



Title I-C Migrant Monitoring

How to have a smooth, successful Migrant monitoring visit!

Sarah Seamount

Migrant Education Program Coordinator



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

September 2021

Why do we monitor districts?



- To ensure that Local Education Agencies (LEAs) are in compliance with federal law and regulation, as required
- To ensure that students receive the best services possible under ESEA
- To assist LEAs in developing their programs to better meet local student needs



Getting Started



Useful Links



Home / Departments / Federal Programs / Title I-C: Migrant Education Program

Title I-C: Migrant Education



The Idaho Migrant Education Program logo is circular with a yellow background. It features a silhouette of a person holding a torch, with a green field and a sun rising behind it. The text "IDAHO MIGRANT EDUCATION PROGRAM" is written around the top inner edge, and "HARVEST OF HOPE" is written around the bottom inner edge.

The Title I-C: Migrant Education Program supports educational programs for migratory children to reduce the impact of academic disruptions from repeated moves so that each child receives the same opportunity to meet academic content standards and can overcome barriers to transition successfully into postsecondary education and employment.

Idaho Department of Education website - <http://www.sde.idaho.gov/>

Title I-C Education of Migratory Children - <http://www.sde.idaho.gov/federal-programs/migrant/>

Program Monitoring Website - <https://www.sde.idaho.gov/federal-programs/program-monitoring/>

Monitoring Upload Tool - <https://sftp.sde.idaho.gov/login.html>



Title I-C Migrant Monitoring Indicator for Districts without Migrant Funding

(45 Districts Will Receive Migrant Funds in 2021-2022)



Why the Migrant Education Program?



- The migrant program is designed to help provide services to one of our most vulnerable student populations. Although migrant students are more likely to graduate than they were when the program started in 1966 (10% graduated then), nationally they are still the most likely to drop out students of any subgroup (64% graduated in Idaho in 2019).
- In order to identify and serve migrant students in districts that do not currently have a migrant program, we use the **Parent Employment Survey**. Then we provide services through our Regional Migrant Education Program (MEP) coordinators in partnership with the district.

Student Identification (SID) 11



Migrant Parent Employment Survey

The LEA assists with identification of all potential migratory children and youth using the statewide “Parent Employment Survey” (PES) for all newly enrolling students.

Note: This furthers the purpose under Title I-A of “coordinating services under all parts of this title with each other, with other educational services”

ESSA Section 1001 (11)

What Documents to Upload



For offsite review only (hybrid and desk):

- Completed Parent Employment Survey samples (for migrant students and for non-migrant students).

Onsite cumulative file review (not necessary to upload):

- Current State-approved “Parent Employment Survey” in students’ cumulative files for all newly enrolled students starting with the 2019-2020 school year.

How to Show Secure Transfer of Surveys



Evidence that required “Parent Employment Surveys” are forwarded securely to the local Regional ID & R Coordinator within 2 weeks of receipt. (Note: required surveys are those that have a YES answer on the question #2 related to Agricultural work.)



Title I-C Education of Migratory Children: Monitoring for Migrant Funded Districts

45 Districts Will Receive Migrant Funds in 2021-2022



How to Read “Supporting Documents”



- Offsite – Hybrid/Desk:
Documents that do need to be uploaded since we will not be onsite to review them.
- SDE Preparation:
Documents that do **not** need to be uploaded because we already have access to the data
- Onsite:
Documents that do **not** need to be uploaded because they will be reviewed onsite.



Student Identification (SID) 2, 3 & 11



SID 2 – Identification & Recruitment



For offsite review only (hybrid and desk):

- 5-10 pages of the Family Liaison Record Keeping Logs
- Statement detailing procedures for storage of current and expired COEs.

Onsite review of documentation (not necessary to upload):

- Certificates of Eligibility (active and expired) and Family Liaison Record Keeping Logs

SDE preparation (not necessary to upload):

- Evidence of attending state and regional ID&R trainings
- Evidence of the LEAs Re-Interviewing process and results (CFSGA and Re-Interviewing Summary Report in MSIS)
- Quality Control Plan (CFSGA)
- Review number and severity of errors found on Certificates of Eligibility (COEs) for the past year

SID 3 – Timely Records Transfer



For offsite review only (hybrid and desk):

- Statement verifying that a COE copy is filed in students' cumulative record.

SDE preparation: (not necessary to upload)

- Quarterly Data Verification checklist for use of Migrant Student Information System (MSIS) and move notifications in Migrant Student Information Exchange (MSIX).

Onsite cumulative file review (not necessary to upload):

- Review sample of migrant students' cumulative records for COE copy.

For ALL Migrant LEAs:

- Evidence of communication with receiving districts of migrant students (e.g.. email, family liaison logs, SFTP records transfer)
- Evidence of the use of move notices in MSIX

SID 11 - Parent Employment Survey



For offsite review only (hybrid and desk):

- Samples of completed Parent Employment Survey samples (for migrant students and for non-migrant students).

Onsite cumulative file review (not necessary to upload):

- Current State-approved “Parent Employment Survey” in students’ cumulative files for all newly enrolled students starting with the 2019-2020 school year.



