# Region

**District/ESD Superintendent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-Mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. How long have you been in your current superintendent position?
   1. This is my first year
   2. 1 to 2 years
   3. 3 to 4 years
   4. 5 or more years
2. Have you received any information or training from your district/ESD Title I-C coordinator about the eligibility requirements for migratory children and youth?
   1. Yes
   2. No
   3. I’m not sure
3. How does the district or ESD evaluate the performance of the MEP coordinator?
4. To what extent does your district/ESD coordinate Title I-C MEP supports and services with other state and federal programs?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Not at all | Occasionally/ inconsistent collaboration | Most of the time | All of the time/to a large degree | Not sure |
| Title I-A |  |  |  |  |  |
| Title III |  |  |  |  |  |
| McKinney Vento |  |  |  |  |  |
| Child Nutrition |  |  |  |  |  |
| Student Investment Account/ Integrated Guidance programs |  |  |  |  |  |

1. What would you say the level of expertise of your Migrant Education Coordinator/Director is in the following areas?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Novice | Emergent | Intermediate | Advanced | Not sure |
| Allowable costs, as defined in the Uniform Administrative Requirements |  |  |  |  |  |
| Reasonable and Necessary cost principles (2 CFR.200) |  |  |  |  |  |
| Supplement not Supplant requirement |  |  |  |  |  |

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**District/ESD Migrant Coordinator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-Mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The following set of questions will focus on three areas: a) Fiscal Management, b) Identification and Recruitment, and c) Program Services.

**Fiscal Management**

1. If you are a consortium lead, how do you make sure your district members have been involved in developing the CIP Budget Narrative application? S[ee the entire Consortium Lead Agreement.](https://drive.google.com/file/d/1sAmfDnjcGMtTuiZS6j_KQ4pJr7S_GZJf/view?usp=drive_link)
2. What would you say is your level of expertise in the following areas?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Novice | Emergent | Intermediate | Advanced |
| Allowable costs, as defined in the Uniform Administrative Requirements |  |  |  |  |
| Reasonable and Necessary cost principles (2 CFR.200) |  |  |  |  |
| Supplement not Supplant requirement |  |  |  |  |

1. What would you say is your level of expertise on other state and federal programs?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Novice | Emergent | Intermediate | Advanced |
| Title I-A |  |  |  |  |
| Title III |  |  |  |  |
| McKinney Vento |  |  |  |  |
| Child Nutrition |  |  |  |  |
| Student Investment Account/ Integrated Guidance Programs |  |  |  |  |
| The Early Childhood Equity Fund (ECEF) |  |  |  |  |
| Other/name it |  |  |  |  |

1. What type of training/PD for managing federal programs have you experienced in the last three years?

**Identification and Recruitment**

1. How many recruiters has your region employed during the last three years?
2. How many are employed year-round versus summer only?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Novice | Emergent | Intermediate | Advanced |
| What is your level of familiarity with the COE review process? |  |  |  |  |
| What is your level of involvement with the COE review process? |  |  |  |  |
| When parents are ineligible, how involved are you in communicating ineligibility to families? |  |  |  |  |

Who reviews COEs in your region for internal quality control before they are submitted to OMESC?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Rarely/never | Sometimes | Most of the time | Always |
| Peer recruiters |  |  |  |  |
| Data specialist(s) |  |  |  |  |
| MEP coordinator/administrator |  |  |  |  |

**Program Services**

1. How do you evaluate your region’s efforts to identify other available services (from Federal, State, and local programs) to address the identified needs of migratory children, prior to using Title I-C funds to address those needs?

1. What is the percentage of students receiving credit accrual services in comparison to leadership opportunities (e.g., Close Up program) during the summer intersession?
2. How does the district/ESD assess the effectiveness of the MEP strategy implementation?
3. What are you most proud of regarding the education of your migrant students?

