

Colorado Migrant Education ID & R Task Force

Audit Visit Manual



2008

Southwest Region 8 MEP
San Luis Valley BOCES
2261 Enterprise Dr.
Alamosa, CO 81101
Phone: 719.589.5851
Fax: 719.589.5007



Task Force Members:

Mary Ann Baca
Lillian Gomez
Beatriz Martinez Kinnison
Mary Valerio

Technical Assistant:

Francisco Garcia

Site Visit:

May 14-16

R
E
G
I
O
N

8

S
O
U
T
H
W
E
S
T



COLORADO DEPARTMENT OF EDUCATION

201 East Colfax Avenue • Denver, Colorado 80203-1799
303.866.6600 • www.cde.state.co.us

Dwight D. Jones
Commissioner of Education

Karen Stroup Mock
Deputy Commissioner

Kenneth R. Turner
Deputy Commissioner

March 20, 2008

Dr. Reginaldo Garcia, MEP Director
Southwest, Migrant Education Program
San Luis Valley BOCES
2261 Enterprise Dr.
P.O. Box 1198
Alamosa, CO 81101

Dear Dr. Garcia:

As you know, your Migrant Education Program (MEP) has been scheduled for an audit visit by the Colorado ID&R Audit Team on **May 14, 15, 16, 2008**. The purpose of this visit is to thoroughly review the procedures and activities carried out by your MEP in order to provide constructive feedback to your office and the Colorado Department of Education that can be used to improve services to migrant students.

The members of the audit team consist of Mary Ann Baca, Judith Baillie, Lillian Gomez, Lupe Leece, Sarah Manzanares, and Guillermo Durón.

Attached is a copy of the schedule which the audit team will follow during the visit. Day 1 will begin with a short introductory session with you and other administrative personnel that you wish to invite to this meeting. The rest of the day will be spent reviewing the documents indicated on the attached *MEP Audit Documentation List* with the director. This includes a sample of COEs which you will be asked to be made available.

On the evening of Day 1 the team would like to observe any ongoing evening activities carried out through the MEP. This would include ESL or GED classes for parents or out-of-school youth, evening tutoring sessions, etc. Interviews with MEP staff that are not available during the day can also be scheduled at this time.

On Day 2 the team would like to meet with you to go over any questions that they may have resulting from the first day's activities. Interviews with all the recruiters that serve your program are scheduled from 9:30 to 10:30 and with your program's data clerk from 10:30 to 11:30. After lunch (12:30 - 2:30) the team can meet with any other MEP staff members that they have not yet interviewed.

Note that observations of classrooms attended by migrant students have been scheduled from 1:30 to 2:30. If this is not possible, you may wish to discuss other times

or possibilities during your interview on Day 1. A member of the team may be able leave other scheduled activities to conduct the observations.

The last two interviews scheduled are with school administrators and school instructional staff not funded by the MEP but serving migrant students.

On the evening of Day 2, we would like to conduct two focus groups simultaneously: one with 5-8 parents and the second with 8-10 high school students. If possible, the parents should be active members of the PAC. The students should come from the various high schools in your region.

We know that scheduling meetings with so many different individuals can be difficult or impossible. You may wish to rearrange the interviews to accommodate your staff or school administrators. We only ask that the time allotted to document review and the follow-up interview with you on Day 1 not be changed.

On Day 3 the audit team will need to meet from 8:00 am to 1:00 pm to prepare the preliminary exit report. Following this meeting the team will meet with you to discuss the findings of the audit.

We would like to thank you in advance for assisting us in arranging these audit activities. A member of the audit team will contact you within one week to go over the schedule and to discuss any concerns that you may have related to this visit.

If you have any question, please contact me by email at medina_b@cde.state.co.us or by phone at 303-866-6963.

Sincerely,

A handwritten signature in black ink, appearing to read "Barbara Medina". The signature is fluid and cursive, with a large initial "B" and "M".

Dr. Barbara Medina
State Director, English Language Acquisition Unit

Audit Visit Schedule

Day 1

8:30 – 9:30	Introductory meeting with project director and other administrators
9:30 – 10:30	Review of documents
10:30 – 12:00	Interview with director
12:00 – 1:00	Working Lunch
1:00 – 2:00	Interview with director (continued)
3:00 – 4:00	Interview with data entry clerk
4:00 – 5:00	Debrief/Review of day's activities
6:30 – 8:00	Observe evening activities Interview with other MEP staff

Day 2

8:30 – 9:30	Interview with director
9:30 – 10:30	Interview with recruiters
10:30 – 11:30	Interview with tutors
11:30 – 12:30	Lunch
12:30 – 1:30	Interview with other MEP staff
1:30 – 2:30	Interview with other MEP staff
2:30 – 3:30	Interview with school administrators
3:30 – 4:30	Interview with school instructional staff
4:30 – 5:30	Debrief/Review of day's activities
6:30 – 8:00	Parent focus group, student focus group

Day 3

8:00 – 1:00	Prepare exit report
1:00 – 2:00	Exit interview with project director

MEP Audit Documentation List

<ol style="list-style-type: none"> 1. Organizational chart of the MEP 2. Job descriptions for all MEP staff 3. Current needs assessment 4. Current program objectives 5. Description of all MEP services provided 6. List of PFS students with services provided 7. Correspondence with school districts 8. Brochures 9. Phone logs of communication with school districts 10. Contractual agreements with agencies providing services to students and families 11. Student records 12. Equipment inventory list 13. Correspondence with collaborating agencies 14. Examples of instructional practices that address home state test and curriculum requirements 15. Intra-office communication 16. Evidence of student performance in math (last two years) 17. Evidence of student performance in reading (last two years) 18. Examples of how statewide assessments are used to drive curriculum 19. Recruitment plan 20. Other documentation on recruitment 21. Description of training received by recruiters 22. Description of training received by data clerks 23. Description of training received by other staff on student records 24. Written data entry procedures 25. Evidence of monitoring of data entry by supervisors 26. Evidence that FERPA provisions are being followed 27. Random sample of COEs and reenrollment forms (see attached) 	<ol style="list-style-type: none"> 28. Brochures on program services available 29. Evidence that information on services available is being disseminated in the community 30. Re-interview plan 31. List of identified migrant students and services received 32. List of students with IEPs and services received 33. List of PAC members 34. List of PAC meetings and agendas 35. Description of training provided to PAC members 36. Description of training provided to all parents 37. Examples of communications with parents 38. Description of staff development provided to all staff providing instruction to students 39. Evidence of Staff Development Evaluation/Effectiveness 40. Class/tutoring rosters 41. Description of qualifications of each instructional staff 42. Evidence of collaboration with private schools 43. Description of services to preschool students 44. List of preschool students served 45. Examples of curriculum used to instruct preschool students 46. Description of services to out-of-school youth 47. List of out-of-school youth served 48. Examples of curriculum used to instruct out-of-school youth 49. Procedures on identifying and serving high risk students 50. Documentation on home visits, school visits, and referrals 51. Examples of output from student/family database 52. Curriculum used by tutors 53. Evidence of coordination between tutors and classroom teachers 54. List of supplies provided tutors 55. List of students taking PASS and other portable coursework 56. Evidence of Program Effectiveness\Evaluation
--	---

These documents are related to the items of on the ATIMEP rubric. Please provide documents that will help the audit teach evaluate your MEP in relation to the items on the rubric.

COLORADO DEPARTMENT OF EDUCATION
English Language Acquisition Unit
Migrant Education Program

Southwest - Region VIII

San Luis Valley BOCES
 2261 Enterprise Dr.
 Alamosa, CO 81101
 Phone: 719.589.5851
 Fax: 719.589.5007

TITLE/POSITION	NAME	PHONE	E-MAIL
Migrant Director	Reginaldo Garcia, Ph.D.	719.587.5418	rgarcia@slvboces.org
Program Assistant Specialist	Betty Romo	719.587.5414	bromo@slvboces.org
Program Assistant Specialist	Jolene Devine	719.587.5438	jdevine@slvboces.org
Educational Recruiter	Guadalupe Fierro de Mendez	719.588.2764	gferro@slvboces.org
Educational Recruiter	Koralia DeLara	719.480.2720	kodelara@slvboces.org
Educational Recruiter	Brisa Macias	719-480-0652	bmacias@slvboces.org
Educational Recruiter	Magdalena Aguirre	719-588-9534	maguirre@slvboces.org
Family Advocate/Coordinator	Othón Mendez	719.588.2429	omendez@slvboces.org
VIDA Volunteer/OSY Advocate	Claudia Donnelly	719.480.9635	cdonnelly@slvboces.org
Administrative Assistant	Andrea Rydgren	719-587-5422	arydgren@slvboces.org

DISTRICTS SERVED BY THE MEP

Alamosa RE-11J, Archuleta County 50JT, Bayfield 10JT-R, Centennial R-1, Center 26 JT, Creede Consolidated 1, Del Norte C-7, Dolores RE-4A, Dolores County RE-2, Durango 9-R, Ignacio 11JT, Mancos RE-6, Moffat 2, Monte Vista C-8, Montezuma-Cortez RE-1, Mountain Valley RE 1, North Conejos RE-1J, Sanford 6J, Sangre De Cristo RE-22J, Sargent RE-33J, Sierra Grande R-30, Silverton 1, South Conejos RE-10.

A P P L I C A T I O N

FY2007-2008 INSTRUCTIONS AND APPLICATION
Title I, Part C
Migrant Education
Regional Application



U.S. Department of Education
Office of Elementary and Secondary Education

Colorado Department of Education
Migrant Education Program
201 E. Colfax, Rm. 401
Denver, CO 80203
303.866.6752
Fax: 303.866.6892

Regional Application
Part I



FOREWARD

The No Child Left Behind Act of 2001 (NCLB) redesigned the Elementary and Secondary Education Act (ESEA) programs to emphasize four pillars of reform.

- Accountability for results
- Doing what works using scientific research
- Local control and flexibility
- Expanded parental options

The overarching goal of NCLB is for every child to meet state academic achievement standards. Title I provides the programs and resources for disadvantaged students to meet this goal. It also requires states and LEAs close the achievement gap, place a highly qualified teacher in every classroom, and to improve the qualifications of para-professionals who work with disadvantaged students. Throughout NCLB the use of solid research to improve teaching is required and promoted, and parents are provided with information and options to improve the education of their children.

OVERVIEW OF GRANT PROGRAM

The purpose of the NCLB Title I program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by:

1. Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement.
2. Meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance.
3. Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers.
4. Holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education.
5. Distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest.
6. Improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged.
7. Providing greater decision-making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance.
8. Providing children an enriched and accelerated educational program, including the use of school wide programs or additional services that increase the amount and quality of instructional time.
9. Promoting school wide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content.
10. Significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development.
11. Coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families.
12. Affording parent's substantial and meaningful opportunities to participate in the education of their children.



COORDINATION OF SERVICES

The No Child Left Behind Act of 2001 requires LEAs to coordinate NCLB grant programs with other appropriate local, state, and federal programs and resources. Title I specifically requires the coordination and integration of Title I services with other educational programs and services at the local educational agency or individual school level, such as other NCLB grant programs, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate. Coordination also includes:

- Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs.
- Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, and Indian children served under part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Migrant children are eligible for Title I services on the same basis as other children who are selected to receive services. However, when migrant children arrive at a school during the school year, they may often be unable to receive Title I services because the school has already allocated all its Title I funds. Because LEAs that currently receive migratory children normally do so on a regular basis, LEAs should plan for their arrival and consider their needs when planning, or helping schools to plan, Title I services. Adequate funds should be reserved so that migrant children, who are otherwise eligible for Title I services, receive services even if they arrive in the LEA well into the school year and remain for a limited period of time.



APPLICATION INSTRUCTIONS

Technical Assistance:

Questions or comments regarding the items contained in this application can be directed to:

Dr. Bárbara Medina, ELAU Director (303) 866-6963 Medina_B@cde.state.co.us

Valencia D. López, ELAU Principal Consultant (303) 866-6752 Lopez_V@cde.state.co.us

Please submit a copy of the **Regional Migrant Education and the Local Education Agency Application** to the following e-mail address migrantapplication@cde.state.co.us no later than **June 30, 2007**.

An electronic version of this application should be mailed to:

Note: Please fax and send a hard copy of the Agreement, Certification and Relinquishments page to the following address:

Valencia D. López
Principal Consultant
Colorado Department of Education
English Language Acquisition Unit
201 E. Colfax, Rm. 401
Denver, CO 80203
(303) 866-6892 fax

A copy of the electronic budget for both the **Regional Migrant Education and the Local Education Agency Application(s)** should be provided with a copy of your application. Electronic budgets can be accessed at http://www.cde.state.co.us/cdefisgrant/NCLB_download.htm.



SECTION I – MIGRANT EDUCATION REGIONAL PROGRAM APPLICATION
English Language Acquisition Unit
Title I-C, Education of Migratory Children

Contact Information

Provide the contact information requested.

Region:	Southwest	BOCES:	San Luis Valley		
Mailing Address:	2261 Enterprise Drive	City:	Alamosa	Zip:	81101
Email:					
Authorized Representative:	Reginaldo G. Garcia, Ph.D.	Phone:	719-587-5407	Ext:	
Email: jtillman@slvboces.org					
Application Coordinator:	Reginaldo G. Garcia, Ph.D., Title I-C Program Director for the Southwest Region (Region 8)	Phone:	719-587-5418	Ext:	
Email: rgarcia@slvboces.org					
Application Fiscal Manager:	Cindy Squires, Business Manager	Phone:	719-587-5408	Ext:	
Email: csquires@slvboces.org					



Acceptance, Relinquishments, Assignments and Certifications for NCLB Consolidated Program Funds

Part I – District Acceptance or Relinquishment of NCLB Consolidated Program Funds and Assurances

Please refer to instructions before completing this part.

