e.g., meeting agendas and minutes or other documentation that reflects consultation, etc.)
- In the absence of a secondary advocate\*, provide evidence of professional development to MEP staff (e.g., meeting agendas, training modules/materials, etc.) related to increasing graduation rates
- Service log listing at least 10 children, or less for smaller LEAs, that identifies the academic needs and the services provided and/or facilitated to meet the needs related to graduating
- Sample of curricula/instructional materials used with secondary students during any tutorials (i.e. prep course materials, sample lessons, PASS materials, etc.)

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**Compliance Item BIC-6:** The Local Educational Agency (LEA), in accordance with the state comprehensive plan for service delivery and consistent with the approved project application, shall implement supplementary literacy tutorials or facilitate access to existing literacy tutorials that address the unique needs of migrant children. Programming should focus on vocabulary and fluency development. Particular emphasis should be given to the hiring of or consultation with a reading teacher/advocate/specialist to provide targeted instruction in reading to migrant children participating in supplementary tutorials.

*Section 1306(a)(1)(C); Florida Migrant Education Program (MEP) Comprehensive Needs Assessment (CNA) and State Service Delivery Plan (SDP)*

### **Finding(s)**

#### **The LEA should:**

- provide evidence of consulting with or hiring a reading teacher/advocate/specialist to assist migrant children in increasing achievement levels in reading, as applicable.
- provide a list of at least ten children, or less for a smaller LEA, receiving assistance, indicating the capacity in which these children are receiving services.
- provide documentation that verifies that the curriculum of tutorials includes a focus on vocabulary and fluency development.
- provide evidence of professional development to Migrant Education Program (MEP) staff on resources and strategies to assist migrant students in reading.
- provide a sample of curriculum materials used in tutorials.
- provide evidence of consulting with or hiring a reading teacher/advocate/specialist to assist migrant children in increasing achievement levels in reading, as applicable.

- provide a list of at least ten children, or less for a smaller LEA, receiving assistance, indicating the capacity in which these children are receiving services.
- provide documentation that verifies that the curriculum of tutorials includes a focus on vocabulary and fluency development.
- provide evidence of professional development to Migrant Education Program (MEP) staff on resources and strategies to assist migrant students in reading.
- provide a sample of curriculum materials used in tutorials.

### Review Question(s)

- ***Please note a highly qualified teacher/advocate/specialist for this compliance item refers to one possessing a Florida certification in the subject areas of Elementary Education (grades K-6), Middle Grades English (grades 5-9), English (grades 6-12), Reading (grades K-12), and/or a Reading Endorsement specialization.\****  
Describe the ways in which the MEP consults with district/school reading advocates/specialist/coaches\* to implement strategies in improving literacy skills of migrant students.
- If the MEP has a reading teacher/advocate/specialist\*, describe the ways in which the teacher/advocate/specialist is assisting in improving literacy skills of migrant students.
- In the absence of a reading teacher/advocate/specialist\*, how has the MEP provided and/or facilitated training to MEP instructional staff on instructional strategies, skills development, and assessment for reading?
- In the absence of a reading teacher/advocate/specialist\*, how has the staff utilized the resources and/or strategies acquired through training to assist students in improving literacy skills?
- Identify whether tutorial programs and/or other instructional services provided and/or facilitated to students in need. Please describe type of and time when services provided.
- Does the tutorial reading program curriculum emphasize language-based content instruction? Please explain. If yes, identify the curriculum and/or instructional materials used?
- Are tutorial programs provided by the MEP supervised in direct proximity to or facilitated by a highly qualified teacher? Please explain.
- How is student progress monitored?

### Documents to Support Compliance

- Evidence of reading certification for MEP and/or non-MEP reading teacher/advocate/specialist\* (i.e., Florida Teacher Certification)
- Evidence of consultation with reading teacher/advocate/specialist\* (e.g., meeting agendas and minutes or other documentation that reflects consultation, etc.)
- Evidence of professional development related to literacy skills to MEP staff in the absence of a reading teacher/advocate/specialist\* (e.g., meeting agendas, training modules/materials, etc.)
- Service log listing at least 10 children, or less for smaller LEAs, that identifies the academic needs and the services provided to meet those needs related to literacy
- Sample of curriculum and/or instructional materials used in any tutorials that includes a focus on vocabulary and fluency development

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**Compliance Item BIC-7:** The Local Educational Agency (LEA), in accordance with the state comprehensive plan for service delivery and consistent with the approved project application, shall implement supplementary mathematics tutorials or facilitate access to existing mathematics tutorials that address the unique needs of migrant children. Programming should focus on rigor, cultural relevance, and the use of manipulatives in instruction. Particular emphasis should be given to the hiring of or consultation with a mathematics

teacher/advocate/specialist to provide targeted instruction in mathematics to migrant children participating in supplementary tutorials.