1. How do you identify the educational and support needs of migrant students?
2. Check mark the strategies your regions is implementing towards meeting Title I-C measurable programmatic objectives included in our most recent Service Delivery Plan?

| **Strategies** | **Measurable Program Outcomes**  **(MPOs)** |
| --- | --- |
| * **Strategy 1-1:** Coordinate/provide grade-level, culturally relevant supplemental instructional services in literacy/language arts for migratory students. * **Strategy 1-2:** Actively inform staff who work with migratory students of which migratory students are identified as PFS and/or newcomers and communicate how best to support these students. | **MPO 1A**: By the end of the 2022-23 performance period, 85% of migratory students participating in MEP extended day or summer language arts instructional services will demonstrate growth on a local, culturally responsive language arts assessment. |

| **Strategies** | **Measurable Program Outcomes (MPOs)** |
| --- | --- |
| * **Strategy 2-1:** Coordinate/provide grade-level, culturally relevant supplemental instructional services in math for migratory students. * **Strategy 2-2:** Actively inform staff who work with migratory students of which migratory students are identified as PFS and/or newcomers and communicate how best to support these students. | **MPO 2A:** By the end of the 2022-23 performance period, 85% of migratory students participating in MEP extended day or summer math instructional services will demonstrate growth on a local, culturally responsive math assessment. |

| **Strategies** | **Measurable Program Outcomes (MPOs)** |
| --- | --- |
| * **Strategy 3-1:** Use the State-developed MEP PK Assessment with all 3-5-year-old migratory children (not in kindergarten). * **Strategy 3-2:** Coordinate/provide targeted supplemental instructional services to migratory preschool-aged children based on the results of a PK Assessment (e.g., the MEP PK Assessment). * **Strategy 3-3:** Coordinate/collaborate with preschool programs to facilitate enrollment of migratory children ages 3-5 (not in kindergarten). | **MPO 3A:** By the end of the 2022-23 performance period, 85% of preschool migratory children receiving MEP services will increase their developmental skills between pre- and post-test as measured by a valid and reliable developmental skills assessment. |

| **Strategies** | **Measurable Program Outcomes (MPOs)** |
| --- | --- |
| * **Strategy 4-1:** Coordinate/provide instructional and/or support and wrap around services to migratory OSY/dropouts. | **MPO 4A:** By the end of the 2022-23 performance period, 80% of migratory OSY receiving supplemental instructional and/or support services will report that the services they received helped them achieve their goals. |
| * **Strategy 4-2:** Coordinate/provide evidence-based, culturally relevant academic and support services for secondary-aged migratory students and OSY to meet graduation requirements and promote college and career readiness. * **Strategy 4-3:** Coordinate/develop K-12, post-secondary, and community networks to provide mentors and/or advisors for migratory students to promote college and career readiness. * **Strategy 4-4:** Identify and/or address migratory OSY, secondary student, and family needs to support strong family and school relations relating to graduation, college and career readiness, and career pathways. | **MPO 4B:** By the end of the 2022-23 performance period, 80% of students/dropouts receiving supplemental instructional and/or support services will report that the services they received helped them meet their graduation requirements.  **MPO 4C:** By the end of the 2022-23 performance period, 80% of migratory students attending college and career readiness events will indicate the information they received helped them learn about options after high school. |

| **Strategies** | **Measurable Program Outcomes (MPOs)** |
| --- | --- |
| * **Strategy 5-1:** Coordinate/provide migratory children and youth with appropriate needs-based support services (e.g., health and nutrition, educational supplies, interpretation, transportation, access to technology) to increase attendance and achievement. * **Strategy 5-2:** Provide evidence-based culturally relevant and responsive transition models to help migratory students move from one education level to another (e.g., preschool to kindergarten, elementary to middle school, middle school to high school). | **MPO 5A:** By the end of the 2022-23 performance period, 65% of migratory children and youth will receive MEP support services. |
| * **Strategy 5-3:** Coordinate/provide professional development on trauma-Informed care and social- emotional learning/mental health to migrant staff who work with migratory children and youth. | **MPO 5B:** By the end of the 2022-23 performance period, 80% of migrant staff that participated in PD related to trauma-informed care and social-emotional learning/mental health will utilize the strategies when providing services to migratory children and youth. |
| * **Strategy 5-4:** Coordinate/provide evidence-based professional development to migrant staff on culturally relevant and responsive MEP services for migratory children and youth (e.g., language arts, mathematics, school readiness, high school graduation requirements, and college and career readiness). | **MPO 5C:** By the end of the 2022-23 performance period, 80% of migrant staff who participated in MEP-funded PD will indicate that they used the evidence-based, culturally relevant and responsive strategies when providing services to address the unique needs of migratory children and youth. |
| * **Strategy 5-5:** Coordinate/provide relevant, evidence-based practices, technology literacy, tools, resources, and information to migratory parents about ways to support and advocate for their child(ren) during forums such as PAC meetings, family engagement events, and one-to-one communications. | **MPO 5D:** By the end of the 2022-23 performance period, 80% of migratory parents who received MEP services will indicate they are better able to support and advocate for their child’s learning. |

1. What do your Priority for Service (PFS) students receive that other students do not?
2. Do all migrant staff understand PFS? How many have received training this year on PFS definition and its use.
3. Do you have an ongoing PFS list of migrant students? How often is the list updated?
4. What percentage of your served students in the last three years were PFS students?