On _____, 20____, the San Luis Valley BOCES hereby accepts or declines the administration and accountability of the federal program funds listed in the manner specified below. If district is not eligible for a program, please indicated in column titled “Not Applicable”.

	Accept	Decline	Not Eligible
Title I, Part C, Education of Migratory Children	<u> X </u>		

In consideration of the receipt of these grant funds, the Board agrees that the [General Assurances form for all federal funds](#) and the terms therein are specifically incorporated by reference in the forthcoming application. The Board also certifies that all program and pertinent administrative requirements will be met. This includes the Education Department General Administrative Regulations (EDGAR), the Office of Management and Budget (OMB) Accounting Circulars, and the Department of Education’s General Education Provisions Act (GEPA) requirements. In addition, the Board certifies that the district is in compliance with the requirements of the federal Children’s Internet Protection Act, that no policy of the local educational agency prevents, or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools, that all teachers in language instruction educational programs for limited English proficient children funded under Title III, Part A are fluent in English, and that the principal of each Title I school attests annually in writing as to whether such school is in compliance with the requirements of Section 1119(i)(1).

 Signature of President of the District School Board

 Date

Andrew Gurule

 Please TYPE Name of President of District School Board



Part IV – Appointment of Authorized Representative

Please refer to instructions before completing this part.

In addition the Board hereby appoints Reginaldo G. Garcia, Ph.D. as the Authorized Representative for this application, to conduct all business related to the planning, implementation, operation, and evaluation of these grant programs, to submit all required reports (including the Annual Financial Report) and to act as fiscal agent for business related to the administration of the funds. If different from the Authorized Representative, the Board names Cindy Squires as an Authorized Requestor of funds for the grants identified in this form.

Signature of Authorized Representative

Date

Signature of President of the Board
(District or BOCES/Consortium)

Date

Please TYPE Name of President of the Board (District or BOCES/Consortium)
Andrew Gurule

English Language Acquisition Unit
Migrant Education Program
2007-2008

Applicant Participant Information

List the participating school district(s) **and** the number of schools within the district that will receive MEP funding for FY 2007-2008. (Attach additional pages as needed)

District Name	#of Identified Migrant Students in the District	# of Schools Receiving MEP funds (will need to collaborate with LEA to identify #)	District Contact Person	District Address, City, Zip & Phone Number
Alamosa	162	5	Jerri Stucky	209 Victoria Alamosa, CO 81101 719-587-1600
Center	126	3	George Welsh	500 S. Broadway Center, CO 81125 719-754-3442
Montezuma-Cortez	3	11	Donetta Dehart	121 E. 1 st Street Cortez, CO 81321 970.565.7522 x131
Sierra Grande	41	2	Chris Whetzel	17523 Hwy 160 Blanca, CO 81123 719-379-3259
Del Norte	14	3	Mike Salvato	P. O. Box 159 Del Norte, CO 81132 719-657-4040
Moffat	6	3	Eli Dokson	P. O. Box 428 Moffat, CO 81143 719-256-4710
Monte Vista	65	4	TBA	345 E. Prospect Monte Vista, CO 81144 719-852-5996
North Conejos	20	4	Rob Alejo	P. O. Box 72 La Jara, CO 81140 719-274-5174
Sanford	6	3	Kevin Edgar	P. O. Box 39 Sanford, CO 81151 719-274-5167
Sangre De Cristo	5	3	Lynn Howard	5401 Terry St Mosca, CO 81146 719-378-2310
Sargent	7	3	Lyle Oliver	7090 N. RD. 2 E. Monte Vista, CO 81144 719-852-4023
Mountain Valley	0	0	Brady Stagner	P. O. Box 127 Saguache, CO 81101 719-655-0267
Creede	0	0	Buck Stroh	P. O. Box 429 Creede, CO 81130 719-658-2220
Centennial	0	0	Diana Cortez	P. O. Box 359 San Luis, CO 81152; 672-3322

English Language Acquisition Unit
Migrant Education Program
2007-2008

South Conejos	1	0	Carlos Garcia	P. O. Box 398 Antonito, CO 81120 719-376-5512
Durango	0	0	Mary Barter	201 East 12th Street Durango, CO 81301 970) 247-5411
Mancos Re-6	0	0	Mike Canzona	395 West Grand Avenue Mancos, CO 81328 (970) 533-7748
Bayfield	0	0	Don Magill	24 Clover Drive Bayfield, CO 81122 (970) 884-2496
Archuleta County	0	0	Mark DeVoti	800 B South 8th Street Pagosa Springs, CO 719-264-4631
Ignacio	0	0	Juvie Jones	115 Ute St Ignacio, Co 81137
Silverton	0	0	Kim White	1160 Snowden St Silverton, CO 81433 970-387-5543
Dolores 4A	0	0	Larry Archibeque	1301 Central Ave Dolores, CO 81323 970-882-7288
Dolores 2J	0	0	Steve Strong	425 N. Main St Dove Creek, CO 81324 970-677-2522

NCLB Goal: To assist migrant students overcome the challenges of mobility, limited English proficiency and other difficulties associated with a migratory life, in order to succeed in school.

Critical Elements: Information shall be completed by the regional Migrant Education Program (MEP) that is receiving funds for identified, eligible migrant children.

For additional information please reference, the No Child Left Behind (NCLB) legislation, Part C- Education of Migratory Children.

Describe your plan that will address the following MEP Questions:

Identified Needs	Regional Plan to address critical elements
<p>I. Pursuant to Sec. 1112, Title I-A, and Sec. 1304 (2), Sec. 1304, (b)(1) and (2)</p> <ul style="list-style-type: none"> • Describe in detail how the regional MEP will ensure that migratory children and formerly migratory children, who meet eligibility requirements, will receive appropriate services and have the opportunity to meet the same challenging State standards. Additionally describe how the regional MEP will provide supplemental /instructional support services to failing and at-risk students whose education has not been interrupted during the last regular school year <p>II. Pursuant to Sec. 1304(d) and the Colorado Comprehensive Needs Assessment</p> <ul style="list-style-type: none"> • Describe how the regional MEP will provide services for priority for service migratory children who are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards and whose education has been interrupted. <p>Failing.-</p> <ul style="list-style-type: none"> • Those students who are failing to meet State standards. <p>Risk of Failing.-</p> <ul style="list-style-type: none"> • These students who are at risk of failing to meet State standards. <p>Interrupted Schooling.-</p> <ul style="list-style-type: none"> • Those students who have experienced interrupted schooling (QAD September 1 – June 1). 	<p>The Colorado Southwest Region Title I-C (Migrant Education) Program (hereafter referred to as Region 8) will ensure that eligible children / students receive appropriate services and opportunities to meet State standards by (1) identifying eligible children, (2) providing assessment-based direct services to those children, and (3) by collaborating with school districts in assessment and service delivery.</p> <p>I - Non-PFS K-12 students failing or at-risk in the content areas and in English language development will be provided with additional instructional services (e.g., tutoring) in order to augment regular school instruction. Region 8 will employ instructors or collaborate financially with LEAs to provide targeted students with additional opportunities to learn and achieve including recover or accrue secondary course credit. Region 8 is supporting some LEAs in the use of specialized curriculum (e.g., Read 180, Carnegie Math) and technology (e.g., computers and associated instruction for migrant students who cannot afford one) to support access and opportunities to become competitive with other students.</p> <p>II - PFS students will be identified earlier than ever before (i.e., by end of October 2007, if not sooner). Region 8 supplemental instructors and collaborating LEAs will be informed of the students and their academic and language needs, and their loss of school. Instructors will be directed to target these needs with intensive, focused supplemental instructional service that meets elementary and secondary standards and requirements. Parents will be informed of their child’s needs and Educational Recruiters will work with them to partner with Region 8 and the LEA to support the supplemental service plan for their child’s educational success.</p> <p>Many of our students are not able to stay after school and therefore lose out on valuable supplemental opportunities to learn in a more personalized setting. These students may be afforded supplemental instruction in the home or other setting.</p>

<p>III. Pursuant to Sec. 1304(b)(1)(A)(B)(C)(D) and the Colorado Comprehensive Needs Assessment</p> <ul style="list-style-type: none"> Describe the regional MEP plan to ensure that the special educational needs of migratory children, including pre-school migratory children, are identified and addressed through: Collaboration efforts among local, State and Federal education programs serving migrant children including language instruction education program under part A or B of Title III. <p>IV. Pursuant to Sec. 1304(6)(D)(E)</p> <ul style="list-style-type: none"> Describe in detail the academic opportunities that will be provided to attending and non-attending secondary youth and programs to facilitate transition to post secondary education or employment. <p>V. Pursuant to Sec. 1304(3) and the Colorado Comprehensive Needs Assessment</p> <ul style="list-style-type: none"> Describe how the regional MEP will use funds received to promote interstate and intrastate coordination of services for migratory children, including educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year. <p>VI. The Colorado Comprehensive Needs Assessment identified challenging areas for migrant student success; describe in detail how the regional MEP will address the following areas:</p> <ul style="list-style-type: none"> Educational Continuity Instructional Time School Engagement English Language Development Education Support in the Home Health Access to Services Identification & Recruitment Reading, Mathematics, Writing/Language Arts and ESL Instruction Secondary Credit Accrual Binational Migrant Education Program 	<p>III - Migrant Out-of-School Youth (MOSY) and Pre-School Migrant children will be contacted individually and their needs assessed and documented. They will be provided with or referred to appropriate services. We are finding that few MOSY want educational services. Follow-ups will be done by the Region 8 staff. Pre-school parents will be provided with information and guidance from the research of Dr. Eugene Garcia.</p> <p>IV- Secondary youth will be provided with enrichment opportunities to increase exposure to college and vocational options. They will be supported with opportunities to accrue or recover missed course credit, "Paths to Scholarships", CAMP, and our local 4-year and 2-year colleges. Non-attending students will be individually assessed, needs identified, and directed to employment opportunities and training service centers in the region (e.g., Colorado Work Force Centers in Alamosa, Monte Vista, Pagosa, Durango, and Cortez).</p> <p>V – Region 8 will employ 1.5 PAS to meet the goals and objectives of its Improvement Plan that apply to timely data entry to NGS of academic and health information so it will be available to consortium states and their school districts. Region 8 will ask CDE – MEP for at least one site visit for QA during the year. Region 8 will also pay for one site visit for QA from an outside source during the year. Region 8 is committed to providing students with high quality information management of student records in order to support a high quality education, especially for more mobile migrant youth.</p> <p>VI – Region 8 will address the following CAN parameters:</p> <p>Educational Continuity - Educational Recruiters and PAS will coordinate information and advocacy with students and parents to support school attendance and retention.</p> <p>Instructional Time – Educational Recruiters and instructors will partner to maximize student access to supplemental services.</p> <p>School Engagement – Educational Recruiters and parents and students will partner to support students in participation in school activities.</p> <p>ELD – Supplemental instruction will be provided to NEP and LEP students to boost what they get / do not get in the regular classroom.</p> <p>Education in the home. – Educational Recruiters and supplemental instructors will partner to provide students and parents with guidance on what elements to provide in the home to support their child’s educational success. What does such a home setting look like?</p> <p>Health – Region 8 has provided for a small fund to collaborate with our health care provider of many years to furnish some dental services to children most in need and with no other resources. Our partner has and will continue to screen children for eligibility for other fund</p>
---	--

English Language Acquisition Unit
Migrant Education Program
2007-2008

	<p>sources.</p> <p>Access to services – Educational Recruiters and our collaborating LEAs will continue to provide after school and summer services. Our MOSY staff will continue to direct youth to community services, or to services that Region 8 collaborates in providing (e.g., community ESL)</p> <p>IDR – Region 8 has 4 FTE Educational Recruiters in the SLV BOCES districts and plans to add a .5 FTE to the San Juan and Southwest BOCES districts to identify and provide services to eligible Migrant youth. Recruiters will be responsible for a certain number of youth / families for service delivery. Recruiters will receive more training than in the past in order to minimize false positive enrollments and to keep quality high. (See Improvement Plans.)</p> <p>Reading, Writing, Math, & ELD & Secondary Credit Accrual – This was addressed in Section I above.</p> <p>BMEP – Region 8 is currently participating in the BMEP through July 07. It's funding is not sufficient to participate in the summer of 2008.</p>
Professional Development	Regional Plan to address critical elements
<p>VII. Describe how the regional MEP will collaborate with LEAs to provide opportunities for professional development (administrators, teachers, counselors, para-professionals, etc.) to improve the academic achievement of migrant students and to improve school-parent collaboration.</p>	<p>VI - Region 8 includes 23 school districts spread out over a vast geographic area that takes 5 hours alone to drive from east to west. In general, it is not practical to rely on face-to-face forums for professional development activities. It is impractical because of major travel, personnel, and financial requirements.</p> <p>We need to utilize computer and video technologies to reach educators and leaders for professional development in Migrant education. Few districts in Region 8 have videoconferencing capability, but all districts have Internet and e-mail connectivity to communicate and collaborate with a critical mass of school personnel.</p> <p>Region 8 will undertake a mass communication action plan in year 2007-08 to reach all educators, counselors, para-professionals, leaders, and administrators about Title I-C to improve the academic achievement of migrant students and to improve school-parent collaboration.</p> <p>Objective 1 – Collect e-mail address for all of the personnel cited above.</p> <p>Objective 2 – Create a listserv.</p> <p>Objective 3 – Prepare and e-mail a letter of introduction and purpose.</p> <p>Objective 4 – Prepare and e-mail a letter that describes the Migrant Education Program. Option - the e-mail will direct the listserv to a link at the SLVBOCES website where the information will be posted.</p> <p>Objective 5 – Inform educators, leaders, counselors, curriculum and assessment coordinators and para-educators about the following facts:</p> <p>(a) a roster of Migrant students in their building, districts, and classes,</p> <p>(b) their academic standing in Reading and Math and</p>