Program Needs Assessment, Services, and Evaluation (PROG) 12-18 & 44





SDE Preparation: (Not necessary to upload)

- Comparison of migrant students vs. all students on state assessments (IRI, ISAT, ACCESS 2.0) from the MSIS CNA Report.

For All Migrant LEAs:

Documentation of the LEA CNA, including:

- CNA team members
- CNA Timeline
- Agenda/Minutes of meetings
- Documentation of analysis of completed parent, student, staff surveys and focus group findings
- Final report/list of needs identified

PROG 13 – Coordination of Services



- Evidence of joint planning among programs funded by local state and federal sources (including Title 1-A, early childhood, and language instruction under Title III-A) in providing services to migrant students, including to preschool children and children who have dropped out of school (e.g. agendas, meeting minutes, email correspondence, collaboration logs)
- List of migrant students receiving other program services including interventions and any other academically related programs (e.g. Title 1-A, EL, special education, reading interventions, McKinney Vento, gifted programs, and college readiness programs)



For offsite review only (hybrid and desk):

- 5-10 pages of the Family Liaison Record Keeping Logs

Onsite review of documentation (not necessary to upload):

- Migrant Family Liaison Recordkeeping Log

SDE preparation: (not necessary to upload)

- Evidence of referred services entered in MSIS

PROG 15 – Measurable Program Outcomes



All Migrant Districts:

Evidence of data collection to measure progress toward current year MPOs

SDE preparation (not necessary to upload):

- Measurable Program Outcomes Program Evaluation completed in MSIS for prior year



SDE preparation: (not necessary to upload)

- Evidence that Priority for Services (PFS) students are identified (MSIS)
- Written procedures that PFS migrant students are being served on a priority basis through the migrant program (CFSGA)
- Evidence that PFS students are receiving services (MSIS)

PROG 17 – Continuation of Services



All Migrant Districts:

Written procedures for the identification process and services provided to COS students, including how students with long-term COS are re-evaluated periodically.

SDE preparation: (not necessary to upload)

Evidence that Continuation of Services (COS) students are identified and served (MSIS)



All migrant districts:

- Current year agendas and sign-in sheets for annual migrant specific professional development/trainings during the regular school year and, if applicable, for summer school. Include participants' roles (e.g. teacher, paraprofessional, administrator)
- Presentations or other supporting materials associated with the training.

PROG 44 – Paraprofessional schedules & Supervision



All districts:

- Paraprofessional schedules, including where instruction is provided and the name of the supervisor.
- Note: Each paraprofessional schedule, LEA budget & expenditures, and time and effort should align for all Title programs. Ex: 50% TI-A, 20% TII-A, 30% General Funds
- Note: Include Migrant Family Liaison schedule.



Family and Community Engagement (FACE) 11





All Migrant Districts:

- Evidence that migrant parents are involved in the planning, implementation and evaluation of the program including:
- List of PAC members
- Notices of meetings, invitations and correspondence in English and Spanish
- Sign-in/attendance list of PAC members
- Agenda and minutes of PAC meetings in English and Spanish with evidence of parents providing program advice/feedback



Qualifications- Teacher & Paraprofessional (Q) 1



Q1 – Teacher and Para Requirements



- This indicator is monitored with Title I-A.
- No additional data is needed for the migrant program.



Fiscal Accountability (FA)

1-4, 7, 8, 10, 11



FA 1 – Written Policies



- This indicator is monitored with Title I-A.
- No additional data is needed for the migrant program.



All Districts:

Detailed Budget Report or Revenue & Expenditures Report. Revenue/budget has to match the CFSGA's allocation for that year. This report should also include categories (salaries, operating costs).

FA 3 – Cost Principals & Allowable Use of Funds



- Detailed Ledger Report. This report should include detailed expenditure transactions: type of expense, vendor name, date and amount.
- Gross Pay by Code Report. This report should include positions, names, and amounts.
- List of all staff, **including FTEs and funding sources**. Required: Copy of staff breakdown-available at the
- [Federal Programs Monitoring webpage.](#)



All Migrant Districts:

- Detailed schedule(s) for migrant funded staff, including time designated for migrant duties.
- Job description(s) for migrant funded staff.



- This indicator is monitored with Title I-A.
- No additional data is needed for the migrant program.

FA 8 – Physical Inventory



Evidence showing that each equipment and computing device purchased with Federal funds includes the following information:

- Serial number or other identification number;
- Source of funding for the property;
- Who holds title;
- Acquisition date and cost of the property;
- Percentage of Federal participation in the project's costs for the Federal award under which the property was acquired;
- Location, use and condition of the property; and
- Any ultimate disposition data including the date of disposal and sale price of the property
- (Migrant Only) Migrant inventory to include device purchased for eCOE.

FA 10 – Time and Effort



- This indicator is monitored with Title I-A.
- Documentation for migrant staff should be uploaded with all other staff required to provide Time and Effort documentation.

FA 11 – Record Retention



- This indicator is monitored with Title I-A.
- No additional data is needed for the migrant program.

Contact Information

Sarah Seamount | Migrant Education Coordinator

Federal Programs

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208.332.6958

sseamount@sde.idaho.gov



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