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**Fiscal Manager \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-Mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. How often is this local operating agency audited pursuant to 2 CFR part 200, subpart F (Uniform Guidance), formerly known as A-133, which provides standards for the audit of states, local governments, and non-profit organizations expending Federal awards?
2. Has your Migrant Education Program (MEP) in your district been selected as a “major federal program” for audit purposes (only those programs that are selected as a “major federal program” undergo a full fiscal and programmatic audit)? Who conducts the audits? Have there been any recent audit exceptions?
3. If the MEP in your district was not selected as a “major federal program” for audit purposes, how do you determine whether federal grant funds have been managed and expended appropriately?
4. What checks and balances does your office do to make sure that Title I-C funds are truly supplementary. Are there checks and balances in your office to make sure they are necessary and reasonable?
5. Can you provide an example when you needed more justification about the allowability of a particular activity or cost?
6. How often do you and the regional coordinator use the Title I-C Regular Year Grant Budget Spending Report (due November 15)?

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**Data Specialist \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-Mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Please describe how your records system works, beginning with how COE data is entered into the system.
2. How are you collecting the MSIX Minimum Data Elements (MDEs) in your region? What is the process for correcting data entry errors?
3. What type of reports do you generate in your region?
4. Have you ever encountered an eligibility error? If so, how was it resolved?
5. Explain how school food staff are made aware of eligible migrant students for free lunches.
6. How would you consider the frequency of the following activities in your practice?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Not at all | Occasionally/ when MEP coordinator requires it | Quarterly | Monthly |
| How often do you generate a PFS living list? |  |  |  |  |
| How often do you share the PFS reports with districts/schools~~?~~ |  |  |  |  |
| How often do you share COE data with MEP in your region (e.g., EOE reports)? |  |  |  |  |
| How often do you use the service logs data with your team to inform programmatic improvement? |  |  |  |  |
| How often do you work with the local Information Technology office to obtain the MSIX Minimum Data Elements for migrant students? |  |  |  |  |
| How often do you inform recruiters of 2 year olds turning 3 years? |  |  |  |  |
| How often do you enter Continuation for Service on OMSIS? |  |  |  |  |

1. Is there anything else you want to share?

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**Recruiter(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-Mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ESD \_\_\_\_\_\_\_ School District \_\_\_\_\_\_\_ (Check one)**

1. Are you familiar with your regional program MEP ID&R Plan? Describe your role and responsibility with this Plan.
2. How many recruiters are there in your region? Do you recruit full time or do you recruit part time in conjunction with other responsibilities?
3. What are the primary methods you use to identify and recruit migrant students?
4. What times of the day do you recruit? Only during the school day? Evening? Weekends? All? Other? Please describe your typical day, including your most effective effort to identify and recruit families.
5. What are the most common qualifying activities and what are the best times of the year to recruit? Where do most migrant families move from/to?
6. Is the number of identified migrant students increasing or decreasing in your region? Why would you say this is happening?
7. How would you consider the frequency of the following activities in your practice?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Not at all | Occasionally/ when MEP coordinator requires it | Quarterly | Monthly |
| How often do you meet with your team (including coordinator) to review and conduct quality control when reviewing COEs? |  |  |  |  |
| How often do you coordinate with organizations or events (agricultural employers, community groups, interagency partners, farmworker providers, health fairs, etc.) to provide an informational session on MEP? |  |  |  |  |
| How often do you discuss COE data with data specialists in your region? |  |  |  |  |
| How often do you participate in training sessions offered by OMESC for recruiters? |  |  |  |  |
| How often do you canvas your area for potential MEP families and MEP referrals? |  |  |  |  |
| How often do you find pockets of migrant children in areas who were not previously identified? |  |  |  |  |
| How often do you make contact with school district staff to collaborate with ID&R efforts? |  |  |  |  |
| How often does your coordinator engage with the quality control procedures in your region? |  |  |  |  |
| How often do you ensure the quality of interviewer’s eligibility by re-interviewing a sample of migrant families? |  |  |  |  |
| How often do you recruit Out of School Youth (OSY)? |  |  |  |  |