English Language Acquisition Unit
Migrant Education Program
2007-2008

	<p>English language proficiency (i.e., PFS, non-PFS) (c) indications for supplemental instruction, (d) the importance of communicating directly with parents about student standing and service needs in a language they can understand, (e) the importance of communicating with the student's Educational Recruiter, (f) the importance of building a working relationship with the parents to help support the student's learning and academic achievement, (g) needs expressed by parents and students in informal surveys, e.g., focus groups, Region 8 Center site visit, etc. (h) how the regional Title I-C program can help, and (i) Best Practices in Migrant Education.</p> <p>Region 8 will also partner with Adams State College Extended Studies and / or Graduate Teacher Education Department to design an in-service on Cultural Ways of Life and Best Practices in Migrant Education. This in-service will be delivered via Internet or video-conferencing in order to reach a critical mass of school personnel in the Colorado Southwest Region.</p>
Parent and Community	Regional Plan to address critical elements
<p>VIII. Pursuant to Sec. 1118,, Sec. 1304, (B) Sec.1304, (6)(A), Sec.1304, (6)(C) and the Colorado Comprehensive Needs Assessment:</p> <ul style="list-style-type: none"> • Describe how the regional MEP will meet each of the following and build capacity for parent involvement: <ul style="list-style-type: none"> • Provide for the same parental involvement as is required under NCLB for all federal programs; • Ensure to the extent possible that information is sent home in a language that is understandable to the parent/guardian; • To the extent feasible, programs and projects will provide for advocacy and outreach activities for migratory children and their families, including information of how to gain access to, other education, health, nutrition, and social services. • Family literacy programs, including such programs that use models developed under Even Start. 	<p>VIII. Region 8 will build capacity for parent involvement in migrant student education by the following action plans:</p> <p>(a) Information – Region 8 will communicate with parents in English or Spanish, depending on the proficiency or preference of the parents. Most of our Guatemalan parents also are proficient in Spanish. In the few cases where only the Guatemalan dialect is spoken, a translator from the community will be employed. (a1) – District administrators / leaders will be reminded about the legal requirement to communicate in a language that parents can understand. This will be covered in Section VII, Objective 5 d. above. (a2) Per Region 8 Improvement Plan, the Welcome Letter to parents will provide information about these auxiliary services.</p> <p>(b) Advocacy (1) Region 8 Educational Recruiters provide this advocacy and outreach to our migrant children and their families. (2). Region 8 will continue to collaborate with other agencies on health (Valley Wide; private optometrists), nutrition (La Gente Project), and social services. (3) Region 8 has an in-service planned at the 6 th Annual Parent, School, and Community Involvement Conference on September 8, 2007 that will be done by Migrant parents for Migrant parents. (4) Region 8 will inform school district leaders about the concerns and needs that migrant parents have raised in focus groups and site visits. (5) Region 8 will continue to hold monthly migrant parent meetings in one district every month. These meetings</p>

English Language Acquisition Unit
Migrant Education Program
2007-2008

	<p>provide opportunities for advocacy and outreach in a setting where parents can team up in mutual support. Region 8 will add emphasis on attendance of these meetings by school district leaders, educators, and counselors so parents and school personnel may have additional access for communication and collaboration. (6) Region 8 has been active in participating in State PAC activities. One of Region 8's parents is Chair of the State PAC. Region 8 will continue this practice in support of migrant parents and parent involvement. Parents active in the State PAC have requested equipment and financial resources in order to be more active in the region. Unfortunately, it is not possible to provide this level of support to these parent leaders, and other parent leaders who perhaps could be supported have not been found to date. Region 8 will keep trying to identify parent leaders that it can support.</p> <p>(c) – Family Literacy</p> <p>Region 8 does not have a family literacy program, and does not foresee having the financial capacity to develop one in year 2007-08. The one family literacy program developed under Even Start in the San Luis Valley is poorly utilized by migrant families. The ESL services that we have collaborated with other agencies to provide also have low utilization. When Region 8 had a Migrant Even Start program, it was successful but only with few families and almost exclusively in home-based services. Migrant parent participation in community-based service center was very poor. Region 8 does not have the capacity to provide home-based family literacy services at this time.</p> <p>Region 8 will have to request consultation and technical assistance from the SEA and possibly from MERC to resolve what the Region can do for Family Literacy. The potential need and demographics far exceeds Region resources. A request for technical assistance will be completed by the regional director.</p>
Program Coordination	Regional Plan to address critical elements
<p>IX. Pursuant to Sec. 1112(b)(4)(B) and (8)</p> <ul style="list-style-type: none"> • Describe how the regional MEP will coordinate with other federal programs to meet the needs of migratory children (Title I - A, Title I - B, Title II, Title III, Title IV, Title V, etc). <ul style="list-style-type: none"> i. Identify Organization/Program, Contact Person and Pertinent Information (Use Table 1.1) 	<p>IX – How Region 8 will coordinate with other federal programs:</p> <p>Title IA – Region 8 will supplement supplemental instructional services targeting PFS and non-PFS students.</p> <p>Title IB – Region 8 will explore partnerships with Reading First and Alamosa Even Start.</p> <p style="text-align: right;">Title II – Region 8</p> <p>will collaborate with the SLVBOCES Title III grant. Region 8 will explore how teacher quality addresses migrant student education and possibilities for partnerships in math, science, and technology for</p>

English Language Acquisition Unit
Migrant Education Program
2007-2008

	<p>migrant students.</p> <p>Title IV – Region 8 will continue to partner with Alamosa, Center, and Sierra Grande in 21st Century grant coordination. Region 8 has collaborated for the past 2 years, and will continue. Some of these grants are running out, but may be eligible for renewal.</p> <p>Title V – Region 8 will explore possibilities for innovative grant partnerships. The Charter Schools have not reported migrant students.</p> <p>Title VI, VIII, and X. Region 8 will become informed about these federal programs. It has not collaborated in the past. Region 8 has a very high Homeless rate, and there may be possibilities for collaboration that it has participated in the past.</p>
--	---

English Language Acquisition Unit
Migrant Education Program
2007-2008

Table 1.1 Program Resources and Coordination
Identify collaborators

Organization / Program Name	Contact Person	Address, City, Zip & Phone Number
Alamosa School District	Ms. Jerri Stucky, Asst Superintendent	216 Victoria, Alamosa, CO 81101 719-589-1640
Center School District	Mr. George Welsh, Superintendent; also Title I Coordinator	500 S. Broadway, Center, CO 81125 719-754-3442
Del Norte School District	Mr. Mike Salvato, Superintendent	P. O. Box 159, Del Norte, CO 81132 719-657-4040
Moffat School District	Mr. Eli Dokson, Superintendent	P. O. Box 428, Moffat, CO 81143 719-256-4710
Sangre De Cristo	Mr. Lynn Howard, Superintendent Ms. Carla Archuleta, Principal	P. O. Box 145, Mosca, CO 81146 719-378-2381; 719-378-2310
Sierra Grande School District	Mr. Chris Whetzel, Superintendent	17523 Hwy 160, Blanca, CO 81123 719-389-3259
Adams State College	Elizabeth Martinez, Program Director, Extended Studies Department	208 Edgemont Blvd, Alamosa, CO 81102, 719-587-7011
Center Headstart	Mary McClure, Director, Parent Involvement	301 E. 3rd Street, Center, CO 81125 719-754-3191
Conejos-Costilla Headstart	Angela Montoya, Director, Parent Involvement	6535 Country Rd 12-9 / 10, Conejos, CO 81129 719-376-5563
Alamosa Even Start	Robin Leist, Director, ESL for Parents	801 State Avenue, Alamosa, CO 81101, 719-589-9688
Immigrant Resources Center	Flora Archuleta, Director	2256 State Street, Alamosa, CO 81101, 719-587-3225
HIPPY / PAT	Barbara Martinez, Director, Parent Involvement,	6935 State Hwy 17, Alamosa, CO 81101, 719-589-6875

English Language Acquisition Unit
Migrant Education Program
2007-2008

La Gente	David Carson, Director, Emergency Nutrition and Clothing	P. O. Box 1198, Alamosa, CO 81101 719-589-5851
Valley Wide Health Services	Bill Andrews, Clinic Manager, Farmworker Health Services, Dental Services	128 Market Street, Alamosa, CO 81101, 719- 589-5161
San Luis Valley BOCS	Ms. Nita McAuliffe, Special Ed Director; Elden Daniel, Ed.D., Professional Development Coordinator	P. O. Box 1198, Alamosa, CO 81101 719-589-5851, x117

Table 1.2 Private and Charter Schools

List private schools and charter schools included as part of this application. (Attach additional pages as needed)

Private Schools		Charter Schools	
School Name	Contact Person & Phone Number	School Name	Contact Person & Phone Number
None			

Table 1.3 Districts Not Reporting Data

Identify districts within your region that ***have not*** identified eligible migrant students. Please verify that districts have not provided a count for the October 1st data which is submitted to CDE. October 1st information can be found at http://www.cde.state.co.us/index_stats.htm (Attach additional pages as needed)

District Name	Contact Person & Phone Number (If info available)
Centennial School District	Diana Cortez
Creede School District	Buck Stroh 719-658-2220
Durango School District	Mary Barter 970-247-5411 x 1448
Bayfield School District	Don Magill 970-884-2496

See "Applicant Participant List" for other districts that do not have migrant students at this time.

FY2007-2008 INSTRUCTIONS AND APPLICATION
Title I, Part C
Migrant Education
Local Education Agency Application



U.S. Department of Education
Office of Elementary and Secondary Education

Colorado Department of Education
Migrant Education Program
201 E. Colfax, Rm. 401
Denver, CO 80203
303.866.6752
Fax: 303.866.6892

Local Education Agency Application
Part II

English Language Acquisition Unit
Migrant Education Program
2007-2008

English Language Acquisition Unit
Migrant Education Program
2007-2008

SECTION II – MIGRANT EDUCATION LOCAL EDUCATION AGENCY (LEA) APPLICATION
English Language Acquisition Unit
Migrant Education Program

District:					
Mailing Address:		City:		Zip:	
Phone Number/ Fax/ Email:					
Regional MEP:					
Mailing Address:		City:		Zip:	
Phone Number/ Fax/ Email:					

Acceptance, Relinquishments, Assignments and Certifications for NCLB Consolidated Program Funds

Part I – District Acceptance or Relinquishment of NCLB Consolidated Program Funds and Assurances

Please refer to instructions before completing this part.

On _____, 20____, the district school board of _____ hereby accepts or declines the administration and accountability of the federal program funds listed in the manner specified below. If district is not eligible for a program, please indicated in column titled “Not Applicable”.

In	Accept	Decline	Not Eligible
Title I, Part C, Education of Migratory Children			

consideration of the receipt of these grant funds, the Board agrees that the [General Assurances form for all federal funds](#) and the terms therein are specifically incorporated by reference in the forthcoming application. The Board also certifies that all program and pertinent administrative requirements will be met. This includes the Education Department General Administrative Regulations (EDGAR), the Office of Management and Budget (OMB) Accounting Circulars, and the Department of Education’s General Education Provisions Act (GEPA) requirements. In addition, the Board certifies that the district is in compliance with the requirements of the federal Children’s Internet Protection Act, that no policy of the local educational agency prevents, or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools, that all teachers in language instruction educational programs for limited English proficient children funded under Title III, Part A are fluent in English, and that the principal of each Title I school attests annually in writing as to whether such school is in compliance with the requirements of Section 1119(i)(1).

Signature of President of the District School Board

Date

Please TYPE Name of President of District School Board

English Language Acquisition Unit
Migrant Education Program
2007-2008

In addition the Board hereby appoints _____ as the Authorized Representative for this application, to conduct all business related to the planning, implementation, operation, and evaluation of these grant programs, to submit all required reports (including the Annual Financial Report) and to act as fiscal agent for business related to the administration of the funds. If different from the Authorized Representative, the Board names _____ as an Authorized Requestor of funds for the grants identified in this form.

Signature of Authorized Representative

Date

Signature of President of the Board
(District or BOCES/Consortium)

Date

Please TYPE Name of President of the Board (District or BOCES/Consortium)

SECTION II – LOCAL EDUCATION AGENCY (LEA) NARRATIVE APPLICATION

Identified Needs	LEA Plan to address critical elements
<p>I. Pursuant to Sec. 1112, Title I-A, and Sec. 1304 (2), Sec. 1304, (b)(1) and (2)</p> <ul style="list-style-type: none"> • Describe in detail how the LEA will collaborate with the Regional MEP to ensure that migratory children and formerly migratory children, who meet eligibility requirements, will receive appropriate services and have the opportunity to meet the same challenging State standards. Additionally describe how the LEA will provide supplemental /instructional support services to failing and at-risk students whose education has not been interrupted during the last regular school year <p>II. Pursuant to Sec. 1304(d) and the Colorado Comprehensive Needs Assessment</p> <ul style="list-style-type: none"> • Describe in detail how the LEA will provide services with funds received for priority for service migratory children who are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards and whose education has been interrupted. <p>Failing.-</p> <ul style="list-style-type: none"> • Those students who are failing to meet State standards. <p>Risk of Failing.-</p> <ul style="list-style-type: none"> • These students who are at risk of failing to meet State standards. <p>Interrupted Schooling.-</p> <ul style="list-style-type: none"> • Those students who have experienced interrupted schooling. 	
Parent Involvement	LEA Plan to address critical elements

<p>III. Pursuant to Sec. 1118,, Sec. 1304, (B) Sec.1304, (6)(A), Sec.1304, (6)(C) and the Colorado Comprehensive Needs Assessment:</p> <ul style="list-style-type: none"> • Describe how the LEA will meet each of the following and build capacity for parent involvement: <ul style="list-style-type: none"> • Provide for the same parental involvement as is required under NCLB for all federal programs; • Ensure to the extent possible that information is sent home in a language that is understandable to the parent/guardian; • To the extent feasible, programs and projects will provide for advocacy and outreach activities for migratory children and their families, including information of how to gain access to, other education, health, nutrition, and social services. • Family literacy programs, including such programs that use models developed under Even Start. • Health Related Services • Subsistence (food/clothing) related services • Transportation • Summer or Holiday Projects 	
Professional Development	LEA Plan to address critical elements
<p>V. Describe in detail how the LEA will provide training to build skills to improve educational and cultural competency for school and community personnel who provide direct educational services to migrant children and families.</p>	

**A
T
I
M
E
P

R
U
B
R
I
C**

Auditing Tool for Improving MEP Services ATIMEP

PURPOSE OF THIS TOOL:

The auditor will determine the effectiveness of the Migrant Education Program in project management, identification, recruitment, project implementation and evaluation by the use of this tool.

