

# Washington State Migrant Education Program

Program Guidelines



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# Washington State Migrant Education Program

## Program Guidelines

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**The purpose of this document is to help administrators, office managers and program directors meet the legal requirements intended to provide migrant students equal access to a quality education.**

### ***Acronyms***

BE	Basic Education
COE	Certificate of Eligibility
CPR	Consolidated Program Review
ELL	English Language Learner
ESEA	Elementary and Secondary Education Act
FTE	Full Time Equivalent
HV	Home Visitor
I/R	Identification and Recruitment
LEA	Local Educational Agency
MEHP	Migrant Education Health Program
MEP	Migrant Education Program
MERO	Migrant Education Regional Office
MSDR	Migrant Student Data and Recruitment office
MSIS	Migrant Student Information System
OME	Office of Migrant Education
OOS	Out-of-School Youth
OSPI	Office of Superintendent of Public Instruction
PAC	Parent Advisory Council
PASS	Portable Assisted Student Sequence
PFS	Priority for Service
QAD	Qualifying Arrival Date
RC	Records Clerk
SDP	Service Delivery Plan
SEA	State Educational Agency
SEMY	Office of Secondary Education for Migrant Youth
SLP	Student Leadership Program

# WASHINGTON STATE MIGRANT EDUCATION PROGRAM

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## **INTRODUCTION**

### **Migrant Education Program Grant Application Flow Chart**

Under the Elementary and Secondary Education Act of 1965 (ESEA), the purpose of the Title I, Part C, Migrant Education Program, Sections 1301 – 1309, is to provide opportunities for eligible migrant students to obtain a high-quality education that enables them to meet challenging state academic and achievement standards that lead to graduation.

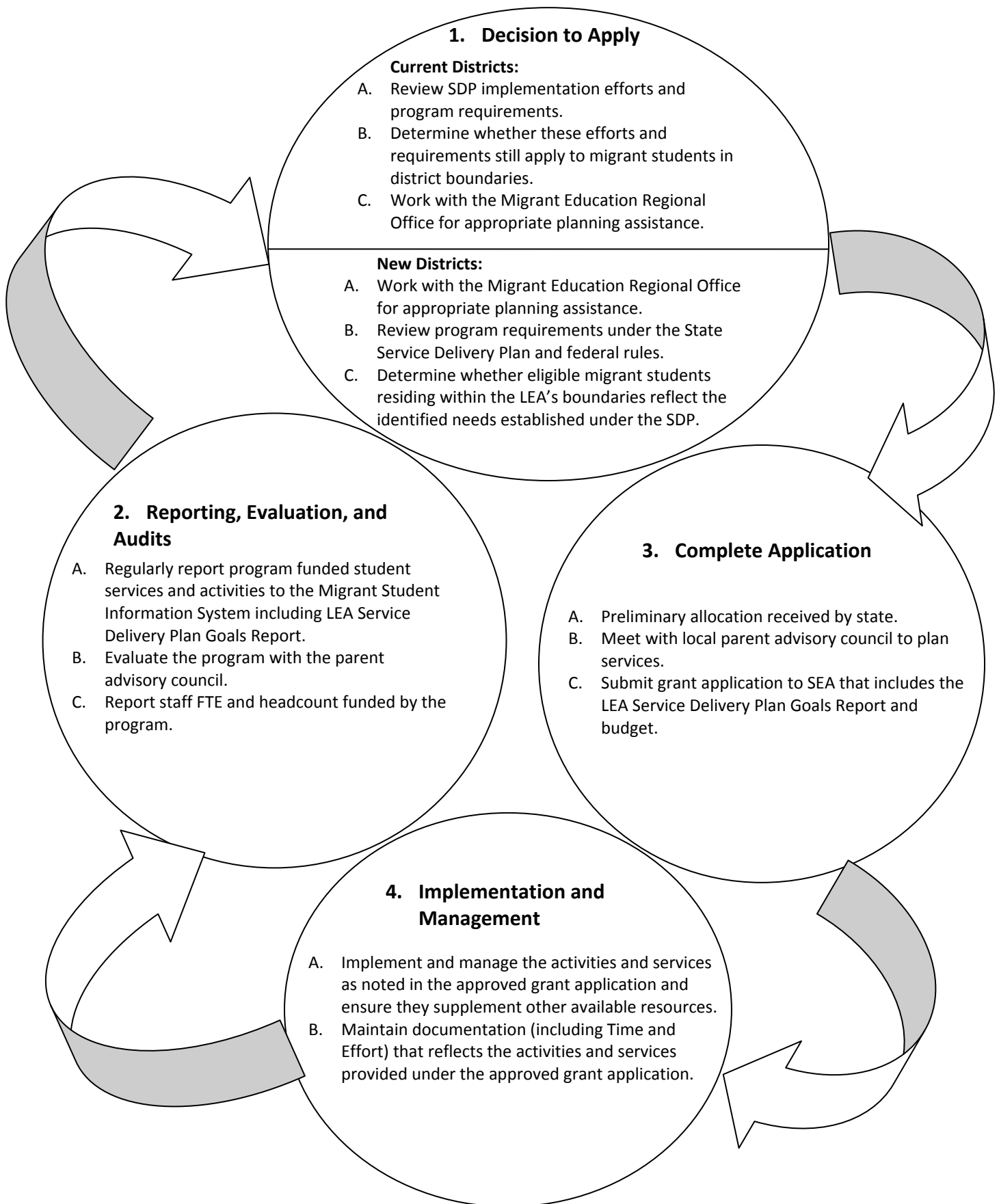
Children are eligible to receive MEP services if they meet the definition of “migratory child,” and if the basis for their eligibility is properly recorded on a certificate of eligibility (COE) or other written or electronic form. The term “migratory child” is defined in section 1309(2) of the statute and section 200.81(d) of the regulations. Determining whether a child meets this definition is often difficult and depends on a recruiter’s assessment of information presented by a parent or other family member, guardian, or other individual responsible for the child.

A child is eligible for the MEP if:

- The child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate (this means that the child is entitled to a free public education or is of an age below compulsory school attendance).
- The child is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher. The child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work.

The State Educational Agency (SEA) conducted a process to identify the unique educational needs of migrant children on a statewide basis through a comprehensive needs assessment and State Service Delivery Plan (SDP). The goals identified under the SDP were categorized into reading/ELL, math, readiness (preschool), graduation, health, identification/recruitment, and interstate/intrastate coordination. Each goal contains a list of activities established by the state to support the goal. The SEA communicates these needs to local educational agencies (LEAs), who then determine how to address them by completing the LEA Service Delivery Plan Goals Report located in the Migrant Student Information System (MSIS) student database ([www.msdr.org](http://www.msdr.org)).

The four-steps outlined in the diagram below, illustrate the annual cyclical steps LEAs go through when applying for Migrant Educational Program funds.



## STEP 1 - DECISION TO APPLY

The goal of the Migrant Education Program (MEP) is to ensure that all migrant students complete challenging academic standards **AND** graduate with a high school diploma or GED that prepares them for responsible citizenship, further learning, and productive employment. See Appendix A, "Section 1301, Program Purpose."

### 1.1 What goals were established in the State Service Delivery Plan?

The State Service Delivery Plan (SDP) developed goals and activities in the categories of reading/ELL, mathematics, readiness (PK), graduation, health, identification/recruitment, and interstate/intrastate coordination (see Service Delivery Plan at [www.k12.wa.us/migrantbilingual](http://www.k12.wa.us/migrantbilingual)).

### 1.2 What are the MEP program requirements?

LEAs are required to perform the following activities:

- New student Identification and Recruitment as conducted by Home Visitors (HV).
- Report student data as maintained by Records Clerks (RC).
- Parental involvement and Migrant Parent Advisory Council (PAC).
- Program administration:
  - Implementing components of State Service Delivery Plan
  - Application
  - Implementation, monitoring and supervision
  - Evaluation

### 1.3 When does eligibility of a child begin and end?

A child's eligibility for the MEP begins when a qualifying move is completed. This is often referred to as the qualifying arrival date (QAD) as indicated on the Certificate of Eligibility (COE). A child's eligibility ends 36 months after the QAD.

### 1.4 What do the terms "identification" and "recruitment" (I/R) mean?

Identification means determining the location and presence of migrant children.

Recruitment means making contact with migrant families, explaining the MEP, securing the necessary information to make a determination that the child is eligible for the MEP, and recording the basis of the child's eligibility on a COE. Upon successful recruitment of a migrant family, eligible children may be enrolled in the MEP.

### 1.5 What are I/R responsibilities of MEP-funded LEAs?

MEP-funded LEAs must adhere to guidance and regulations as set forth above governing the eligibility of migrant families.

### 1.6 What is the primary funding source for migrant students?

The primary source of funding for migrant students is basic education. MEP funds are neither an entitlement nor competitive, they supplement and not intended to supplant non-federal funds (basic education, state and local funding). See 1.9.

## 1.7 What is the guiding question about primary funding source for migrant students?

“Would the services in question be provided to migrant students if **no** MEP existed?” If the answer to this question is “yes,” then **no** MEP funds should be used to provide the particular service in question.

Funding sources from which migrant students may be eligible and entitled to access services:

Subject	Basic Education (Required)	Title I, Part A (schoolwide and targeted assistance)	LAP	State Bilingual	Title III	Specialized Grants – e.g., Reading First; School Improvement;	Title I, Part C, Migrant (as indicated in State Service Delivery Plan)
Reading	√					Reading First; School Improvement	supplemental
Writing	√						supplemental
Language Arts	√						supplemental
English	√						supplemental
Math	√					School Improvement	supplemental
Science	√						supplemental
Social Studies	√						supplemental
World Language	√						**
Visual or performing arts	√						**
Health and fitness	√						**
Occupational Education	√						**
5.5 Credits in Electives	√						**
English language development	√-			√	√	School Improvement	supplemental
Parent Involvement	√						required
Staff Professional Development	√				√	Title IIA	required***

\*In accordance with Civil Rights rulings.