*Section 1306(a)(1)(C); Florida Migrant Education Program (MEP) Comprehensive Needs Assessment (CNA) and State Service Delivery Plan (SDP)*

### **Finding(s)**

#### **The LEA should:**

- provide evidence of consulting with or hiring a mathematics teacher/advocate/specialist to assist migrant children in increasing achievement levels in mathematics, as applicable.
- provide a list of at least ten children, or less for a smaller LEA, receiving assistance, indicating the capacity in which these children are receiving services.
- provide documentation that verifies that the curriculum of tutorials includes a focus on rigor, cultural relevance, and the use of manipulatives in instruction.
- provide evidence of professional development to Migrant Education Program (MEP) staff on resources and strategies to assist migrant students in math.
- provide a sample of curriculum materials used in tutorials.

#### **Review Question(s)**

- ***Please note a highly qualified teacher/advocate/specialist for this compliance item refers to one possessing a Florida certification in the subject areas of Elementary Education (grades K-6), Middle Grades Mathematics (grades 5-9), and/or Mathematics (grades 6-12).\****  
Describe the ways in which the MEP consults with district/school math advocates/specialist/coaches\* to implement strategies to improve mathematics skills.
- If the MEP has a math teacher/advocate/specialist\*, describe the ways in which the teacher/advocate/specialist is assisting in improving mathematical skills of migrant students.
- In the absence of a mathematics teacher/advocate/specialist\*, how has the MEP provided and/or facilitated training to MEP instructional staff on instructional strategies, skills development, and assessment for mathematics?
- In the absence of a mathematics teacher/advocate/specialist\*, how has the staff utilized the resources and/or strategies acquired through training to assist students to improve mathematics skills?
- Identify whether tutorial programs and/or other instructional services provided and/or facilitated to students in need. Please describe type of and time when services provided.
- Does tutorial mathematics program curriculum emphasize rigor, cultural relevance, and the use of manipulatives in instruction? Please explain. If yes, identify the curriculum and/or instructional materials used.
- Are tutorial programs provided by the MEP supervised in direct proximity to or facilitated by a highly qualified teacher? Please explain.
- How is student progress monitored?

#### **Documents to Support Compliance**

- Evidence of mathematics certification for MEP and/or non-MEP mathematics teacher/advocate/specialist\* (i.e. Florida Teacher Certification)
- Evidence of consultation with mathematics teacher/advocate/specialist\* (e.g., meeting agendas and minutes or other documentation that reflects consultation, etc)
- Evidence of professional development related to mathematics skills to MEP staff in the absence of a mathematics teacher/advocate/specialist\* (e.g., meeting agendas, training modules/materials, etc.)

- Service log listing at least 10 children, or less for smaller LEAs, that identifies the academic needs and the services provided to meet those needs related to mathematics
- Sample of curriculum and/or instructional materials used in any tutorials that focuses on rigor, cultural relevance, and use of manipulatives

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**Compliance Item BIC-8:** The Local Educational Agency (LEA), in accordance with the state comprehensive plan for service delivery and consistent with the approved project application, shall implement supplementary instructional and supportive services to migratory pre-kindergarten (Pre-K) children to ensure their readiness for school in the area of emergent literacy skills (oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development).

*Section 1304(c)(4); Florida Migrant Education Program (MEP) Comprehensive Needs Assessment (CNA) and State Service Delivery Plan (SDP)*

### **Finding(s)**

#### **The LEA should:**

- provide assessment data and progress logs for migrant Pre-K children being served.
- provide evidence of consulting or hiring a highly qualified teacher or paraprofessional to provide school readiness services to migrant Pre-K children, as applicable.
- provide evidence of coordination and/or consultation with Pre-Kindergarten service providers/community-based agencies serving pre-kindergarten children.
- provide evidence of professional development to MEP staff on resources and strategies in early childhood literacy skills.
- provide a sample of curriculum materials used in Title I or migrant-funded Pre-K programs.