INSTRUCTIONS FOR USING THIS TOOL:

Rating: The following ratings will be used to determine the effectiveness of the Migrant Education Program: (E) Exemplary, (S) Satisfactory, (NI) Needs Improvement, (U) Unsatisfactory.

Assign the rating where the program meets **all** the criteria described. First look at the Satisfactory description. If the program meets this standard, determine if it meets the Exemplary standard. If yes, assign it an Exemplary rating. If not, assign it a Satisfactory rating. If the program does not meet the Satisfactory standard, look to see if it meets the Needs Improvement standard. If so, assign it a rating of Needs Improvement. If not, assign it an Unsatisfactory rating.

Date(s) of Audit: _____ Location: _____ Region: _____

Director: _____ Auditor: _____

Positions Funded:

Staff Interviewed:

I. PROJECT MANAGEMENT

Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
1. Leadership, organization, and staffing of the MEP	The MEP is extremely well organized, well staffed, and all team members can clearly articulate roles, responsibilities, and expectations. There is cross-training of roles.	The MEP is organized, adequately staffed, and all team members know their roles, responsibilities, and expectations.	The MEP lacks organization in some areas and/or is understaffed.	The MEP lacks overall organization and is understaffed.
Findings:		Evidence:		Recommendations:
2. MEP objectives alignment to the statutory purposes of in the MEP Non-Regulatory Guidance	The MEP's objectives address instructional and support services, are clearly stated, aligned to the statutory purposes in the NRG, and are based on identified student needs.	The MEP's objectives address both instructional and support services, are clearly stated, and aligned to the statutory purposes in the NRG	The MEP's objectives are in place but may not address both instructional and support services or are not aligned to the statutory purposes in the NRG.	The MEP's objectives are non-existent, unclear, or inappropriate.
Findings:		Evidence:		Recommendations:
3. Priority for services	Children who have moved during the school year and are failing or most at risk of failing to achieve to high State standards are identified and receive priority in providing services according to SEA recommendations. Services are related to area of risk.	Children who have moved during the school year and are failing or most at risk of failing to achieve to high State standards are identified and receive priority in providing services according to SEA recommendations.	Children who have moved during the school year and are failing or most at risk of failing to achieve to high State standards are identified but not given priority in providing services.	Children who have moved during the school year and are failing or most at risk of failing to achieve to high State standards are not identified.
Findings:		Evidence:		Recommendations:

Auditing Tool for the Improvement of MEP Services

Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
4. Communication with school districts	A strong collaborative relationship exists between the MEP and the school districts including frequent, and effective communication meaningful to providing services to students	Communication meaningful to providing services to students with school districts is frequent and effective.	Communication with school districts is infrequent and/or ineffective.	There is very little or no communication with school districts.
Findings:		Evidence:		Recommendations:
5. Oversight by project management	Strong leadership as well as sufficient oversight by the project management is apparent. Contracted services are reviewed and monitored.	There is sufficient oversight by project management to ensure that objectives are met. Contracted services are reviewed and monitored.	Oversight by project management is spotty and/or ineffective.	There is no oversight by project management.
Findings:		Evidence:		Recommendations:
6. Student records	Student records are entered and updated in a timely manner. No errors exist.	Student records are entered and updated in a timely manner. No errors related to eligibility exist.	Student records are incomplete or not up to date.	Student records are not maintained.
Findings:		Evidence:		Recommendations:
7. Equipment inventory	An inventory of equipment purchased with MEP funds is maintained, up-to-date, and indicates where the item is located.	An inventory of equipment purchased with MEP funds is maintained and up-to-date.	An inventory of equipment purchased with MEP funds exists, but is incomplete.	An inventory of equipment purchased with MEP funds does not exist or is not available.
Findings:		Evidence:		Recommendations:

Auditing Tool for the Improvement of MEP Services

Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
8. Equipment control	All control over equipment purchased with migrant funds is maintained by the MEP as well as equipment used by the MEP and purchased with other funds.	All control over equipment purchased with migrant funds is maintained by the MEP.	Some of the equipment purchased with migrant funds is being used by other programs and is not available to the MEP.	Much of the equipment purchased with migrant funds is not available to the MEP.
Findings:		Evidence:		Recommendations:
9. Use of equipment	All non-obsolete equipment purchased by the MEP, as well as equipment purchased through other funds, currently is being used by the MEP.	All non-obsolete equipment purchased by the MEP currently is being used by the MEP.	Some of the non-obsolete equipment purchased by the MEP has not been used during the current year.	Much of the non-obsolete equipment purchased by the MEP has not been used during the current year.
Findings:		Evidence:		Recommendations:
10. Labeling of equipment	All equipment purchased with migrant funds is labeled and inventoried with location identified.	All equipment purchased with migrant funds is labeled.	Some equipment purchased with migrant funds is labeled.	Equipment purchased with migrant funds is not labeled.
Findings:		Evidence:		Recommendations:
11. Working relationships with LEAs and other cooperating agencies	The MEP has a very strong, productive working relationship with LEAs and other cooperating agencies that is characterized by collaboration and frequent communication.	The MEP has a productive working relationship with LEAs and other cooperating agencies.	There is little evidence of cooperation between the MEP and LEAs or cooperating agencies.	There is no evidence of cooperation between the MEP and LEAs or cooperating agencies.
Findings:		Evidence:		Recommendations:

Auditing Tool for the Improvement of MEP Services

Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
12. Collaboration with other agencies to provide services	The MEP collaborates extensively with a variety of agencies to provide quality services to students.	The MEP collaborates as needed with other agencies to provide quality services to students.	The MEP collaborates minimally with other agencies to provide services to students.	The MEP does not collaborate with other agencies to provide services to students.
Findings:		Evidence:		Recommendations:
13. Coordination of instruction and testing for students whose home base is in another state	The MEP is proactive and systematic in coordinating instruction and testing for students whose home base is in another state including grade placement and credit	The MEP coordinates instruction and testing for students whose home base is in another state including grade placement and credit accrual.	The MEP makes some attempts to coordinate instruction and/or testing.	The MEP does not coordinate instruction and/or testing for students whose home base is in another state.
Findings:		Evidence:		Recommendations:
14. Communication between the data specialist and other MEP staff.	There is extensive and productive communication between the data specialist and other staff regarding student needs.	The data specialist and advocates communicate regularly regarding student needs.	The data specialist and other staff communicate infrequently regarding student needs.	The data specialist does not communicate with other staff regarding student needs.
Findings:		Evidence:		Recommendations:

Auditing Tool for the Improvement of MEP Services

Area to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
15. Improved student performance that is sustained	Migrant students show improved performance in reading and math that is sustained for more than one year.	Migrant students show improved performance that is sustained for more than one year in at least one subject (reading or math).	Migrant students show improved performance from the previous year, but it is not sustained for more than one year.	Migrant students do not show improved performance.
Findings:		Evidence:		Recommendations:
16. Goals and objectives	The MEP is far surpassing its goals and objectives.	The MEP is meeting all of its goals and objectives.	The MEP has not met at least one of its goals or objectives.	The MEP has not met any of its goals and objectives.
Findings:		Evidence:		Recommendations:
17. Use of statewide assessment results to make MEP decisions	The results of the statewide assessment are extensively analyzed and deliberated when making decisions related to the MEP.	The results of the statewide assessment are adequately reviewed and considered when making decisions related to the MEP.	The results of the statewide assessment are given little attention when making decisions related to the MEP.	The results of migrant students on the statewide assessment are not considered when making decisions related to the MEP
Findings:		Evidence:		Recommendations:

II. IDENTIFICATION AND RECRUITMENT

Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
1. Region wide recruitment plan	The MEP has a detailed recruitment plan that includes responsibilities, procedures, and examples of necessary paperwork.	The MEP recruitment plan provides useful information to inform and guide personnel in the recruitment process.	The MEP recruitment plan lacks sufficient detail to be useful to recruiters and other personnel.	The MEP does not have a written plan for recruitment.
Findings:		Evidence:		Recommendations:
2. Region wide recruitment coordinator	A region wide coordinator has been assigned and adequate time and resources are devoted to provide leadership to recruiting staff. The recruitment coordinator is actively involved in the training and professional growth of recruiters.	A region wide coordinator has been assigned and adequate time and resources are devoted to provide leadership to the recruiting staff.	The person(s) in charge of recruitment does not have adequate time or resources to coordinate the efforts properly.	Oversight of the recruitment process is not apparent.
Findings:		Evidence:		Recommendations:
3. Time between acquiring a lead and making a home visit to determine eligibility	Recruiters take one week or less after acquiring a lead to make a home visit to determine eligibility.	Recruiters take less than two weeks after acquiring a lead to make a home visit to determine eligibility.	Recruiters often take more than two weeks after acquiring a lead to make a home visit to determine eligibility.	Recruiters often take more than a month after acquiring a lead to make a home visit to determine eligibility.
Findings:		Evidence:		Recommendations:

Auditing Tool for the Improvement of MEP Services

Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
4. Identification of eligible students.		All eligible students have been identified	Some eligible students have not been identified	Few eligible students have been identified.
Findings:	Evidence:		Recommendations:	
5. Enrollment of eligible students.		All identified students have been enrolled.	Some identified students have not been enrolled.	Few identified students have been enrolled.
Findings:	Evidence:		Recommendations:	
6. Qualifying a family	Recruiters are accurate in qualifying families. Procedures are in place to ensure their accuracy.	Recruiters are accurate in qualifying families.	Recruiters sometimes err in qualifying families.	Recruiters are not consistent in their interpretation of qualifying qualifications.
Findings:	Evidence:		Recommendations:	
7. ID&R procedures	Detailed, well written, user-friendly ID&R procedures (including developing leads) are up-to-date.	Written ID&R procedures have been developed. Procedures are complete and up-to-date.	Written ID&R procedures have been developed, but they are not complete or not up-to-date.	Written ID&R procedures have not been developed.
Findings:	Evidence:		Recommendations:	

Auditing Tool for the Improvement of MEP Services

Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
8. Dissemination of ID&R procedures	All MEP staff have a copy of the ID&R procedures and understand them thoroughly.	All recruiters have a copy of the ID&R procedures and understand them thoroughly.	Some recruiters have a copy of the ID&R procedures.	None of the recruiters have a copy of the ID&R procedures.
Findings:		Evidence:		Recommendations:
9. Training for recruiters	All of the recruiters have received extensive ID&R training that is data driven using COE validation errors and scenario-based assessments.	All of the recruiters have received adequate ID&R training (both statewide and regional).	Most of the recruiters have received training on ID&R.	Very few or none of the recruiters have received training on ID&R,
Findings:		Evidence:		Recommendations:
10. Training for clerks	All of the records clerks have received extensive data entry training that is data driven using COE validation errors and scenario-based assessments.	All of the records clerks have received adequate training on data entry (both statewide and regional).	Most of the records clerks have received training on data entry.	Very few or none of the records clerks have received training on data entry.
Findings:		Evidence:		Recommendations:
11. Student records	Student records are entered into NGS within 10 days of initial identification & updated within 10 days after CDE approval. Procedures exist to identify and correct errors.	Student records are entered into NGS within 10 days of initial identification and updated within 10 days after CDE approval.	Student records are complete but are <u>not</u> entered within 10 days of initial identification or updated within 10 days after CDE approval.	Student records are incomplete or not up to date.
Findings:		Evidence:		Recommendations:

Auditing Tool for the Improvement of MEP Services

Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
12. Training for personnel (other than records clerks) serving migrant students on the student records system	All MEP staff received extensive, high-quality training on the purpose and use of the student records system related to their job function and make frequent use of student records system.	All MEP staff received adequate training on the purpose and use of the student records system related to their job function.	MEP staff received training on the purpose and use of the student records system that was insufficient and/or of poor quality.	MEP staff were not trained on the purpose and use of the student records system.
Findings:		Evidence:		Recommendations:
13. Monitoring of student records entry	Student records entry is systematically and frequently monitored by supervisors for accuracy, completeness, and timeliness. Assistance and training is provided to remedy identified inadequacies.	Student records entry is systematically monitored by supervisors for accuracy, completeness, and timeliness.	Student records entry is inconsistently monitored.	There is no monitoring of records entry by supervisors.
Findings:		Evidence:		Recommendations:
14. FERPA provisions relative to the transfer of student records	FERPA provisions relative to the transfer of student records are followed (including notifying parents of their rights under FERPA) and individual assistance/ training is provided to remedy identified inadequacies.	FERPA provisions relative to the transfer of student records are followed including notifying parents of their rights under FERPA.	FERPA provisions relative to the transfer of student records are sometimes violated.	Staff are not aware of FERPA provisions relative to the transfer of student records.
Findings:		Evidence:		Recommendations:

Auditing Tool for the Improvement of MEP Services

Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
15. Documentation of eligibility	Eligibility determinations are accurate with detailed documentation included on the COE and reenrollment forms.	Eligibility determinations are accurate and adequately documented on the COE and reenrollment forms.	Eligibility determinations are accurate but often inadequately documented on the COE.	Eligibility determinations are often inaccurate and or inadequately documented on the COE.
Findings:		Evidence:		Recommendations:
16. Dissemination of information on program services	Information on program services is being disseminated in the community throughout the year via an established network.	Information on program services is being disseminated in the community throughout the year and through many different sources.	Information on program services is disseminated in the community only during peak periods.	Little or no information on program services is being disseminated in the community.
Findings:		Evidence:		Recommendations:
17. Quality assurance relative to eligibility decisions	The MEP follows a well documented plan including policies, processes and procedures to re-interview a random sample of migrant families at least annually using an appropriate sampling tool/procedure.	The MEP conducts annual re-interviews of a sample of migrant families selected randomly through an appropriate sampling tool/procedure.	The MEP conducts re-interviews only when there is concern over the accuracy of the information recorded.	The MEP does not conduct re-interviews.
Findings:		Evidence:		Recommendations:

III. PROJECT IMPLEMENTATION – ALIGNMENT TO SERVICE DELIVERY PLAN AND COMPREHENSIVE NEEDS ASSESSMENT

Area to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
1. Supplemental services.	All eligible migrant students are receiving the instructional and support services needed.	Almost all of the eligible migrant students are receiving the instruction and or support services needed.	Some of the eligible migrant students are receiving the instruction and or support services needed.	Few of the eligible migrant students are receiving the instruction and or support services needed.
Findings:		Evidence:		Recommendations:
2. IEP services	The MEP systematically communicates and coordinates the provision of supplemental services for MEP students with IEPs.	The MEP frequently communicates and coordinates the provision of supplemental services for MEP students with IEPs.	The MEP sometimes communicates and coordinates the provision of supplemental services for MEP students with IEPs.	The MEP rarely communicates and coordinates the provision of supplemental services for MEP students with IEPs.
Findings:		Evidence:		Recommendations:
3. Services identified in the needs assessment	All services identified in the MEP's needs assessment are being provided in conjunction with non-MEP funds.	All services identified in the MEP's needs assessment are being provided.	One or two services identified in the MEP's needs assessment are <u>not</u> being provided.	Several services identified in the MEP's needs assessment are <u>not</u> being provided.
Findings:		Evidence:		Recommendations:
4. Project activities	Project activities go above and beyond those described in the approved application.	Project activities are implemented as described in the approved application or approval has been granted for all changes.	There are minor differences between the activities described in the approved application and implementation.	There is a major discrepancy between the activities described in the approved application and implementation.
Findings:		Evidence:		Recommendations:

Auditing Tool for the Improvement of MEP Services

Area to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
5. Project scope, size, and quality	The scope, size, and quality of the programs go beyond meeting the educational needs of the children served.	The scope, size, and quality of the programs are sufficient to offer promise of meeting the educational needs of the children served.	The project is limited in scope, size, and/or quality of its programs and does not offer promise of meeting all of the educational needs of the children served.	The project is considerably limited in scope, size, and/or quality of its programs and does not offer promise of meeting educational needs of the children served.
Findings:		Evidence:		Recommendations:
6. PAC	An active PAC exists that meets OME criteria and has an impact on the functioning of the MEP.	An active PAC exists that meets regularly and has representation from each district.	A PAC exists but does not meet regularly.	There is no PAC or the PAC has not met this school year.
Findings:		Evidence:		Recommendations:
7. Consultation with Parent Advisory Council (PAC)	The PAC plays a significant role in the MEP's decision making about program activities.	The MEP regularly consults with the PAC regarding program activities.	The MEP infrequently consults with the PAC regarding program activities.	The MEP does not have a PAC or if a PAC is in place, does not take action on its advice.
Findings:		Evidence:		Recommendations:
8. PAC training	The training provided to the PAC has been extensive and of high quality.	The training provided to the PAC has been adequate in quality and magnitude.	Training provided to the PAC has been limited or of poor quality.	No training has been provided to the PAC during the current year.
Findings:		Evidence:		Recommendations:

Auditing Tool for the Improvement of MEP Services

Area to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
9. Parents receive information in a language that they can understand		All Information is provided to parents in a language that they can understand.	Some, but not all, information is provided to parents in a language that they can understand.	No attempt is made to communicate in the parents' dominant language.
Findings:		Evidence:		Recommendations:
10. Parent involvement and PAC activities	The MEP provides extensive support for parental involvement and PAC activities including funds and training.	The MEP provides adequate support for parental involvement and PAC activities including funds and training.	The MEP provides limited support for parental involvement and PAC activities.	The MEP provides very little or no support for parental involvement and PAC activities.
Findings:		Evidence:		Recommendations:
11. Staff development	Extensive staff development has been provided to instructional staff which is of high quality, useful, and more than sufficient to meet their needs. The MEP has a detailed staff development plan based on identified needs of students.	Staff development opportunities are provided to instructional staff that are of high quality, and useful to teachers. The MEP has a staff development plan based on identified needs of students.	The staff development provided to instructional staff is not sufficient in quality or quantity to meet their needs. Only a rudimentary staff development plan exists.	There is very little staff development provided to instructional staff; or the staff development that is provided is of poor quality or not useful to teachers. The MEP does not have a staff development plan.
Findings:		Evidence:		Recommendations:
12. Staffing	The number of MEP instructional staff assigned to schools is proportionate to the number of identified migrant students. Additional staff support is provided through non-MEP funds.	The number of MEP instructional staff is assigned to schools is proportionate to the number of identified migrant students.	There is a slight discrepancy in the number of MEP instructional staff assigned to schools and the number of identified migrant students.	Some schools are understaffed while others are overstaffed.
Findings:		Evidence:		Recommendations:

Auditing Tool for the Improvement of MEP Services

Area to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
13. Staff licensure	Instructional staff possess appropriate licenses in the areas that they teach and advanced degrees in education.	All instructional staff possess appropriate licenses and qualifications in the areas that they teach.	Some of the Instructional staff possess appropriate licenses and/or qualifications in the areas that they teach.	Instructional staff are not qualified in the areas that they teach.
Findings:		Evidence:		Recommendations:
14. Non-instructional duty assignments	MEP staff are not assigned non-instructional duties outside of their job description to allow them to focus on instructional services to migrant students.	Non-instructional duties (outside of their job description) are assigned to MEP staff the same as those assigned non-MEP personnel at the same site.	MEP staff are occasionally given non-instructional duties outside of their job description that are not assigned to non-MEP staff at the same site.	MEP staff are regularly given non-instructional duties outside of their job description that are not assigned to non-MEP personnel at the same site.
Findings:		Evidence:		Recommendations:
15. Private school children participation	Ongoing collaboration is in place with area private schools to provide services to all private school children residing in the area. Opportunity to participate in the MEP and benefits are equitable to those provided to public school children.	All private school children residing in the area are provided opportunity to participate in the MEP and benefits that are equitable those provided to public school children.	Some private school children residing in the area are provided an opportunity to participate in the MEP.	Private school children residing in the area are not provided an opportunity to participate in the MEP.
Findings:		Evidence:		Recommendations:

Auditing Tool for the Improvement of MEP Services

Area to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
16. Programs for three and four-year olds	The MEP funds extensive high quality educational/developmental programs that are available to all eligible three and four-year old migrant children.	Three and four-year olds are identified for services based on need. An appropriate number of services are available for three and four-year olds.	Few of the eligible three and four-year old migrant children receive some type of educational/developmental program.	There is no program for three and four-year old migrant children.
Findings:		Evidence:		Recommendations:
17. Programs for out-of-school youths	The MEP funds extensive high quality educational/developmental programs that are available to all eligible out-of-school youth.	All of the eligible out-of-school youth receive educational/developmental program services based on need and availability.	Few of the eligible out-of-school youth receive some type of educational/developmental program.	There is no program for out-of-school youth.
Findings:		Evidence:		Recommendations:
18. Procedures to identify students at risk of failing a grade or dropping out of school and address their needs	Procedures are in place to identify students at risk of failing a grade or dropping out of school. A comprehensive plan has been developed and is being implemented to meet the needs of at risk students.	Procedures are in place to identify students at risk of failing a grade or dropping out of school. A plan has been developed and is being implemented to meet the needs of at risk students.	The procedures that are in place to identify students at risk of failing a grade or dropping out of school are not well detailed and include inadequate plans to meet their needs.	There are no procedures in place to identify students at risk of failing a grade or dropping out of school and no plans exist to address their needs.
Findings:		Evidence:		Recommendations:

Auditing Tool for the Improvement of MEP Services

Area to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
19. Documentation of home visits, school visits, and referrals	Documentation exists indicating a high level of involvement in making home visits, school visits, and referrals.	Documentation exists indicating that the number of visits/referrals is adequate for the student population.	Documentation does not indicate adequate number of visits and referrals.	There is no documentation of home visits, school visits, and referrals.
Findings:		Evidence:		Recommendations:
20. Master list of students	The MEP maintains a computerized database of students detailing student needs and services provided.	The list of students served is complete, up to date, and accurate.	The list of students served is incomplete or inaccurate.	The MEP does not keep a list of students served.
Findings:		Evidence:		Recommendations:
21. The pupil/tutor ratio	The there is a low pupil/tutor ratio at all grade/age levels.	The pupil/tutor ratio is appropriate at all grade/age levels.	The pupil/tutor ratio is too high at some grade/age levels.	Overall, the pupil/tutor ratio is too high for effective instruction.
Findings:		Evidence:		Recommendations:

Auditing Tool for the Improvement of MEP Services

Area to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
22. Supplemental programs (tutoring, summer, etc.)	The scope and quality of the supplemental programs (tutoring, summer, etc.) provided are outstanding and based on a well conducted needs assessment.	The scope and quality of the supplemental programs (tutoring, summer, etc.) provided are adequate and tied directly to identified needs.	The supplemental programs (tutoring, summer, etc.) provided are somewhat limited in scope and/or quality and poorly tied to identified needs.	The supplemental programs (tutoring, summer, etc.) provided are greatly limited in scope and quality. What is offered is not needs-based.
Findings:		Evidence:		Recommendations:
23. Coordination between tutors and classroom teachers	A plan is followed detailing for coordination between tutors and classroom teachers on instruction.	There is regular coordination between tutors and classroom teachers on instruction.	Coordination between tutor and teacher on instruction is limited and inconsistent.	Tutors and classroom teachers do not coordinate on instruction.
Findings:		Evidence:		Recommendations:
24. Materials and supplies for tutors	Tutors have abundant materials and supplies.	Tutors have adequate materials and supplies.	Tutors have limited materials and supplies.	Tutors have no materials or supplies or have to purchase their own.
Findings:		Evidence:		Recommendations:

Auditing Tool for the Improvement of MEP Services

Area to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
25. Academic requirements in "home" school districts	The MEP does extensive research and follow-up to identify the academic requirements in students "home" school districts, including preparing for and taking competency exams and provides high quality instruction to address those requirements.	The MEP helps students meet the academic requirements in their "home" school districts, including preparing for and taking competency exams where applicable.	The MEP makes an inadequate effort to help students meet the academic requirements in students' "home" school districts and does not help them to prepare for competency exams.	The MEP does not consider the academic requirements in students' "home" school districts nor does it assist students to prepare for competency exams.
Findings:		Evidence:		Recommendations:
26. Counseling services specific to student mobility	MEP counselors/advocates are obviously well attuned to the effect of mobility on students and evidence exists that the services have been well planned to address those issues.	MEP counselors/ advocates are knowledgeable about the effects of mobility on students and counseling/advocacy services are appropriated to mobile students.	MEP counselors/ advocates have limited understanding of the effects of mobility on students and provided limited counseling/ advocacy services.	MEP does not provide counseling/advocacy services to students.
Findings:		Evidence:		Recommendations:
27. Portable courses (coursework)	The MEP provides students with extensive high-quality portable courses (coursework) that can be completed as they travel with their families.	The MEP provides students with adequate portable courses (coursework) that can be completed as they travel with their families.	The MEP provides students with limited portable courses (coursework) that can be completed as they travel with their families.	The MEP does not provide students with portable courses (coursework) that can be completed as they travel with their families.
Findings:		Evidence:		Recommendations:

Auditing Tool for the Improvement of MEP Services

Area to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
28. Credit accrual	The MEP has a detailed plan to promote secondary credit accrual by determining appropriate courses for credit accrual purposes; calculating and awarding partial credit; and following up on attendance data, grades, and credit accrual information that is sent to other districts.	MEP staff communicate with other districts to determine appropriate courses for credit accrual purposes; calculate and award partial credit; and follow up on attendance data, grades, and credit accrual information that is sent to other districts.	MEP staff efforts to promote secondary credit accrual purposes are inconsistent.	The MEP does not promote secondary credit accrual.
Findings:		Evidence:		Recommendations:

**C
U
M
U
L
A
T
I
V
E

S
C
O
R
E

S
H
E
E
T**

Cumulative Score Sheet Improving MEP Services

E = Exemplary S=Satisfactory NI=Needs Improvement U=Unsatisfactory	E 4	S 3	NI 2	U 1
I. Project Management (Area Of Review)				
1. Leadership, organization, and staffing of the MEP (Probes: flowcharts, resumes, qualified staff, articulated job descriptions, staff is aware of roles and responsibilities, cross training)				
2. MEP objectives alignment to the statutory purposes of in the Non-Regulatory Guidance (Probes: clear understanding of objectives, clear academic targets)				
3. Priority for services (Probe: students who are most in need are identified and served in an appropriate manner, P.F.S. is documented, PFS is related to area of risk ie. failing in math=math tutor, data is utilized to drive PFS.)				
4. Communication with school districts (Probe: review of communication logs, agendas, letters, sample letters, brochures, purpose of communication, communication is meaningful and addresses academic needs of students)				
5. Oversight of project management (Probe: regional director communicates and oversees the quality of work, contract services are monitored)				
6. Students Records (Probe: data information is collected regarding academics, health, secondary credit accrual, data entered in SEA database in a timely manner, data is communicated accurately and appropriately)				
7. Equipment Inventory				
8. Equipment Control				
9. Use of Equipment				
10. Labeling of Equipment				
11. Working relationships with LEA's and other cooperating agencies (Probe: clear communication, program updates, information sharing, newsletters, district migrant contact person, identification procedure for new incoming families, information directory available)				
12. Collaboration with other agencies to provide services (Probe: contact person identified, human services coordination, program updates)				
13. Coordination of instruction and testing for students whose home base is in another state. (Probe: home base information available, instructional needs addressed including assessments, credit accrued)				
14. Communication between the data specialist and other MEP staff (Probe: effective communication, data request is followed appropriately, data is accessible)				