\*\*As part of credit retrieval efforts due to migrant lifestyle.

\*\*\*As it pertains to understanding the migrant lifestyle.

## Supplement, Not Supplant

### 1.8 What does "supplement, not supplant" mean?

"Supplement, not supplant" is the phrase used to describe the requirement that MEP funds, resources, and services may be used only to supplement the level of funds that would, in the absence of MEP funds, be made available from non-federal sources for the education of children participating in MEP projects. LEAs may not use MEP funds to supplant (i.e., replace) non-federal funds.

### 1.9 Does the "supplement, not supplant" requirement apply to the use of MEP funds to serve migrant children who are not enrolled in grades K-12 (e.g., preschool children or older children who have dropped out of school)?

The “supplement, not supplant” requirement applies if the LEA has other federal or state funded programs that may serve these children. If not, the “supplement, not supplant” requirement does not apply because there is no program for MEP funds to supplant.

## 2. COMPLETE APPLICATION

Section 1302 of the statute provides that the SEA, upon approval of its application, receives a grant to establish or improve education programs for migrant children in accordance with the statute. The SEA may operate the program directly or subgrant the MEP's operations to LEAs.

Since the SEA chooses to subgrant, it has sole authority for determining which LEAs will operate the program and remains responsible for the overall administration and operation of the MEP in the state, including the assurance that LEAs comply with all applicable statutory and regulatory requirements.

The SEA should request information specific enough to allow the SEA to determine if the proposed project will satisfy the requirements of the statute, MEP regulations, the approved SEA application, and the SEA's comprehensive needs assessment and service delivery plan.

Local Educational Agencies are required to meet with their migrant Parent Advisory Council (PAC) to review the program requirements and determine how services to migrant students will be delivered based on the state Service Delivery Plan and other program requirements.

### 2.1 What data is used to determine LEA funding allocations?

Allocations are based on a funding formula that includes:

- The average enrollment within the district from September 1 to August 31 of the previous school year;
- The number of migrant students who had an interrupted school year during that same time period; and
- The number of preschool migrant students who received district-funded services during that same time period.

### 2.2 What are the requirements for a Parent Advisory Council in program planning?

LEAs must consult with parent advisory councils (PAC) in planning and operating the MEP if they operate programs of one school year in duration.

### 2.3 Who is a Priority for Service migrant student?

A migrant student who is failing or are most at-risk of failing **AND** whose education has been interrupted during the regular school year

### 2.4 What data is used to determine Priority for Service migrant students?

LEAs must use the Student Needs Assessment Data Report located on the Migrant Student Information System (MSIS) to ensure students identified for Priority for Service are consistently identified across the state. The factors for determining PFS include:

- Retained – student is enrolled in same grade level from one school year to next;
- Grade Age Compatible – student's age does not match the acceptable range for grade level placement;
- Academic Proficiency in State Assessments – student's most recent results on state assessments do not demonstrate meeting standard in reading, math, writing, and/or science assessments;
- English Language Proficiency – student's Washington Language Proficiency Test-II (WLPT-II) score is within limited score range.
- Attendance – student attends school less than 90% during enrollment period;
- Credit Deficiency – secondary-aged student records notes they have not earned sufficient credits per his/her school's graduation requirements and grade level;

- Interrupted School Year – a Qualifying Arrival Date (QAD) has been made within 12 months (excluding summer) OR the student’s attendance of less than 90% is due to migratory lifestyle (documented).

A migrant student who has any of the first six indicators identified and an interrupted school year is considered a Priority for Service.

**2.5 How are LEAs expected to address the goals and activities identified in the State Service Delivery Plan?**

The LEA, as part of their grant application process is to complete an LEA Service Delivery Plan worksheet indicating the local efforts to implement the identified activities.

**Coding for Allowable Expenditures**

**2.7 What are allowable expenditures that LEAs can provide with MEP funds, as identified in the budget page of the grant application?**

The budget page of the grant application (iGrants Form Packages 206) (regular year) should reflect the activities and services to be provided in alignment with the state Service Delivery Plan and any additional academic or supplemental support services. The graph below indicates which activities and object expenditures are used to code allowable services. The shaded boxes are non-allowable activities and object expenditures.

See the Accounting Manual <http://www.k12.wa.us/safs/ins/acc/0405/am.asp> for additional requirements and guidance.

**Program 53 ESEA Migrant—Federal**

Record expenditures for federal grant programs to assist districts in providing services to migratory children age 3 through 21, or until graduation, of migratory agricultural workers or of migratory fishers who have moved from one school district to another during the past 36 months to obtain temporary or seasonal employment in agriculture, fishing, or related food-processing activities. (Reference: Elementary and Secondary Education Act, Title I, Part C; 34 CFR 206, RCW 28A.300.070, chapter 392-164 WAC.)

PROGRAM 53 – ESEA MIGRANT—FEDERAL

OBJECTS OF EXPENDITURE

		Debit	Credit	Cert.	Class.	Employee	Supplies, Inst	Purchased	Travel	Capital
	Total	(0)	(1)	(2)	(3)	(4)	(5)	(7)	(8)	(9)
ACTIVITY										
21 Supervision										
22 Learning Resources										
24 Guidance and Counseling										
25 Pupil Management and Safety										
26 Health/Related Services										
27 Teaching										
29 Payments to School Districts										
63 Operation of Buildings										
64 Maintenance										
65 Utilities										
68 Insurance										
TOTALS										

**21 – Supervision**

This activity is used to record expenditures for overall leadership for the instructional programs. Include the expenditures for staff members providing supervision, coordination, evaluation, and development in instruction, curriculum, instructional materials, and pupil services programs. Also include secretarial and clerical assistants along with nonemployee-related costs for these

functions. Include expenditures for training supervisors for their supervisory activities. Instructional employees assigned on a long-term basis to develop new curriculum or to oversee program implementation districtwide should be charged to this activity. Instructional staff released or paid to attend in-service meetings or work on short-term curricular projects should be charged to the same activity as the individual's basic salary.

#### **Activity 21**

- Program Administration by staff who directly administers the MEP and who would not otherwise provide such duties to migrant students if no MEP existed.
  - Application
  - Implementation, monitoring and supervision of program and instruction
  - Evaluation
- Reporting student data as maintained by RC (required).
- Migrant PAC and parental involvement (required).
- Secretarial and clerical assistance.
- Cost of program printing expenditures

#### **22 – Learning Resources**

Include the part of the instructional program that provides services and materials specifically designed to improve learning through use of instructional/educational aids. It provides for organizing learning resources in a systematic manner at locations where they are available for use by pupils and staff members in educational programs of the school. Learning resource materials include books, film, video, pictures, charts, models, and other materials for aiding instruction. Operations performed under this activity include, but are not limited to, film inspection; audio-visual equipment operation; operation of computers which are located in a central place and utilized for instruction; storing and dispensing of audio-visual materials and equipment; development of films, charts, models, and other materials for aiding instruction; and other activities which have as their purpose the improvement of learning through the use of pictures, films, tapes, or other media. Include such services as those of the audio-visual consultant, film inspector, film librarian, projectionist, programmer, graphic artist, librarians, and catalogers, and their secretarial, clerical, and other assistants. Include services, equipment, and materials designed to provide learning through the use of television or radio. Include such services as script writing, planning, and recording broadcast programs. In terms of personnel it includes the director, projectionist, scriptwriter, camera operator, and secretarial, clerical, and other assistants.

#### **24 – Guidance and Counseling**

Include expenditures involved in aiding pupils to assess and understand their abilities, aptitudes, interests, environmental factors, and educational needs through activities such as student assessment testing. Include that part of the pupil services program concerned with assisting pupils in increasing their understanding and use of educational and career opportunities. Include activities of the counselor, social worker, guidance director, secretaries, registrars, clerks, and other assistants, and outreach for deprived students and/or homeless liaison work.

#### **Activity 24**

- Identification and recruitment as conducted by HV (required).
- Supplemental support services (e.g., acting as an advocate or graduation specialist for migrant children, providing access to health and social service providers).
- Parent liaison/advocate.
- Parent/Family transportation (debit transfer or purchased service).

#### **25 – Pupil Management and Safety**

Include expenditures for hall guards, crossing guards, bus aides, playground aides, and pupil security personnel. Also include expenditures for lunchroom aides when their duties involve control and assistance of students. Lunchroom aides who assist in preparation or distribution of food are charged to Activity 44 Operations. In addition, include personnel whose duties are

primarily those of attendance tracking. Include those who are involved with early identification of patterns of nonattendance, analysis of causes of nonattendance, early professional action on problems of nonattendance, and enforcement of compulsory attendance laws. Do not include expenditures for building security that must be charged to Activity 67 Building and Property Security. Also include administrative expenses such as cell phones that are utilized by personnel responsible for pupil management and safety.

## **26 – Health/Related Services**

Include services in the field of physical and mental health consisting of medical, dental, optometry, psychiatric, doctor, nurse, orientation-mobility specialists, occupational therapists, and physical therapists. Also include duties of the psychologist, psychometrics, language pathologists, and audiometrists, and their secretarial, clerical, and other assistants.

### **Activity 26**

- Health/Related services as follow up to MEHP's services, or based on needs of students.

## **27 – Teaching**

Include expenditures of instructing pupils in a teacher-pupil learning situation where the teacher is regularly in the presence of the pupils or in regular communication with pupils (such as with distance learning and running start) in a systematic program designed to assist pupils in acquiring new or improved knowledge, skills, and understandings. Include expenditures for textbooks under this activity. Also include the direct expenditures for classroom teachers, teachers' aides, teachers of homebound, teachers of institutionalized, correspondence teachers, and others assigned to instruct pupils regularly in a teacher-learning situation, and their secretaries, clerks, and other assistants. Include expenditures for training teachers for their teaching functions.