### **Review Question(s)**

- ***Please note a highly qualified teacher/paraprofessional for this compliance item refers to one possessing a Florida certification in the subject areas of Prekindergarten/Primary Education (age 3 through grade 3) and/or Preschool Education (birth through age 4). Also applicable is an associate or higher degree in early childhood education or child development and/or any FDOE approved Voluntary Prekindergarten (VPK) instructor credential qualifications.\****  
Does the LEA have a migrant-funded Pre-K program? If not, how are migrant Pre-K students served in the LEA?
- Has the MEP hired or consulted with a highly qualified teacher\* and/or paraprofessional\* to provide and/or facilitate school readiness services? If yes, please explain how the teacher and/or paraprofessional is assisting in improving early childhood literacy.
- How has the LEA coordinated and/or consulted with Head Start and other community-based agencies to allow access to education and support services for migrant children and families? *Please note consulting includes identifying and discussing with Pre-K service providers the availability and accessibility of pre-kindergarten services in the school district as well as identifying instructional materials and/or plans with providers and/or highly qualified teachers or paraprofessionals.*
- In the absence of a highly qualified teacher\* or paraprofessional\*, how has the LEA provided and/or facilitated training to MEP staff on instructional strategies and assessments for young children, family involvement, research-based activities, and other promising developmentally-appropriate practices?
- In the absence of a highly qualified teacher\* or paraprofessional\*, how has the staff utilized the resources and/or strategies acquired through training to assist children in improving literacy skills?

- How did the LEA provide and/or ensure that high quality early childhood educational curricula utilized by MEP pre-kindergarten (Pre-K) center and/or home-based program as well as Title I Pre-K program is aligned with tools for assessment and progress monitoring? Please explain. Identify the curricula.
- How often is student progress collected & monitored?

### **Documents to Support Compliance**

- If the MEP hired or consulted with a highly qualified teacher\* or paraprofessional\*, provide evidence of certification
- If the MEP hired or consulted with a highly qualified teacher\* or paraprofessional\*, provide evidence of consultation (e.g., meeting agendas and minutes or other documentation that reflects consultation, etc.)
- Provide evidence of coordination and/or consultation with Head Start and other community-based agencies (e.g. emails, memorandums, letters, etc.)
- Provide a list of the agencies serving migrant Pre-K children in the LEA
- In the absence of a highly qualified teacher\* or paraprofessional\*, provide evidence of professional development to MEP staff (e.g., meeting agendas, training modules/materials, etc.) related to early childhood literacy skills
- Assessment data and progress logs for participating migrant Pre-K children
- Sample of curriculum and/or instructional materials used in Title I or migrant-funded Pre-K programs

**Compliance Item BIC-9:** The Local Educational Agency (LEA), in accordance with the state comprehensive plan for service delivery and consistent with the approved project application, shall implement the described strategies to help migrant students overcome educational disruption, 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 to prepare such children to make a successful transition to postsecondary education and employment.

*Section 1304(c)(6)(A) and (E), P.L.107-110; Florida Migrant Education Program Comprehensive Needs Assessment (CNA) and State Service Delivery Plan (SDP)*

### **Finding(s)**

#### **The LEA should:**

- provide documentation (i.e., a service log) identifying migrant children, the area of concern, and the types of services or supports provided or facilitated to address the identified major area of concern.

### **Review Question(s)**

- How has the LEA implemented the strategies to address the seven (7) Areas of Concern, as detailed in the approved project application? What supportive services are provided by the LEA?
- What supportive services are provided by collaborative partners?
- How are services documented?
- Are any of these services reported in the student database as a referred service? If yes, provide examples of referred services
- How does the MEP ensure referred service(s) received?

### **Documents to Support Compliance**

- Service logs for 2013-2014 and 2014-2015 regular school year identifying migrant children, the area of concern, and the types of services or supports provided or facilitated to address the identified major area of concern. A service log must also identify if a referred service provided and outcome for the referred service.
  - Documentation (i.e. summer attendance sheet, sign-in sheets, service log, etc.) of all migrant students and Out-of-School Youth (OSY) served during the 2013-2014 summer session.
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**Compliance Item BIC-10:** The Local Educational Agency (LEA) shall consult with Migrant Parent Advisory Councils (MPACs) about program development, implementation, and evaluation in a language and format that parents can understand.