Cumulative Score Sheet Improving MEP Services

E = Exemplary S=Satisfactory NI=Needs Improvement U=Unsatisfactory	E 4	S 3	NI 2	U 1
15. Improved student performance that is sustained				
16. Goals and Objectives				
17. Use of statewide assessment results to make MEP decisions				
III. Identification and Recruitment (Area of Review)				
1. Region wide recruitment plan (Probe: recruiter training, knowledge of community resources, migrant mobility patterns, protocol for recruitment, networking)				
2. Region wide recruitment coordinator (Probes: recruiter training, community resources, migratory patterns, protocol for recruitment)				
3. Time between acquiring a lead and making a home visit to determine eligibility				
4. Identification of eligible student				
5. Enrollment of eligible student				
6. Qualifying a family				
7. ID&R Procedures (Probe: Recruiters have a copy and can clearly articulate and explain ID&R procedures)				
8. Dissemination of ID&R Procedures				
9. Training for recruiters				
10. Training for clerks				
11. Student Records (other than records clerks) serving migrant students on the student record systems				
12. Training for personnel (other than records clerks) serving migrant students on the student record system				
13. Monitoring of student records entry				
14. FERPA provisions relative to the transfer of student records				
15. Documentation of eligibility				
16. Dissemination of information on program services				
17. Quality assurance relative to eligibility decisions				

Cumulative Score Sheet Improving MEP Services

E = Exemplary S=Satisfactory NI=Needs Improvement U=Unsatisfactory	E 4	S 3	NI 2	U 1
III. Project Implementation Area of Review				
1. Supplemental services				
2. IEP Services				
3. Services identified in the needs assessment				
4. Project activities				
5. Project scope, size, and quality				
6. PAC				
7. Consultation with Parent Advisory Council (PAC)				
8. PAC Training				
9. Parents receive information in a language that they can understand				
10. Parent Involvement and PAC activities				
11. Staff Development				
12. Staffing				
13. Staff licensure				
14. Non-instructional duty assignments				
15. Private school children participation				
16. Program for three and four year olds				
17. Program for out of school youth				
18. Procedures to identify students at risk of failing a grade, or dropping out of school and address their needs				
19. Documentation of home visits, school referrals				
20. Master list of students				
21. The pupil/tutor ratio				
22. Supplemental programs (tutoring, summer, etc.)				
23. Coordination between tutors and classroom teachers				
24. Materials and supplies for tutors				

Cumulative Score Sheet Improving MEP Services

E = Exemplary S=Satisfactory NI=Needs Improvement U=Unsatisfactory	E	S	NI	U
	4	3	2	1
25. Academic requirements in “home” school districts				
26. Counseling services specific to student mobility				
27. Portable courses (coursework)				
28. Credit accrual				

**I
N
T
E
R
V
I
E
W
S**

Director	Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Comments
X	2. MEP objectives alignment to the statutory purposes of in the MEP Non-Regulatory Guidance	The MEP's objectives address instructional and support services, are clearly stated, aligned to the statutory purposes in the NRG, and are based on identified student needs.	The MEP's objectives address both instructional and support services, are clearly stated, and aligned to the statutory purposes in the NRG	The MEP's objectives are in place but may not address both instructional and support services or are not aligned to the statutory purposes in the NRG.	The MEP's objectives are non-existent, unclear, or inappropriate.	
X	17. Use of statewide assessment results to make MEP decisions	The results of the statewide assessment are extensively analyzed and deliberated when making decisions related to the MEP.	The results of the statewide assessment are adequately reviewed and considered when making decisions related to the MEP.	The results of the statewide assessment are given little attention when making decisions related to the MEP.	The results of migrant students on the statewide assessment are not considered when making decisions related to the MEP	
X	4. Project activities	Project activities go above and beyond those described in the approved application.	Project activities are implemented as described in the approved application or approval has been granted for all changes.	There are minor differences between the activities described in the approved application and implementation.	There is a major discrepancy between the activities described in the approved application and implementation.	
X	5. Project scope, size, and quality	The scope, size, and quality of the programs go beyond meeting the educational needs of the children served.	The scope, size, and quality of the programs are sufficient to offer promise of meeting the educational needs of the children served.	The project is limited in scope, size, and/or quality of its programs and does not offer promise of meeting all of the educational needs of the children served.	The project is considerably limited in scope, size, and/or quality of its programs and does not offer promise of meeting educational needs of the children served.	
X	13. Staff licensure	Instructional staff possess appropriate licenses in the areas that they teach and advanced degrees in education.	All instructional staff possess appropriate licenses and qualifications in the areas that they teach.	Some of the Instructional staff possess appropriate licenses and/or qualifications in the areas that they teach.	Instructional staff are not qualified in the areas that they teach.	
X	15. Private school children participation	Ongoing collaboration is in place with area private schools to provide services to all private school children residing in the area. Opportunity to participate in the MEP and benefits are equitable to those provided to public school children.	All private school children residing in the area are provided opportunity to participate in the MEP and benefits that are equitable those provided to public school children.	Some private school children residing in the area are provided an opportunity to participate in the MEP.	Private school children residing in the area are not provided an opportunity to participate in the MEP.	

Director	Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Comments
X	16. Programs for three and four-year olds	The MEP funds extensive high quality educational/ developmental programs that are available to all eligible three and four-year old migrant children.	Three and four-year olds are identified for services based on need. An appropriate number of services are available for three and four-year olds.	Few of the eligible three and four-year old migrant children receive some type of educational/ developmental program.	There is no program for three and four-year old migrant children.	
X	17. Programs for out-of-school youths	The MEP funds extensive high quality educational/ developmental programs that are available to all eligible out-of-school youth.	All of the eligible out-of-school youth receive educational/developmental program services based on need and availability.	Few of the eligible out-of-school youth receive some type of educational/ developmental program.	There is no program for out-of-school youth.	
X	18. Procedures to identify students at risk of failing a grade or dropping out of school and address their needs	Procedures are in place to identify students at risk of failing a grade or dropping out of school. A comprehensive plan has been developed and is being implemented to meet the needs of at risk students.	Procedures are in place to identify students at risk of failing a grade or dropping out of school. A plan has been developed and is being implemented to meet the needs of at risk students.	The procedures that are in place to identify students at risk of failing a grade or dropping out of school are not well detailed and include inadequate plans to meet their needs.	There are no procedures in place to identify students at risk of failing a grade or dropping out of school and no plans exist to address their needs.	
X	19. Documentation of home visits, school visits, and referrals	Documentation exists indicating a high level of involvement in making home visits, school visits, and referrals.	Documentation exists indicating that the number of visits/referrals is adequate for the student population.	Documentation does not indicate adequate number of visits and referrals.	There is no documentation of home visits, school visits, and referrals.	
X	22. Supplemental programs (tutoring, summer, etc.)	The scope and quality of the supplemental programs (tutoring, summer, etc.) provided are outstanding and based on a well conducted needs assessment.	The scope and quality of the supplemental programs (tutoring, summer, etc.) provided are adequate and tied directly to identified needs.	The supplemental programs (tutoring, summer, etc.) provided are somewhat limited in scope and/or quality and poorly tied to identified needs.	The supplemental programs (tutoring, summer, etc.) provided are greatly limited in scope and quality. What is offered is not needs- based.	
X	27. Portable courses (coursework)	The MEP provides students with extensive high-quality portable courses (course-work) that can be completed as they travel with their families.	The MEP provides students with adequate portable courses (coursework) that can be completed as they travel with their families.	The MEP provides students with limited portable courses (coursework) that can be completed as they travel with their families.	The MEP does not provide students with portable courses (coursework) that can be completed as they travel with their families.	

Data Clerk	Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Comments
X	1. Leadership, organization, and staffing of the MEP	The MEP is extremely well organized, well staffed, and all team members can clearly articulate roles, responsibilities, and expectations. There is cross-training of roles.	The MEP is organized, adequately staffed, and all team members know their roles, responsibilities, and expectations.	The MEP lacks organization in some areas and/or is understaffed.	The MEP lacks overall organization and is understaffed.	
X	5. Oversight by project management	Strong leadership as well as sufficient oversight by the project management is apparent. Contracted services are reviewed and monitored.	There is sufficient oversight by project management to ensure that objectives are met. Contracted services are reviewed and monitored.	Oversight by project management is spotty and/or ineffective.	There is no oversight by project management.	
X	6. Student records	Student records are entered and updated in a timely manner. No errors exist.	Student records are entered and updated in a timely manner. No errors related to eligibility exist.	Student records are incomplete or not up to date.	Student records are not maintained.	
X	14. Communication between the data specialist and other MEP staff.	There is extensive and productive communication between the data specialist and other staff regarding student needs.	The data specialist and advocates communicate regularly regarding student needs.	The data specialist and other staff communicate infrequently regarding student needs.	The data specialist does not communicate with other staff regarding student needs.	
X	16. Goals and objectives	The MEP is far surpassing its goals and objectives.	The MEP is meeting all of its goals and objectives.	The MEP has not met at least one of its goals or objectives.	The MEP has not met any of its goals and objectives.	
X	8. Dissemination of ID&R procedures	All MEP staff have a copy of the ID&R procedures and understand them thoroughly.	All recruiters have a copy of the ID&R procedures and understand them thoroughly.	Some recruiters have a copy of the ID&R procedures.	None of the recruiters have a copy of the ID&R procedures.	
X	10. Training for clerks	All of the records clerks have received extensive data entry training that is data driven using COE validation errors and scenario-based assessments.	All of the records clerks have received adequate training on data entry (both statewide and regional).	Most of the records clerks have received training on data entry.	Very few or none of the records clerks have received training on data entry.	
X	11. Student records	Student records are entered into NGS within 10 days of initial identification & updated within 10 days after CDE approval. Procedures exist to identify and correct errors.	Student records are entered into NGS within 10 days of initial identification and updated within 10 days after CDE approval.	Student records are complete but are <u>not</u> entered within 10 days of initial identification or updated within 10 days after CDE approval.	Student records are incomplete or not up to date.	

Data Clerk	Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Comments
X	12. Training for personnel (other than records clerks) serving migrant students on the student records system	All MEP staff received extensive, high-quality training on the purpose and use of the student records system related to their job function and make frequent use of student records system.	All MEP staff received adequate training on the purpose and use of the student records system related to their job function.	MEP staff received training on the purpose and use of the student records system that was insufficient and/or of poor quality.	MEP staff were not trained on the purpose and use of the student records system.	
X	13. Monitoring of student records entry	Student records entry is systematically and frequently monitored by supervisors for accuracy, completeness, and timeliness. Assistance and training is provided to remedy identified inadequacies.	Student records entry is systematically monitored by supervisors for accuracy, completeness, and timeliness.	Student records entry is inconsistently monitored.	There is no monitoring of records entry by supervisors.	
X	14. FERPA provisions relative to the transfer of student records	FERPA provisions relative to the transfer of student records are followed (including notifying parents of their rights under FERPA) and individual assistance/ training is provided to remedy identified inadequacies.	FERPA provisions relative to the transfer of student records are followed including notifying parents of their rights under FERPA.	FERPA provisions relative to the transfer of student records are sometimes violated.	Staff are not aware of FERPA provisions relative to the transfer of student records.	
X	15. Documentation of eligibility	Eligibility determinations are accurate with detailed documentation included on the COE and reenrollment forms.	Eligibility determinations are accurate and adequately documented on the COE and reenrollment forms.	Eligibility determinations are accurate but often inadequately documented on the COE.	Eligibility determinations are often inaccurate and or inadequately documented on the COE.	
X	17. Quality assurance relative to eligibility decisions	The MEP follows a well documented plan including policies, processes and procedures to re-interview a random sample of migrant families at least annually using an appropriate sampling tool/procedure.	The MEP conducts annual re-interviews of a sample of migrant families selected randomly through an appropriate sampling tool/procedure.	The MEP conducts re-interviews only when there is concern over the accuracy of the information recorded.	The MEP does not conduct re-interviews.	
X	20. Master list of students	The MEP maintains a computerized database of students detailing student needs and services provided.	The list of students served is complete, up to date, and accurate.	The list of students served is incomplete or inaccurate.	The MEP does not keep a list of students served.	