### **Activity 27**

- Certified and classified salaries for instructional staff to provide specialized, supplemental instructional support to eligible migrant students.
- Supplemental supplies and instructional materials used to instruct students in a learning resource environment and designed for migrant student's instruction.
- Supplemental instructional services (e.g., activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school).
- Busing/Transportation (Debit Transfer or Purchased Services).

## **29 – Payments to School Districts**

This activity is used to record payments to other school districts including, but not limited to, non-high, special education, and skills center payments by participating school districts

## **63 – Operation of Buildings**

Operations encompass those activities related to a building's normal performance of the function for which it is used. Include expenditures for personnel who maintain buildings. Include expenditures for all small equipment items and consumable supplies used by personnel in operating the building. In addition, include rental expenditures for land and buildings for purposes other than pupil transportation. Equipment rentals are charged to the using activity and appropriate program

## **64 – Maintenance**

Maintenance is the upkeep of property and equipment, work necessary to realize the originally anticipated useful life of a building. Included are expenditures for maintaining buildings and equipment through repair and upkeep. Services include, but are not limited to, repainting, redecorating, resurfacing, refinishing, reshingling, and repairing of structures, foundations, doors,

windows, hardware, gutters, downspouts, window glass, window shades, stage curtains, drapes, and built-in equipment such as lockers, cabinets, Venetian blinds, swimming pool filtration equipment, soap and towel dispensers, bulletin boards, and door checks. For example, include expenditures for moving portable structures and maintenance of service systems, including the repair and replacement of heating systems, electric lighting systems, bells, clocks, communication systems, voice systems, sewers, fire safety systems, plumbing systems, and elevators. When the fabrication of equipment and furnishings by school employees is an appreciable expenditure, expenditures should be transferred to the using activity and appropriate program. Contractual repair and maintenance of equipment, including audio-visual and refrigeration equipment should be charged to the using activity and the appropriate program. Transfer in-house repair expenditures to the using program/activity by means of debit and credit transfer objects. Maintenance of buildings and equipment for Program 99 Pupil Transportation should be charged to Activity 53, Pupil Transportation Maintenance.

## **65 – Utilities**

Include expenditures for water, electricity, sewage, gas, coal, wood, oil, sanitary, recycling, basic voice telecommunications services, and other service assessments or charges. Telecommunications expenditures that are part of the instructional program, such as video or data transmission, may be charged directly to the appropriate activity or may be transferred using debit and credit transfer objects of expenditures. Utility costs may not be charged to any program in which this activity is not allowable.

### **Activity 65**

- Utilities for summer school and portables used only by MEP (e.g., janitorial and maintenance costs), if the cost is not included in the indirect cost.

## **68 – Insurance**

Include provision for property, employee, liability insurance, and fidelity bonds in this activity. Insurance deductible amounts may be included in this activity. Do not include pupil transportation insurance that is charged to Activity 56 Insurance.

## **2.8 What is the recommended FTE for home visitor or records clerk positions?**

Recommended staffing for RC and HV full time equivalent (FTE), for eight hours per day, year round, is as follows:

1. RC FTE = number of migrant students ÷ 800 (i.e., a full time, RC workload includes the processing of at least 800 student records)
2. HV FTE = number of migrant students ÷ 600 (i.e., a full time, HV workload includes services to at least 600 migrant students and their families)

See Appendix C for job description samples.

## **2.9 Can regular year funds be used in Summer School Programs?**

Unexpended funds from the regular school year may be used in conjunction with a migrant program summer grant. However, funds cannot be intentionally set-aside from regular year to be used in summer program.

## Fiscal Maintenance

### 2.10 Can LEAs charge indirect costs to the MEP?

YES. LEAs can charge indirect cost, as per the indirect rate established by OSPI.

### 2.11 What is the guidance for budget and program revisions?

Once the Budget F1000B has been approved by OSPI, revisions are only allowable through the iGrants revision process. Follow the directions as noted for creating a budget revision.

Budget revisions need approval from OSPI prior to implementation and must be submitted for:

- Changes to the size and scope of a program, including salaries and FTE, that is more than 10 percent of the subtotal "Budgeted Direct Expenditures" within any activity total or object total, prior to expending funds.
- Purchase of additional supplies and materials prior to April 15, before expending funds.
- The intention to expend monies in any activity or object cell where no monies were previously budgeted.

Program revisions must be completed within 60 days of changes to services indicated in the approved application.

### 2.12 Does the MEP have carryover provisions?

NO. There is no carry over provision for the program at the LEA level.

### 2.13 Can MEP funds be used for extended year programs?

YES. MEP funds may be utilized for extended year programs with written justification **AND** OSPI approval. Examples of extended year include extended day (before and after school) or intercession programs.

For additional guidance, see the annual Grant Award Reporting and Processes Bulletin for each fiscal year.

## Capital Outlay

### 2.14 Can MEP funds be used for purchased services or capital outlay?

The following are allowable object expenditures, as reasonable, necessary and specifically related to the MEP Service Delivery Plan (not to the general needs of the LEA) to be expended within the grant period. These object expenditures are applicable to multiple activities.

- Purchased services (e.g., professional development, workshop, and conferences for school personnel to enhance their ability to understand and appropriately respond to the needs of migrant children).
- Capital outlay (e.g., technology expenditures that are under the guidelines of the LEAs' technology plan, or supplemental materials for the classroom)

**2.15 Under what circumstances may an LEA allow the use of MEP equipment in non-MEP activities without charging a user fee?**

In general, LEAs are required to use MEP funds only for programs and projects designed to meet the unique educational needs of migrant children. However, under some circumstances, equipment purchased for a MEP project may, without constituting an improper expenditure, be used on a less than full-time basis. In particular, equipment purchased with MEP funds may be made available for other educational uses if it does not interfere with its use in the MEP project or significantly shorten the useful life of the equipment. The LEA must purchase MEP equipment solely on the basis of the needs of the MEP program. See sections 1301 and 1302 of the statute.

**2.16 How may an LEA ensure the use of MEP equipment in non-MEP activities does not interfere with the MEP project and is consistent with the MEP statute and regulations?**

An LEA that allows MEP equipment to be used in non-MEP activities on a part-time basis must do so in a manner that protects the integrity of the equipment as MEP expenditure. Accordingly, the LEA should document that the following standards are met:

- The MEP equipment is part of a MEP project that meets the unique educational needs of migrant children.
- The equipment purchased with MEP funds is reasonable and necessary to conduct the MEP project, without regard to use in non-MEP activities.
- The project has been designed to make maximum appropriate use of the equipment for MEP purposes.
- The use of the equipment in non-MEP activities does not decrease the quality or effectiveness of the MEP services provided to migrant children, increase the cost of using the equipment for the MEP project, or result in the exclusion of MEP children who otherwise would have been able to use the equipment.

**2.17 How may an LEA increase its flexibility to use equipment purchased with MEP funds?**

An LEA has several options available to increase flexibility in using MEP equipment. For example, when the SEA permits an LEA to purchase equipment with MEP funds, it may share the cost on a proportional basis with other federal, state, or local programs that will also use the equipment. Likewise, an LEA may allow other programs to use equipment purchased with MEP funds for a reasonable user fee. In some cases, an LEA may allow other programs to use MEP equipment for non-MEP activities without charging a user fee, so long as the standards described above are met.

### ***STEP 3 - IMPLEMENTATION AND MANAGEMENT***

LEAs are required to monitor/supervise their SEA-approved grant application to assure performance goals are being achieved, compliance with applicable federal requirements, state rules and policy, and needs assessment findings. LEAs are encouraged to keep current all documentations and conduct a systematic review of all MEP activities on a periodic basis to determine whether they have made progress toward meeting all approved project activities and services.

#### **Services**

“Services” are the educational or educationally related activities provided to migrant children to enable them to succeed in school. These activities:

- Directly benefit a migrant child.
- Address a need of a migrant child consistent with the SEA’s comprehensive needs assessment and service delivery plan.

- Are grounded in scientifically based research. See Appendix B, “Section 901. General Provisions. Part A – Section 9101. Definitions.” Or, in the case of support services, are a generally accepted practice.
- Are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the state’s performance targets.

Because student success is the overarching goal of the MEP, services are a vital aspect of the program.

### 3.1 How may LEAs provide services to migrant students?

LEAs have used a wide variety of service delivery designs to target supplemental services to migrant students. Some examples include:

- Extended day programs (before/after school).
- In-class programs.
- Preschool programs.
- Secondary services.
- Summer or intersession programs.

### 3.2 Are there any instances in which an LEA may use MEP funds to benefit children who are not migrant eligible?

YES, only when the two conditions below are met.

Although MEP funds are generally used only to serve eligible migrant children who meet the statutory definition of “migratory child,” the following are circumstances in which MEP funds may be used to benefit children who do not meet this definition:

1. Continuation of Services – Under certain circumstances, section 1304(e) of the statute allows LEAs to continue to provide services to children who are no longer migrant. See Q&A 3.4 below.
2. Incidental Inclusion – In carrying out the MEP, an LEA may serve non-migrant children on an incidental basis if this inclusion does not: (1) decrease the amount, duration, or quality of services to migrant children; (2) increase the cost of providing the services; or (3) result in the exclusion of migrant children who would otherwise receive services.

### 3.3 Can a migrant student, whose eligibility ended, be served with MEP funds?

Only if the student was receiving services upon termination of eligibility, the LEA may continue to provide services. Continuation means services are not broken during the regular year.

Although “Continuation of Services” students do not generate any funding for LEAs, or the SEA, the statute provides three circumstances in which LEAs may continue to provide services to children whose eligibility has ended:

1. During the school term - The LEA provides services for the duration of the term. See section 1304(e)(1) of the statute.
2. Comparable services are not available through other programs - The LEA provides services for an additional school year. See section 1304(e)(2) of the statute.
3. In secondary school - The LEA provides services through credit accrual programs until graduation. See section 1304(e)(3) of the statute.