*Sections 1304(c)(3)(A)(B), (5), P.L.107-110*

### **Finding(s)**

#### **The LEA should:**

- provide evidence that a functioning MPAC has been established.
- provide meeting agendas, minutes, sign-in sheets, and surveys that document input from migrant parents on the development, implementation, and evaluation of the Migrant Education Program (MEP).
- provide evidence (parent surveys, letters, evaluation instruments, announcements, etc.) that MEP information was communicated to migrant parents in their home language.

### **Review Question(s)**

- Has the LEA established a functioning MPAC for 2014-2015? Did the LEA establish a functioning MPAC in 2013-2014? What services and/or activities does the LEA provide for the MPAC?
- Indicate the number of MPAC meetings that took place during the 2013-2014 school year and the dates in which the meetings took place.
- Did 2013-2014 meeting agendas and minutes reflect the discussion of the development, implementation, and evaluation of the MEP? Please explain.
- Did 2013-2014 meeting agendas and minutes reflect the discussion of MEP funded or facilitated educational supports to migrant children and the academic outcomes resulting from student participation? Please explain.
- What other methods and/or instruments (e.g. surveys) are used to obtain parental input on the development, implementation, and evaluation of the MEP?
- Has the LEA utilized information/input obtained from parents to make any changes to the MEP? Please explain.
- What native languages are spoken by migrant families served in the LEA?
- How does the LEA provide information in a language and format that is understandable to parents?

### **Documents to Support Compliance**

- 2013-2014 meeting agendas, minutes, and sign-in sheets that verify the answers to questions 3 and 4. If applicable, provide 2014-2015 MPAC meeting agendas, minutes, and sign-in sheets.
- MPAC parent survey (completed by parent) or other instruments to obtain parental input on the development, implementation, and evaluation of the MEP
- Brief summary of the results of 2013-2014 MPAC parent feedback survey.

- Evidence of the dissemination of MEP information in the parents' language(s) and written at an appropriate level of comprehension (e.g., parent letters, brochures, etc.)
  - *MPAC By-Laws/guidelines (OPTIONAL)*
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**Compliance Item BIC-11:** The Local Educational Agency (LEA) shall provide for advocacy, outreach, and literacy programs for the parents and families of migrant students.

*Sections 1304(c)(6)(A),(C), P.L.107-110; State Migrant Education Program Request for Application (RFA)*

### **Finding(s)**

#### **The LEA should:**

- provide evidence (flyers, announcements, newsletters, bulletins, etc.) that a Migrant Parent Resource Center has been established or access to an existing Parent Resource Center has been facilitated.
- provide evidence (flyers, meeting agendas, brochures, etc.) that identifies literacy activities and resources available to migrant families.

### **Review Question(s)**

- Does the LEA have a Migrant Parent Resource Center?
- In the absence of a Migrant Parent Resource Center, how has the LEA provided or facilitated access to literacy activities, resources, and parent involvement opportunities for migrant parents?
- How does the LEA track parent participation for the Migrant Resource Center or when facilitating access to materials?
- Are notifications sent to parents regarding the literacy activities, resources, and parent involvement opportunities for migrant parents? Please explain.
- Are literacy activities and/or resources facilitated to the parents in their home language? Please explain.

### **Documents to Support Compliance**

- At least **two** examples of agendas, flyers, and/or brochures for literacy activities
  - Evidence of an established Migrant Parent Resource Center, as applicable (e.g., flyers, etc.)
  - Evidence of other resources available to parents (e.g., list of service providers, library passes, resource guide, etc.)
  - Evidence of methods used to track Migrant Parent Resource Center participation or parent access to resources (e.g., sign-in-sign-out sheet, communication logs, advocate log, etc.)
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**Compliance Item BIC-12:** The Local Educational Agency (LEA) shall provide for professional development programs, including mentoring, for teachers and other program personnel.

*Section 1304(c)(6)(B), P.L.107-110; State Migrant Education Program (MEP) Request for Application (RFA)*

### **Finding(s)**

#### **The LEA should:**

- provide documentation (meeting agendas and participation log/sign-in sheets, etc.) of professional development opportunities facilitated by the Migrant Education Program (MEP).
- provide documentation (participant evaluation forms) that measures the impact of the professional development activity on the participants.

