**North Carolina Migrant Education Site Visit Instrument**

Representatives of the North Carolina Migrant Education Program at the Department of Public Instruction will visit approximately seven program sites each year to evaluate program quality and needs. The visits will last one day and will be combined with prospective re-interviews when possible.

The visit will use a modification of the following instrument to help assess and evaluate each program. The instrument is based on six program integrity areas identified by the Office of Migrant Education: student eligibility, needs assessment (for program design and student service), educational reform, funding and fiscal issues, quality control (quality assurance), and record transfer. Since many aspects of this instrument are included in the Quality Assurance process, the instrument is used to identify challenges faced in implementing and improving their programs. Please do not send or upload any information that contains Personal Identifiable Information (PII) of students.

**LEA/LOA \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewers** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date ­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **RATING SCALE** | | | | | | |
| **Description** | | | **Definition** | | | |
| Leading | | | The program has complied with all requirements of the Migrant Education Program (MEP) and is exemplary. The program has a clear and evident record of accomplishing its goals for migrant students. | | | |
| Developing | | | The program complies with all requirements of the Migrant Education Program. | | | |
| Emerging | | | The program has met most of the requirements of the Migrant Education Program. The program needs some assistance in developing plans to meet all requirements within one program year. | | | |
| Lacking | | | The program has not complied with elements of three or more areas. A program of technical assistance must be implemented to ensure that all requirements are met within one program year. | | | |
|  | **Area** | | | **Types of Possible Evidence & Sample Questions** | **Comments** | **Rating** | |
| **I. Identification and Recruitment (ID&R) and Eligibility** 1303(a)(1), 1303(f), 1304 (b)(1), 1308 (b)(1) | | | | | | | |
| 1. | | The Local Education Agency (LEA) has used the State Identification and Recruitment (ID&R) Plan to guide its ID&R activities. | | * **Sample of Evidence:** * ID&R Plan and calendar * List of local farmers in the area * **Interview Recruiter, Director, and any other staff involved with ID&R**. |  |  | |
| 2. | | Recruiters observe seasonal migration patterns and local crops timeline in order to maximize ID&R opportunities. In addition, Recruiters’ schedules are flexible in order to allow for increased ability to recruit. | | * **Sample of Evidence:** * Calendar of crops in the area * Recruiter’s ID&R calendar * **Interview Recruiter, Director, and any other staff involved with ID&R.** |  |  | |
| 3. | | The state (National) Certificate of Eligibility (COE) is used to identify every MEP child. Information used to establish eligibility is based on a personal interview with a parent, guardian or other responsible adult. | | * **Sample of Evidence:** * Current COE template * Current COE reviewer template * Signed COE * **Interview Recruiter, Director, and any other staff involved with ID&R.** |  |  | |
| 4. | | Recruiter(s) and any other authorized ID&R staff demonstrate knowledge of the eligibility criteria for MEP and make adequate eligibility determinations. | | * **Sample of Evidence:** * ID&R training agendas and sign in sheets * MEP handbook when applicable * **Interview Recruiter, Director, and any other staff involved with ID&R.** |  |  | |
| 5. | | The LEA trains Recruiters on ID&R, including eligibility criteria and how to develop an ID&R plan. | | * **Sample of Evidence:** * ID&R training agendas and sign in sheets * ID&R plan * **Interview Recruiter, Director, and any other staff involved with ID&R.** |  |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **II. Student Data and Records Transfer** (Sec. 1304(c)(1)(B), Sec.1304(b)(3), Sec. 1308 (b)  *The Data Specialist will be contacted by telephone to complete this section.* | | | | |
| 6. | Student data is up-to-date and accurate in PowerSchool  *Regional Data Specialist will participate in this discussion by telephone.* | * Sample of Evidence: * Current enrollment * County or state test data: EOG/EOC * Analysis of past years performance? * Supplemental Service Report (SSR) for the last 3 months * **Interview Data Specialist and Recruiter.** |  |  |
| 7. | COEs are entered into the PowerSchool database within two weeks (10 calendar days) of the reviewer’s signature | * **Sample of Evidence:** * Most current & last year’s COE records if applicable * **Interview Data Specialist and Recruiter***.* |  |  |
| 8. | Instructional staff is aware of migrant student information, which is accessible for their use. | * **Sample of Evidence:** * Forms used to convey information with other agencies * Sample of information shared with instructional staff * **Interview MEP staff.** |  |  |
| 9. | Educational continuity is promoted by the timely transfer of student records, use of MSIX, and development and use of intrastate and interstate communication systems. | * **Sample of Evidence:** * Records transfer forms/process * Use of MSIX * Transfer of Migrant Student Records Evaluation Report * **Interview MEP Staff.** |  |  |
| 10. | The LEA has developed a system of communication with their Regional Data Specialist. | * **Sample of Evidence:** * Communication between Regional Data Manager (RDM) and LEA * Protocol with RDM & MEP staff * **Interview MEP staff and Regional Data Specialist.** |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **III. Program Services/ Provision of services** (Sec. 1301, Sec. 1304(b)(1), 1304(b)(2), 1304(b)(4), 1304(d), 1304(e), Sec. 1306(a)(1) | | | | |