**Note: Before the LEA provides services under these provisions, it should consider whether:**

- **The child's unmet unique educational needs are addressed by Basic Education (BE), local and state programs, other federal programs such as Title I Part A and Title III.**
- **Migrant children who have a priority for services have already been served.**

## **Supplemental Instructional and Support Services**

### **3.4 What are supplemental instructional services?**

Instructional services provide academic support above and beyond (supplement) the basic educational program provided by the LEA. These services align with and support the migrant students' achievement of the MEP and state academic goals. (e.g., educational activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school)

See the Migrant Student Information System (MSIS) Handbook for additional guidance, definitions and coding of all supplemental instructional services, <http://www.msdr.org>.

### **3.5 What are supplemental support services?**

Support services are non-academic and enhance the migrant students' ability to be more actively engaged in their learning. These services support above and beyond (supplement) the basic educational program provided by the LEA, (e.g., support activities include advocacy for migrant children, health, nutrition, social services for migrant students and families, or transportation).

See the MSIS Handbook for additional guidance, definitions and coding of all supplemental support services, <http://www.msdr.org>.

## **Secondary Services**

### **3.6 Where can LEAs obtain secondary records for migrant students, in addition to transcripts and contacts with sending schools?**

LEAs' guidance counselors can locate credits and unresolved coursework for migrant students on the MSIS. See the MSIS Handbook for sample records, <http://www.msdr.org>.

### **3.7 What is unresolved coursework?**

Unresolved coursework is secondary coursework in which the student has participated without receiving credit due to mobility. Guidance counselors are encouraged to consolidate unresolved coursework and provide opportunities for credit accrual through local classroom hours, correspondence courses, or the Portable Assisted Study Sequence (PASS) units.

### **3.8 What is the Portable Assisted Study Sequence (PASS)?**

PASS is a series of credit retrieval courses, designed for migrant high school students. Some courses are also available in Spanish. LEAs assign one or more educators as PASS Contacts to coordinate/monitor this semi-independent credit alternative. Each course is comparable to 90 hours of student seat work, and earns .5 Carnegie units of credit through the Sunnyside School District.

### **3.9 What is the Student Leadership Program (SLP)?**

SLP helps students emerge and practice leadership skills necessary to succeed in their education and career. It facilitates school faculty, staff, and parents/community members to work together to keep students engaged in their education and to be contributing community partners.

The program is appropriate for summer and after school programs to motivate migrant students-

### **3.10 What services are available through SLP?**

Services through the SLP are designed to increase the graduation rate of migrant students to reflect the State's average graduation rate. Services are available at no fee to the student/school and include activities such as:

- State Student Leadership Conference.
- Student referrals to educational, scholarship and career opportunities such as NASA, UDOC, and migrant specific opportunities.
- Modeling and coaching for local development of high school and middle school migrant student leadership programs that include parent and community involvement models and service-learning.

## **Health Services**

### **3.11 What kinds of health services do migrant students have access to?**

The Migrant Education Health Program (MEHP) delivers direct, comprehensive health services to migrant students through collaborative partnerships between parents, LEAs, health care providers (clinics), and health insurance providers. Migrant students have access to physical examinations, dental care, and related medical services through insurance coverage or a sliding fee schedule at federally qualified health clinics. The MEHP currently does not fund medical and optical follow-up; but will provide LEAs with referrals.

### **3.12 Are LEAs required to support this statewide service?**

YES. LEAs must, to the extent feasible, inform and refer migrant children and their families to health, nutrition, and social services. LEAs must also promote interstate and intrastate coordination of services for migratory children, including information on health, when children move from one school to another, whether or not such move occurred during the regular school year.

## **Professional Development**

### **3.13 Can MEP funds be used to send staff to conferences and workshops?**

YES, provided that conference content meets the objectives stated in the district or building's professional development plan and the academic and/or linguistic needs of migrant students.

### **3.14 Is training provided for LEAs to conduct I/R and maintenance of student records?**

YES. New Home Visitors (HV) conducting I/R and Records Clerks (RC) maintaining student records are required to attend trainings. After the initial training process, HVs are required to attend the annual Statewide Migrant Student Data and Recruitment (MSDR) Conference and a MSIS Academy, where updates and additional trainings are provided. RCs and project directors are encouraged to attend both events to ensure awareness of updates and policy changes.

See the I/R Handbook for additional guidance on primary responsibilities of HVs and RCs.

### **3.15 What professional development resources are available?**

The MEP has three Migrant Educational Regional Offices (MERO) and three statewide offices, Migrant Education Health Program (MEHP), Office of Secondary Education for Migrant Youth (SEMY), and MSDR that provide professional development to LEAs on all program services. See Appendix E for a list of office contacts.

## **Parent Advisory Councils and Parental Involvement**

Parental involvement is an integral part of all Title I programs, including the MEP. Research shows that parents play a significant role in the academic achievement of their children (Henderson and Mapp, 2002). Therefore, it is important for parents and schools to develop partnerships and build ongoing dialogues to improve student achievement. In order to receive MEP funds, LEAs must implement programs, activities, and procedures that effectively involve migrant parents.

Studies have found that students with involved parents, no matter what their income or background, are more likely to:

- Earn high grades and test scores, and enroll in higher-level programs;
- Pass their classes, earn credits, and be promoted;
- Attend school regularly; and
- Graduate and go on to postsecondary education

### **3.16 Are LEAs required to consult with parents in planning the MEP?**

YES. LEAs must consult with parent advisory councils (PAC) in planning and operating the MEP if they operate programs of one school year in duration. The statute also requires the MEP provide for the same parental involvement as is required in section 1118 of Title I, Part A, unless extraordinary circumstances make such provision impractical. This provision requires LEAs to involve parents, in an organized, ongoing, and timely way in the planning, review, and improvement of the MEP. See sections 1304(c)(3) and 1118(c)(3) of the statute.

### **3.17 What is the function of a PAC?**

A PAC advises LEAs on concerns of migrant parents that relate to the planning, operation, and evaluation of MEP programs and projects in which their children participate. In particular, the LEAs must consult with the PAC about:

- The comprehensive assessment of the needs of migratory children to be served; and
- The design of the comprehensive service delivery plan.

### **3.18 Who is eligible to be a member of a PAC?**

Parents or guardians of eligible migrant children and individuals who represent the interests of such parents are eligible to serve as PAC members.

### **3.19 How does an LEA select PAC members?**

LEAs should try to select PAC members that are a representative sample of their migrant parent population. Although there are a number of ways to select PAC members, to the extent feasible, parents of eligible migrant children should elect members of the PAC. In some instances, elections may not be possible due to mobility. If elections are not possible, the LEA may select members by appointing volunteers or those nominated by other parents, teachers, or administrators. In any event, the method the SEA or local operating agency selects should provide for maximum parental participation.

**3.20 Are there any “formal” procedures or scheduling requirements that govern PAC meetings?**

NO. However, LEAs should establish appropriate procedures and schedules that support effective consultation with the PAC in the planning, operation, and evaluation of each MEP program or local project. It is recommended that the LEA establish at least three meetings per year to effectively conduct the planning, operation, and evaluation of the program.

**3.21 What are LEAs’ responsibilities if they are unable, after diligent efforts, to maintain a functioning PAC due to lack of participation?**

LEAs should pursue all reasonable avenues of obtaining and reviving PAC participation before deciding that maintaining a functioning PAC is not possible. LEAs should maintain records of their ongoing efforts to maintain or establish a PAC.

**3.22 Does having a Migrant PAC meet all the requirements of Section 1118 of Title I, Part A?**

NO. However, *an active* PAC may be an appropriate focal point of LEAs’ parental involvement efforts. For example, these PACs may be used to:

- Ensure full parental participation in MEP project planning, design, and implementation.
- Convene an annual meeting of parents, at which school officials explain the MEP projects.
- Provide opportunities for regular parent meetings to gather input.

To the extent that the LEAs relies on a Migrant PAC to assist in meeting some of its responsibilities for parental involvement, it must also ensure the participation of individual parents through the policy involvement, shared responsibility, and capacity-building activities under section 1118.

**3.23 Are there any parental involvement requirements under section 1118 that cannot be implemented through a PAC?**

YES. For example, section 1118 requires school officials to provide parents with reports on their children’s progress and to make teachers and other staff available to them for regular meetings. LEAs cannot accomplish this through PAC meetings or other group sessions. These activities require contact with individual parents.

**3.24 May MEP funds be spent for childcare, transportation and food/refreshments provided during parent meetings or training?**

YES. Reasonable expenditures for childcare, transportation, and refreshments or food, particularly when such meetings extend through mealtime, are allowable.

**3.25 Can MEP be coordinated with other programs?**

YES. MEP should coordinate funding, resources, and services with other programs to better serve students. However, the service must target the intent of the law.

**3.26 Can a student be served and funded under more than one program?**

YES. Students should be served by all programs for which they are eligible (e.g., Migrant Ed., Title I/LAP, Special Education, Title VI, Title III, State Transitional Bilingual Program, Title VII).

**3.27 May LEAs use MEP funds to support the participation of migrant students in another Federally-funded educational program (e.g., a program for limited English proficient students funded by Title II)?**

YES. However, section 1306(b)(2) and requirements of other federal programs place certain conditions on when and how this may be done.

While each federal program has its own eligibility requirements, none permits migrant students to be excluded from services because they are eligible for the MEP. Therefore, other Federal programs must select and provide services to eligible migrant students on the same basis as other eligible children.

After the other federal program selects students for services, LEAs may use MEP funds to increase the number of migrant students who participate in the project and/or enhance the services that participating migrant students otherwise receive.

**3.28 May an SEA or local operating agency use MEP funds to provide services that are available under Title I, Part A?**

YES. Section 1306(b)(2) states, in the case of Title I, Part A, LEAs may use MEP funds to provide services available under Title I, Part A to migrant children who are eligible for both programs. However, this exception applies only if MEP funds remain after the agency has met all of the identified unique needs of migrant students that result from their migrant lifestyle and that permit these children to participate effectively in school.