### Review Question(s)

- How is the LEA providing or facilitating access to professional development opportunities for MEP staff and/or selected school-based staff?
- What types of professional development opportunities are provided to staff that relate to the MEP?
- How is the LEA measuring the impact of training on the participants in professional development opportunities?
- What follow-up procedures are used to ensure that participants implement professional development training strategies or skills?

### Documents to Support Compliance

- Evidence of in-service training or professional development programs to MEP staff and/or selected school-based staff (*At minimum:* meeting agendas and sign-in sheets. Additional documents may include minutes, flyers, meeting materials, etc.)
- A sample or completed participant evaluation forms from training(s)

**Compliance Item BIC-13:** The Local Educational Agency (LEA) will provide for the integration of information technology into educational and related programs for migrant children.

*Section 1304(c)(6)(D), P.L.107-110; State Migrant Education Program (MEP) Request for Application (RFA)*

### Finding(s)

#### The LEA should:

- provide expenditure reports that document the purchase of technology for use by migrant children.
- provide documentation (pre/post assessment data) that measures the impact of computer-based tutorials on the learning gains of participating migrant children.
- provide evidence of staff technology training to better assist migrant students, as applicable.
- provide rationale if technology is no longer in use, as applicable.

### Review Question(s)

- Has the LEA **ever** purchased computers and/or software for use by migrant students?
- If yes to the first question, are they currently being used? Please explain.
- If no to the second question, please provide rationale for non-use.
- Was staff training provided on the implementation and use of the software/technology? Please describe training provided. If no training was provided, please explain why.
- Are students allowed to take computers and software home? If yes, what is the check-out/check-in process for computer and software home usage?
- What process does the LEA use to monitor student usage of the programs and tutorials to determine if access to tutorials (via computer) has increased student achievement?
- How does the MEP determine how software and/or technology purchases will benefit migrant students?

- Describe how the MEP was included in the planning process of the LEA's digital technology plan.

### **Documents to Support Compliance**

- Invoices of computer purchases, take home computer programs, and other information technology services that are currently in use and funded by the MEP
  - Inventory list of **all** computers and software used and purchased with MEP funds
  - Staff training on use of software and/or technology if new software technology purchased within current fiscal year
  - Rationale if technology is no longer in use, as applicable
  - Check-in/Check-out logs for home usage, as applicable
  - Pre/post mini-assessment data associated with computer-based tutorials
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**Compliance Item CIC-1:** The Local Educational Agency (LEA) shall conduct joint planning among local, state, and federal educational programs serving migrant children, including Title X, Part C, Homeless Education Program, and language instruction under Part A or B of Title III. The LEA shall also coordinate with similar programs and projects that can benefit migrant children and their families.

*Sections 1304(b)(1)(B) and (c)(1)(B), P.L.107-110*

### **Finding(s)**

#### **The LEA should:**

- provide documentation (meeting agendas, minutes or e-mails) that verifies the coordination of similar programs.

### **Review Question(s)**

- Describe the ways in which the LEA coordinates with local, state, and federal programs that benefit migrant children and families.
- Describe the LEA's collaboration process with other federal title programs (e.g., Title I, Parts A and D, Title X, Title II, Title III, etc.) to ensure activities implemented using Title I, Part C funds are supplementary and do not supplant existing funding.

### **Documents to Support Compliance**

- Evidence of coordination with local, state and federal programs that can benefit migrant children and their families as outlined in the project application (e.g., meeting agendas, minutes, phone logs, or e-mails, etc.)
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**Compliance Item DIC-1:** The Local Educational Agency (LEA), through timely and meaningful consultation, shall give students and staff of non-public schools an opportunity for equitable participation in activities or services provided by program funds.

*Section 9501, P.L.107-110*

## **Finding(s)**

### **The LEA should:**

- provide verification of timely dissemination of consultation letters to private schools.
- provide service logs that reflect services provided to migrant children enrolled in private schools, as applicable.

### **Review Question(s)**

- In the current fiscal year, are there eligible migrant children enrolled in private schools? If yes, how was their eligibility determined?
- If yes, how are these children receiving equitable services?

