The Cross-Program Consolidated Monitoring Tool

Monitoring Cycle - 2021-2025

Part 6: The Migrant Education Program Elements

August 30, 2022

Office of Federal Programs
North Carolina Department of Public Instruction

North Carolina Department of
PUBLIC INSTRUCTION

How to Access the CPCM Tool

The CPCM monitoring instrument can be found on the Office of Federal Programs webpage.

First, click on the Cross-Program Monitoring Tab

Next, scroll to the Consolidated Monitoring Instrument link.

Cross-Program Monitoring

What is the focus of our work?

The Federal Program Monitoring and Support Division supports approximately $560,000,000 in federal funds provided to districts and schools each year. The primary role of the Division is to provide grants administration, program monitoring, data collection and reporting, and to facilitate the necessary technical assistance to ensure not only compliance but quality programs for students. Compliance is the first step toward program quality; monitoring is the springboard to providing technical assistance.

Why do we monitor and how can we help?

Monitoring Reviews

- **Compliance** — It's the law.
  Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Compliance monitoring is intended to be a collaborative partnership between the State and local education agencies (LEAs) and public charter schools to ensure compliance with the Elementary and Secondary Education Act.

- **Technical Assistance** — We're here to help.
  State monitoring team members provide technical assistance during the review visit and beyond. It is not the State's intent to tell the LEA HOW to run its title programs, but rather to answer questions, facilitate dialogue, and exchange ideas and information for program improvement while, at the same time, meeting all federal requirements.

- **Building Relationships** — We're in this together.
  The Department of Public Instruction's main objective is to raise student achievement for North Carolina's school children. Through cooperative assessment of the federal programs, between

Consolidated Monitoring Presentation

Standard Operating Procedures Manual

Consolidated Monitoring Instrument

Federal Program Monitoring

21st Century Community Learning Centers

Comprehensive Continuous Improvement Plan

Cross-Program Monitoring

Emergency Assistance for Nonpublic Schools (EANS)

Equitable Services for Private Schools

Every Student Succeeds Act (ESSA)

Elementary and Secondary Schools Emergency Relief (ESSER)

Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program

Federal Program Contacts by Staff Member

Federal Program Data Collection

Foster Care Education

Homeless Program Monitoring

ICARES

Migrant Education

Monitoring Neglected and Delinquent Students

Rural Education Achievement Program

Element #18

Coordination and Integration of Migrant Education Programs

ESSA Citations: 1306(a)(1)(A,E,G), 1308 (a)(1), 1308(b)(2)(A)

MEP Stakeholder Engagement

PSUs receiving PRC 051 funds should submit the following documentation:

- ❑ Dated documentation from meetings at which district MEP staff **collaborated** with other district/school personnel and from other state and local services or programs regarding the MEP program.

- ❑ Samples of communications, between district staff and personnel from state and local services or programs, regarding the district's MEP program

MEP Coordination of Services, Programs and Records

❑Description of how the district **coordinates** and **integrates** the MEP with **other** state and local services and programs

❑Evidence demonstrating records of transfer of student information and use of the Migrant Student Information Exchange (MSIX) database for MEP students.

Element #19

Alignment with MEP State Service Delivery Plan

ESSA Citations: 1304(c)(4), 1306

MEP Student Eligibility

- Evidence demonstrating that all eligible migratory children and youth in the district are identified and recruited into the MEP so that migratory children can benefit from MEP services.

- Evidence should include, at a minimum:
  - ❑ Recruiter Logs
  - ❑ District's ID&R Calendar
  - ❑ District's ID &R Map

MEP Supplemental Programs and Activities

- Evidence of supplemental activities/programs provided to or planned for migratory pre-K and out-of-school youth.

- Evidence should include, at a minimum:
  - ❑ Student work samples, with student names omitted or redacted
  - ❑ Pre/post assessments
  - ❑ Service logs that demonstrate services provided to migratory Pre-K and out-of-school youth

MEP Summer Activities

- Evidence of supplemental *summer* activities/programs for migratory students to include, at a minimum:

  - ❑ Summer registration forms, with any student names omitted or redacted
  - ❑ Flyer, brochures, or other documents announcing summer activities/program
  - ❑ Staff logs that demonstrate summer activities/programs offered to migratory children
  - ❑ pre/post assessments

MEP Instructional Support

- Evidence of supplemental regular school year instructional support for migratory students. Evidence should include, at a minimum:
  - ❑ MEP staff logs demonstrating supplemental instructional support during the school year.
  - ❑ Classroom teacher surveys demonstrating extent to which   supplemental instructional support aligns with classroom   instruction.

❑ Evidence of MEP needs assessments that identifies the students who are priority for service (PFS).