LEAs are encouraged to document that they have met the unique educational needs of migrant children if they use MEP funds under this exception. If no MEP funds remain after meeting the unique needs that result from the migrant lifestyle and that permit children to participate effectively in school, Title I, Part A must provide services to those migrant children who are eligible for the program on the same basis as other children who are eligible for Title I, Part A.

## **Schoolwide Programs**

**3.29 Can MEP funds be used in a schoolwide program?**

YES. However the SEA will only approve MEP funds in a schoolwide after all the migrant students' needs have been met, if there are no other migrant school age youth (out of school and in other buildings) in the district with unmet migrant needs. See section 1306(b)(4) of the statute.

**3.30 In planning a Title I Part A schoolwide program, must a school take the needs of migrant children and migrant parents into account?**

YES. Addressing the unique educational needs of migrant children, in consultation with migrant parents, is a priority of Title I, Part A Schoolwide. See Coordination of Funding, Resources, and Services section, Q&A 4.8 (page 20). See section 1114(b)(1)(A) and 1114(b)(2)(B)(ii) of the statute.

## **Serving Migrant English Language Learners (ELLs)**

**3.31 Do LEAs have a responsibility to provide basic education services to migrant students who are ELLs?**

YES. Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin. In *Lau v. Nichols*, the U.S. Supreme Court affirmed the Department of Education

memorandum of May 25, 1970, which directed school districts to take steps to help ELLs overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs.

**3.32 May LEAs use MEP funds to provide English language services to migrant children who are ELLs?**

YES. So long as MEP funds supplement, not supplant (replace) other local, state, or federal resources for which migrant students are eligible and entitled to receive services (including state bilingual and Title III).

### **Serving Undocumented Children**

**3.33 Must LEAs serve migrant children who are not legally admitted into the U.S.?**

YES. For children residing within the area that the LEA serves, the LEA cannot deny them school admission (*Plyler v. Doe*, 457 U.S. 202 (1982)).

**3.34 May a school deny children admission because they cannot meet special state or local policies that require birth certificates or social security numbers as preconditions to school enrollment?**

State law requires the provision of a free public education for all children residing in the state. See the Washington State Constitution, Article IX – Education <http://www.courts.wa.gov/education/constitution/>. The LEA could face legal challenges brought by migrant children and their parents who claim that such policies violate their constitutional rights to equal protection and due process of law. In some instances, migrant students and their families could be identified as homeless based on the McKinney-Vento Act.

### **Serving Migrant Children with Disabilities**

**3.35 Does the LEA have responsibilities to serve migrant children with disabilities?**

YES. Under the Part B of the Individuals with Disabilities Education Act (IDEA), LEAs must ensure that eligible children with disabilities, migrant and non-migrant alike, have available a “free appropriate public education” that includes special education and related services to meet the unique needs of the students.

### **Serving Migrant Preschool Children and Out of School (OOS) Youth**

**3.36 Must LEAs identify and address the unique unmet educational needs not defined. of preschool migrant children?**

YES. In planning and implementing program services, LEAs ensure the provision for addressing the unmet unique educational needs of migratory preschool children.

See sections 1303 and 1304(a)(1) of the statute and Title I, Part A's Non-regulatory Guidance for additional resources and strategies to transition preschool students to kindergarten. <http://www.ed.gov/policy/elsec/guid/preschoolguidance.doc>

**3.37 Who are out of school migrant youth?**

Out of school migrant youth must have a valid COE and have one or more of the following characteristics:

1. Eligible for services from age 3 through 21; and/or
2. High school dropout as defined by National Center for Education Statistics (NCES).

**3.38 What services must be provided for out of school migrant youth?**

Based on identified unmet needs of OOS Youth, LEAs may provide high school retrieval and alternative education services.

## **Serving Migrant Children Who Attend Private Schools**

**3.39 Must an LEA serve eligible migrant children who attend private schools?**

YES. LEAs that receive MEP funds are required to conduct a timely and meaningful consultation with appropriate private schools within their school boundaries. See section 9501 of the statute.

**3.40 How does an LEA meet the consultation requirement with a private school?**

Consultation must cover all phases of the design and development of the MEP project, including:

- How the LEA will identify the children's needs.
- What services the LEA will offer.
- How and where the LEA will provide those.
- Who will provide the services?
- How the LEA will assess the services and how it will use results of the assessment to improve those services.
- Amount of funds available for services.
- Size and scope of the services to be provided.
- How and when the LEA will make decisions about the delivery of services.

**3.41 Which children who attend private schools are eligible to receive MEP services?**

Children who attend private school are eligible to receive MEP services if they:

- Meet the statutory and regulatory definition of a migrant child.
- Meet the priority for services criteria in section 1304(d).
- Have unique educational needs identified through the state's comprehensive needs assessment and service delivery plan.

## **Interstate and Intrastate Coordination**

**3.42 What does the statute require in terms of interstate and intrastate coordination?**

Section 1304(b)(3) requires SEAs to use MEP funds to promote interstate and intrastate coordination of services to migrant children, to reduce the effects of educational disruption as a result of repeated moves. This effort must include, but is not limited to, providing educational continuity through the timely transfer of pertinent school records, including health information.

**3.43 What are some interstate and intrastate coordination services?**

A study that the OME conducted of the MEP coordination efforts found that states generally focus on four areas to promote the continuity of education for migrant students: (1) alignment of district policies, (2) improved student information exchange and access, (3) staff resources to promote academic credit accrual, and (4) opportunities for supplemental instruction.

Some examples may include, but not limited to, the following types of services between and among LEAs and SEAs:

- Notifying "receiving" school districts about migrant families who have moved to those districts.

- Promoting the exchange of student educational records.
- Developing academic credit accrual and academic credit exchange programs.
- Collaborating in the development of summer-term project curriculum.
- Exchanging teachers and teaching materials.
- Implementing a dropout prevention program in two or more states.
- Exchanging information on health screenings and health problems that interrupt a student's education.

## Record Keeping and Documentation

### 3.44 Who should receive information of eligible migrant students?

LEA's administrators (district office, program, school building) and personnel, classroom teachers, district assessment personnel, and parents.

It is recommended that student lists be generated on a monthly basis using the data from Migrant Student Information System (MSIS). Knowledge at the LEA's district level of identified students is not sufficient for documentation. Building administrators, teachers of record, and staff serving migrant students should have access to this list, records of their needs, and how services are provided to meet those needs.

### 3.45 Are districts required to maintain records of eligible migrant students?

YES. A COE must be kept on file for each student who is eligible for migrant services. See the I/R Handbook for details, <http://www.msdr.org>.

### 3.46 Where should the LEA maintain documentation of eligible migrant students?

Documentation should be kept in a location that is accessible to program administrators, program reviewers, and auditors.

### 3.47 What documentation is required?

Documentation should be maintained for individual students and for the program. The following documentation for individual migrant students is required in the MSIS. See MSDR's MSIS Handbook for details.

- Certificate of Eligibility (COE).
- Enrollment.
- Withdrawal and Termination.
- Student Assessment.
- Secondary Data.
- Health Data.
- Supplemental Program Services: Instructional Services and Support Services.
- Referral Records (not available in MSIS).

Programmatic documentations include:

- Records as needed to facilitate an effective audit.
- Records to show compliance within the size and scope of approved grant application.
- Home Visitor Log.
- Expenditure reports or transaction recaps.
- Time and Effort. Actual costs charged to each program must be based on the employee's time distribution records/schedule.

For instructional staff, including teachers and instructional aides, class schedules that specify the time that such staff members devote to MEP activities may be used to demonstrate compliance with the requirement for time distribution records so long as there is corroborating evidence that the staff members actually carried out the schedules.

**3.48 How long must the LEA maintain MEP fiscal records?**

Records must be maintained for at least three years after the date the grantee or LEA submits its last expenditure report for the SEA's granting period. Sections 80.42(b) and (c) of EDGAR. If any litigation, claim, negotiation, audit, or other action involving the records has been started before the expiration of the three year period, the records must be retained until completion of the action and resolution of all issues which arise from it, or until the end of the regular three year period, whichever is later.

**3.49 What documentation should the LEAs keep to demonstrate that evaluation results have been used to improve MEP projects?**

LEAs should keep any information that documents how programs have changed in response to evaluation findings. Such information might include:

- The previous and current evaluation procedures and results.
- The previous and current applications.
- Other descriptions of program design that identify changes in the program.
- Summaries of programmatic changes that were made on the basis of evaluation results.
- Any other evidence of program improvement.
- Salary schedule and policies that the agency implemented to achieve equivalence among schools in staff, materials, and supplies.

**Personnel**

**3.50 Are teachers who serve MEP students required to hold ESL/Bilingual endorsements?**

NO. However, priority should be given to staff with both native language and English language proficiency who have endorsements in ESL and/or Bilingual Education. Where appropriate, check with the LEA's Personnel/Human Resources Officer for district hiring guidelines.

**3.51 Who is responsible for providing the primary, direct instruction for MEP eligible students?**

The certificated classroom teacher delivers the primary, direct instruction for eligible students.

**3.52 Must MEP paraprofessionals be under direct supervision of certificated staff?**

YES. What evidence should be on file?

- Schedule and student lists.
- Evidence of direction and support by certificated staff (e.g., lesson plan books, activity logs).
- Meeting notes indicating time is set aside for staff to meet on a regular basis.
- Refer to Title I Paraprofessional Non-Regulatory Guidance for additional guidance on effective use of paraprofessionals in the classroom.

## **STEP 4 – REPORTING, EVALUATION, and AUDITS**

### **Reporting**

States are required to report certain information on the MEP and other formula grant programs through a Consolidated State Performance Report. The purpose of the report is to provide timely information on the implementation of their approved Consolidated State Plans.