### **Documents to Support Compliance**

- Service logs that reflect services provided to migrant children enrolled in private schools
- 

**Compliance Item HIC-1:** The Local Educational Agency (LEA) shall evaluate the project according to specific measurable goals and outcomes and use the results of the evaluation to improve the design of the program and delivery of service.

*EDGAR 34 CFR 200.84 and 200.85; Sections 1304(b)(1)(D) and (c)(5), P.L.107-110*

## **Finding(s)**

### **The LEA should:**

- provide evidence of data collection and analysis relevant to the LEA's evaluation process (e.g., the Migrant Student Assessment/Achievement Data Chart or District Migrant Education Program (MEP) Annual Evaluation Report).
- provide at least one sample of surveys from a parent, MEP personnel, and other stakeholders.
- provide a program improvement plan, as applicable.

### **Review Question(s)**

- Did the LEA conduct a program evaluation as described in the approved fiscal year 2013-2014 project application?
- Did the results of the evaluation require a program improvement plan?
- If applicable, did the LEA develop the program improvement plan? How was the plan communicated to stakeholders?
- Were parent and student recommendations/survey results incorporated into the development of the program improvement plan?
- Did the LEA meet the goals and objectives detailed in the approved fiscal year 2013-2014 project application? If no, please explain.
- Which activities had the most success? How was the information on successful strategies disseminated?

### **Documents to Support Compliance**

- Evidence of data collection and analysis relevant to the LEA's evaluation process described in the approved fiscal year 2013-2014 project application (e.g., the Migrant Student Assessment/Achievement Data Chart or District MEP Annual Evaluation Report)
  - Program Improvement Plan (if needed)
  - Migrant parent, MEP personnel, and other stakeholder surveys (sample)
  - Evidence of LEA Mid-Year and Annual evaluation report submission to FMEP office (i.e. confirmation of receipt emails)
  - Evidence of the LEA disseminating MEP evaluation outcomes with stakeholders
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**Compliance Item IIC-1:** The Local Educational Agency (LEA) shall ensure that Migrant Education Program (MEP) funds supplement, and do not supplant, the amount of funds that would, in the absence of federal funds, be made available from non-federal sources. Additionally, in order for costs to be allowable (and thus charged to the MEP), they must be, among other things, necessary and reasonable for the proper and efficient performance and administration of the MEP and allocable to the MEP.

*Section 1306(b)(2), P.L.107-110; EDGAR 34 CFR Part 80, OMB Cost Circular A-87*

### **Finding(s)**

#### **The LEA should:**

- provide the previous fiscal year's detailed budget summary report (DOE 399).
- provide the current LEA fiscal year's detailed budget expenditure report of MEP funds.
- provide a plan to correct instances of supplanting as determined by the FDOE.

### **Review Question(s)**

- Do the budget and expenditure reports ensure that the LEA is utilizing MEP funds to supplement and not supplant other federal and non-federal funds?
- Do the budget and expenditure reports indicate that the costs detailed in the MEP budget are reasonable, allowable, and allocable? Please explain.

### **Documents to Support Compliance**

- Previous (**2013-2014**) LEA fiscal year detailed budget expenditures for the MEP. *That includes all invoices, purchase orders, and corresponding expenditure reports.*
  - Current (**2014-2015**) LEA fiscal year detailed budget expenditures for the MEP. *That includes all invoices, purchase orders, and corresponding expenditure reports. (This documentation is required for all LEAs)*
  - Documentation of school board policy approving the use of cell phones (**Required if cell phone fees included in 2014-2015 budget**)
  - Time and Effort documentation on all employees partially and/or fully funded by Title I, Part C (**This documentation is required for all LEAs**)
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**Compliance Item IIC-2:** The Local Educational Agency (LEA) shall maintain appropriate controls over all property and equipment purchased with Migrant Education Program (MEP) funds.

**Finding(s)**

**The LEA should:**

- provide complete MEP inventory records.
- provide copies of processes/procedures for managing inventory.

**Review Question(s)**

- Has the LEA maintained accurate property records for **all** property/equipment purchased with MEP funds?
- How does the LEA ensure that property/equipment purchased with MEP funds is utilized by appropriate staff and children?

**Documents to Support Compliance**

- Complete MEP property inventory records
  - Processes and procedures for managing inventory
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