❑ Evidence demonstrating that teachers and other staff are instructed to serve students according to the service priorities.

MEP Service Delivery Plan Best Practices

- Use the pre-developed Classroom Teacher Survey template connected to the SDP and found on the NC MEP website.

- Ensure a communication component to base schools in the district's PFS determination protocol

Element #20

Evaluation of the Migrant Program

ESSA Citations: 1304(c)(4), 1306

Evaluation of the MEP Program

- Dated documentation from meetings or planning sessions at which staff members were involved in the use of data to evaluate the implementation and outcomes of the MEP and students

- Documentation demonstrating the use of evaluation instruments (such as locally administered pre and post assessments, student/parent surveys, and classroom teacher surveys) to measure the implementation and outcomes of services provided to migratory children and OSY.

- Dated documentation from district MEP PAC meetings at which parents were involved in the evaluation of district MEP services.

Evaluation of the MEP Program

- Documentation demonstrating the use of evaluation instruments to measure the implementation and outcomes of services provided to migratory children and OSY such as:

  - ❑ Locally administered pre and post assessments
  - ❑ Student surveys
  - ❑ Parent surveys
  - ❑ Classroom teacher surveys

Evaluation of the MEP Program Best Practices

- Use the MEP Program Evaluation Instrument

- Use the NC MEP SDP Alignment Chart

- Make sure MEP PAC meetings are have an evaluation component.

Video Resources – Required Viewing

Required Video #1:

Preparing for Your Upcoming Monitoring Visit? Monitoring Event Guidelines Presentation

Required Video #2:

CPCM Instrument Part 1: The Consolidated Program Elements (CPCM Elements 1-5)

Video Resources – Optional Viewing

CPCM Instrument Part 2: Title I, Parts A & D (Elements 6-11)

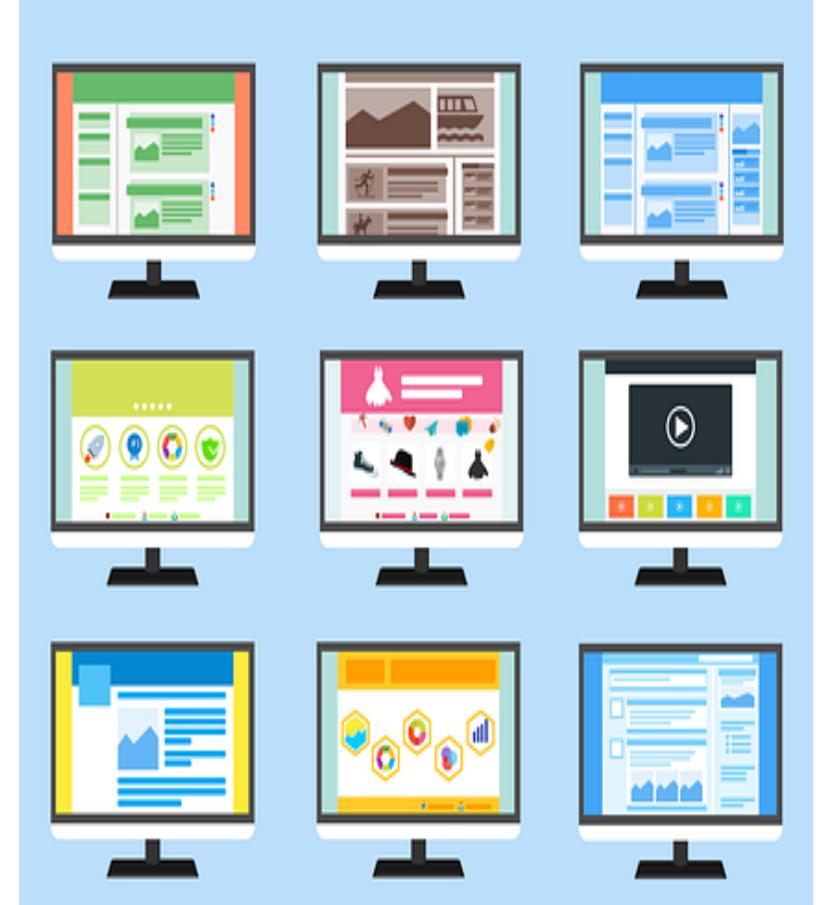CPCM Instrument Part 3: Title II, Part A – (Element 12)

CPCM Instrument Part 4: Title IV, Part A – (Element 13)

CPCM Instrument Part 5: Title III, Part A – (Elements 14-17)

CPCM Instrument Part 6: Title I, Part C- MEP (Elements 18-20)

CPCM Instrument Part 7: Title V, Part B – RLIS (Element 21)

CPCM Instrument Part 8: Title I, Part D – State Operated Programs (Element 22)

We are here to support YOU!

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