#### **4.1 How often is student data to be reported to the Migrant Student Information System?**

LEAs are required to report individual student academic and supplemental services provided to migrant students on a regular basis (See MSDR timeline for specific reporting periods).

### **Evaluation**

Evaluations allow LEAs to: (1) determine whether the program is effective and document the impact on migrant children; (2) improve program planning by comparing the effectiveness of different types of interventions; (3) determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and (4) identify areas in which children may need different MEP services. A proper evaluation can provide powerful information regarding how best to use MEP funds to achieve the desired result.

#### **4.2 In general, what are the requirements for evaluating the effectiveness of the MEP?**

Each LEA must determine the effectiveness of the MEP through a written evaluation that measures the *implementation* and *results* of the program against the State's performance targets, particularly for those students who are a priority for services. Furthermore, LEAs must use the results of the evaluation to improve the services provided to migrant children. See section 34 CFR 200.84 and 200.85.

In evaluating the results of the program, each LEA must evaluate students who participate in the instructional and/or support-service components of the MEP against the program's measurable outcomes. In addition, LEAs should measure student achievement through State assessments or other objective measures of student performance. See section 1304(c)(5) of the statute.

#### **4.3 What are program evaluations that LEAs are required to complete?**

There are three different program evaluations the LEAs must complete:

- Service Delivery Plan Goals Worksheet completed mid-year and end-of-year.
- Consolidated Program Review (CPR) is completed according to the CPR calendar.
- Summer End of Year (EOY) Report is required if the LEA applied for and used summer MEP funds in their summer school programs.

#### **4.4 Do LEAs need to use MSIS data in completing their EOY Reports?**

YES. OSPI uses the following reports while reviewing EOY Reports:

- End-of-Year Data Summary (Statistical Reports)
- Secondary Credit Report (Educational Reports)
- Student Credits Earned (Educational Reports)
- Commonly Failed Courses (Educational Reports)
- Student Supplemental Services (Supplemental Reports)

LEAs are to ensure that individual student data is submitted accurately and timely. See MSDR's website for all reports <http://www.msdr.org>.

## **Audits**

### **4.5 How does a grantee prepare for an audit?**

There are certain ongoing activities that assist in preparing for an audit. They are:

- Establishing internal controls.
- Complying with federal requirements.
- Establishing and maintaining proper record keeping and record retention systems.
- Requesting and performing internal audits.

### **4.6 What types of internal controls should a grantee have in place?**

A grantee should have internal controls that demonstrate, among other things, that:

- Payroll records support charges to federal funds.
- Procedures exist to verify that charges are allowable under the grant or contract.
- Procedures exist to verify that program participants are eligible.
- Corrective actions result from monitoring reviews.

### **4.7 What are some characteristics of a good internal control system?**

Internal controls should include these components:

- A plan of organization that segregates duties as appropriate in order to safeguard resources.
- A system of authorization and recording procedures adequate to provide effective accounting control over assets, liabilities, revenues, and expenses.
- Established practices that each organizational component follows to perform its duties and functions.
- Qualified personnel trained to perform their responsibilities.
- Effective systems of internal review.

### **4.8 What kinds of activities might be the subject of an audit?**

An audit will review such compliance requirements as:

- Eligibility of participants.
- Consolidation of administrative funds.
- Use of unneeded program funds.
- Use of funds in coordinated service projects and schoolwide programs.
- Allowable costs.
- Supplement, not supplant compliance.
- Comparability compliance.
- Participation of private school children.
- Period of availability of federal funds.
- Financial reporting.

### **4.9 How long must a grantee keep, for audit purposes, records related to a grant?**

Record keeping should establish an audit trail beginning with the preparation of the application, and should include records to support the application. Grant records that are the subject of an audit initiated prior to the end of the record retention period must be retained until the audit, audit resolution, or audit appeal is complete. If an audit results in exception, records pertaining to the audit must be retained permanently.

## **Appendix A -**

### **TITLE I, PART C - EDUCATION OF MIGRATORY CHILDREN**

- “Sec. 1301. Program purpose.
- “Sec. 1302. Program authorized.
- “Sec. 1303. State allocations.
- “Sec. 1304. State applications; services.
- “Sec. 1305. Secretarial approval; peer review.
- “Sec. 1306. Comprehensive needs assessment and service-delivery plan; authorized activities.
- “Sec. 1307. Bypass.
- “Sec. 1308. Coordination of migrant education activities.
- “Sec. 1309. Definitions.

#### **SEC. 1301. PROGRAM PURPOSE.**

It is the purpose of this part to assist States to —

- (1) support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- (2) ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
- (3) ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- (4) ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- (5) design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
- (6) ensure that migratory children benefit from State and local systemic reforms.

#### **SEC. 1302. PROGRAM AUTHORIZED.**

In order to carry out the purpose of this part, the Secretary shall make grants to State educational agencies, or combinations of such agencies, to establish or improve, directly or through local operating agencies, programs of education for migratory children in accordance with this part.

#### **SEC. 1303. STATE ALLOCATIONS.**

##### **(a) STATE ALLOCATIONS-**

(1) FISCAL YEAR 2002- For fiscal year 2002, each State (other than the Commonwealth of Puerto Rico) is entitled to receive under this part an amount equal to —

(A) the sum of the estimated number of migratory children aged 3 through 21 who reside in the State full time and the full-time equivalent of the estimated number of migratory children aged 3 through 21 who reside in the State part time, as determined in accordance with subsection (e); multiplied by

(B) 40 percent of the average per-pupil expenditure in the State, except that the amount determined under this paragraph shall not be less than 32 percent, nor more than 48 percent, of the average per-pupil expenditure in the United States.

(2) SUBSEQUENT YEARS-

(A) BASE AMOUNT-

(i) IN GENERAL- Except as provided in subsection (b) and clause (ii), each State (other than the Commonwealth of Puerto Rico) is entitled to receive under this part, for fiscal year 2003 and succeeding fiscal years, an amount equal to —

(I) the amount that such State received under this part for fiscal year 2002; plus

(II) the amount allocated to the State under subparagraph (B).

(ii) NONPARTICIPATING STATES- In the case of a State (other than the Commonwealth of Puerto Rico) that did not receive any funds for fiscal year 2002 under this part, the State shall receive, for fiscal year 2003 and succeeding fiscal years, an amount equal to —

(I) the amount that such State would have received under this part for fiscal year 2002 if its application under section 1304 for the year had been approved; plus

(II) the amount allocated to the State under subparagraph (B).

(B) ALLOCATION OF ADDITIONAL AMOUNT- For fiscal year 2003 and succeeding fiscal years, the amount (if any) by which the funds appropriated to carry out this part for the year exceed such funds for fiscal year 2002 shall be allocated to a State (other than the Commonwealth of Puerto Rico) so that the State receives an amount equal to —

(i) the sum of —

(I) the number of identified eligible migratory children, aged 3 through 21, residing in the State during the previous year; and

(II) the number of identified eligible migratory children, aged 3 through 21, who received services under this part in summer or intersession programs provided by the State during such year; multiplied by

(ii) 40 percent of the average per-pupil expenditure in the State, except that the amount determined under this clause may not be less than 32 percent, or more than 48 percent, of the average per-pupil expenditure in the United States.

**(b) ALLOCATION TO PUERTO RICO-**

(1) IN GENERAL- For each fiscal year, the grant which the Commonwealth of Puerto Rico shall be eligible to receive under this part shall be the amount determined by multiplying the number of children who would be counted under subsection (a)(1)(A) if such subsection applied to the Commonwealth of Puerto Rico by the product of —

(A) the percentage which the average per-pupil expenditure in the Commonwealth of Puerto Rico is of the lowest average per-pupil expenditure of any of the 50 States; and

(B) 32 percent of the average per-pupil expenditure in the United States.

(2) MINIMUM PERCENTAGE- The percentage in paragraph (1)(A) shall not be less than —

(A) for fiscal year 2002, 77.5 percent;

(B) for fiscal year 2003, 80.0 percent;

(C) for fiscal year 2004, 82.5 percent; and

(D) for fiscal year 2005 and succeeding fiscal years, 85.0 percent.

(3) LIMITATION- If the application of paragraph (2) for any fiscal year would result in any of the 50 States or the District of Columbia receiving less under this part than it received under this part for the preceding fiscal year, then the percentage described in paragraph (1)(A) that is used for the Commonwealth of Puerto Rico for the fiscal year for which the determination is made shall be the greater of the percentage in paragraph (1)(A) for such fiscal year or the percentage used for the preceding fiscal year.

**(c) RATABLE REDUCTIONS; REALLOCATIONS-**

(1) IN GENERAL- (A) If, after the Secretary reserves funds under section 1308(c), the amount appropriated to carry out this part for any fiscal year is insufficient to pay in full the amounts for which all States are eligible, the Secretary shall ratably reduce each such amount.

(B) If additional funds become available for making such payments for any fiscal year, the Secretary shall allocate such funds to States in amounts that the Secretary determines will best carry out the purpose of this part.

(2) SPECIAL RULE- (A) The Secretary shall further reduce the amount of any grant to a State under this part for any fiscal year if the Secretary determines, based on available information on the numbers and needs of migratory children in the State and the program proposed by the State to address such needs, that such amount exceeds the amount required under section 1304.

(B) The Secretary shall reallocate such excess funds to other States whose grants under this part would otherwise be insufficient to provide an appropriate level of services to migratory children, in such amounts as the Secretary determines are appropriate.

**(d) CONSORTIUM ARRANGEMENTS-**

(1) IN GENERAL- In the case of a State that receives a grant of \$1,000,000 or less under this section, the Secretary shall consult with the State educational agency to determine whether consortium arrangements with another State or other appropriate entity would result in delivery of services in a more effective and efficient manner.

(2) PROPOSALS- Any State, regardless of the amount of such State's allocation, may submit a consortium arrangement to the Secretary for approval.