| 11. | Services provided to students are indicated in the MEP application for the current year and reflect the NC MEP State Service Delivery Plan. MEP staff is informed of the services to be provided. The program is evaluated annually to identify successful activities and eliminate non-productive activities. | * **Sample of Evidence:** * SSR for the last 3 months * LEA MEP Service Delivery Plan * Last local program evaluation * LEA Comprehensive Needs Assessment * **Interview Director and MEP staff.** |  |  |
| 12. | The MEP needs assessment identifies the students who have a priority for service (PFS). Those whose education has been interrupted within the school year and are failing or at-risk of failing state standards. Teachers and other staff are instructed to serve students according to the service priorities. | * **Sample of Evidence:** * PFS list * Educational Plan for PFS * LEA Personalized Educational Plan (PEP) if applicable * Service Logs specific for PFS * **Interview Director and any MEP staff.** |  |  |
| 13. | Migrant students are provided quality, rigorous summer/intersession programs/activities, either through the MEP alone or in collaboration with other programs. | * **Sample of Evidence:** * Summer program documentation: planning, agendas, Memorandum of Understanding (MOU), related documents * Data: number of participants, evaluation of the program, surveys (parents, staff, & students if applicable) * **Interview Director.** |  |  |
| 14. | Services available to MEP students are enhanced by coordinating activities with other programs and agencies. | * **Sample of Evidence:** * Forms to Child Nutrition, Transportation, Head Star, and other agencies * **Interview Director.** |  |  |
| 15. | Supplementary staff development activities that improve staff skills in teaching migrant students are provided. Staff development activities provided by the MEP are supplementary to those offered by the LEA and address the special needs of Migrant students. | * **Sample of Evidence:** * Professional Development targeted to MEP * Agendas & Sign in sheets * **Interview Director and MEP staff.** |  |  |
| 16. | Classroom teachers and tutors can cite specific examples of services provided to migrant students. | * **Sample of Evidence:** * Classroom teacher: PEP for MEP students when applicable * Documentation of services provided to MEP by classroom teacher: tutoring matrix, roster, student sign in sheet * **Interview Teacher/Tutor.** |  |  |
| 17. | There is a clear understanding of the Continuation of Services (COS) Provisions of the Migrant Education Program. | * **Sample of Evidence:** * COS records for the past 2 years * COS training and PD to MEP staff * **Interview Director and MEP staff.** |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **IV. Parent, Student, and Community Involvement** (Sec. 1116, Sec.1118, Sec. 1304(c)(3) | | | | |
| 18. | The LEA has a clearly articulated overall parental engagement plan that describes ways parents can support student learning. The plan incorporates efforts supported by federal, local, state and/or private funding. Funds are targeted to meet the specific needs of Migrant families. | * **Sample of Evidence:** * Parents’ survey (tally & survey) * LEA parental engagement policy * Meeting dates (last year’s) * Agendas and sign in sheets * **Interview Director and MEP staff.** |  |  |
| 19. | Parents can cite specific examples of their involvement with Migrant education program matters. MEP parents are involved in the planning and implementation of MEP activities. | * **Sample of Evidence:** * Parents’ survey: (tally & survey) * MEP PAC meetings agendas and sign in sheets * School Improvement Plan that talks about MEP involvement in SIP process * **Interview MEP parents.** |  |  |
| 20. | MEP has a Parent Advisory Council (PAC) established | * **Sample of Evidence***:* * MEP PAC agendas and sign in sheets for the last year * Roster and assignments: president, vice-president… * **Interview MEP staff and parents.** |  |  |
| 21. | Students can cite specific examples of the services provided to them by the LEA MEP. | * **Sample of Evidence:** * Students’ survey when applicable * Tutoring matrix or schedule * AIM club roster when applicable * AIM club agendas and sign in sheets * SSR for the last 3 months * **Interview MEP students.** |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **V. Funding** (Section 1120A) | | | | |
| 22. | The MEP financial plans and practices meet legal requirements and are supplemental to the LEA’s base program. | * **Sample of Evidence:** * Memorandum of Understanding (MOU) when applicable * Budget: list of purpose and object codes as it relates to MEP * Job Descriptions of split-funded MEP staff * **Interview Director.** |  |  |
| 23. | The MEP equipment inventory is up-to-date. | * **Sample of Evidence:** * Up-to-date Inventory * **Interview Director.** |  |  |
| 24. | Expenditures reflect approved budget; if there are changes, appropriate amendment forms and BUD/BAAS amendments have been submitted and approved. | * **Sample of Evidence:** * Contract with contracted services * Proposed contracts * **Interview Director.** |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **VI. Quality Assurance** (Sec. 1303(f)(2), Sec, 1304 (c)(7)) | | | | |
| 25. | The LEA follows the Quality Assurance Manual to ensure accuracy and accountability of ID & R, Data Management, and Service Provision. | * **Sample of Evidence:** * PFS & COS data: roster, educational plan, SSR as it relates to PFS & COS * LEA MEP manual, toolkit, handbook, etc when applicable * Last Re-Interview report * **Interview Director, Recruiter, Data Specialist, and Tutors/Advocates/Service Providers.** |  |  |