Recruiter	Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Comments
X	1. Leadership, organization, and staffing of the MEP	The MEP is extremely well organized, well staffed, and all team members can clearly articulate roles, responsibilities, and expectations. There is cross-training of roles.	The MEP is organized, adequately staffed, and all team members know their roles, responsibilities, and expectations.	The MEP lacks organization in some areas and/or is understaffed.	The MEP lacks overall organization and is understaffed.	
X	5. Oversight by project management	Strong leadership as well as sufficient oversight by the project management is apparent. Contracted services are reviewed and monitored.	There is sufficient oversight by project management to ensure that objectives are met. Contracted services are reviewed and monitored.	Oversight by project management is spotty and/or ineffective.	There is no oversight by project management.	
X	14. Communication between the data specialist and other MEP staff.	There is extensive and productive communication between the data specialist and other staff regarding student needs.	The data specialist and advocates communicate regularly regarding student needs.	The data specialist and other staff communicate infrequently regarding student needs.	The data specialist does not communicate with other staff regarding student needs.	
X	16. Goals and objectives	The MEP is far surpassing its goals and objectives.	The MEP is meeting all of its goals and objectives.	The MEP has not met at least one of its goals or objectives.	The MEP has not met any of its goals and objectives.	
X	8. Dissemination of ID&R procedures	All MEP staff have a copy of the ID&R procedures and understand them thoroughly.	All recruiters have a copy of the ID&R procedures and understand them thoroughly.	Some recruiters have a copy of the ID&R procedures.	None of the recruiters have a copy of the ID&R procedures.	
X	12. Training for personnel (other than records clerks) serving migrant students on the student records system	All MEP staff received extensive, high-quality training on the purpose and use of the student records system related to their job function and make frequent use of student records system.	All MEP staff received adequate training on the purpose and use of the student records system related to their job function.	MEP staff received training on the purpose and use of the student records system that was insufficient and/or of poor quality.	MEP staff were not trained on the purpose and use of the student records system.	
X	15. Documentation of eligibility	Eligibility determinations are accurate with detailed documentation included on the COE and reenrollment forms.	Eligibility determinations are accurate and adequately documented on the COE and reenrollment forms.	Eligibility determinations are accurate but often inadequately documented on the COE.	Eligibility determinations are often inaccurate and or inadequately documented on the COE.	

Recruiter	Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Comments
X	17. Quality assurance relative to eligibility decisions	The MEP follows a well documented plan including policies, processes and procedures to re-interview a random sample of migrant families at least annually using an appropriate sampling tool/procedure.	The MEP conducts annual re-interviews of a sample of migrant families selected randomly through an appropriate sampling tool/procedure.	The MEP conducts re-interviews only when there is concern over the accuracy of the information recorded.	The MEP does not conduct re-interviews.	
X	12. Collaboration with other agencies to provide services	The MEP collaborates extensively with a variety of agencies to provide quality services to students.	The MEP collaborates as needed with other agencies to provide quality services to students.	The MEP collaborates minimally with other agencies to provide services to students.	The MEP does not collaborate with other agencies to provide services to students.	
X	2. Region wide recruitment coordinator	A region wide coordinator has been assigned and adequate time and resources are devoted to provide leadership to recruiting staff. The recruitment coordinator is actively involved in the training and professional growth of recruiters.	A region wide coordinator has been assigned and adequate time and resources are devoted to provide leadership to the recruiting staff.	The person(s) in charge of recruitment does not have adequate time or resources to coordinate the efforts properly.	Oversight of the recruitment process is not apparent.	
X	3. Time between acquiring a lead and making a home visit to determine eligibility	Recruiters take one week or less after acquiring a lead to make a home visit to determine eligibility.	Recruiters take less than two weeks after acquiring a lead to make a home visit to determine eligibility.	Recruiters often take more than two weeks after acquiring a lead to make a home visit to determine eligibility.	Recruiters often take more than a month after acquiring a lead to make a home visit to determine eligibility.	
X	4. Identification of eligible students.		All eligible students have been identified	Some eligible students have not been identified	Few eligible students have been identified.	
X	5. Enrollment of eligible students.		All identified students have been enrolled.	Some identified students have not been enrolled.	Few identified students have been enrolled.	
X	6. Qualifying a family	Recruiters are accurate in qualifying families. Procedures are in place to ensure their accuracy.	Recruiters are accurate in qualifying families.	Recruiters sometimes err in qualifying families.	Recruiters are not consistent in their interpretation of qualifying qualifications.	
X	7. ID&R procedures	Detailed, well written, user-friendly ID&R procedures (including developing leads) are up-to-date.	Written ID&R procedures have been developed. Procedures are complete and up-to-date.	Written ID&R procedures have been developed, but they are not complete or not up-to-date.	Written ID&R procedures have not been developed.	

Recruiter	Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Comments
X	9. Training for recruiters	All of the recruiters have received extensive ID&R training that is data driven using COE validation errors and scenario-based assessments.	All of the recruiters have received adequate ID&R training (both statewide and regional).	Most of the recruiters have received training on ID&R.	Very few or none of the recruiters have received training on ID&R,	
X	23. Coordination between tutors and classroom teachers	A plan is followed detailing for coordination between tutors and classroom teachers on instruction.	There is regular coordination between tutors and classroom teachers on instruction.	Coordination between tutor and teacher on instruction is limited and inconsistent.	Tutors and classroom teachers do not coordinate on instruction.	
X	24. Materials and supplies for tutors	Tutors have abundant materials and supplies.	Tutors have adequate materials and supplies.	Tutors have limited materials and supplies.	Tutors have no materials or supplies or have to purchase their own.	

Tutor	Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Comments
X	1. Leadership, organization, and staffing of the MEP	The MEP is extremely well organized, well staffed, and all team members can clearly articulate roles, responsibilities, and expectations. There is cross-training of roles.	The MEP is organized, adequately staffed, and all team members know their roles, responsibilities, and expectations.	The MEP lacks organization in some areas and/or is understaffed.	The MEP lacks overall organization and is understaffed.	
X	5. Oversight by project management	Strong leadership as well as sufficient oversight by the project management is apparent. Contracted services are reviewed and monitored.	There is sufficient oversight by project management to ensure that objectives are met. Contracted services are reviewed and monitored.	Oversight by project management is spotty and/or ineffective.	There is no oversight by project management.	
X	14. Communication between the data specialist and other MEP staff.	There is extensive and productive communication between the data specialist and other staff regarding student needs.	The data specialist and advocates communicate regularly regarding student needs.	The data specialist and other staff communicate infrequently regarding student needs.	The data specialist does not communicate with other staff regarding student needs.	
X	16. Goals and objectives	The MEP is far surpassing its goals and objectives.	The MEP is meeting all of its goals and objectives.	The MEP has not met at least one of its goals or objectives.	The MEP has not met any of its goals and objectives.	
X	8. Dissemination of ID&R procedures	All MEP staff have a copy of the ID&R procedures and understand them thoroughly.	All recruiters have a copy of the ID&R procedures and understand them thoroughly.	Some recruiters have a copy of the ID&R procedures.	None of the recruiters have a copy of the ID&R procedures.	
X	12. Training for personnel (other than records clerks) serving migrant students on the student records system	All MEP staff received extensive, high-quality training on the purpose and use of the student records system related to their job function and make frequent use of student records system.	All MEP staff received adequate training on the purpose and use of the student records system related to their job function.	MEP staff received training on the purpose and use of the student records system that was insufficient and/or of poor quality.	MEP staff were not trained on the purpose and use of the student records system.	
X	13. Coordination of instruction and testing for students whose home base is in another state	The MEP is proactive and systematic in coordinating instruction and testing for students whose home base is in another state including grade placement and credit	The MEP coordinates instruction and testing for students whose home base is in another state including grade placement and credit accrual.	The MEP makes some attempts to coordinate instruction and/or testing.	The MEP does not coordinate instruction and/or testing for students whose home base is in another state.	

Tutor

Tutor	Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Comments
X	1. Region wide recruitment plan	The MEP has a detailed recruitment plan that includes responsibilities, procedures, and examples of necessary paperwork.	The MEP recruitment plan provides useful information to inform and guide personnel in the recruitment process.	The MEP recruitment plan lacks sufficient detail to be useful to recruiters and other personnel.	The MEP does not have a written plan for recruitment.	
X	16. Dissemination of information on program services	Information on program services is being disseminated in the community throughout the year via an established network.	Information on program services is being disseminated in the community throughout the year and through many different sources.	Information on program services is disseminated in the community only during peak periods.	Little or no information on program services is being disseminated in the community.	
X	1. Supplemental services.	All eligible migrant students are receiving the instructional and support services needed.	Almost all of the eligible migrant students are receiving the instruction and or support services needed.	Some of the eligible migrant students are receiving the instruction and or support services needed.	Few of the eligible migrant students are receiving the instruction and or support services needed.	
X	11. Staff development	Extensive staff development has been provided to instructional staff which is of high quality, useful, and more than sufficient to meet their needs. The MEP has a detailed staff development plan based on identified needs of students.	Staff development opportunities are provided to instructional staff that are of high quality, and useful to teachers. The MEP has a staff development plan based on identified needs of students.	The staff development provided to instructional staff is not sufficient in quality or quantity to meet their needs. Only a rudimentary staff development plan exists.	There is very little staff development provided to instructional staff; or the staff development that is provided is of poor quality or not useful to teachers. The MEP does not have a staff development plan.	
X	12. Staffing	The number of MEP instructional staff assigned to schools is proportionate to the number of identified migrant students. Additional staff support is provided through non-MEP funds.	The number of MEP instructional staff is assigned to schools is proportionate to the number of identified migrant students.	There is a slight discrepancy in the number of MEP instructional staff assigned to schools and the number of identified migrant students.	Some schools are understaffed while others are overstaffed.	
X	14. Non-instructional duty assignments	MEP staff are not assigned non-instructional duties outside of their job description to allow them to focus on instructional services to migrant students.	Non-instructional duties (outside of their job description) are assigned to MEP staff the same as those assigned non-MEP personnel at the same site.	MEP staff are occasionally given non-instructional duties outside of their job description that are not assigned to non-MEP staff at the same site.	MEP staff are regularly given non-instructional duties outside of their job description that are not assigned to non-MEP personnel at the same site.	
X	21. The pupil/tutor ratio	The there is a low pupil/tutor ratio at all grade/age levels.	The pupil/tutor ratio is appropriate at all grade/age levels.	The pupil/tutor ratio is too high at some grade/age levels.	Overall, the pupil/tutor ratio is too high for effective instruction.	

Tutor

Tutor	Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Comments
X	25. Academic requirements in "home" school districts	The MEP does extensive research and follow-up to identify the academic requirements in students "home" school districts, including preparing for and taking competency exams and provides high quality instruction to address those requirements.	The MEP helps students meet the academic requirements in their "home" school districts, including preparing for and taking competency exams where applicable.	The MEP makes an inadequate effort to help students meet the academic requirements in students' "home" school districts and does not help them to prepare for competency exams.	The MEP does not consider the academic requirements in students' "home" school districts nor does it assist students to prepare for competency exams.	
X	28. Credit accrual	The MEP has a detailed plan to promote secondary credit accrual by determining appropriate courses for credit accrual purposes; calculating and awarding partial credit; and following up on attendance data, grades, and credit accrual information that is sent to other districts.	MEP staff communicate with other districts to determine appropriate courses for credit accrual purposes; calculate and award partial credit; and follow up on attendance data, grades, and credit accrual information that is sent to other districts.	MEP staff efforts to promote secondary credit accrual purposes are inconsistent.	The MEP does not promote secondary credit accrual.	

Other MEP	Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Comments
X	1. Leadership, organization, and staffing of the MEP	The MEP is extremely well organized, well staffed, and all team members can clearly articulate roles, responsibilities, and expectations. There is cross-training of roles.	The MEP is organized, adequately staffed, and all team members know their roles, responsibilities, and expectations.	The MEP lacks organization in some areas and/or is understaffed.	The MEP lacks overall organization and is understaffed.	
X	5. Oversight by project management	Strong leadership as well as sufficient oversight by the project management is apparent. Contracted services are reviewed and monitored.	There is sufficient oversight by project management to ensure that objectives are met. Contracted services are reviewed and monitored.	Oversight by project management is spotty and/or ineffective.	There is no oversight by project management.	
X	14. Communication between the data specialist and other MEP staff.	There is extensive and productive communication between the data specialist and other staff regarding student needs.	The data specialist and advocates communicate regularly regarding student needs.	The data specialist and other staff communicate infrequently regarding student needs.	The data specialist does not communicate with other staff regarding student needs.	
X	16. Goals and objectives	The MEP is far surpassing its goals and objectives.	The MEP is meeting all of its goals and objectives.	The MEP has not met at least one of its goals or objectives.	The MEP has not met any of its goals and objectives.	
X	8. Dissemination of ID&R procedures	All MEP staff have a copy of the ID&R procedures and understand them thoroughly.	All recruiters have a copy of the ID&R procedures and understand them thoroughly.	Some recruiters have a copy of the ID&R procedures.	None of the recruiters have a copy of the ID&R procedures.	
X	12. Training for personnel (other than records clerks) serving migrant students on the student records system	All MEP staff received extensive, high-quality training on the purpose and use of the student records system related to their job function and make frequent use of student records system.	All MEP staff received adequate training on the purpose and use of the student records system related to their job function.	MEP staff received training on the purpose and use of the student records system that was insufficient and/or of poor quality.	MEP staff were not trained on the purpose and use of the student records system.	
X	1. Supplemental services.	All eligible migrant students are receiving the instructional and support services needed.	Almost all of the eligible migrant students are receiving the instruction and or support services needed.	Some of the eligible migrant students are receiving the instruction and or support services needed.	Few of the eligible migrant students are receiving the instruction and or support services needed.	