(3) APPROVAL- The Secretary shall approve a consortium arrangement under paragraph (1) or (2) if the proposal demonstrates that the arrangement will —

(A) reduce administrative costs or program function costs for State programs; and

(B) make more funds available for direct services to add substantially to the welfare or educational attainment of children to be served under this part.

**(e) DETERMINING NUMBERS OF ELIGIBLE CHILDREN-** In order to determine the estimated number of migratory children residing in each State for purposes of this section, the Secretary shall —

(1) use such information as the Secretary finds most accurately reflects the actual number of migratory children;

(2) develop and implement a procedure for more accurately reflecting cost factors for different types of summer and intersession program designs;

(3) adjust the full-time equivalent number of migratory children who reside in each State to take into account —

(A) the special needs of those children participating in special programs provided under this part that operate during the summer and intersession periods; and

(B) the additional costs of operating such programs; and

(4) conduct an analysis of the options for adjusting the formula so as to better direct services to the child whose education has been interrupted.

## **SEC. 1304. STATE APPLICATIONS; SERVICES.**

**(a) APPLICATION REQUIRED**— Any State desiring to receive a grant under this part for any fiscal year shall submit an application to the Secretary at such time and in such manner as the Secretary may require.

**(b) PROGRAM INFORMATION**— Each such application shall include—

(1) a description of how, in planning, implementing, and evaluating programs and projects assisted under this part, the State and its local operating agencies will ensure that the special educational needs of migratory children, including preschool migratory children, are identified and addressed through—

(A) the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

(B) joint planning among local, State, and Federal educational programs serving migrant children, including language instruction educational programs under part A or B of title III;

(C) the integration of services available under this part with services provided by those other programs; and

(D) measurable program goals and outcomes;

(2) a description of the steps the State is taking to provide all migratory students with the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children are expected to meet;

(3) a description of how the State will use funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how, consistent with procedures the Secretary may require, the State will provide for 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;

(4) a description of the State's priorities for the use of funds received under this part, and how such priorities relate to the State's assessment of needs for services in the State;

(5) a description of how the State will determine the amount of any subgrants the State will award to local operating agencies, taking into account the numbers and needs of migratory children, the requirements of subsection (d), and the availability of funds from other Federal, State, and local programs;

(6) such budgetary and other information as the Secretary may require; and

(7) a description of how the State will encourage programs and projects assisted under this part to offer family literacy services if the program or project serves a substantial number of migratory children who have parents who do not have a high school diploma or its recognized equivalent or who have low levels of literacy.

**(c) ASSURANCES**— Each such application shall also include assurances, satisfactory to the Secretary, that—

(1) funds received under this part will be used only—

(A) for programs and projects, including the acquisition of equipment, in accordance with section 1306; and

(B) to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families;

(2) such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1120A, and part I;

(3) in the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parent advisory councils for programs of 1 school year in duration, and that all such programs and projects are carried out—

(A) in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provision impractical; and

(B) in a format and language understandable to the parents;

(4) in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children;

(5) the effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under part A;

(6) to the extent feasible, such programs and projects will provide for—

(A) advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services;

(B) professional development programs, including mentoring, for teachers and other program personnel;

(C) family literacy programs, including such programs that use models developed under Even Start;

(D) the integration of information technology into educational and related programs; and

(E) programs to facilitate the transition of secondary school students to postsecondary education or employment; and

(7) the State will assist the Secretary in determining the number of migratory children under paragraphs (1)(A) and

(2)(B)(i) of section 1303(a), through such procedures as the Secretary may require.

**(d) PRIORITY FOR SERVICES**— In providing services with funds received under this part, each recipient of such funds shall give priority to 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 during the regular school year.

**(e) CONTINUATION OF SERVICES**— Notwithstanding any other provision of this part—

(1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term;

(2) a child who is no longer a migratory child may continue to receive services for 1 additional school year, but only if comparable services are not available through other programs; and

(3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

## **SEC. 1305. SECRETARIAL APPROVAL; PEER REVIEW.**

- (a) **SECRETARIAL APPROVAL-** The Secretary shall approve each State application that meets the requirements of this part.
- (b) **PEER REVIEW-** The Secretary may review any such application with the assistance and advice of State officials and other individuals with relevant expertise.

## **SEC. 1306. COMPREHENSIVE NEEDS ASSESSMENT AND SERVICE-DELIVERY PLAN; AUTHORIZED ACTIVITIES.**

### **(a) COMPREHENSIVE PLAN-**

- (1) **IN GENERAL-** Each State that receives assistance under this part shall ensure that the State and its local operating agencies identify and address the special educational needs of migratory children in accordance with a comprehensive State plan that —
- (A) is integrated with other programs under this Act or other Acts, as appropriate;
  - (B) may be submitted as a part of a consolidated application under section 9302, if —
    - (i) the special needs of migratory children are specifically addressed in the comprehensive State plan;
    - (ii) the comprehensive State plan is developed in collaboration with parents of migratory children; and
    - (iii) the comprehensive State plan is not used to supplant State efforts regarding, or administrative funding for, this part;
  - (C) provides that migratory children will have an opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children are expected to meet;
  - (D) specifies measurable program goals and outcomes;
  - (E) encompasses the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
  - (F) is the product of joint planning among such local, State, and Federal programs, including programs under part A, early childhood programs, and language instruction educational programs under part A or B of title III; and
  - (G) provides for the integration of services available under this part with services provided by such other programs.
- (2) **DURATION OF THE PLAN-** Each such comprehensive State plan shall —
- (A) remain in effect for the duration of the State's participation under this part; and
  - (B) be periodically reviewed and revised by the State, as necessary, to reflect changes in the State's strategies and programs under this part.

### **(b) AUTHORIZED ACTIVITIES-**

- (1) **FLEXIBILITY-** In implementing the comprehensive plan described in subsection (a), each State educational agency, where applicable through its local educational agencies, shall have the flexibility to determine the activities to be provided with funds made available under this part, except that such funds first shall be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.
- (2) **UNADDRESSED NEEDS-** Funds provided under this part shall be used to address the needs of migratory children that are not addressed by services available from other Federal or non-Federal programs, except that migratory children who are eligible to receive services under part A may receive those services through funds provided under that part, or through funds under this part that remain after the agency addresses the needs described in paragraph (1).
- (3) **CONSTRUCTION-** Nothing in this part shall be construed to prohibit a local educational agency from serving migratory children simultaneously with students with similar educational needs in the same educational settings, where appropriate.
- (4) **SPECIAL RULE-** Notwithstanding section 1114, a school that receives funds under this part shall continue to address the identified needs described in paragraph (1), and shall meet the special educational needs of migratory children before using funds under this part for schoolwide programs under section 1114.

## **SEC. 1307. BYPASS.**

The Secretary may use all or part of any State's allocation under this part to make arrangements with any public or private nonprofit agency to carry out the purpose of this part in such State if the Secretary determines that —

- (1) the State is unable or unwilling to conduct educational programs for migratory children;
- (2) such arrangements would result in more efficient and economic administration of such programs; or
- (3) such arrangements would add substantially to the welfare or educational attainment of such children.

## **SEC. 1308. COORDINATION OF MIGRANT EDUCATION ACTIVITIES.**

### **(a) IMPROVEMENT OF COORDINATION-**

- (1) **IN GENERAL-** The Secretary, in consultation with the States, may make grants to, or enter into contracts with, State educational agencies, local educational agencies, institutions of higher education, and other public and private nonprofit entities to improve the interstate and intrastate coordination among such agencies' educational programs, including the establishment or improvement of programs for credit accrual and exchange, available to migratory students.
- (2) **DURATION-** Grants under this subsection may be awarded for not more than 5 years.

**(b) STUDENT RECORDS-**

(1) ASSISTANCE- The Secretary shall assist States in developing effective methods for the electronic transfer of student records and in determining the number of migratory children in each State.

(2) INFORMATION SYSTEM-

(A) IN GENERAL- The Secretary, in consultation with the States, shall ensure the linkage of migrant student record systems for the purpose of electronically exchanging, among the States, health and educational information regarding all migratory students. The Secretary shall ensure such linkage occurs in a cost-effective manner, utilizing systems used by the States prior to, or developed after, the date of enactment of the No Child Left Behind Act of 2001, and shall determine the minimum data elements that each State receiving funds under this part shall collect and maintain. Such elements may include —

- (i) immunization records and other health information;
- (ii) elementary and secondary academic history (including partial credit), credit accrual, and results from State assessments required under section 1111(b);
- (iii) other academic information essential to ensuring that migratory children achieve to high standards; and
- (iv) eligibility for services under the Individuals with Disabilities Education Act.

(B) NOTICE AND COMMENT- After consulting with the States under subparagraph (A), the Secretary shall publish a notice in the Federal Register seeking public comment on the proposed data elements that each State receiving funds under this part shall be required to collect for purposes of electronic transfer of migratory student information and the requirements that States shall meet for immediate electronic access to such information. Such publication shall occur not later than 120 days after the date of enactment of the No Child Left Behind Act of 2001.

(3) NO COST FOR CERTAIN TRANSFERS- A State educational agency or local educational agency receiving assistance under this part shall make student records available to another State educational agency or local educational agency that requests the records at no cost to the requesting agency, if the request is made in order to meet the needs of a migratory child.

(4) REPORT TO CONGRESS-

(A) IN GENERAL- Not later than April 30, 2003, the Secretary shall report to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and the Workforce of the House of Representatives the Secretary's findings and recommendations regarding the maintenance and transfer of health and educational information for migratory students by the States.

(B) REQUIRED CONTENTS- The Secretary shall include in such report —

- (i) a review of the progress of States in developing and linking electronic records transfer systems;
- (ii) recommendations for the development and linkage of such systems; and
- (iii) recommendations for measures that may be taken to ensure the continuity of services provided for migratory students.