1. What quality control procedures does your region use to ensure the accuracy of eligibility determinations in your district?
2. What is your role in this quality control procedures?
3. Explain the process to communicate with parents about ineligibility after the family was erroneously enrolled in the program. Who communicates with parents? What is communicated with parents? Is your coordinator involved and informed about this process?
4. What types of errors appeared with the most frequency?
5. Are you spending 61% of your time recruiting? If not, explain why?
6. What additional training, professional development, and consultation do you need from the OMESC?

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**Graduation Specialist \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-Mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. What is your focus in your position?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Not at all | Occasionally/ when MEP coordinator requires it | Quarterly | Monthly |
| How often do you review the PFS living list to inform your practice? |  |  |  |  |
| How often are you meeting with all high school migratory students? |  |  |  |  |
| How often do you reach out to families who are new to your regional program? |  |  |  |  |
| How often do you use the service logs data with your team to inform programmatic improvement? |  |  |  |  |

1. From the total number of students you are serving this year, what is the percentage of PFS students?
2. Do you have any strategy to diversify the families you serve? How do you connect with new families?
3. How do you connect with other migrant staff? Please describe strategies, resources, and ways to connect.
4. What have been your successes in your position?
5. What else would you like to share with me?

As particular MPOs guide our graduation-oriented efforts, please complete the following table to evidence how your strategies are informing your services.

MPO: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strategy | Describe implementation of strategy | Has this student’s progress been evaluated? If yes, submit evaluation:  YES NO | | Describe how you evaluate students’ progress |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

MPO: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strategy | Describe implementation of the strategy | Has this student’s progress been evaluated? If yes, submit evaluation:  YES NO | | Describe how you evaluate students’ progress |
|  |  |  |  |  |
|  |  |  |  |  |
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Parent Engagement Specialist **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_**

**Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-Mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. What would you say your level of expertise about is in the following areas?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Novice | Emergent | Intermediate | Advanced | Not sure |
| Strategies for trust building when working with migratory families. |  |  |  |  |  |
| Diverse communication methods when communicating with migratory families. |  |  |  |  |  |
| Our Measurable Programmatic Objectives. |  |  |  |  |  |

1. How many PAC meetings is your region planning to have this year?
2. What strategies have you used to engage families in the education process of students?
3. What strategies does your region uses to make sure parents are involved in the following three areas?

|  |  |
| --- | --- |
| Input in the budget |  |
| Development of the program evaluation. |  |
| Program evaluation |  |

1. What resources from schools in your region, educational agencies, local organizations are important in your work with migratory families?
2. Do you work collaboratively with other migrant staff to provide support to families and students? Please describe the different strategies, resources and ways to connect.
3. Does your region has a regional PAC bylaws? If not, what resource do you use to delineate the roles and responsibilities of your PAC ?
4. Describe the internal system to document the length of the PAC members appointments.
5. What have been your successes in your position?
6. What else would you like to share with me?
7. What training would you like to receive from OMESC to support the work you do?

**School Readiness Specialist \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-Mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. How does your program support preschool students with School Readiness in the areas of (e.g., Approaches to Learning, Social Emotional, Language and Communication/ Literacy, Cognitive and Physical development)?
2. What are you most proud of regarding the education of your preschool migratory students?
3. What are your biggest challenges regarding the preschool program/services for your migratory students?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Not at all | Twice a year | Quarterly | Monthly |
| How often do you monitor learning and student growth and development? |  |  |  |  |
| How do you identify the educational needs of migrant preschool students? |  |  |  |  |
| How often do you reach out to families who are new to your regional program? |  |  |  |  |
| How often do you use the service logs data with your team to inform programmatic improvement? |  |  |  |  |
|  |  |  |  |  |

As particular MPOs guide our School Readiness goals, please complete the following table to evidence how your strategies are informing your preschool services for our youngest migratory children.

MPO: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strategy | Describe implementation of strategy | Has this student’s progress been evaluated? If yes, submit evaluation:  YES NO | | Describe how you evaluate students’ progress |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. What else would you like to share with me?