Other MEP Staff

Other MEP	Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Comments
X	11. Staff development	Extensive staff development has been provided to instructional staff which is of high quality, useful, and more than sufficient to meet their needs. The MEP has a detailed staff development plan based on identified needs of students.	Staff development opportunities are provided to instructional staff that are of high quality, and useful to teachers. The MEP has a staff development plan based on identified needs of students.	The staff development provided to instructional staff is not sufficient in quality or quantity to meet their needs. Only a rudimentary staff development plan exists.	There is very little staff development provided to instructional staff; or the staff development that is provided is of poor quality or not useful to teachers. The MEP does not have a staff development plan.	
X	12. Staffing	The number of MEP instructional staff assigned to schools is proportionate to the number of identified migrant students. Additional staff support is provided through non-MEP funds.	The number of MEP instructional staff is assigned to schools is proportionate to the number of identified migrant students.	There is a slight discrepancy in the number of MEP instructional staff assigned to schools and the number of identified migrant students.	Some schools are understaffed while others are overstaffed.	
X	25. Academic requirements in "home" school districts	The MEP does extensive research and follow-up to identify the academic requirements in students "home" school districts, including preparing for and taking competency exams and provides high quality instruction to address those requirements.	The MEP helps students meet the academic requirements in their "home" school districts, including preparing for and taking competency exams where applicable.	The MEP makes an inadequate effort to help students meet the academic requirements in students' "home" school districts and does not help them to prepare for competency exams.	The MEP does not consider the academic requirements in students' "home" school districts nor does it assist students to prepare for competency exams.	
X	28. Credit accrual	The MEP has a detailed plan to promote secondary credit accrual by determining appropriate courses for credit accrual purposes; calculating and awarding partial credit; and following up on attendance data, grades, and credit accrual information that is sent to other districts.	MEP staff communicate with other districts to determine appropriate courses for credit accrual purposes; calculate and award partial credit; and follow up on attendance data, grades, and credit accrual information that is sent to other districts.	MEP staff efforts to promote secondary credit accrual purposes are inconsistent.	The MEP does not promote secondary credit accrual.	
X	12. Collaboration with other agencies to provide services	The MEP collaborates extensively with a variety of agencies to provide quality services to students.	The MEP collaborates as needed with other agencies to provide quality services to students.	The MEP collaborates minimally with other agencies to provide services to students.	The MEP does not collaborate with other agencies to provide services to students.	

Other MEP Staff

Other MEP	Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Comments
X	2. IEP services	The MEP systematically communicates and coordinates the provision of supplemental services for MEP students with IEPs.	The MEP frequently communicates and coordinates the provision of supplemental services for MEP students with IEPs.	The MEP sometimes communicates and coordinates the provision of supplemental services for MEP students with IEPs.	The MEP rarely communicates and coordinates the provision of supplemental services for MEP students with IEPs.	
X	26. Counseling services specific to student mobility	MEP counselors/advocates are obviously well attuned to the effect of mobility on students and evidence exists that the services have been well planned to address those issues.	MEP counselors/advocates are knowledgeable about the effects of mobility on students and counseling/advocacy services are appropriated to mobile students.	MEP counselors/advocates have limited understanding of the effects of mobility on students and provided limited counseling/advocacy services.	MEP does not provide counseling/advocacy services to students.	

School Adr	Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Comments
X	1. Supplemental services.	All eligible migrant students are receiving the instructional and support services needed.	Almost all of the eligible migrant students are receiving the instruction and or support services needed.	Some of the eligible migrant students are receiving the instruction and or support services needed.	Few of the eligible migrant students are receiving the instruction and or support services needed.	
X	12. Staffing	The number of MEP instructional staff assigned to schools is proportionate to the number of identified migrant students. Additional staff support is provided through non-MEP funds.	The number of MEP instructional staff is assigned to schools is proportionate to the number of identified migrant students.	There is a slight discrepancy in the number of MEP instructional staff assigned to schools and the number of identified migrant students.	Some schools are understaffed while others are overstaffed.	
X	12. Collaboration with other agencies to provide services	The MEP collaborates extensively with a variety of agencies to provide quality services to students.	The MEP collaborates as needed with other agencies to provide quality services to students.	The MEP collaborates minimally with other agencies to provide services to students.	The MEP does not collaborate with other agencies to provide services to students.	
X	2. IEP services	The MEP systematically communicates and coordinates the provision of supplemental services for MEP students with IEPs.	The MEP frequently communicates and coordinates the provision of supplemental services for MEP students with IEPs.	The MEP sometimes communicates and coordinates the provision of supplemental services for MEP students with IEPs.	The MEP rarely communicates and coordinates the provision of supplemental services for MEP students with IEPs.	
X	14. Non-instructional duty assignments	MEP staff are not assigned non-instructional duties outside of their job description to allow them to focus on instructional services to migrant students.	Non-instructional duties (outside of their job description) are assigned to MEP staff the same as those assigned non-MEP personnel at the same site.	MEP staff are occasionally given non-instructional duties outside of their job description that are not assigned to non-MEP staff at the same site.	MEP staff are regularly given non-instructional duties outside of their job description that are not assigned to non-MEP personnel at the same site.	
X	3. Priority for services	Children who have moved during the school year and are failing or most at risk of failing to achieve to high State standards are identified and receive priority in providing services according to SEA recommendations. Services are related to area of risk.	Children who have moved during the school year and are failing or most at risk of failing to achieve to high State standards are identified and receive priority in providing services according to SEA recommendations.	Children who have moved during the school year and are failing or most at risk of failing to achieve to high State standards are identified but not given priority in providing services.	Children who have moved during the school year and are failing or most at risk of failing to achieve to high State standards are not identified.	

School Adr	Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Comments
X	4. Communication with school districts	A strong collaborative relationship exists between the MEP and the school districts including frequent, and effective communication meaningful to providing services to students	Communication meaningful to providing services to students with school districts is frequent and effective.	Communication with school districts is infrequent and/or ineffective.	There is very little or no communication with school districts.	
X	7. Equipment inventory	An inventory of equipment purchased with MEP funds is maintained, up-to-date, and indicates where the item is located.	An inventory of equipment purchased with MEP funds is maintained and up-to-date.	An inventory of equipment purchased with MEP funds exists, but is incomplete.	An inventory of equipment purchased with MEP funds does not exist or is not available.	
X	8. Equipment control	All control over equipment purchased with migrant funds is maintained by the MEP as well as equipment used by the MEP and purchased with other funds.	All control over equipment purchased with migrant funds is maintained by the MEP.	Some of the equipment purchased with migrant funds is being used by other programs and is not available to the MEP.	Much of the equipment purchased with migrant funds is not available to the MEP.	
X	9. Use of equipment	All non-obsolete equipment purchased by the MEP, as well as equipment purchased through other funds, currently is being used by the MEP.	All non-obsolete equipment purchased by the MEP currently is being used by the MEP.	Some of the non-obsolete equipment purchased by the MEP has not been used during the current year.	Much of the non-obsolete equipment purchased by the MEP has not been used during the current year.	
X	10. Labeling of equipment	All equipment purchased with migrant funds is labeled and inventoried with location identified.	All equipment purchased with migrant funds is labeled.	Some equipment purchased with migrant funds is labeled.	Equipment purchased with migrant funds is not labeled.	
X	11. Working relationships with LEAs and other cooperating agencies	The MEP has a very strong, productive working relationship with LEAs and other cooperating agencies that is characterized by collaboration and frequent communication.	The MEP has a productive working relationship with LEAs and other cooperating agencies.	There is little evidence of cooperation between the MEP and LEAs or cooperating agencies.	There is no evidence of cooperation between the MEP and LEAs or cooperating agencies.	
X	3. Services identified in the needs assessment	All services identified in the MEP's needs assessment are being provided in conjunction with non-MEP funds.	All services identified in the MEP's needs assessment are being provided.	One or two services identified in the MEP's needs assessment are <u>not</u> being provided.	Several services identified in the MEP's needs assessment are <u>not</u> being provided.	

Sch. Staff	Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Comments
X	1. Supplemental services.	All eligible migrant students are receiving the instructional and support services needed.	Almost all of the eligible migrant students are receiving the instruction and or support services needed.	Some of the eligible migrant students are receiving the instruction and or support services needed.	Few of the eligible migrant students are receiving the instruction and or support services needed.	
X	12. Staffing	The number of MEP instructional staff assigned to schools is proportionate to the number of identified migrant students. Additional staff support is provided through non-MEP funds.	The number of MEP instructional staff is assigned to schools is proportionate to the number of identified migrant students.	There is a slight discrepancy in the number of MEP instructional staff assigned to schools and the number of identified migrant students.	Some schools are understaffed while others are overstaffed.	
X	2. IEP services	The MEP systematically communicates and coordinates the provision of supplemental services for MEP students with IEPs.	The MEP frequently communicates and coordinates the provision of supplemental services for MEP students with IEPs.	The MEP sometimes communicates and coordinates the provision of supplemental services for MEP students with IEPs.	The MEP rarely communicates and coordinates the provision of supplemental services for MEP students with IEPs.	
X	14. Non-instructional duty assignments	MEP staff are not assigned non-instructional duties outside of their job description to allow them to focus on instructional services to migrant students.	Non-instructional duties (outside of their job description) are assigned to MEP staff the same as those assigned non-MEP personnel at the same site.	MEP staff are occasionally given non-instructional duties outside of their job description that are not assigned to non-MEP staff at the same site.	MEP staff are regularly given non-instructional duties outside of their job description that are not assigned to non-MEP personnel at the same site.	
X	3. Priority for services	Children who have moved during the school year and are failing or most at risk of failing to achieve to high State standards are identified and receive priority in providing services according to SEA recommendations. Services are related to area of risk.	Children who have moved during the school year and are failing or most at risk of failing to achieve to high State standards are identified and receive priority in providing services according to SEA recommendations.	Children who have moved during the school year and are failing or most at risk of failing to achieve to high State standards are identified but not given priority in providing services.	Children who have moved during the school year and are failing or most at risk of failing to achieve to high State standards are not identified.	
X	4. Communication with school districts	A strong collaborative relationship exists between the MEP and the school districts including frequent, and effective communication meaningful to providing services to students	Communication meaningful to providing services to students with school districts is frequent and effective.	Communication with school districts is infrequent and/or ineffective.	There is very little or no communication with school districts.	

School Staff

Sch. Staff	Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Comments
X	11. Staff development	Extensive staff development has been provided to instructional staff which is of high quality, useful, and more than sufficient to meet their needs. The MEP has a detailed staff development plan based on identified needs of students.	Staff development opportunities are provided to instructional staff that are of high quality, and useful to teachers. The MEP has a staff development plan based on identified needs of students.	The staff development provided to instructional staff is not sufficient in quality or quantity to meet their needs. Only a rudimentary staff development plan exists.	There is very little staff development provided to instructional staff; or the staff development that is provided is of poor quality or not useful to teachers. The MEP does not have a staff development plan.	
X	23. Coordination between tutors and classroom teachers	A plan is followed detailing for coordination between tutors and classroom teachers on instruction.	There is regular coordination between tutors and classroom teachers on instruction.	Coordination between tutor and teacher on instruction is limited and inconsistent.	Tutors and classroom teachers do not coordinate on instruction.	
X	15. Improved student performance that is sustained	Migrant students show improved performance in reading and math that is sustained for more than one year.	Migrant students show improved performance that is sustained for more than one year in at least one subject (reading or math).	Migrant students show improved performance from the previous year, but it is not sustained for more than one year.	Migrant students do not show improved performance.	

Parents	Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Comments
X	2. IEP services	The MEP systematically communicates and coordinates the provision of supplemental services for MEP students with IEPs.	The MEP frequently communicates and coordinates the provision of supplemental services for MEP students with IEPs.	The MEP sometimes communicates and coordinates the provision of supplemental services for MEP students with IEPs.	The MEP rarely communicates and coordinates the provision of supplemental services for MEP students with IEPs.	
X	16. Dissemination of information on program services	Information on program services is being disseminated in the community throughout the year via an established network.	Information on program services is being disseminated in the community throughout the year and through many different sources.	Information on program services is disseminated in the community only during peak periods.	Little or no information on program services is being disseminated in the community.	
X	6. PAC	An active PAC exists that meets OME criteria and has an impact on the functioning of the MEP.	An active PAC exists that meets regularly and has representation from each district.	A PAC exists but does not meet regularly.	There is no PAC or the PAC has not met this school year.	
X	7. Consultation with Parent Advisory Council (PAC)	The PAC plays a significant role in the MEP's decision making about program activities.	The MEP regularly consults with the PAC regarding program activities.	The MEP infrequently consults with the PAC regarding program activities.	The MEP does not have a PAC or if a PAC is in place, does not take action on its advice.	
X	8. PAC training	The training provided to the PAC has been extensive and of high quality.	The training provided to the PAC has been adequate in quality and magnitude.	Training provided to the PAC has been limited or of poor quality.	No training has been provided to the PAC during the current year.	
X	9. Parents receive information in a language that they can understand		All Information is provided to parents in a language that they can understand.	Some, but not all, information is provided to parents in a language that they can understand.	No attempt is made to communicate in the parents' dominant language.	
X	10. Parent involvement and PAC activities	The MEP provides extensive support for parental involvement and PAC activities including funds and training.	The MEP provides adequate support for parental involvement and PAC activities including funds and training.	The MEP provides limited support for parental involvement and PAC activities.	The MEP provides very little or no support for parental involvement and PAC activities.	

Parents

Students	Areas to Review	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Comments
X	1. Supplemental services.	All eligible migrant students are receiving the instructional and support services needed.	Almost all of the eligible migrant students are receiving the instruction and or support services needed.	Some of the eligible migrant students are receiving the instruction and or support services needed.	Few of the eligible migrant students are receiving the instruction and or support services needed.	
X	15. Improved student performance that is sustained	Migrant students show improved performance in reading and math that is sustained for more than one year.	Migrant students show improved performance that is sustained for more than one year in at least one subject (reading or math).	Migrant students show improved performance from the previous year, but it is not sustained for more than one year.	Migrant students do not show improved performance.	

Student Interview Questions

(Identify any out-of-school youth and record responses separately)

Grade level:

Gender:

Expected date of graduation:

Do you expect to complete H.S. in four years? If not, explain.

What are your plans upon graduating from H.S.?

How did you find out about the migrant education program?

What instructional services are you receiving from the migrant education program?

What counseling services are you receiving from the migrant education program?

What support services are you or your family receiving from the migrant education program?

(Find out if student's home state is other than Colorado)

Is the MEP helping to prepare you to take state proficiency test in your home State? Explain.

Is the MEP helping you accrue credits for graduation in your home state? Explain.

Are you taking any PASS or other distance learning courses through the MEP? Explain.