(c) AVAILABILITY OF FUNDS- For the purpose of carrying out this section in any fiscal year, the Secretary shall reserve not more than \$10,000,000 of the amount appropriated to carry out this part for such year.

(d) INCENTIVE GRANTS- From the amounts made available to carry out this section for any fiscal year, the Secretary may reserve not more than \$3,000,000 to award grants of not more than \$250,000 on a competitive basis to State educational agencies that propose a consortium arrangement with another State or other appropriate entity that the Secretary determines, pursuant to criteria that the Secretary shall establish, will improve the delivery of services to migratory children whose education is interrupted.

(e) DATA COLLECTION- The Secretary shall direct the National Center for Education Statistics to collect data on migratory children.

**SEC. 1309. DEFINITIONS.**

As used in this part:

(1) LOCAL OPERATING AGENCY- The term local operating agency' means —

- (A) a local educational agency to which a State educational agency makes a subgrant under this part;
- (B) a public or nonprofit private agency with which a State educational agency or the Secretary makes an arrangement to carry out a project under this part; or
- (C) a State educational agency, if the State educational agency operates the State's migrant education program or projects directly.

(2) MIGRATORY CHILD- The term migratory child means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work —

- (A) has moved from one school district to another;
- (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
- (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

## **Appendix B -**

### SEC. 901. GENERAL PROVISIONS. Part A - SEC. 9101. DEFINITIONS.

- (37) SCIENTIFICALLY BASED RESEARCH- The term 'scientifically based research' —
- (A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
  - (B) includes research that —
    - (i) employs systematic, empirical methods that draw on observation or experiment;
    - (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
    - (iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
    - (iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
    - (v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
    - (vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

For more information on this subject, see <http://www.ed.gov/offices/OESE/esea/research>.

## Appendix C – Program Timelines (Regular Year and Summer Grant Cycles)

### Regular Year Allocation:

- Data submission to MSDR: **Last business day of September.**
- Allocation Table available: **Mid April** (tentative)

### Regular Year Program Application:

- Fiscal timeframe: **July 1 to August 31.**
- Application (iGrants Form Package 206) due date: **July 1\*** (if requesting Substantially Approvable Status – the grant is effective upon the date of submittal after July 1).

### Regular Year Program Revision:

- Program (Scope of Work) due date: **As needed, before or within 60 days of changes.**
- Budget due date: **April 15\***. All revisions need approval from OSPI prior to implementation.

### Program Evaluation -

- MSIS data due date: **data should be submitted on a regular basis according to MSDR timelines.**  
See the MSDR's MSIS Handbook for reporting guidelines of the following data:
  1. Enrollment.
  2. Student assessment.
  3. Supplemental instructional and support services.
  4. Secondary credit accrual and unresolved coursework.
  5. Health.
  6. Withdrawal and termination.
- Service Delivery Plan Goals Worksheet due date: **February 15\* (mid-year report); July 15\* (end-of-year report).**

### Regular Year Program Review:

- CPR: **See OSPI's Consolidated Program Review schedule**, conducted on a 4-year cycle.

**\*Or next business day**

### Summer School Allocation:

- Data submission to MSDR: **Last business day of August.**
- Allocation Table available: **Mid April** (tentative).

### Summer School Program Application:

- Fiscal timeframe: **March 15 to August 31.**
- Summer Application due date: **September 30\* prior to summer term.**

### Summer School Program Revision:

- Program (Scope of Work) due date: **June 15\*.**
- Budget due date: **June 15\*.** All revisions need approval from OSPI prior to implementation.

### Summer School Program Evaluation - Summer of End of Year (EOY) Report:

- MSIS data due date: **Ongoing as students enroll and withdraw from summer program.**  
See the MSDR's MSIS Handbook for reporting guidelines of the following data:
  1. Enrollment.
  2. Student Assessment.
  3. Supplemental Instructional and Support Services.
  4. Secondary credit accrual and unresolved coursework.
  5. Health.
  6. Withdrawal and Termination.
- Report (iGrants Form Package 249) due date: **September 15\* ending summer term.**

### Summer School Program Reviews

- Desk Audit: **As determined by OSPI.**
- Program Review: **As determined by OSPI.**

## Home Visitor—Job Description

Directly Responsible to: Federal Programs Director

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Identification and recruitment includes seeking out and identifying children who potentially qualify for the program, completing the paperwork necessary to establish their eligibility and enrolling them in the program. This includes gathering the information needed to enroll them into the Migrant Student Information System (MSIS).

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### Minimum Qualifications

- ☑ Must be able to read, write and speak fluently in English and/or the language spoken by migrant parents, spouse and/or a student at home.
  - ☑ Must be a high school graduate and/or possess a GED.
  - ☑ Must be able to work with people, be patient and willing to help parents, and/or student with questions, and provide resources, etc.
  - ☑ Must be able to travel and possess a valid Washington State Driver's License and automobile insurance.
  - ☑ Must be able to attend regional and state in-service training.
  - ☑ Must be flexible, in order to work evening hours when needed.
  - ☑ Must be able to complete accurate and timely reports.
  - ☑ Must have the ability to develop a liaison role between the home, school and community.
- 

### Job Description and I/R Activities—Major Responsibilities

1. Actively identify and recruit all eligible migrant children residing in the school district from 0 through 21 years of age. This includes, for example, surveying the area, establishing communication networks, establishing work relations with other community agency personnel, employers and social services.
  2. Complete, distribute and maintain a Certificate of Eligibility according to state/federal guidelines for each eligible migrant family immediately upon their arrival in the school district (regardless of whether students are in school or not). (The home visitor must be able to verify that the family has resided within their district boundaries for a minimum of 48 hours. Prior to processing an MSIS enrollment).
  3. Annually verify families' most recent move information.
  4. Share information on eligibility of migrant families with preschool programs as appropriate.
  5. Provide assistance as a liaison between the home and school.
  6. Promote activities between students, parents, educators and communities and assist schools and parents to organize an active Parent Advisory Committee (PAC).
  7. Share with migrant parents and students all school services/programs available to them. This includes, instructional program, MSIS, physical exams and alternative educational programs.
  8. Network with other agencies providing services to migrant students to ensure a coordinated service-delivery system.
  9. Refer migrant families to appropriate health, social or legal services in order to meet the needs of the migrant student's successful participation in school.
  10. Prepare documentation such as a home visitor log, which reflects major home visitor activities.
  11. Prepare a list, when applicable, of migrant dropout students to be placed on file at Local Education Agency (LEA).
  12. Recruit out-of-school students into educational programs.
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# Title I Migrant Education Records Clerk JOB DESCRIPTION

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## Primary Function

To perform record-keeping tasks and manage forms/information for migrant student records. The clerk will be required to process all Migrant Student Information System (MSIS) data and work in conjunction with all levels of district personnel. The Records Clerk is directly responsible to the Federal Programs Director.

## Minimum Qualifications

- ☑ Must be flexible, have the ability to work with all types of people and be attentive to detail and paperwork.
- ☑ Must be a high school graduate or possess a G.E.D. (General Education Diploma).
- ☑ Must possess clerical skills.
- ☑ Must be able to file and keep records.
- ☑ Computer knowledge and on line experience desirable.

## Major Functions and Responsibilities

1. Enroll all eligible migrant students into the MSIS according to state adopted procedures.
2. Complete all forms and process information required by the MSIS.
3. Maintain updated files.
4. Update educational and health information for migrant students as required.
5. Withdraw migrant students from MSIS as students leave school.
6. Work with all building secretaries and home visitors to ensure that eligible migrant children are identified and enrolled in the MSIS.
7. Work with the school nurse to ensure that all appropriate entries on the migrant health record are complete and updated.
8. Work with the home visitor to ensure that the Certificate of Eligibility (COE) is filled out properly and in a timely manner.
9. Attend all training sessions provided for the records clerk by the Migrant Education Program.
10. Process all incoming and outgoing correspondence dealing with the migrant records, disseminate the MSIS records accordingly.
11. Work with teachers, aides, counselors, principals and other migrant advocates to ensure that all educational data, such as secondary and supportive data is entered.

June 18, 2010

## PROGRAM DIRECTORY

### **Migrant Education Program, OSPI**

600 Washington Street, SE  
PO BOX 47200  
Olympia, WA 98504-7200  
(360) 725-6147  
(360) 664-0256 (fax)  
<http://www.k12.wa.us/migrantbilingual>  
Helen Malagon, interim director

### **Migrant Education Regional Office 105**

33 S. Second Avenue  
Yakima WA 98902  
(509) 454-2854  
(509) 454-7879 (fax)  
<http://www.esd105.wednet.edu/MERO/>  
Thomas Romero, director

### **Migrant Education Regional Office 171**

430 Old Station Road  
PO BOX 1847  
Wenatchee, WA 98801  
(509) 665-2616  
(509) 662-9027 (fax)  
<http://www.ncesd.org>  
Ismael Vivanco, director

### **Migrant Education Regional Office 189**

1601 R Ave.  
Anacortes, WA 98221  
(360) 299-4047  
(360) 299-4070 (fax)  
<http://www.esd189.org/mero/>  
Mary Kernel, director

### **Migrant Education Health Program**

Lake Chelan School District  
Administrative Office  
330 E. Johnson  
Chelan, WA 98816  
(509) 682-0373  
(509) 682-3407 (fax)  
<http://www.ncesd.org/167310411142540143/site/default.asp>  
Mike Taylor, supervisor

### **Migrant Student Data and Recruitment**

810-B East Custer Avenue  
Sunnyside, WA 98944  
(509) 837-2712  
(800) 274-6084  
(509) 839-9017 (fax)  
<http://www.msdr.org/>  
Lee Campos, director

### **Secondary Education for Migrant Youth Portable Assisted Study Sequence and Student Leadership Program**

(Sunnyside School District)  
810-A East Custer Avenue  
Sunnyside, WA 98944  
(509) 836-7500  
(509) 836-7530 (fax)  
<http://www.semy.org/>  
Linda Roberts, director